



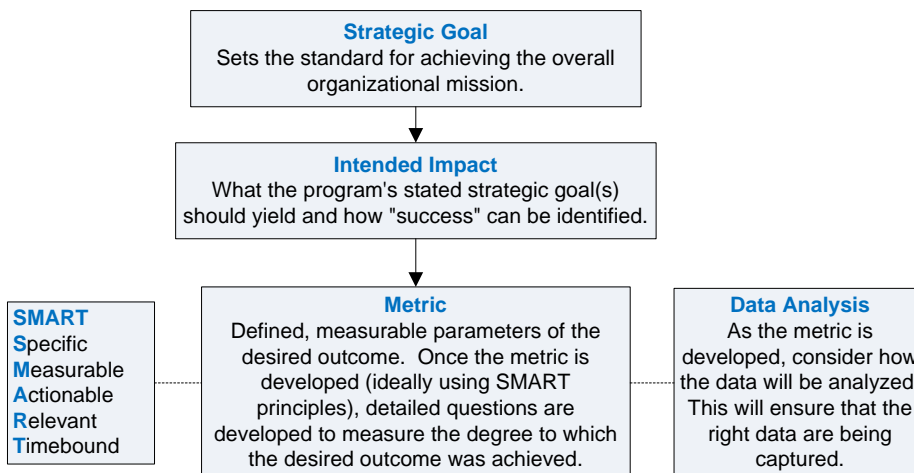
Developing Metrics That Support Training Effectiveness

Overview

This fact sheet offers a brief guide for program managers to develop quantitative and qualitative metrics and data collection plans to support the evaluation of progress toward strategic goals and objectives for training - before and while the curriculum is being developed. During program implementation and as capabilities mature, new audiences are identified and lessons learned are captured. Program managers should revisit those metrics and data collection plans to reflect new strategic goals and intended impacts. The metrics also capture outcomes data which can be used as input to ongoing program improvements.

Metrics Development and Program Effectiveness

Metrics development begins with clearly articulating the program's strategic goals and identifying how success will be defined relative to the strategic goals. In short, metrics define how impact is measured. Metrics are the measurements essential to evaluating the effectiveness of a training program, its curriculum and teaching methods, and capturing learning effectiveness outcomes (i.e., participant satisfaction, knowledge acquisition, behavior changes, and organizational benefits). Once the goals and intended impact are defined, qualitative and quantitative metrics can be developed to measure the degree to which strategic goals are met and intended impact is demonstrated. Metrics may be objective (quantitative) or subjective (qualitative); however, even subjective metrics must be supported by objective data. This process is represented by the graphic below.



Programs should develop and document processes to continuously monitor and evaluate metrics, based on the relevance, accessibility, reliability and validity of data.

Some organizations use balanced scorecards, also known as performance-based metrics, to monitor and evaluate program effectiveness, to align business activities to the vision and strategy of the organization, to improve internal and external communications, and to monitor the organization's performance against strategic goals. To determine learner satisfaction and maximal effectiveness of training courses, the use of a standardized evaluation methodology is recommended.

To maintain relevance and maximize utility, collected data must be high-quality and current. Furthermore, the effectiveness of training programs can be measured against the structure, process and outcomes that are in place before and during curriculum development and delivery.

- **Structure** - The professional and organizational resources associated with the provision of training, such as required staff credentials and facility operating capacities.
- **Process** - The design, development and delivery of a training curriculum (including content, materials and logistics).
- **Outcome** - The desired state resulting from training processes, which may include specific knowledge, skills or attitude changes. This can include both **technical** outcomes (the physical and functional aspects of care [e.g., a reduction of postsurgical complications]) and **interpersonal** outcomes (the dimensions of the "art" of medicine [e.g., patient satisfaction or quality of life scores]).

Summary

Development and use of strong, well-articulated metrics is essential to any program's effectiveness goals. A well-structured approach promotes effective processes, which in turn promote the desired outcomes.

About the DCoE Training & Education Directorate

The Training & Education (T&E) directorate's mission is to assess training and educational needs in order to identify and promote effective instructional material for stakeholders resulting in improved knowledge and practice of psychological health and TBI care.