

What Works and Why:

Defining and Assessing Change

Maureen E. Conner, Ph.D.

Assessing Impact at Four Levels: The Kirkpatrick Model

- Level 1: Reaction evaluation
- Level 2: Learning evaluation
- Level 3: Behavioral change evaluation
- Level 4: Results evaluation

Reaction Evaluation Objectives

- Were quality standards met?
- Were the vision and mission of education supported?
- Were contractual obligations fulfilled?

Reaction Continued

- Did the program meet expectations?
- Was the content helpful?
- Did learning occur?

Learning Evaluation Objectives

- Was the new knowledge mastered and applied?
- Were higher-level thinking, analysis, and problem-solving skills learned and applied?

Learning Continued

- Will learning be transferred to the workplace?
- Did learning contribute to changed attitudes and values?

Behavioral Change Evaluation Objectives

- Have new knowledge, skills, attitudes, and values been used in the workplace?
- Was the work environment prepared for the use of new knowledge, skills, attitudes, and values?

Behavioral Change Continued

- Did superiors and peers support the changes?
- Was work performance improved and rewarded?

Results Evaluation Objectives

- Were specific organizational deliverables impacted?
- Did organizational impact occur in unintended ways?

Results Continued

- Are the new knowledge, skills, attitudes, and values having a positive, negative, or neutral impact on the organization?
- Was the impact worth the investment?

Evaluation Clients

- Who is interested in the evaluation results?
- What do they want to know?
- What constitutes evidence?
- Are they willing to dedicate the resources?

Planning for Impact Evaluation

- Select evaluation strategy when education program is being developed
- Determine who needs to be involved
- Prepare the organization for scrutiny
- Establish a budget
- Set a timeline

Select Data Collection Methods and Intervals

- Surveys and questionnaires
- Interviews
- Focus groups
- Observations
- Control groups

Collection Methods and Intervals Continued

- Tests
- Group and individual action plans
- Manager meetings and debriefings
- Organizational reports
- Benefit-cost analysis

Difficulties with Impact Evaluation

- Client changes
- Uncooperative parties
- Credibility of findings
- Challenges to the measures
- Hawthorne effect

Difficulties Continued

- Trust and respect
- Disbelief of findings
- Non-comparable data
- Education and training effects cannot be isolated
- Time and money commitment is too great

From Dag Hammarskjöld

How long the road is.

But, for all the time the journey has already
taken,

How you have needed every second of it

In order to learn what the road passes by.

Markings (1983)

References

Information contained in this session is based on
*Conducting Impact Evaluation for Judicial Branch
Education* (Conner 2002).

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