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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	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session • Focus groups • Interviews • Personal learning logs 	<ul style="list-style-type: none"> • Initial satisfaction with the experience 	<ul style="list-style-type: none"> • To improve program design and delivery
2. Participants' learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Simulations and demonstrations • Participant reflections • Participant portfolios • Case study analyses 	<ul style="list-style-type: none"> • New knowledge and skills of participants 	<ul style="list-style-type: none"> • To improve program content, format, and organization
3. Organization support and change	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • [College] records • Minutes from follow-up meetings • Questionnaires • Focus groups • Structured interviews with participants and [college] administrators • Participant portfolios 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve organizational support • To inform future change efforts

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4. Participants' use of new knowledge and skills	<ul style="list-style-type: none"> Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> Questionnaires Structured interviews with participants and their [department chairs] Participant reflections (oral and/or written) Participant portfolios Direct observations Video- or audiotapes 	<ul style="list-style-type: none"> Degree and quality of implementation 	<ul style="list-style-type: none"> To document and improve the implementation of program content
5. Student learning outcomes	<ul style="list-style-type: none"> What was the impact on students? Did it affect students' performance or achievement? [Did it influence students' employability?] [Did it affect students' work performance?] 	<ul style="list-style-type: none"> Student records [College] records Questionnaires Structured interviews with students, [instructors, and, and/ or employers] Participant portfolios 	<ul style="list-style-type: none"> Student learning outcomes: <ul style="list-style-type: none"> Cognitive (performance and achievement) Affective (attitudes and dispositions) Psychomotor (skills and behaviors) 	<ul style="list-style-type: none"> 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.