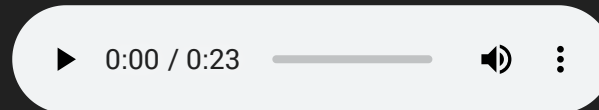# Standards Based Evaluation

## Benchmarking and Costs

### Dr. Abhik Roy

# Welcome

As usual, I've tried to channel Morgan Freeman but he's having none of it. Hopefully my voice won't put you to sleep.

# Things to Evaluate

- Evaluation criteria

- Evaluation standards

- Performance

- Program costs

- Program goals

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# Things to Consider

- Everything on the JCSEE!

- Location

- Stakeholder Needs

- Sponsor Needs

- Your costs

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# Goals Include

- Preparatory conditions

    - What does it take to be ready to target a goal?
    - Progress toward that state is a goal.

- Intended operations

    - What a program tries to implement to achieve a goal is a type of goal.

- Targeted outcomes

    - Short-term (initial)
    - Medium-term (intermediate)
    - Long-term (distant)

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# Whose Goals are Important?

It's not so clear cut!

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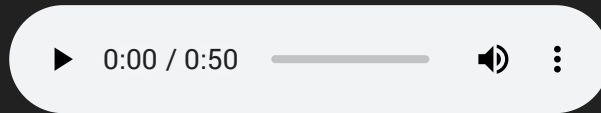
# How to Decide Which Goals Matter Most?

- Talk to stakeholders/sponsors; explicitly ask their perspective on recipient needs, program goals, and evaluation goals.

- Figure out other ways to find needs.

- Read all available program documentation.

- Develop a logic model connecting needs through program activities, outputs and outcomes associated with goals.
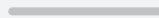
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# Logic Model Parts

- **Inputs**. what resources go into a program (aka investments)

- **Outputs**. what is produced through those activities

  - **Activities**. what activities the program assumes (what actually occurs)
  - **Participation**. who is part of the program and how are they served (who is served like stakeholders and sponsors and what engagement they have)

- **Outcomes**. changes or benefits that result from the program

  - **Short**. Learning (awareness, knowledge, attitudes, skills, opinions, aspirations, motivations)
  - **Medium** *or* **Intermediate**. Action (behavior, practice, decisions, policies)
  - **Long**. Consequences (civic, economic, environmental, political, professional, social, etc.)

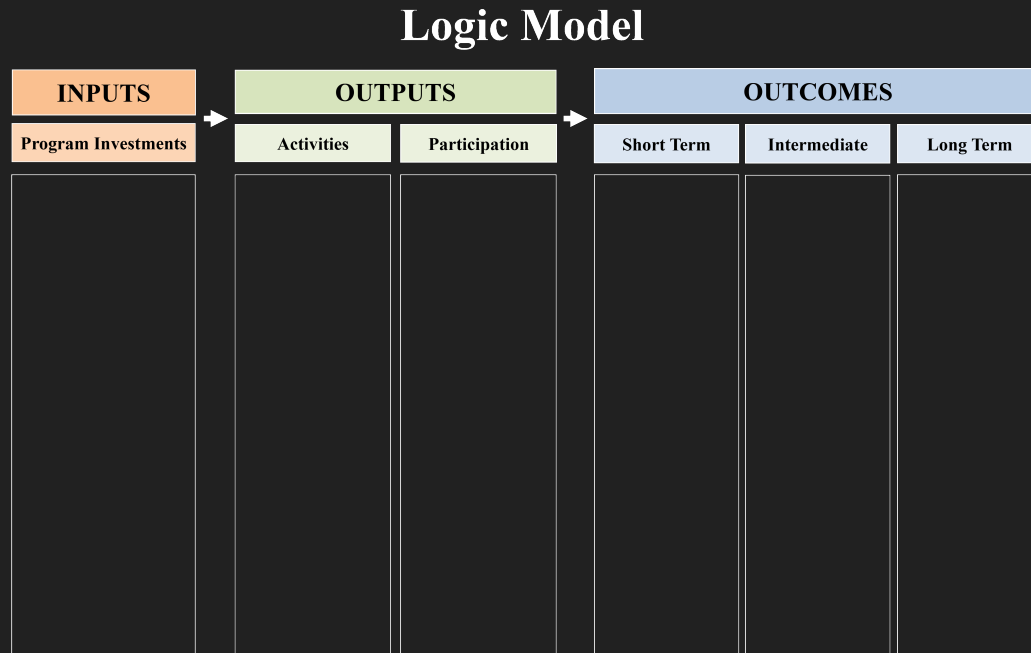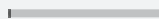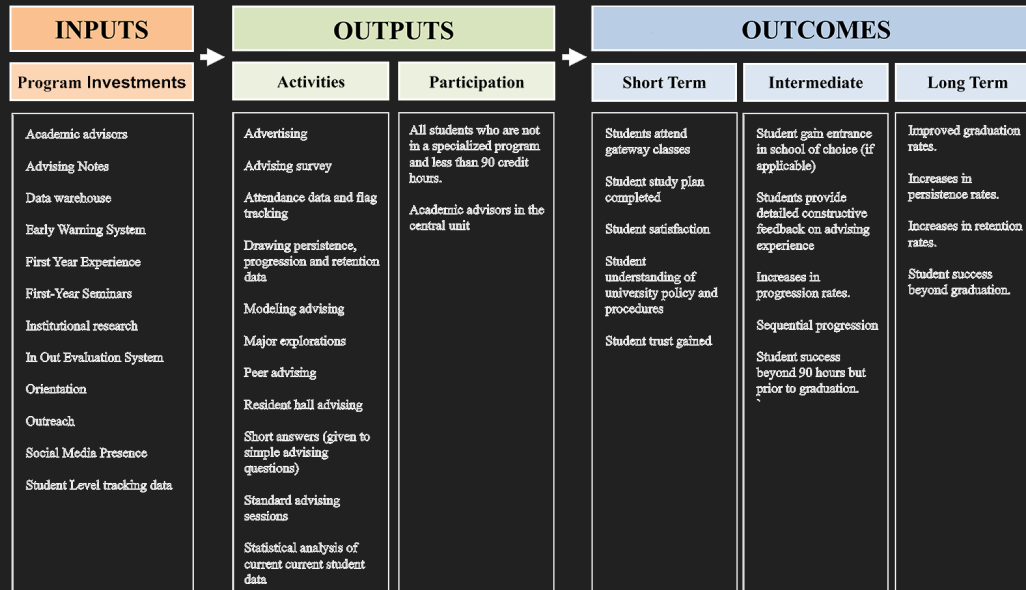▶ 0:00 / 2:03 🔊 ⋮

# Basic Logic Model

**Logic Model**

| INPUTS | OUTPUTS | | OUTCOMES | | |
|---|---|---|---|---|---|
| Program Investments | Activities | Participation | Short Term | Intermediate | Long Term |
| | | | | | |

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# Example Logic Model

## Pre-Advising Logic Model

| INPUTS | OUTPUTS | | OUTCOMES | | |
|---|---|---|---|---|---|
| **Program Investments** | **Activities** | **Participation** | **Short Term** | **Intermediate** | **Long Term** |
| Academic advisors | Advertising | All students who are not in a specialized program and less than 90 credit hours. | Students attend gateway classes | Student gain entrance in school of choice (if applicable) | Improved graduation rates. |
| Advising Notes | Advising survey | | Student study plan completed | | Increases in persistence rates. |
| Data warehouse | Attendance data and flag tracking | Academic advisors in the central unit | Student satisfaction | Students provide detailed constructive feedback on advising experience | |
| Early Warning System | | | | | Increases in retention rates. |
| First Year Experience | Drawing persistence, progression and retention data | | Student understanding of university policy and procedures | Increases in progression rates. | Student success beyond graduation. |
| First-Year Seminars | Modeling advising | | | | |
| Institutional research | Major explorations | | Student trust gained | Sequential progression | |
| In Out Evaluation System | Peer advising | | | Student success beyond 90 hours but prior to graduation. | |
| Orientation | Resident hall advising | | | | |
| Outreach | Short answers (given to simple advising questions) | | | | |
| Social Media Presence | Standard advising sessions | | | | |
| Student Level tracking data | Statistical analysis of current current student data | | | | |

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# Identifying Criteria

What matters enough to measure given what you know about all the other factors? Especially,

- Any relevant past performance data

- Costs

- Existing literature and standards

- Needs and Goals

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# Estimating Cost

- Often very hard to do well

- Almost always addressed in a relative way

    - Relative resource intensity of alternative programs (including development and/or retraining costs)
    - Proportion of resources allocated to different program activities (logic modeling can be very helpful for thinking about this)

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# Measuring Performances

- Sponsor perception

- Staff performance / perception

- Stakeholder performance / perception

In a nutshell

- Who is best positioned to really know???

- Multiple times, multiple perspectives

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# Develop an Evaluation Purpose Statement

*Step 1*. Critique sample evaluation purpose statements (see following slides) to better understand what might go into crafting a good one.

*Step 2*. Write preliminary evaluation statement for the program you'll evaluate.

*Step 3*. Write 3 - 7 potential evaluation questions relevant to the evaluation purpose statement you wrote for step 2.

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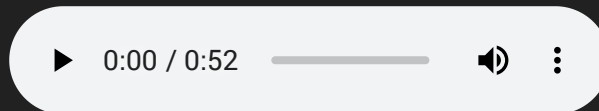
# Thinking About Evaluation Statements

In the next two slides, take a look at the sample evaluation purpose statements and *for each* try to identify:

- What is being evaluated?

- How will results be used?

- What kind of evaluation (developmental, formative, or summative)?

- How could the purpose statement be improved?

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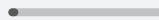
# Sample Evaluation Statements (1/2)

1. The purpose of the evaluation is to determine employees' level of awareness of the new vision for the organization. This information will be used to decide whether further training or communication about the new vision is needed.

2. The purpose of this evaluation is to understand the knowledge and skills needed by customer service representatives as they prepare to implement a new order entry system. This information will be used to develop a training program for teaching customer service representatives how to use the new system.

3. The purpose of the evaluation is to determine the cost-effectiveness of providing online word-processing training. The results will be used to determine whether this approach serves the organization's needs better than providing the training in a traditional classroom format.

4. The purpose of the evaluation is to determine whether the listening skills course should continue to be offered.

# Sample Evaluation Statements (2/2)

5. The purpose of the evaluation is to identify the strengths and weaknesses of the newly developed online course on healthy communities. The results will be used to modify and refine the design and content of the course.

6. The purpose of the evaluation is to determine if students' test scores have increased as a result of teachers' involvement in the new professional development program.

7. The purpose of the evaluation is to determine the extent to which supervisors followed the procedures for employees' performance review as presented in the New Supervisors Workshop. In addition to concerns about the design and content of the workshop, the evaluation will examine the factors that support or prevent the use of these skills. The results will be used to modify the workshop design and content, identify interventions to support the use of these skills, or both.

8. The purpose of the evaluation is to obtain the reactions of employees to the newly established program development process. The results will be presented to the Executive Team.

# Tips

- Be clear

- Be concise

- Be truthful

- Get buy in

- Be confident but **never** demeaning or overpowering

- Don't overpromise and underdeliver!

- Write in a way that's meaningful to your sponsor(s)/stakeholder(s)

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# And That's It

Remember that logic models may seem unnecessary but its one clear way to visually show what a program looks like before and after an evaluation. If you have any questions, please feel free to reach out.