

Goal-Based and Systems-Based Approaches to Training Evaluation

Evaluation Approach	Goal Based	Systems-Based		
Evaluation Model	Kirkpatrick (1959)	CIPP Model (1987)	IPO Model (1990)	TVS Model (1994)
Characteristics	<p>Level 1: Reaction: to gather data on participants reactions at the end of a training programme</p>	<p>1. Context: obtain objective and relevant information about the situation to decide on training needs and to establish programme objectives</p>	<p>1. Input: evaluation of system performance indicators such as trainee qualifications, availability of materials, appropriateness of training, etc.</p>	<p>1. Situation: collect pre-training data to determine current levels of performance within the organisation; define a desirable level of future performance</p>
	<p>Level 2: Learning: to assess whether the learning objectives for the training programme were met</p>	<p>2. Input: identify educational strategies most likely to achieve the desired result</p>	<p>2. Process: embraces planning, design, development, and delivery of training programmes</p>	<p>2. Intervention: identifying the reason for the existence of the gap between the present and desirable performance to find out if training is the solution to the problem</p>
	<p>Level 3: Behaviour: to assess whether job performance changes as a result of training</p>	<p>3. Process: assess the implementation of the educational programme</p>	<p>3. Output: Gather data resulting from the training interventions</p>	<p>3. Impact: evaluate the difference between the pre- and post-training data</p>
	<p>Level 4: Results: to assess costs against benefits of training programmes, i.e., organisational impact in terms of reduced costs, improved quality of work, increased quantity of work, etc.</p>	<p>4. Product: gather information regarding the results of the educational intervention to interpret its worth and merit</p>	<p>4. Outcomes: longer-term results associated with improvement in the organisation's bottom line- its profitability, competitiveness, etc.</p>	<p>4. Value: measures differences in quality, productivity, service, or sales, all of which can be expressed in terms of dollars</p>

Source: Deniz Eseryel (2002) Approaches to Evaluation of Training: Theory & Practice; *Educational Technology & Society* 5 (2)