

EVALUATING TRAINING

Reading

Goldstein & Ford, Chapters 5 & 6

Terms you should know. At the end of this section you should be able to define and provide an example of the following terms without using your notes.

Training Evaluation
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Criterion
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Unidimensional Criterion
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Multidimensional Criterion
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Criterion Deficiency
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Criterion Contamination
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Criterion Relevance
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Criterion Referenced Evaluation
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Norm Referenced Evaluation
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Kirkpatrick's Evaluation Levels

Level I Reaction Evaluation
Level II. Acquisition
Level III. Transfer
Level IV. Organizational Results
Objective vs. Subjective Criteria
Obtrusive vs. Unobtrusive Measures
Formative Evaluation vs. Summative Evaluation
Evaluation Techniques
Simple Survey
Experimental Designs
Experimental Group
Control Group
One Shot Case Study (Post-test only design)

Pre-test, Post-test only design
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Randomized Post-test only
control group
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Randomized, Pre-test, Post-test,
Control
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Confounding
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History confound
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Maturation Confound
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Testing Confound
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Mortality Confound
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Non-Equivalent Control Group
Design
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Time Series Designs
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Utility Analysis
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Concepts you should understand. Without using your notes you should...

1. Be able to describe why conducting a training evaluation would be good practice.
2. List the barriers to training program evaluation.
3. What is the relationship between task analysis, training objectives, and training evaluation.
4. Why should you match the evaluation technique to the training objectives?
5. Why should your training assessment/measurement techniques be reliable?
6. Why should your training assessment techniques be valid?
7. What are the barriers to conducting a training evaluation?

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8. Be able to define, identify, and give an example of each of the following confounds that can hamper the interpretation of the pre-experimental designs.
- a. History.
 - b. Maturation.
 - c. Regression.
 - d. Testing
 - e. Mortality
9. Be prepared to describe how you would evaluate the training program we are developing in class at each of the following levels.
- a. Kirkpatrick Level I
 - b. Kirkpatrick Level II
 - c. Kirkpatrick Level III
 - d. Kirkpatrick Level IV

Activities you should master.

1. How would you evaluate each of the following training objectives?
 - a. For a restaurant trainee: When given bread, bologna, cheese, and mustard correctly assemble a sandwich.
 - i. How would you evaluate this at Kirkpatrick Level II?

 - ii. How would you evaluate this at Kirkpatrick Level III?

 - b. For a tax accountant: List, identify, and apply the correct deductions when preparing an individual tax return.
 - i. How would you evaluate this at Kirkpatrick Level II?

 - ii. How would you evaluate this at Kirkpatrick Level III?