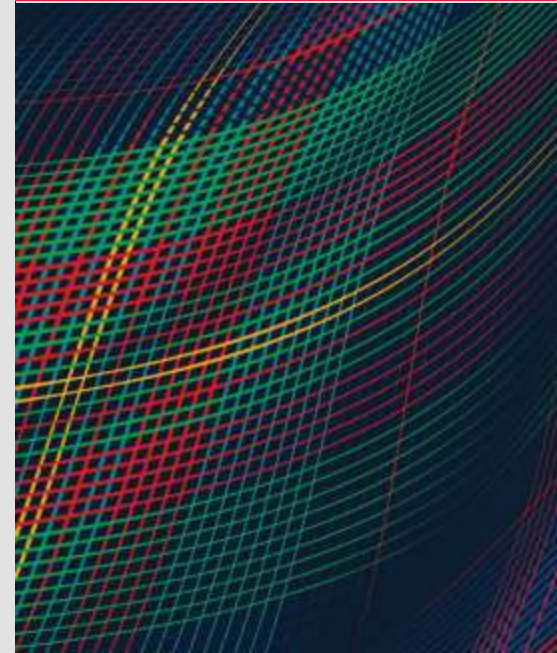


# Training Evaluation Overview for the Acquisition Readiness Center



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# What we want to cover

- **Questions for SSC**
- **Top Evaluation Methods**
- **Deep Dive Into Kirkpatrick Model**
- **Deep Dive Into CIPP Model**
- **Recommendations**

# Questions for SSC that came to mind

- **Are we trying to get feedback on the training or measure the effectiveness? Another way of asking: do we want to measure the product, or the impact on people?**
- **Do you know what other parts of human capital are doing?**
- **Do we know the stakeholder's expectations?**
- **Where does training measurement fall in the priorities? Is it separate or part of #3 (Professionalize training products)?**

# Training Program Evaluation

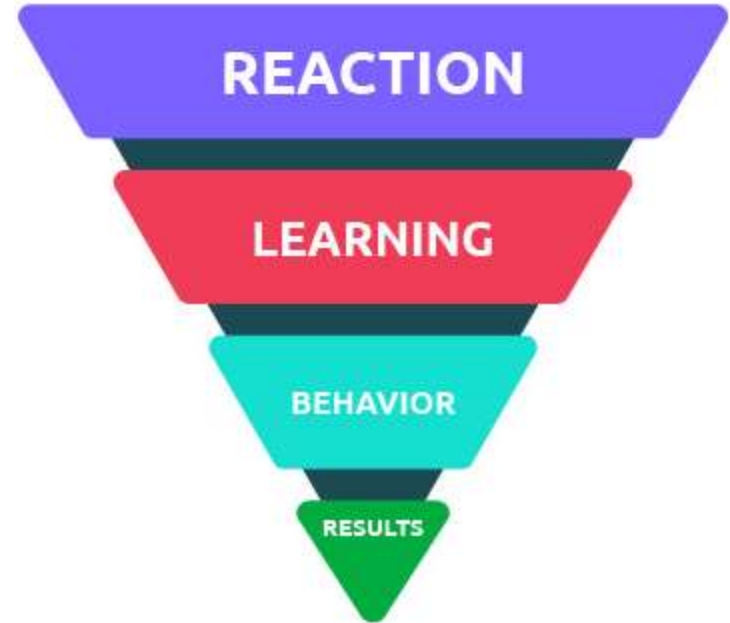
- **Understand the goals of the training program(s)**
  - Feel like we will have a pretty clear goal for each customer identified
- **Collect data**
  - Need to establish a consistent method of data collection
- **Analyze the data**
  - Establish a cadence that makes sense to analyze data
- **Compare the data to the goals of the training program(s)**
  - Will be good to get the stakeholders involved in this
- **Make improvements and repeat**

# Some Top Evaluation Methods

- **Kirkpatrick Model of Evaluation**
  - Utilizes four levels of training evaluation (Reaction, Learning, Behavior, and Results).
- **Phillips ROI Model**
  - Similar to Kirkpatrick but uses metrics in an additional ROI step.
- **CIPP (Context, Input, Process, and Product)**
  - CIPP is less about proving what you did and more about improving what you are doing.

# Kirkpatrick Model of Evaluation

- The Kirkpatrick Model of Evaluation is a globally recognized method of evaluating the results of training and learning programs
- The model was created by Donald Kirkpatrick, Ph.D. in 1959
- Defines four levels of training evaluation
  - Level 1: Reaction
  - Level 2: Learning
  - Level 3: Behavior
  - Level 4: Results



# Level 1 - Reaction

- **Level 1 solicits opinions of the learning experience following a training event or course.**
- **Typically, this is done by conducting a survey after a course.**
- **Questions concern the degree to which the experience was valuable (satisfaction), whether they felt engaged, and whether they felt the training was relevant. Example questions could be something like this:**
  - **What were the biggest strengths and weaknesses of the training?**
  - **Did the training program accommodate your personal learning style?**
  - **Was this material at the right skill level, or too easy/advanced?**
  - **Would you recommend this training to others?**

# Level 2 - Learning

- **Level 2 measures the degree to which participants acquired the intended knowledge, skills and attitudes as a result of the training.**
- **By determining what trainees are learning, and what they are not, you can make necessary improvements. Level 2 can be completed as a pre- and post-event evaluation, or only as a post-evaluation.**
- **This is also where quizzes/tests can come into play.**
- **Example questions could look like this:**
  - **How would you rate your knowledge of acquisition within SSC upon the completion of this class from 1-10**
  - **What are the three most important things you learned from this training?**
  - **Are there any topics from the training you still don't understand?**

# Level 3: Behavior

- **Level 3 examines how well participants can apply what they learned in training to their jobs.**
- **Also, where leadership starts to play a role in the success of training.**
- **This is something that has the most value after time passes (3-6 months).**
- **Example questions could look like the following:**
  - **Think back to prior training. How are you performing in your role now compared to after previous training sessions?**
  - **Have you felt supported and motivated to use the new skills you've learned? What can leadership do to promote this?**
  - **Are you using what you learned in training in your daily design work?**

# Level 4 - Results

- **Level 4 is where the return on the investment (or expectations) and the value of the training is explored.**
- **Did we reach our goals that we set out to accomplish with this training?**
- **There are various ways to get this done, but most of the time this level is for leadership to evaluate the learner.**
- **Example questions you could ask leadership:**
  - **To what extent has the training helped our team reach our goals?**
  - **Are we making fewer errors and getting projects done more quickly and efficiently?**
  - **Do you recognize noticeable up-skilling in the participant who took the training?**
- **Can also explore pre and post skill assessments with leaders.**

# Using Kirkpatrick Model

- **Start at the top and work down:**
- **What business results you are targeting (the results).**
- **Determine whether the training matches the stakeholder's expectations.**
- **Identify what on-the-job behavior or performance changes you would need to look for to prove that the trainees had met the end results.**
- **Define the learning objectives that will develop the on-the-job behavior.**
- **Decide how to deliver the necessary instruction in an engaging and appealing way.**

# Some Cons of Kirkpatrick

- **The Kirkpatrick Model is measuring the effectiveness of the training, it will tell you if it worked or not.**
- **It will not help you improve the training unless you add that level of complexity into the evaluations.**

# CIPP Model

- **Created in the 1960s by Daniel Stufflebeam.**
- **Decision oriented model that systematically collects info about the program to identify strengths and limitations in content or delivery.**
- **Concentrates on four areas of a program:**
  - **Context (the overall goals or mission)**
  - **Input (plans and resources)**
  - **Process (activities or components)**
  - **Product (outcomes or objectives)**
- **Given the newness of this program we may want to consider some of the high-level evaluations (Context/Input).**

# Context

- **Give reason for why a curriculum is to be implemented (what is the why?).**
- **Studies the environment in which a curriculum is run.**
- **Would want to do a learning needs analysis on the potential trainees to understand the challenges that they may face and help determine what type of learning environment/approach should be used.**
- **This is essentially what I believe is occurring right now with various 4 letter groups.**

# Input

- **Provides information about the sources that can be used to achieve the program objectives.**
- **Helps in upfront planning as you ‘solve the problem’.**
- **This is when you look at things like:**
  - **Budget**
  - **Schedule/order of classes**
  - **Infrastructure/media**
  - **Learning strategies**
  - **Labor resources (instructors)**

# Process

- **This is where you evaluate the products themselves and start to get an understanding of ‘how things are going’.**
- **If you notice through whatever sources that the training isn’t working, take action to find out why that is.**
- **Can be through observations, group discussions with the class, interviewing the learners.**
- **Bottom line is you want to figure out what the issue is and address it.**

# Product

- **This is when you evaluate the program to determine if it should be changed, kept as is, or eliminated.**
- **You would use data products likely captured through a Kirkpatrick style of approach to help determine what to do with your training.**

# Recommendation

- **Perform the first 2 evaluations of the CIPP method (Context and Inputs).**
- **Begin working through the Kirkpatrick approach with existing training with the goal of having a standardized Level 1 – Level 4 if applicable.**