**Ten levels of evaluation**

Reproduced from Stefani and Baume (2016), adapted from Kirkpatrick (1994).

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| *Level* | *Label* | *Typical question(s)* |
| **1** | Awareness & knowledge | What proportion of the intended stakeholders knew about the activity? |
| **2** | Expectations | What did stakeholders want, need, expect from it? |
| **3** | Reactions | Did it meet their needs? |
| **4** | Suggestions | How did they feel could it be improved? |
| **5** | Engagement | In what particular ways did stakeholders engage with it? |
| **6** | Learning | What did people learn from it? |
| **7** | Planning | What use do people plan to make of what they have learned? |
| **8** | Applying | What use have people made of what they learned? |
| **9** | Student Learning | What effect has their changed practice had on student learning? |
| **10** | Return on investment | Were the costs of the activity, process or project at least recouped through increased efficiency, effectiveness, quality – on whatever the institution places financial value – of teaching and learning? |

Kirkpatrick, D. (1994). *Evaluating Training Programs*. San Francisco CA: Berrett-Koehler Publishers, Inc.

Stefani, L., & Baume, D. (2016). “Is it working?”: outcomes, monitoring and evaluation. In D. Baume & C. Popovic (Eds.), *Advancing Practice in Academic Development* (1st Editio, pp. 157–173). https://doi.org/https://doi.org/10.4324/9781315720890