

Kirkpatrick's Four Levels of Training Evaluation in Detail

This grid illustrates the Kirkpatrick's structure detail, and particularly the modern-day interpretation of the Kirkpatrick learning evaluation model, usage, implications, and examples of tools and methods. This diagram is the same format as the one above but with more detail and explanation:

| EVALUATION TYPE | EVALUATION DESCRIPTION AND CHARACTERISTICS | EXAMPLES OF EVALUATION TOOLS AND METHODS | RELEVANCE AND PRACTICABILITY |
|--------------------------------|--|--|--|
| <p>LEVEL 1 REACTION</p> | <ul style="list-style-type: none"> ▪ reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example: ▪ did the trainees like and enjoy the training? ▪ did they consider the training relevant? ▪ was it a good use of their time? ▪ did they like the venue, the style, timing, domestics, etc? ▪ level of participation ▪ ease and comfort of experience ▪ level of effort required to make the most of the learning ▪ perceived practicability and potential for applying the learning | <ul style="list-style-type: none"> ▪ typically 'happy sheets' ▪ feedback forms based on subjective personal reaction to the training experience ▪ verbal reaction which can be noted and analyzed ▪ post-training surveys or questionnaires ▪ online evaluation or grading by delegates ▪ subsequent verbal or written reports given by delegates to managers back at their jobs | <ul style="list-style-type: none"> ▪ can be done immediately the training ends ▪ very easy to obtain reaction feedback ▪ feedback is not expensive to gather or to analyze for groups ▪ important to know that people were not upset or disappointed ▪ important that people give a positive impression when relating their experience to others who might be deciding whether to experience same |
| <p>LEVEL 2 LEARNING</p> | <ul style="list-style-type: none"> ▪ learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience: ▪ did the trainees learn what intended to be taught? ▪ did the trainee experience what was intended for them to experience? ▪ what is the extent of advancement or change in the trainees after the training, in the direction or area that was intended? | <ul style="list-style-type: none"> ▪ typically assessments or tests before and after the training ▪ interview or observation can be used before and after although this is time-consuming and can be inconsistent ▪ methods of assessment need to be closely related to the aims of the learning ▪ measurement and analysis is possible and easy on a group scale ▪ reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment ▪ hard-copy, electronic, online or interview style assessments are all possible ▪ | <ul style="list-style-type: none"> ▪ relatively simple to set up, but more investment and thought required than reaction evaluation ▪ highly relevant and clear-cut for certain training such as quantifiable or technical skills ▪ less easy for more complex learning such as attitudinal development, which is famously difficult to assess ▪ cost escalates if systems are poorly designed, which increases work required to measure and analyze |

| EVALUATION TYPE | EVALUATION DESCRIPTION AND CHARACTERISTICS | EXAMPLES OF EVALUATION TOOLS AND METHODS | RELEVANCE AND PRACTICABILITY |
|--------------------------------|---|--|---|
| <p>LEVEL 3 BEHAVIOR</p> | <ul style="list-style-type: none"> ▪ behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation: ▪ did the trainees put their learning into effect when back on the job? ▪ were the relevant skills and knowledge used ▪ was there noticeable and measurable change in the activity and performance of the trainees when back in their roles? ▪ was the change in behavior and new level of knowledge sustained? ▪ would the trainee be able to transfer their learning to another person? <p>is the trainee aware of their change in behavior, knowledge, skill level?</p> | <ul style="list-style-type: none"> ▪ observation and interview over time are required to assess change, relevance of change, and sustainability of change ▪ arbitrary snapshot assessments are not reliable because people change in different ways at different times ▪ assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool ▪ assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements ▪ the opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way ▪ 360-degree feedback is useful method and need not be used before training, because respondents can make a judgment as to change after training, and this can be analyzed for groups of respondents and trainees ▪ assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria ▪ online and electronic assessments are more difficult to incorporate - assessments tend to be more successful when integrated within existing management and coaching protocols ▪ self-assessment can be useful, using carefully designed criteria and measurements | <ul style="list-style-type: none"> ▪ measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation ▪ simple quick response systems unlikely to be adequate ▪ cooperation and skill of observers, typically line-managers, are important factors, and difficult to control ▪ management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning ▪ evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging ▪ behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below |

| EVALUATION TYPE | EVALUATION DESCRIPTION AND CHARACTERISTICS | EXAMPLES OF EVALUATION TOOLS AND METHODS | RELEVANCE AND PRACTICABILITY |
|-------------------------------|--|---|---|
| <p>LEVEL 4 RESULTS</p> | <ul style="list-style-type: none"> ▪ results evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test ▪ measures would typically be business or organizational key performance indicators, such as: ▪ volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc. | <ul style="list-style-type: none"> ▪ it is possible that many of these measures are already in place via normal management systems and reporting ▪ the challenge is to identify which and how relate to the trainee's input and influence ▪ therefore it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be measured ▪ this process overlays normal good management practice - it simply needs linking to the training input ▪ failure to link to training input type and timing will greatly reduce the ease by which results can be attributed to the training ▪ for senior people particularly, annual appraisals and ongoing agreement of key business objectives are integral to measuring business results derived from training | <ul style="list-style-type: none"> ▪ individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability ▪ also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results |

Since Kirkpatrick established his original model, other theorists (for example Jack Phillips), and indeed Kirkpatrick himself, have referred to a possible fifth level, namely ROI (Return On Investment). In my view ROI can easily be included in Kirkpatrick's original fourth level 'Results'. The inclusion and relevance of a fifth level is therefore arguably only relevant if the assessment of Return On Investment might otherwise be ignored or forgotten when referring simply to the 'Results' level.

Learning evaluation is a widely researched area. This is understandable since the subject is fundamental to the existence and performance of education around the world, not least universities, which of course contain most of the researchers and writers.

While Kirkpatrick's model is not the only one of its type, for most industrial and commercial applications it suffices; indeed most organizations would be absolutely thrilled if their training and learning evaluation, and thereby their ongoing people-development, were planned and managed according to Kirkpatrick's model.

The use of this material is free provided copyright (see below) is acknowledged and reference or link is made to the www.businessballs.com website. This material may not be sold, or published in any form. Disclaimer: Reliance on information, material, advice, or other linked or recommended resources, received from Alan Chapman, shall be at your sole risk, and Alan Chapman assumes no responsibility for any errors, omissions, or damages arising. Users of this website are encouraged to confirm information received with other sources, and to seek local qualified advice if embarking on any actions that could carry personal or organizational liabilities. Managing people and relationships are sensitive activities; the free material and advice available via this website do not provide all necessary safeguards and checks. Please retain this notice on all copies.

© Donald Kirkpatrick's Learning Evaluation Model 1959; review and contextual material Alan Chapman 1995-2007

Level 1 Evaluation Survey: Your opinions matter!

Instructions: The following questions are designed to find out your reaction to the instructor, course, and learning environment. Based on your feedback and other evaluation components we will determine if any changes are necessary. Thanks in advance for your feedback.

1. Did you like the training session about the CT Partnership for Long-Term Care?

Yes _____; no _____; somewhat liked or disliked _____

2. If yes, please skip to question # 4. If "no", or "somewhat liked or disliked", please answer question # 3:

3. Which of the following factors caused you to not to enjoy the class (please provide details for each check mark on the additional separate sheet provided):

_____ Instructor Style

_____ Class Content

_____ Training materials

_____ Training Room Location

_____ Material and concepts too complicated

_____ Not enough case studies

_____ Too many case studies

_____ Concepts that apply to my job not explained thoroughly

_____ More time should be spent on case studies

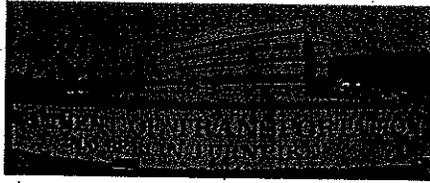
_____ Other: Please explain on the separate survey sheet about other training aspects you feel need improvement that will enhance the overall class experience.

4. Would you recommend this class to others in your unit?

5. Was the class content relevant to your work? If so, how do you feel the training will help you? If not, please explain.

6. If anything, what would you change about the class, and why?

Please provide any additional comments you feel would help with the evaluation of the class. Thank you for taking the time to provide your feedback.



Connecticut Department of Transportation Class Evaluation

Class Title:

Instructors Name:

Date:

Please tell me the three most important items you learned at this training session.

1) _____

2) _____

3) _____

Was there a certain topic that should have been covered more in-depth?

Was there a topic we should have spent less time on?

Please grade A-F

Evaluate instructor's effectiveness in the following:

Style and delivery

A B C D F

Responsiveness to participants

A B C D F

Knowledge of the subject matter

A B C D F

How would you rate this session?

A B C D F

What can we do to improve this class in the future?

(Continue on back if needed)

Thank you and have a great day!

Session Title: _____

Name (optional) _____

Instructor: _____

Date: _____

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|----------------------|----------|-------|-------------------|
| 1. The topics presented were what you expected of the training. | 1 | 2 | 3 | 4 |
| 2. This training met your needs. | 1 | 2 | 3 | 4 |
| 3. The training was of adequate length for the topics presented. | 1 | 2 | 3 | 4 |
| 4. The instructor was responsive to the participants. | 1 | 2 | 3 | 4 |
| 5. The instructor was knowledgeable in all topics presented. | 1 | 2 | 3 | 4 |
| 6. The instructor provided adequate audio/visual aids. | 1 | 2 | 3 | 4 |
| 7. The instructor's style and delivery was effective. | 1 | 2 | 3 | 4 |
| 8. The facility provided a comfortable learning environment. | 1 | 2 | 3 | 4 |
| 9. Breaks were provided when needed and were of adequate length. | 1 | 2 | 3 | 4 |
| 10. Would recommend this training to other employees. | 1 | 2 | 3 | 4 |

How would you rate this training overall? _____

Would you like participate in upcoming trainings? _____

What topics would you like presented in the future? _____

What can we do to make the training better? _____

Other comments: _____

Level I Evaluation for
Telephone Training Course
Lisa Carta Corriveau
April 29, 2009

For responses needing to be scored with a numerical value, please use the following scale:

1=Outstanding 2=Very Good 3=Good 4=Fair 5=Poor

1. How well did this training workshop address the "relevant issues" presented at the beginning of the presentation?

A. Pride in work and a sense of self-worth

1 2 3 4 5

B. Being empowered to choose your own attitude vs. reacting to a situation

1 2 3 4 5

C. Strategies to address different telephone situations

1 2 3 4 5

2. Which part of the Telephone Training Workshop did you enjoy the most and why?

3. Give one example of something you learned at this training course that you can immediately apply to your present job responsibilities at work.

4. Was there anything about the location for this workshop that impeded your ability to learn the concepts that were being taught?

5. The trainer was knowledgeable and well-prepared to teach this particular subject matter.

1 2 3 4 5

6. Ample time was allowed for questions and group participation.

1 2 3 4 5

7. Please list any suggestions you feel could improve this training course.

Training Evaluation

Training Attended: _____ Date: _____

Please indicate on the form below your impression of the training class you have just attended. Rate the training session based upon the following criteria.

In the interest of developing and maintaining a quality training program please feel free to comment in the space provided or use the back of the sheet in needed.

| Curriculum | Expectations | | | | |
|---|---------------------|---|---|------|---|
| | Low | | | High | |
| 1. The training meet my expectations | 1 | 2 | 3 | 4 | 5 |
| 2. I will be able to use the knowledge gained from this course | 1 | 2 | 3 | 4 | 5 |
| 3. The training objectives were identified and meet | 1 | 2 | 3 | 4 | 5 |
| 4. Class materials were distributed and helpful | 1 | 2 | 3 | 4 | 5 |
| 5. The presentation was organized and contributed to my knowledge | 1 | 2 | 3 | 4 | 5 |
| Instructors/Staff | | | | | |
| 1. The presenters were knowledgeable in subject matter | 1 | 2 | 3 | 4 | 5 |
| 2. The presenters meet the course objectives | 1 | 2 | 3 | 4 | 5 |
| 3. Good training aids and audio visuals were used. | 1 | 2 | 3 | 4 | 5 |
| 4. Class participation was encouraged | 1 | 2 | 3 | 4 | 5 |
| 5. The presenters were responsive to the student's questions | 1 | 2 | 3 | 4 | 5 |
| Training Questions | | | | | |
| 1. How would you rate this training class? | 1 | 2 | 3 | 4 | 5 |
| 2. Did this class meet your training needs? | 1 | 2 | 3 | 4 | 5 |
| 3. Was the training relevant to your work environment? | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Training Evaluation Level One

Course Title - I Help School Nurses Turn Asthma Chaos Into Quiet Control 3-13-09.....

Learning Objective # 2
 Each learner will make AIRS referrals for their asthmatic students with frequent hospitalizations or ED visits or high school absenteeism To decrease the # of school absences by 10%

| | a lot | some | a little | none | specific highlights and/or suggested improvements? |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Did I enjoy this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Did I learn gain new knowledge and get some new ideas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Will I use the information and ideas at school? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Do I think that the ideas and information will improve my effectiveness in helping children control their asthma? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <p>Do you have any other comments or suggestions on The Power Point Slides? The presenters presentation style? The Flow of the Course? Your comments to this form will help to improve my SN training program on asthma</p> | | | | | |

PRESENTER'S NAME:

Elizabeth Reynolds.....

| | |
|--------------------------------|--|
| Trainer Name | |
| Course Name and Number | |
| Location | |
| Date | |
| Trainee Name (optional) | |

This feedback form will help us to evaluate how well our training has met your expectations and needs. Please check the square which best corresponds to your answer.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| The course content was arranged so as to make the most effective use of the time allotted. | | | | | |
| The training material addressed all of the learning objectives that were discussed at the beginning of the course. | | | | | |
| The content was appropriate to my training needs and skill level. | | | | | |
| The course materials were easy to read and understand. | | | | | |
| The instructor was knowledgeable about the subject matter. | | | | | |
| I was encouraged to ask questions, voice my concerns and observations, and engage in discussion. | | | | | |
| The instructor used a variety of presentation methods (i.e. lecture, group discussion, activities and exercise, handouts, and audiovisuals) which met my learning needs. | | | | | |
| The instructor helped group members relate the concepts taught to their practice and provided examples for how to apply them to their daily job activities. | | | | | |
| The location was accessible and convenient. | | | | | |
| The time allocated was appropriate to the content of the training. | | | | | |
| The physical classroom environment was comfortable (i.e. room temperature, light, and seating). | | | | | |
| This class met my expectations. | | | | | |
| What I learned will improve the way I communicate and interact with all my clients/staff. | | | | | |
| I would recommend this training to others. | | | | | |

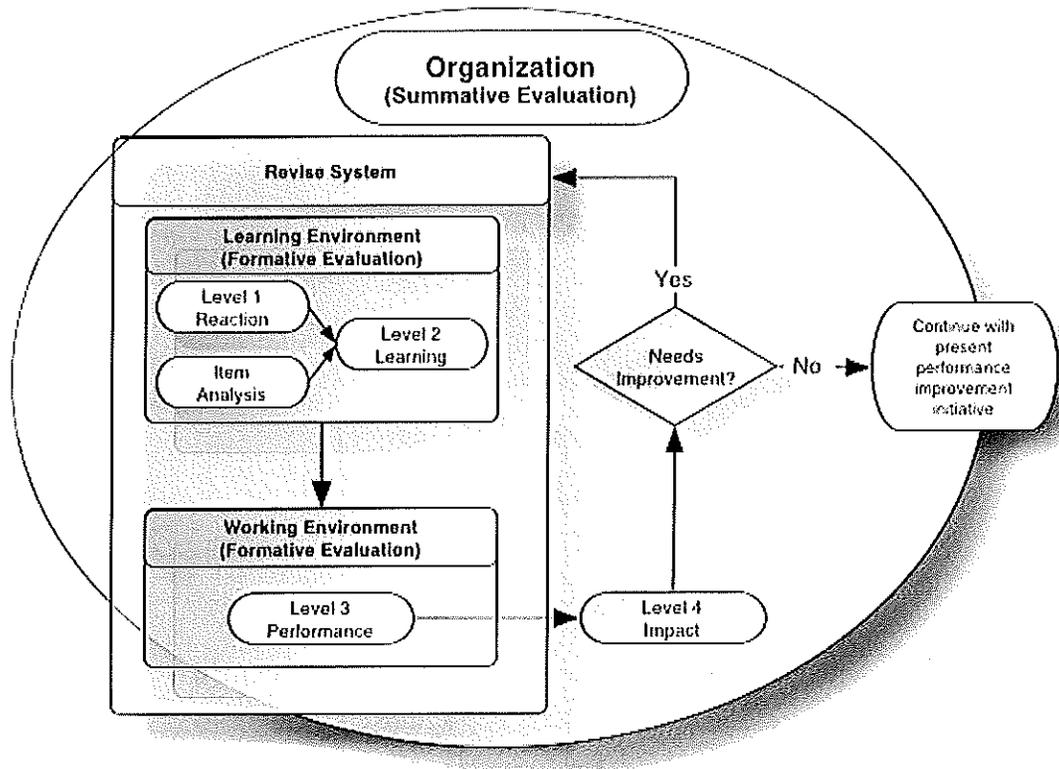
Please include additional comments on the back side of this sheet.

Thank you for you time and cooperation with this request.

Level One Evaluation: Reaction

In order to have a good discussion about Kirkpatrick's Level One Evaluation it is helpful to see Kirkpatrick's complete model of evaluation. Below is a diagram of Kirkpatrick's Four Levels of Evaluation Model (1994) of reaction, learning, performance, and impact.

The Kirkpatrick's Four Levels of Training Evaluation



Level One:

This is the first step of Kirkpatrick's evaluation process where students are asked to evaluate the training they attended after completing the program. These are sometimes called smile sheets or happy sheets because in their simplest form they measure how well students liked the training. Don't be fooled by the adjectives though, this type of evaluation can reveal useful data if the right questions are asked:

- The relevance of the objectives.
- The ability of the course to maintain interest.
- The amount and appropriateness of interactive exercises.
- The *perceived* value and transferability to the workplace.

The evaluation is generally handed out right at the completion of an instructor led class. With the increase of on-line and web based trainings the evaluations can also be delivered and completed online, and then printed or e-mailed to a training manager.

What is reaction in training evaluation? Simply put, it reports if participants liked or disliked the training. This would resemble a customer satisfaction questionnaire in a retail outlet. At the First Level of evaluation, the goal is to find out the reaction of the trainees to the instructor, course and learning environment. This can be useful for demonstrating that the opinions of those taking part in the training matter. A Level One evaluation is also a vehicle to provide feedback and allows for the quantification of the information received about the trainee's reactions.

The intent of gathering this information is not to measure what the trainee has learned, but whether the delivery method was effective and appreciated. Non-training items may have a deep impact on the training session and need to be considered. These items include, but are not limited to environmental and other conditions surrounding the learner at the time of training. Level One questions might include the following:

- Did the learner feel comfortable in the surroundings?
- Was it too cold or too warm in the room?
- Were there distractions?
- Was the time the training was conducted good for you?
- Was this an easy experience?

In gathering the data for this first step, it is important to do so soon after the training is completed. It is most presented as a form to be filled out by the learner. The following are some methods used to collect the data for Level One:

- Feedback forms – have the trainee relate their personal feelings about the training
- Conduct an *Exit Interview* – get the learner to express their opinions immediately
- Surveys and Questionnaires – gather the information some time after the training is conducted
- Online Evaluations – this might allow for more anonymous submissions and quicker evaluation of data
- On-the-job verbal or written reports – given by managers when trainees are back at work

The benefits of gathering Level One information are far-reaching. For example, the trainer or instructional designer may be misled into believing there is a shortcoming in the material presented, when it may have simply been an environmental issue. The data can be gathered immediately and most trainees participate readily because the information gathered is non-threatening and shows concern for their feelings. The information, in addition to ease of gathering, is not difficult to analyze. Finally, when a current group is relating a positive experience, other potential trainees are more at ease with a decision to learn.

There are those who dislike the Level One Evaluation and scoff at its results being scientific and controlled. Some suggest that just one question need be answered: “Would you recommend this course to a friend or colleague? Why or why not?”

Every training intervention needs some kind of feedback loop, to make sure that – within the context of the learning objectives – it is relevant, appropriately designed, and competently executed.

At Level 1 the intention is not to measure if, or to what extent, learning took place (that’s Level 2); nor is it intended to examine the learner’s ability to transfer the skills or knowledge from the classroom to the workplace (Level 3); nor does it attempt to judge the ultimate impact of the learning on the business (Level 4). Level 1 of Kirkpatrick’s model is intended simply to gauge learner satisfaction.

The concern or disdain of the Level One Evaluation in many cases comes from poorly designed evaluations that may “steer” respondents. Too many close ended questions without room for comment limit attendee’s comments. The type of questions asked can limit the areas the student is “allowed” to evaluate. Open ended questions while tedious may provide fuller feedback.

Trainers also need to understand that sound analytical evaluations often require multi-stage studies. Your end-of-course feedback may indicate a problem area, but will not tell you specifically what the problem is. A follow-up survey, by questionnaire, by informal conversation, or by holding a brief focus group, will tell you a great deal more than you could possibly find out under end-of-course conditions.

The level one evaluation none-the-less is an important first step. We need to remember the word *level one* does indeed imply there are more levels of evaluation. These successive evaluations will help dig deeper into the training experience and assist with identifying that your training programs helped move the organization toward realizing business outcomes. Understanding the objectives/outcomes of any training goal prior to class design will always be the key measure of a successful training program. Without precise and clear objectives the ultimate success of a training program can not be measured.

The good news about the level one evaluation is that learners are keenly aware of what they need to know to accomplish a task. If the training program fails to satisfy their needs, a thoughtful evaluation will allow the opportunity to determine whether it's the fault of the program design or delivery.

References:

Brown, Frederick G (1971). *Measurement and Evaluation*. Itasca, Illinois: F.E. Peacock.

Gilbert, T. (1998). A Leisurely Look at Worthy Performance. *The 1998 ASTD Training and Performance Yearbook*. Woods, J. & Gortada, J. (editors). New York McGraw-Hill.

Hayes, M. (2003, Feb 3). Just Who's Talking ROI? *Information Week*. p. 18.

Kelly, T. L. (1939). The Selection of Upper and Lower Groups for the Validation of Test Items. *Journal of Educational Psychology*. Vol. 30, p.p. 17-24.

Kirkpatrick, Donald, (1994). *Evaluating Training Programs*. San Francisco, CA: Berrett-Koehler Publishers, Inc. (NOTE: Donald L. Kirkpatrick is a HRD Hall of Fame member.)

Markus, H. & Ruvulo, A. (1990). "Possible selves. Personalized representations of goals." *Goal Concepts in Psychology*. Pervin, L. (Editor). Hillsdale, NJ: Lawrence Erlbaum. Pp. 211-241.

Tovey, Michael (1997). *Training in Australia*. Sydney: Prentice Hall Australia.

Kruse, Kevin, *Evaluating e-Learning: Introduction to the Kirkpatrick Model*

Parkin, Godfrey, marketer, consultant, trainer, conference speaker, *Revisiting Kirkpatrick's Level One*

Tool-1A: Example for Agriculture (Crop):

Taking Charge

Please circle the number that best describes your answer.

| As a result of this program, do you intend to: | No | Maybe | Yes | Already doing this |
|--|----|-------|-----|--------------------|
| 1. Apply conservation tillage practices? | 1 | 2 | 3 | 4 |
| 2. Follow a crop rotation? | 1 | 2 | 3 | 4 |
| 3. Follow minimum tillage practices? | 1 | 2 | 3 | 4 |
| 4. Use crop residue as a ground cover? | 1 | 2 | 3 | 4 |
| 5. Use cover crops? | 1 | 2 | 3 | 4 |

Did the training workshop meet your expectation? 1. Yes 2. No

Would you recommend this training workshop to others? 1. Yes 2. No

If not, why: _____

What did you like the most about this training workshop?

What did you like the least about this training workshop?

How could this training be further improved?

Demographics

What is your gender? 1. Male
 2. Female

How do you identify yourself?

| | |
|----------------------------|-------------------------------------|
| 1. African American | 5. White |
| 2. American Indian/Alaskan | 6. Native Hawaiian/Pacific Islander |
| 3. Asian | 7. Other |
| 4. Hispanic/Latino | |

Share your name/address/phone number, if you are willing to allow us to contact you for follow-up comments (Optional).

Name: _____ Phone Number: _____

Address: _____

Thank you for completing this evaluation.
We appreciate your input as we make every effort to improve Extension programs.