

Metrics & measurement of training/teaching success:
Awareness, attitudes, and knowledge.

Caren B. Goldberg
María Mercedes Olivieri

How do we define effectiveness?

- Mean differences pre- versus post training
- Mean differences for trainees versus non-trainees
- Increases for lowest scorers
- Differences among different types of training

What is it that we hope to achieve?

- Presumably, we're interested in *changes in* participants' awareness, attitudes, and knowledge.
 - Woefully few studies of diversity/SH training use a pre-test/post-test design.
 - Very few training programs or classes start with an initial assessment of awareness, attitudes, and knowledge.

In what timeline do we hope to achieve it?

- If we're looking to change awareness, attitudes, and knowledge, when do we measure it
 - In the classroom?
 - In organizations?

Theory of Reasoned Action/Planned Behavior

- Change in attitudes → Change in intentions → Change in behavior
 - This general training model doesn't seem to apply. The few studies that have looked at both attitudes and behavior, find that diversity training influences behavior, but not attitudes.
 - Attitudes about diversity are engrained long before people enter the training program/classroom.

An Alternate Model of Measuring Training Outcomes?

- Change in knowledge → Change in awareness → Change in Behavior
- Where do attitudes fit in this general model?
 - Positive behaviors and experiences may change attitudes in the long-term, but probably not within the timeframe of a particular study, training engagement, or semester.

Setting SMART Objectives

- Specific
- Measurable
- Achievable/Attainable
- Realistic
- Timed

So, what metrics are available?

- Attitudes
 - Attitudes toward sexual harassment (ASH) scale
 - Modern racism/modern sexism

So, what metrics are available?

- Attitudes – participant contributions
 - Implicit Associations Test
 - Long-Term qualitative participant observation
 - Assessment of the diversity climate/attitudes towards diversity, i.e., has there been a change in management practices?
 - Safe environmental metrics
 - Slurs/powers
 - Needs
 - Sustainability
 - Climate – SH Climate Measures (Fitzgerald et al); Organizational Diversity Inventory (Hegarty & Dalton).

So, what metrics are available?

- Knowledge
 - Varies depending on the nature of the class
 - AA, SH, Diversity, etc..

So, what metrics are available?

- Knowledge - participant contributions
 - Continuous Evaluation
 - Historical/existing knowledge
 - Situational Judgment Tools - Eden King has done some work in this area; see also the DOJ (http://www.usdoj.gov/crt/oscr/pdf/publications/en_guide0507.pdf) for a situational knowledge test on immigrant discrimination.
 - Virtual scenarios, ex. in-basket technique
 - Pre-test
 - Learned knowledge
 - Role Playing Tools
 - Virtual scenarios
 - Post-test
 - Longitudinal/Applied Knowledge
 - Situational Judgment Tool
 - Virtual scenarios
 - Post-Post-test
 - Reactions to Interracial Situations (Roberson et al)
 - Georgia Power study on retaliation

So, what metrics are available?

- Awareness
 - Cultural competence
 - Anecdotal reports from trainees

So, what metrics are available?

- Awareness – participant contributions
 - Self Assessment of oneself – e.g., Implicit Associations Test could be used as a tool to make people aware of the fact that they have biases
 - Anecdotal stories (How one sees his/her change)
 - Awareness of specific topics – e.g., that people have biases
 - Awareness of the phenomenon – e.g., that sexual harassment is a problem
 - Awareness of one's view about the phenomenon

Thank You!