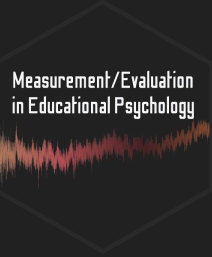# Criterial and Interpretive Evaluation

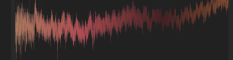## Keys to Merit, Worth, and Significance

Dr. Abhik Roy

Welcome!

Some information about the audio files. Firstly and importantly, I'm no Morgan Freeman but each page will have some audio that will hopefully help you understand a bit more about what's on the page
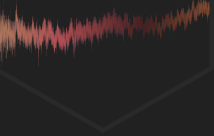
▶ 0:00 / 0:19 🔊 ⋮

Defining Evaluations

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

0:00 / 0:22

Explaining it to Everyone Else

> **Evaluation** answers *if it works?* and *why does it work?*

We typically leave the *if it works?* to people with grounded knowledge in a particular area - aka *content experts*.
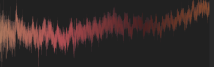
Merit, Worth & Significance

First consider these questions

- What do *merit*, *worth*, and *significance* mean to you both separately and combined?

- Can you think of real world examples of each?

Now listen to these
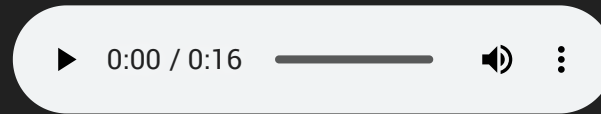
0:00 / 0:13

0:00 / 1:16

0:00 / 1:45

0:00 / 0:45
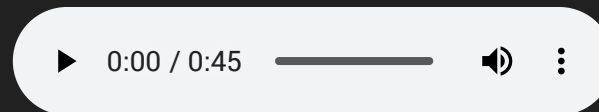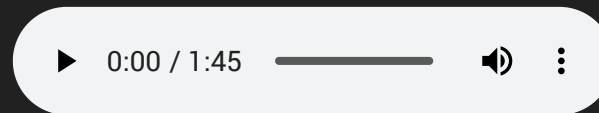
Evaluation

- Evaluation is the act or process of determining the *merit* (**quality**), *worth* (**value**), or *significance* (**importance**) of something or the product of that process.

Evalu…

- *Evaluand.* This is not always as obvious to define in practice as it may seem. Where are the boundaries of a particular program? Do the evaluator, their employer, and various other stakeholders agree on those boundaries?

- *Evaluator.* Who you are matters… more on this later

▶ 0:00 / 0:28 🔊 ⋮
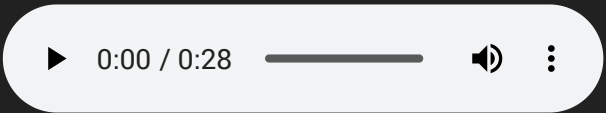
Criteria, Standard, and Indicator

First consider these questions

- In addition to defining these for ourselves, what are examples from everyday?

- Which of the three is harder to identify? Why?

Now listen to these

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▶ 0:00 / 0:40 🔊 ⋮

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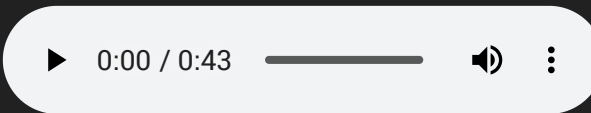
Purposes of Evaluation - Primary

- *Formative* - Conducted with the intent to improve

- *Summative* - Conducted with the intent to inform decision making and/or determine judgment

Purposes of Evaluation – Secondary

- *Developmental* - To help develop an intervention or program

- *Accountability* - To hold accountable

- *Monitoring* - To assess implementation and gauge progress toward a desired end

- *Knowledge Generation* - To generate knowledge about general patterns of effectiveness

- *Ascriptive* - Merely for the sake of knowing

Developmental vs Formative Evaluation
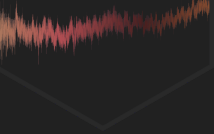
A bit more on Developmental Evaluation

Try This at Home

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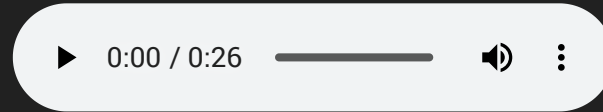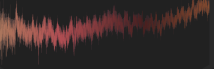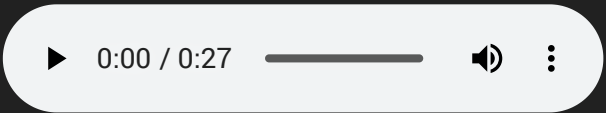
	What might the purpose of the evaluation be?	**What questions might the evaluation try to answer?**
Formative Evaluation The program has been designed and piloted with a group of 20 principals. What kind of evaluative feedback should the ASDC seek?		
Summative Evaluation The program has been delivered to all principals in the county. What kind of evaluative feedback should the ASDC seek?		

Introduction to Roles and Styles
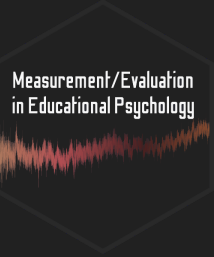
- Evaluator Roles: Independent, Topical, External, Internal

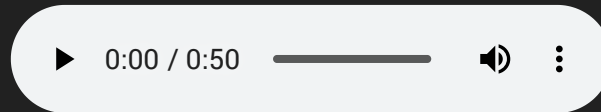- The one that you fill in your evaluation will deternine a lot!

0:00 / 0:16

0:00 / 1:11

0:00 / 0:24

0:00 / 0:50
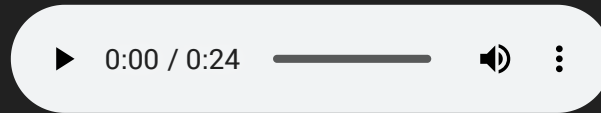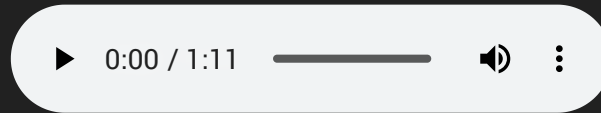
Defining Culture

What is culture?

How do we recognize it?

Culture can be defined as the shared experiences of people, including their languages, values, customs, beliefs, and more. It also includes worldviews, ways of knowing, and ways of communicating. Culturally significant factors encompass, but are not limited to, race/ethnicity, religion, social class, language, disability, sexual orientation, age, and gender.

-- American Evaluation Association (2011)

The Iceberg

Food
Flags   Festivals
Fashion   Holidays   Music
Performances   Dances   Games
Arts & Crafts   Literature   Language

Communications Styles and Rules:

Facial Expressions   Gestures   Eye Contact
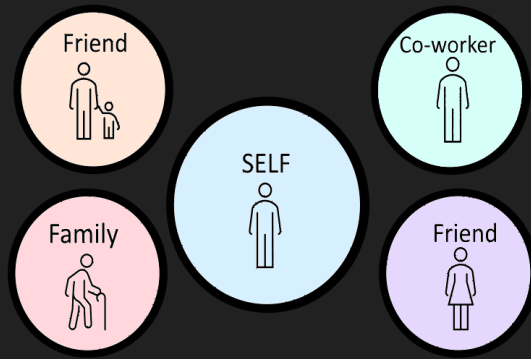Personal Space   Touching   Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of: **Concepts of:**

Courtesy and Manners   Self   Time   Past and Future
Frendship   Leadership   Fairness and Justice
Cleanliness   Modesty   Roles related to Age, Sex,
Beauty   Class, Family, etc.

Attitudes toward:

Elders   Adolecents   Dependents
Rule   Expectations   Work   Authority
Cooperation vs. Competition
Relationships with Animals   Age
Sin   Death

Approaches to:

Religion   Courtship   Marriage
Raising Children   Decision-Making
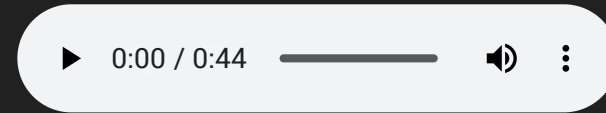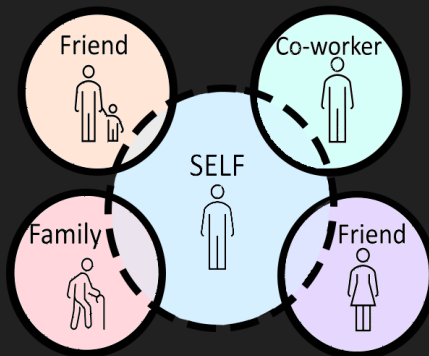Problem Solving

0:00 / 0:40

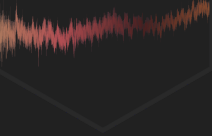# Markus & Kitayama (1991)

Independent view of self

]

Interdependent view of self

Download the article

Cultural Influences Activity

How might each of the following influence an evaluation's design and implementation?

- Language of participants
- Role of food and eating
- Evaluators attire when interacting with participants
- Concept of time
- Communication styles
- Importance of family relationships
- Values/norms re: individualism, independence, conflict
- Understanding of social structure

Increasing your cultural sensitivity
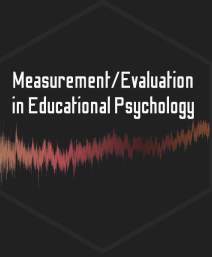
Try to

- Assess your own attitudes, beliefs, values
- Incorporate culturally diverse groups and perspectives throughout evaluation process
- Build in sufficient time to negotiate access and build trust in community / organization
- Demystify evaluation, avoid jargon, build buy-in
- Be flexible in choice of evaluation methods, use multiple data sources, multiple data collection methods, multiple perspectives
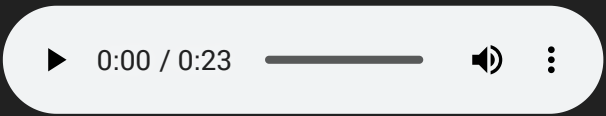
Meta-evaluation

- A *metaevaluation* is an evaluation of an evaluation or evaluations.

- There are two main types

  - *Formal* - Extra, external study to authenticate the process or product of the evaluation.

  - *Informal* - Evaluating your own evaluation.
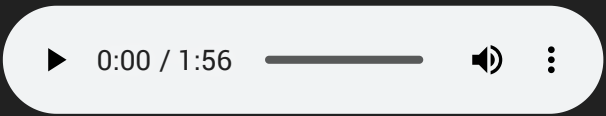
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Things to Evaluate

- Evaluation criteria

- Evaluation standards

- Performance

- Program costs

- Program goals

Things to Consider

- Everything on the JCSEE!

- Location

- Stakeholder Needs

- Sponsor Needs

- Your costs

0:00 / 1:56

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)
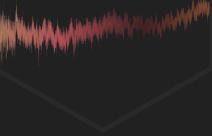 - Long-term (distant)

0:00 / 0:21
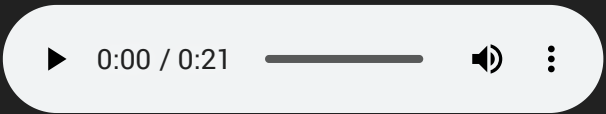
Whose Goals are Important?

It's not so clear cut!

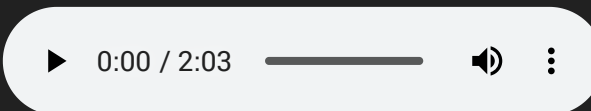# How to Decide Which Goals Matter Most?

- 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.
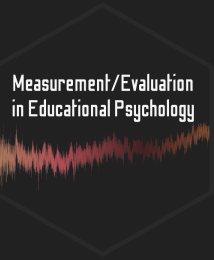
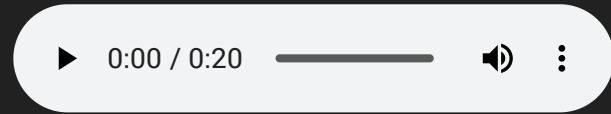0:00 / 0:38

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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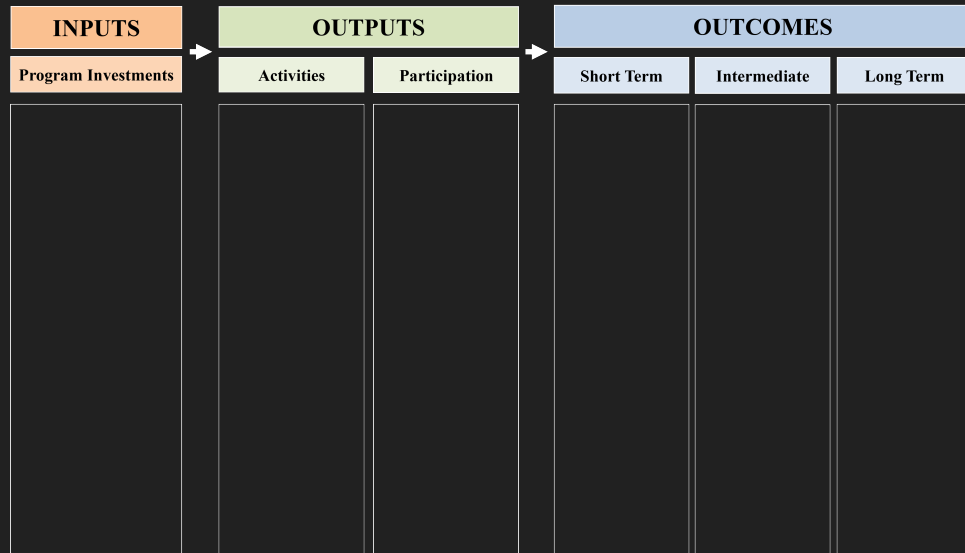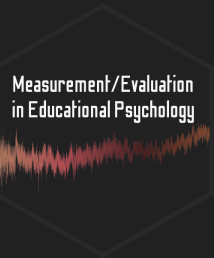
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More types of logic models!

Example Logic Model

Pre-Advising Logic Model

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

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🔊 0:00 / 0:43

More examples of logic models!

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
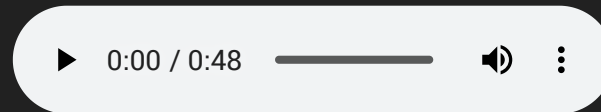
Estimating Cost

- 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)
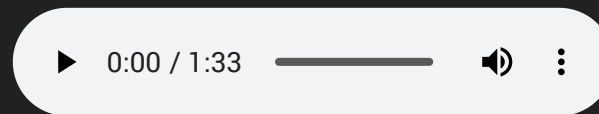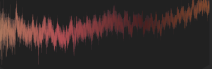
Measuring Performances

- Sponsor perception

- Staff performance / perception

- Stakeholder performance / perception

In a nutshell

- Who is best positioned to really know???

- Multiple times, multiple perspectives

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.
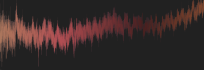
Thinking About Evaluation Statements

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?

▶ 0:00 / 0:35 🔊 ⋮

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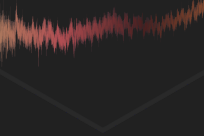
5. The purpose of the evaluation is to identify the strengths and weaknesses of the newly developed online course on healthy communities. The results will be used to modify and refine the design and content of the course.

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.
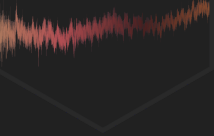
Tips

- 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)
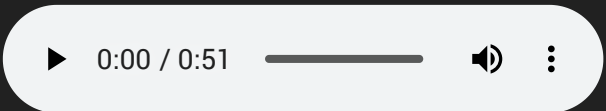
Final Thoughts?

What made sense or connected well for you in the things we focus on this week? What didn't quite fit together or make sense in your mind? Anything in the reading you wondered about that we didn't address? Any remaining questions about the course, syllabus, assignments, etc.?

0:00 / 0:07