# Five Levels of Professional Development Evaluation


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<table>
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<tr>
<th>Evaluation level</th>
<th>What questions are addressed?</th>
<th>How will the information be gathered?</th>
<th>What is measured or assessed?</th>
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| 1. Participants’ reactions | - Did they like it?  
- Was their time well spent?  
- Did the material make sense?  
- Will it be useful?  
- Was the leader knowledgeable and helpful?  
- Were the refreshments fresh and tasty?  
- Was the room the right temperature?  
- Were the chairs comfortable? | - Questionnaires administered at the end of the session  
- Focus groups  
- Interviews  
- Personal learning logs | - Initial satisfaction with the experience | - To improve program design and delivery |
| 2. Participants’ learning | - Did participants acquire the intended knowledge and skills? | - Paper-and-pencil instruments  
- Simulations and demonstrations  
- Participant reflections  
- Participant portfolios  
- Case study analyses | - New knowledge and skills of participants | - To improve program content, format, and organization |
| 3. Organization support and change | - What was the impact on the organization?  
- Did it affect organizational climate and procedures?  
- Was implementation advocated, facilitated, and supported?  
- Was the support public and overt?  
- Were problems addressed quickly and efficiently?  
- Were sufficient resources made available?  
- Were successes recognized and shared? | - [College] records  
- Minutes from follow-up meetings  
- Questionnaires  
- Focus groups  
- Structured interviews with participants and [college] administrators  
- Participant portfolios | - The organization’s advocacy, support, accommodation, facilitation, and recognition | - To document and improve organizational support  
- To inform future change efforts |
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| 4. Participants’ use of new knowledge and skills | • Did participants effectively apply the new knowledge and skills? | • Questionnaires  
• Structured interviews with participants and their [department chairs]  
• Participant reflections (oral and/or written)  
• Participant portfolios  
• Direct observations  
• Video- or audiotapes | • Degree and quality of implementation | • To document and improve the implementation of program content |
| 5. Student learning outcomes | • What was the impact on students?  
• Did it affect students’ performance or achievement?  
• [Did it influence students’ employability?]  
• [Did it affect students’ work performance? ] | • Student records  
• [College] records  
• Questionnaires  
• Structured interviews with students, [instructors, and, and/or employers]  
• Participant portfolios | • Student learning outcomes:  
• Cognitive (performance and achievement)  
• Affective (attitudes and dispositions)  
• Psychomotor (skills and behaviors) | • To focus and improve all aspects of program design, implementation, and follow-up  
• To demonstrate the overall impact of professional development |

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1 Text in brackets has been modified from the original to fit the community college context.