Evalu*at|e*
EVALUATION RESOURCE CENTER for
advanced technological education

Five Levels of Professional Development Evaluation
From Guskey, T. R., (2000). *Evaluating Professional Development Evaluation*. Thousand Oaks, CA: Corwin Press, pp. 79-81.[i]

Evaluation level	What questions are addressed?	How will the information be gathered?	What is measured or assessed?	How will the information be used?
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

Evaluation level	What questions are addressed?	How will the information be gathered?	What is measured or assessed?	How will the information be used?
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

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