



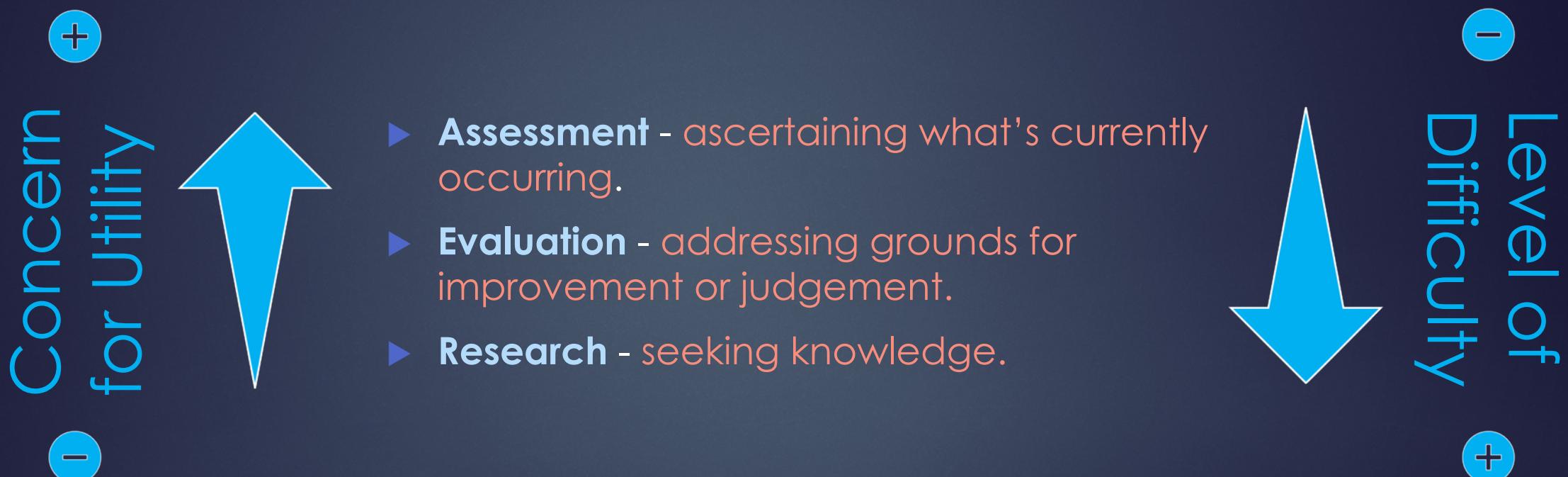
Evaluation: Do or Do Not. There is No Try.

A LOOK AT WHAT'S NEEDED TO FORMALLY PASS JUDGEMENT



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Comparisons



What do people who use these care about?

- ▶ **Assessment**
 - ▶ Looks at the current status of things by asking what's going on right now?
 - ▶ People care about a broad picture or theory of everything in the moment.
- ▶ **Evaluation**
 - ▶ Uses values to pass judgment by addressing the needs of stakeholders and/or sponsors by asking does it work? and why does it work?
 - ▶ People care
 - ▶ if a program is doing what it says it's doing. (process)
 - ▶ what's shaping the results of a program. (outcomes)
 - ▶ if a program is effective on an intended population (impact)
- ▶ **Research**
 - ▶ Uses knowledge to find additional knowledge by asking how does it work?
 - ▶ People care about gaining knowledge for the sake of knowledge.

Purposes of Evaluations

- ▶ **Formative**
 - ▶ Evaluation conducted with the intent to improve (make things better)
- ▶ **Summative**
 - ▶ Evaluation conducted for decision-making or accountability (pass judgement)

Broad Types of Evaluation

- ▶ **Goal Free**

- ▶ Evaluation conducted by avoiding learning the stated purpose/goals/intended achievements of the program prior to or during the evaluation.

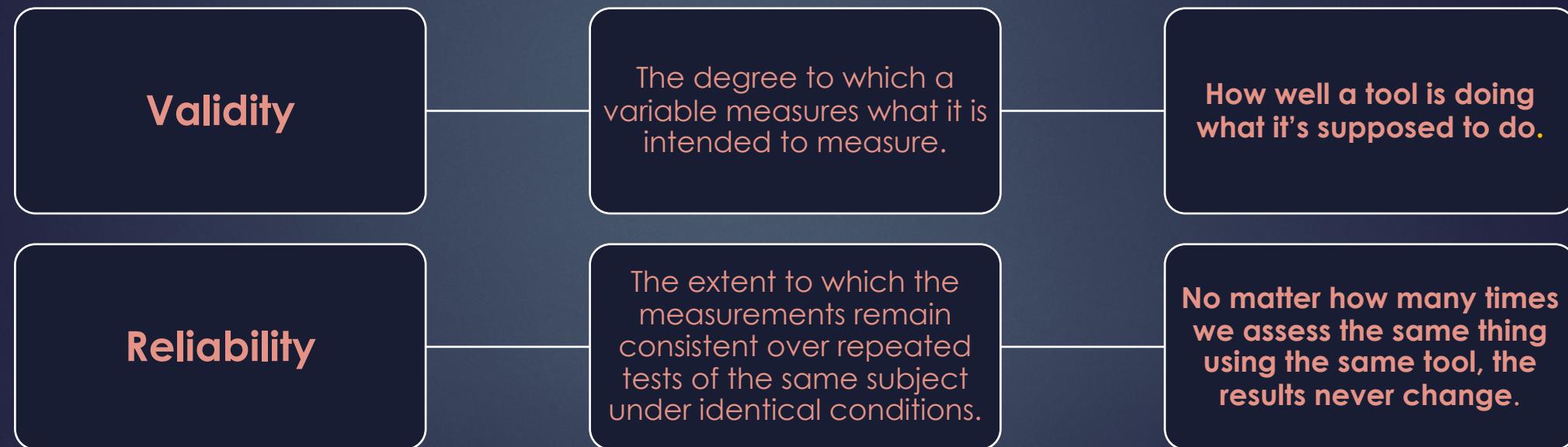
- ▶ **Goal Based**

- ▶ Evaluation conducted learning the stated purpose/goals/intended achievements of the program prior to or during the evaluation.

Why is evaluation important?

- ▶ **Accountability and efficiency**
 - ▶ Responsibility for justification of expenditures, decisions, or the results of actions.
- ▶ **Resource allocation**
 - ▶ Allocation and distribution of scarce resources and alternative uses of existing resources under consideration of competing demands.
- ▶ **Improvement**
 - ▶ Improving the efficiency and effectiveness of services, the quality of products, the performance of personnel, etc.
- ▶ **Judgement**
 - ▶ Process to determine whether a program is viable.

The Basic Building Blocks





Evaluation

The act or process of determining the **merit**, **worth**, or **significance** of something or the product of that process.



evaluator

- The person evaluating something.
- Asks things like: *What are the values of people in the program? What are the terms and conditions of a study?...and more!*

evaluate

- The act of evaluating something.
- Asks: *Does it work and why does it (or doesn't it) work?*

evaluand

- The thing being evaluated.
- Asks things like: *Where are the boundaries of a particular program? Do the evaluator, their employer, and various other stakeholders agree on those boundaries?...and more!*



Criteria, Standards & Indicators

What do you think
these are?

Which of the three is
harder to identify?
Why?

Criteria

(singular: criterion)

- ▶ The aspects, qualities, or dimensions that distinguish a more meritorious or valuable evaluand from one that is less meritorious or valuable evaluand.
- ▶ In program evaluation, a program has merit if
 - ▶ it does what is sets out to do (e.g., achieves its intended outcomes) AND
 - ▶ it makes a meaningful differences as a consequence to its operation.

Example

A car may have merit if it meets these criteria: it is reliable, safe, good fuel consumption, and powerful.



Standards (singular : criterion)

Example

- ▶ The levels of performance, expressed as a rating or grade on a given criterion.

Often expressed as a cut score (quantitative): You need a minimum of a 2.8 GPA to get into a graduate program.

May be qualitative: such as an exemplar of acceptable performance: You performed well in your thesis defense.



Indicators (singular: indicator)

Example

- ▶ It is the operationalization of the variables used in an evaluation. In layman's terms, it is basically the what can be measured within an evaluand.

The score on the Stanford-Binet test is an indicator of the IQ as a variable.

Notice that neither **validity** nor **reliability** are needed here!





❖ Merit, ❖ Worth & ❖ Significance

What do these mean
to you?

What do you think
these mean to
others?

Merit

- ▶ Generally: The absolute or relative quality of something, either overall or in regard to a particular criterion.
- ▶ Evaluation Context:
 - ▶ Officially:
 - ▶ Quality or excellence of an evaluand absent of cost and context.
 - ▶ An intrinsic value
 - ▶ Unofficially:
 - ▶ Does an evaluand do well what it is supposed to do?
 - ▶ An issue of **Quality**



Merit Example

Evaluation Question: Does WVU produce graduates who are ready and qualified for the workforce?

If so, WVU is probably meritorious.



Worth

- ▶ Generally: A measurement of value associated with criteria, standards, and/or indicators.
- ▶ Evaluation Context:
 - ▶ Officially:
 - ▶ Measure of merit under construction and cost.
 - ▶ An extrinsic value
 - ▶ Unofficially:
 - ▶ What is the value of an evaluand?
 - ▶ An issue of Value



Worth Example

Evaluation Question: Do graduates of WVU perform equally or better than counterparts across the country?

If so, WVU probably has worth.



Significance

- ▶ Generally: A state or conclusion of quality and value.
- ▶ Evaluation Context:
 - ▶ Officially:
 - ▶ Merit and worth under a specific context.
 - ▶ An assessment of intrinsic and extrinsic values in a particular setting.
 - ▶ Unofficially:
 - ▶ What is the value and meaning that one assigns to an evaluand?
 - ▶ An issue of Importance



Significance Example

Evaluation Question: Does WVU
*currently produce high quality
research that is pivotal?*

If so, WVU is probably significant.



That's it!



- ▶ Drop me a line if you have questions!
- ▶ If evaluation interests you, try out EDP 617: Program Evaluation or take a look at our [Program Evaluation Certificate program](#).
- ▶ Want to know more about what evaluators do? Take a look at the [Program Evaluation Research Center](#).



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