Program Evaluation Design Class 1, July 22, 2019

CCPE, XEDU-502

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Module 1

From Theory to Practice: Applying Education Policy and Program Evaluation Design Concepts

CONTEXT

What is Program Evaluation?

The **systematic** collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.
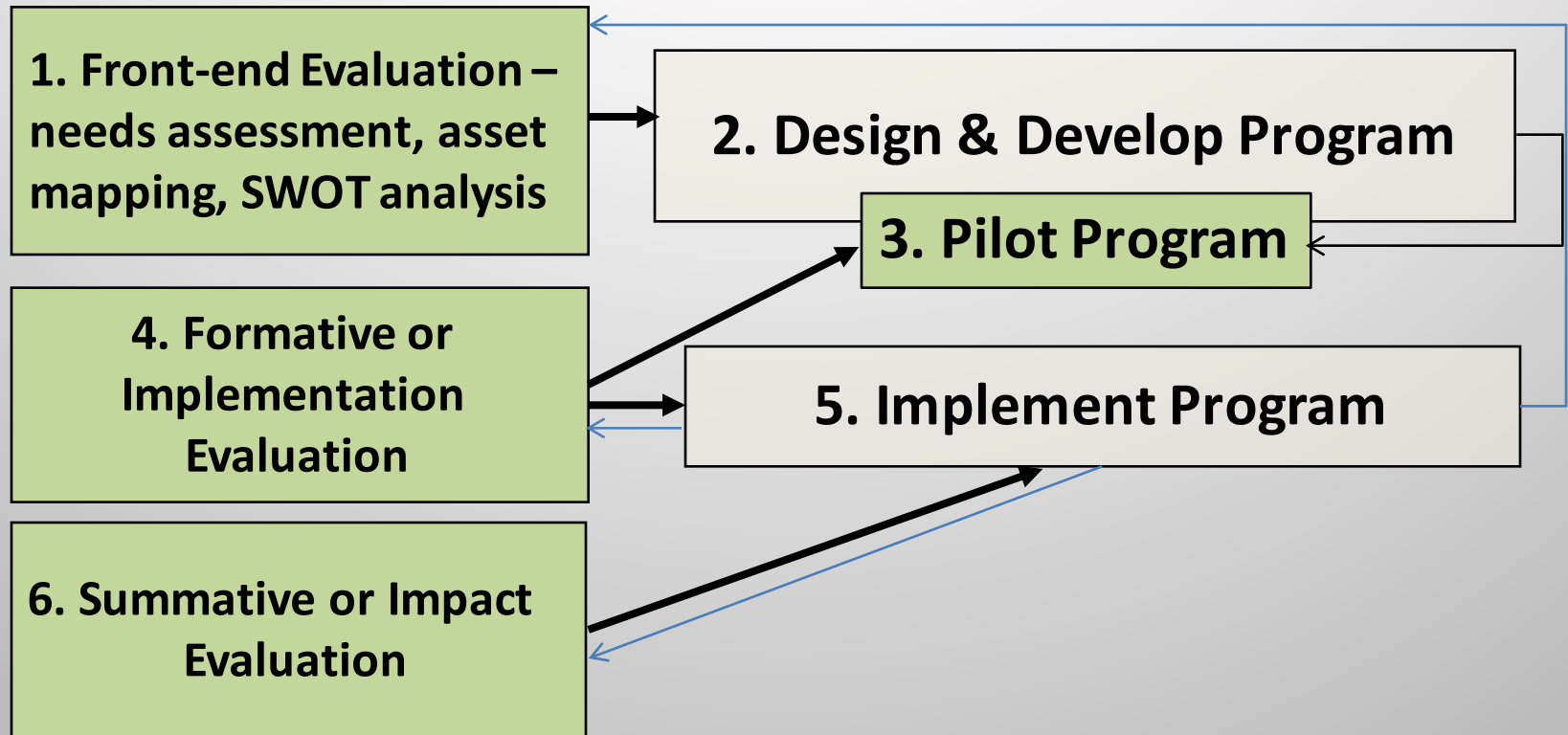
(Patton, 1997)
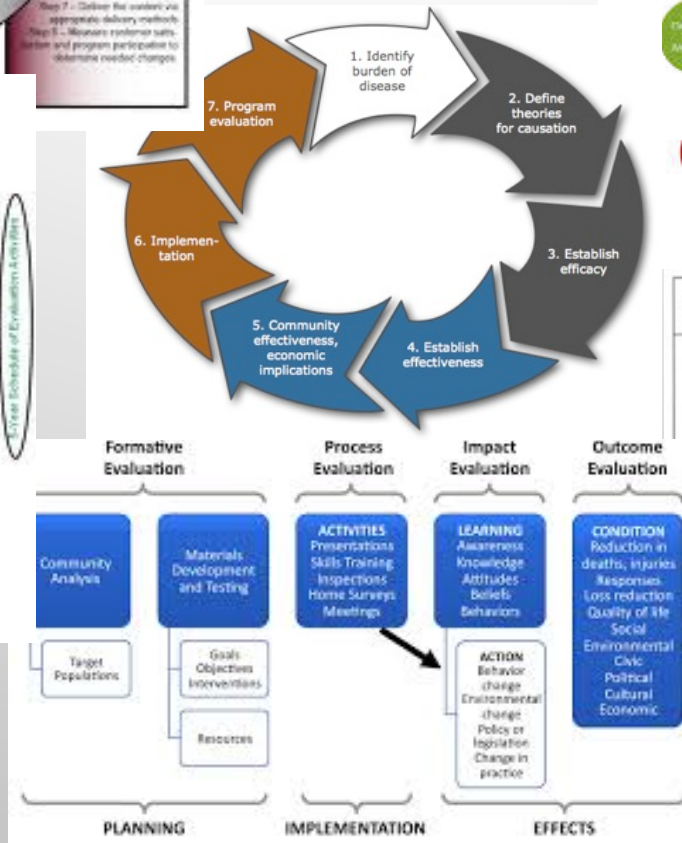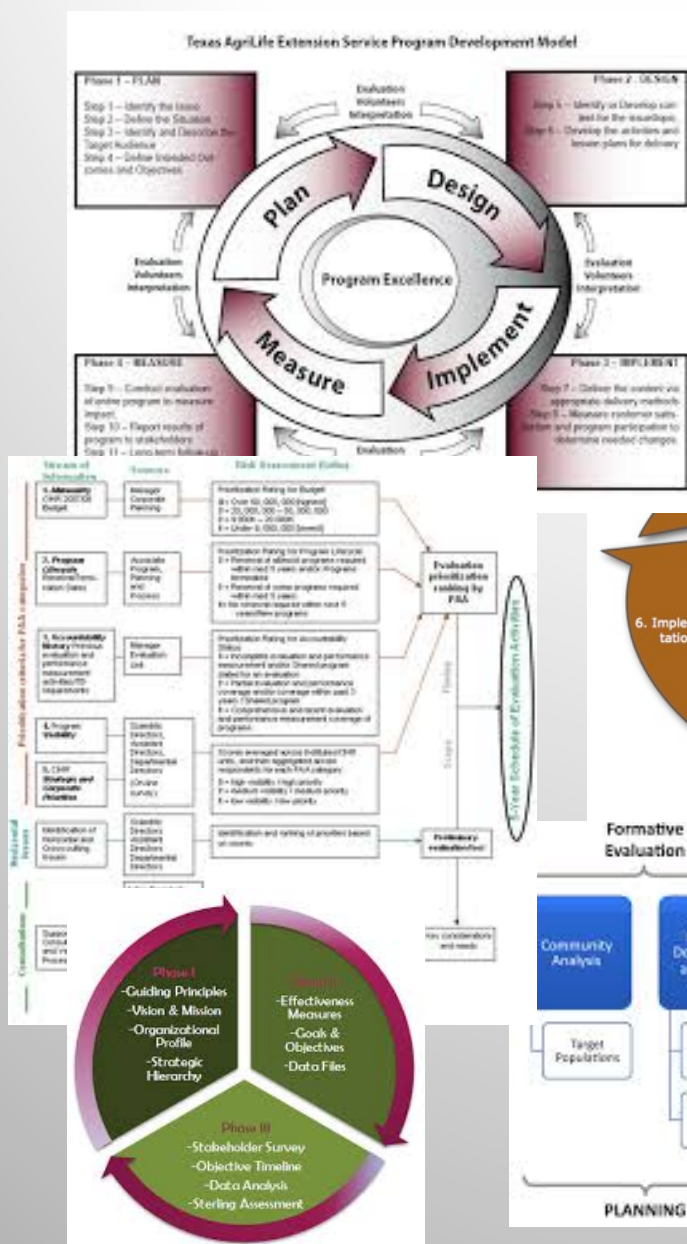
Program Development Process Linked with Evaluation

Goals: broad, general statements that specify the long-term aims to accomplish

Characteristics of Good Outcomes

- Demonstrate learning or behavior change
- Are clear
- Use observable action words
- Focus on skills as well as conceptual understanding
- Are important
- Are rigorous yet realistic
- Are neither too broad nor too specific

Outcomes for Program Evaluation Design

Upon successful completion of this course, students will be able to:

- Identify appropriate approaches, models and designs for program and policy evaluations.
- Specify steps in the evaluation design process.
- Develop implementation plans for program and policy evaluations including
  – Identifying appropriate methodologies for specific evaluations
  – Collecting data
  – Analyzing results
  – Preparing evaluation reports.
- Understand and identify political, resource, ethical and time factors affecting program and policy evaluation
- Prepare a memorandum of agreement outlining a specific program or policy evaluation design that will meet professional standards for organization, completeness and writing skills.

Direct Assessment

Measures of output or improvement

Evidence that actual learning or behavior change has occurred

- Performance on tests, assignments, reports
- Pass rates on licensure exams
- Reported incidents of bullying
- Retention and persistence rates

Indirect Assessment

Characteristics associated with learning or desired behavior, implying that change has occurred

- Student satisfaction surveys

- Course evaluations

- Focus groups with students, clients, faculty

- Customer and employer surveys

What is it?

Direct ⟷ Quantitative

Indirect ⟷ Qualitative
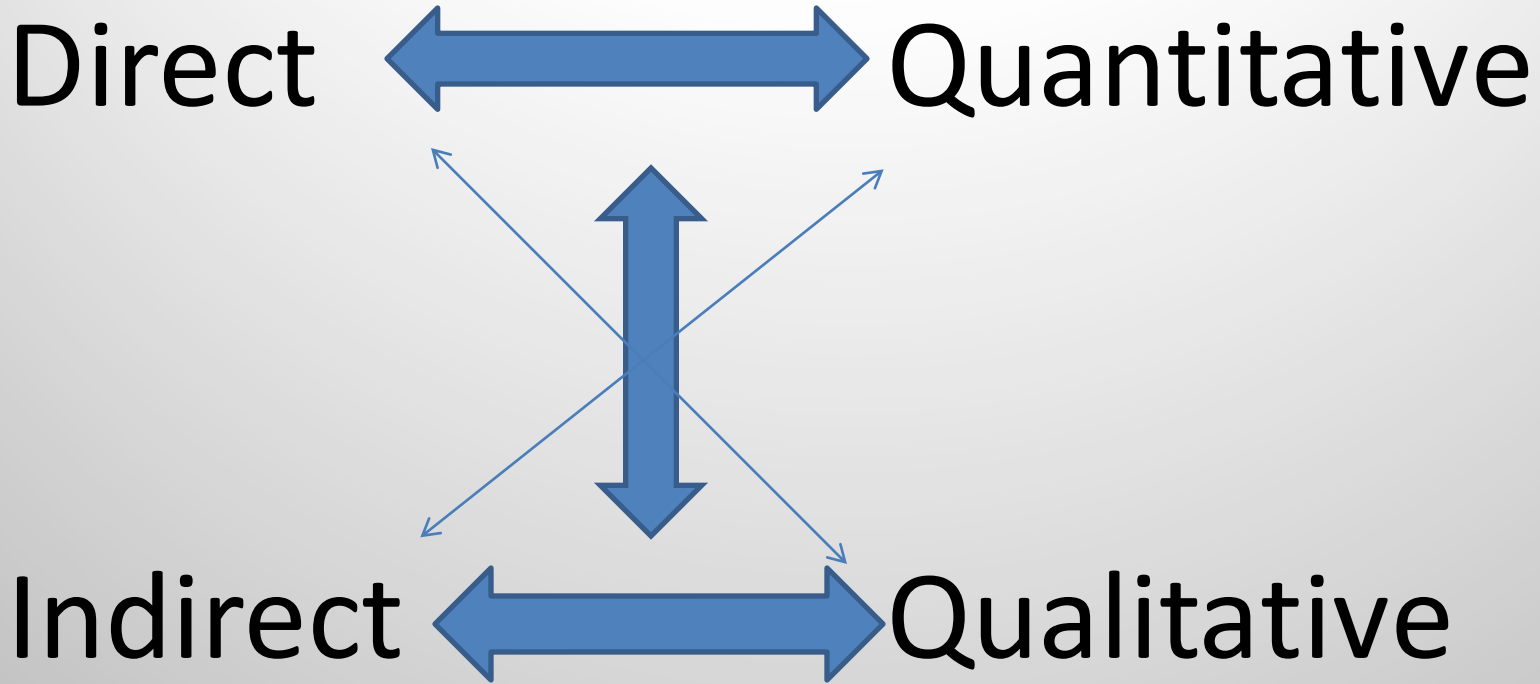
Steps in Evaluation Process

At Chocolate Co-op Inc. Research and Development
        "Look, half the work is done! All you need to do is fill in the top part so we can legally say the bottom part."

Data:
Conclusion: Eating chocolate will make you look younger & thinner

Non Sequitur by Wiley Miller, April 22, 2010

Steps in Evaluation Process

- Memorandum of Agreement
- Planning- Evaluation Design
- Implementation – Data collection
- Analysis
- Report Preparation
- Report Communication
- Use information for program improvement/decision making

Planning and Evaluation Design

Describing the Program

Program Title:

1. Describe your program (purpose)
2. Where is your program in the program development / evaluation cycle?
3. What do you want to know about your program?

Goals – Goals are overarching principles that guide decision making.

- Broad
- General
- Abstract
- Difficult to measure

Objectives – specific, measurable steps that can be taken to meet the goal.

- Narrow
- Tangible
- Concrete
- Measureable

Writing a Purpose Statement

Evaluation can be used to:

- guide the development of programs
- compare programs
- determine appropriateness
- justify programs, explain accomplishments
- make program improvements
- determine if the program should be continued

When there is not enough time and money to do EVERYTHING, evaluation helps us decide which things are worth doing!

Evaluation Purposes

- Resources used in developing the program

- Program activities and products

- Participation (who, how many, reactions)

- Learning (knowledge, attitudes, skills, intent)

- Behaviors (behavior change, skills applied to new situation)

- Environmental, social, or economic impact

Evaluation based on Purpose (Intended Use)

- **Front-end (needs assessment):** to guide program development.
  - Is this program needed? How should it be designed? What should the program outcomes be?
  - **Used by those developing the program**

- **Formative:** to guide program improvement.
  - What is working? What needs to be improved? How it can be improved?
  - **Generally used internally**

Summative: to guide decisions about the program's future.
-What impact did we make? Was it worth it?

- **Used internally and externally by key decision-makers** (program staff, supervisors, funders)

"When the cook tastes the soup, that's _____ evaluation; when the guest tastes it, that's _____ evaluation." (Scriven, 1991)

When you decide what kind of soup to make, that's _____evaluation.

Identifying Stakeholders

- Internal

  Organization leaders, program staff, program participants

- External

 – Governing authorities, funding agencies, regulators

Selecting a Model

- CIPP – Context, Input, Process and Product
- Balanced Scorecard
  - https://www.nist.gov/baldrige/publications
- Checklists
- Outcome Harvesting
  - Wilson-Grau, R. *Outcome Harvesting: Principles, Steps and Evaluation Applications* (IAP, 2018)
- Logic Model

Logic Model

Program Evaluation

Situation → INPUTS → OUTPUTS → OUTCOMES

Underlying Assumptions & External Factors
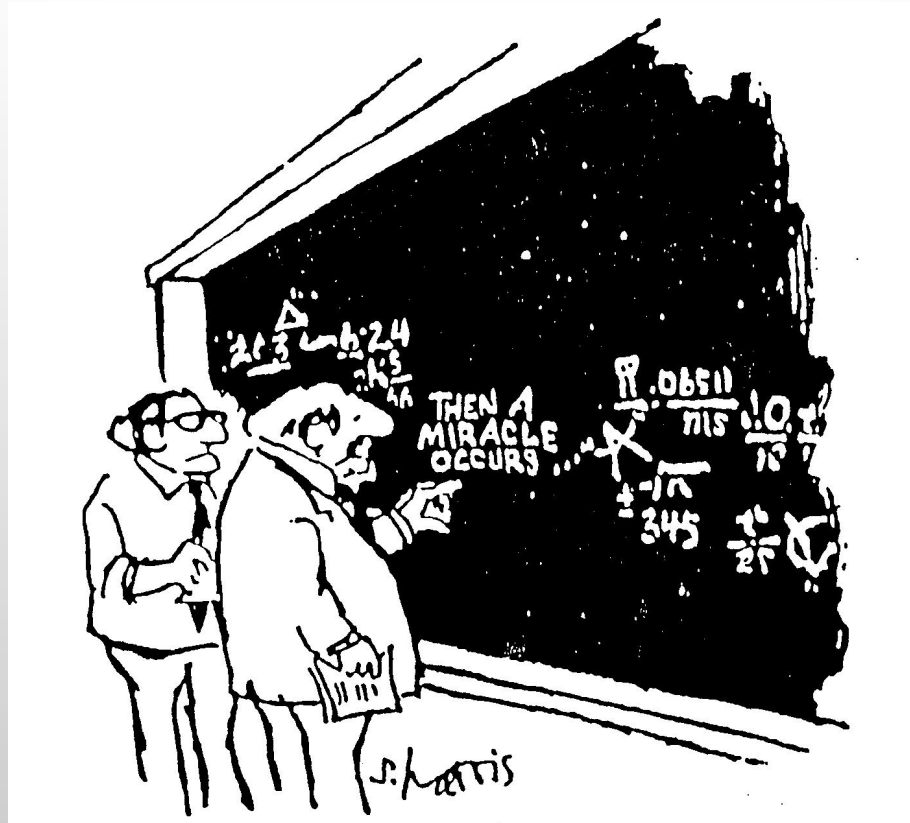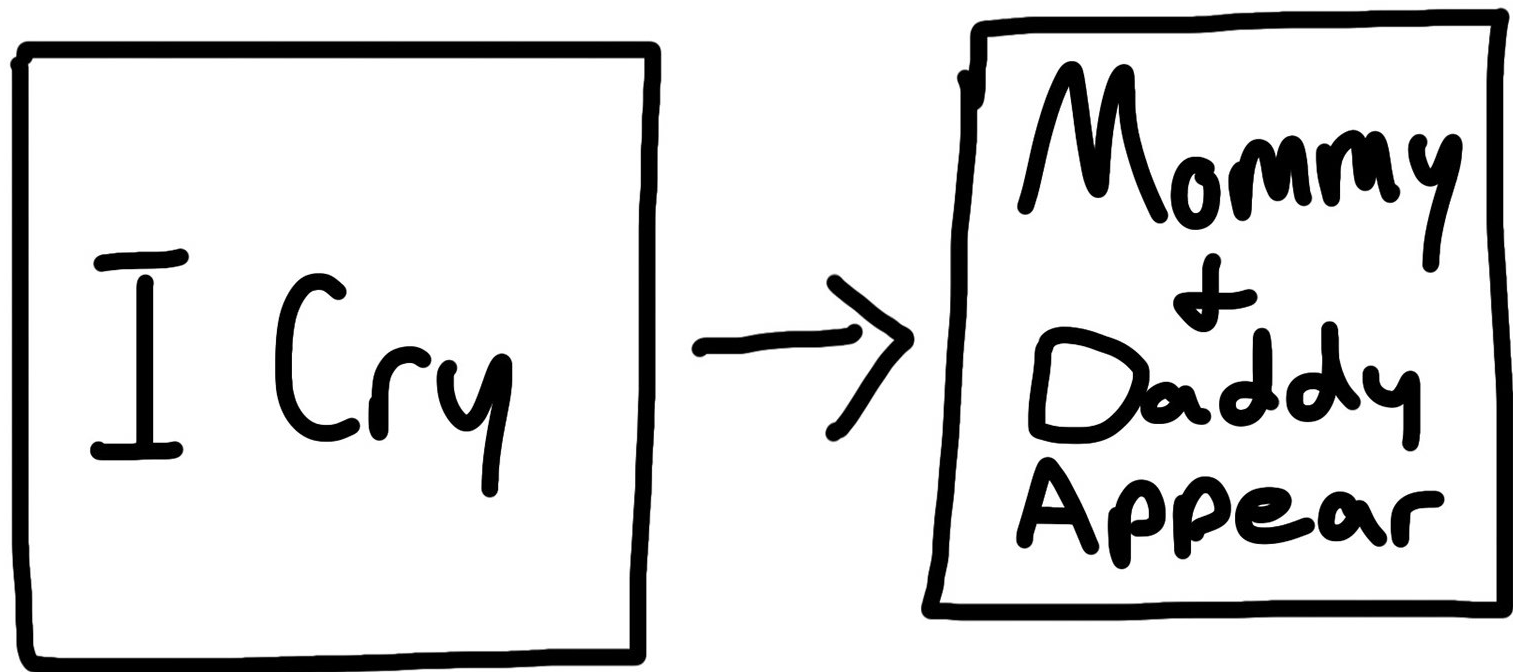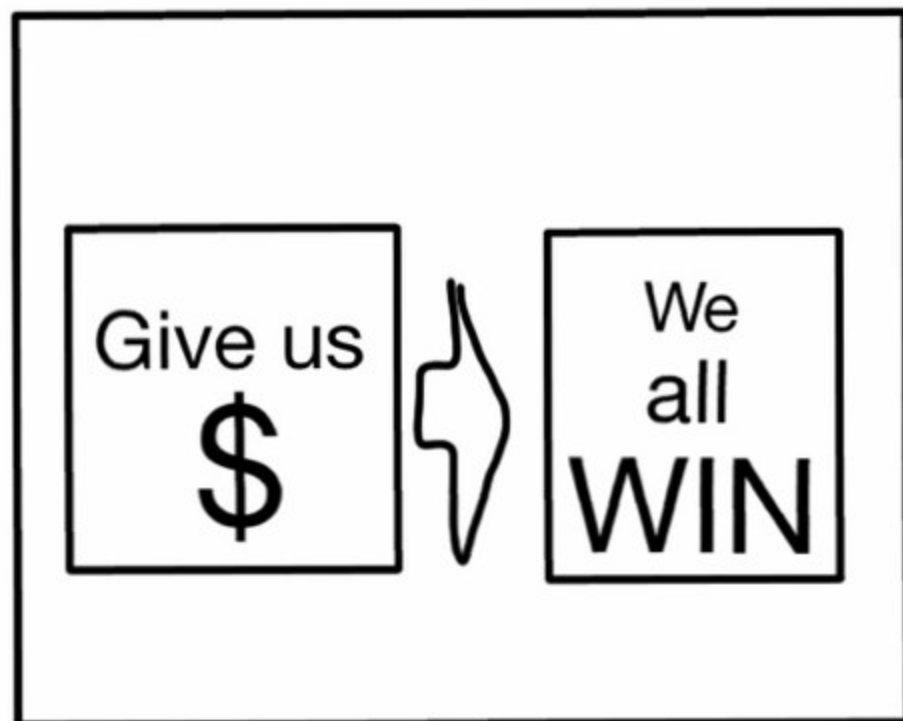
Program Planning
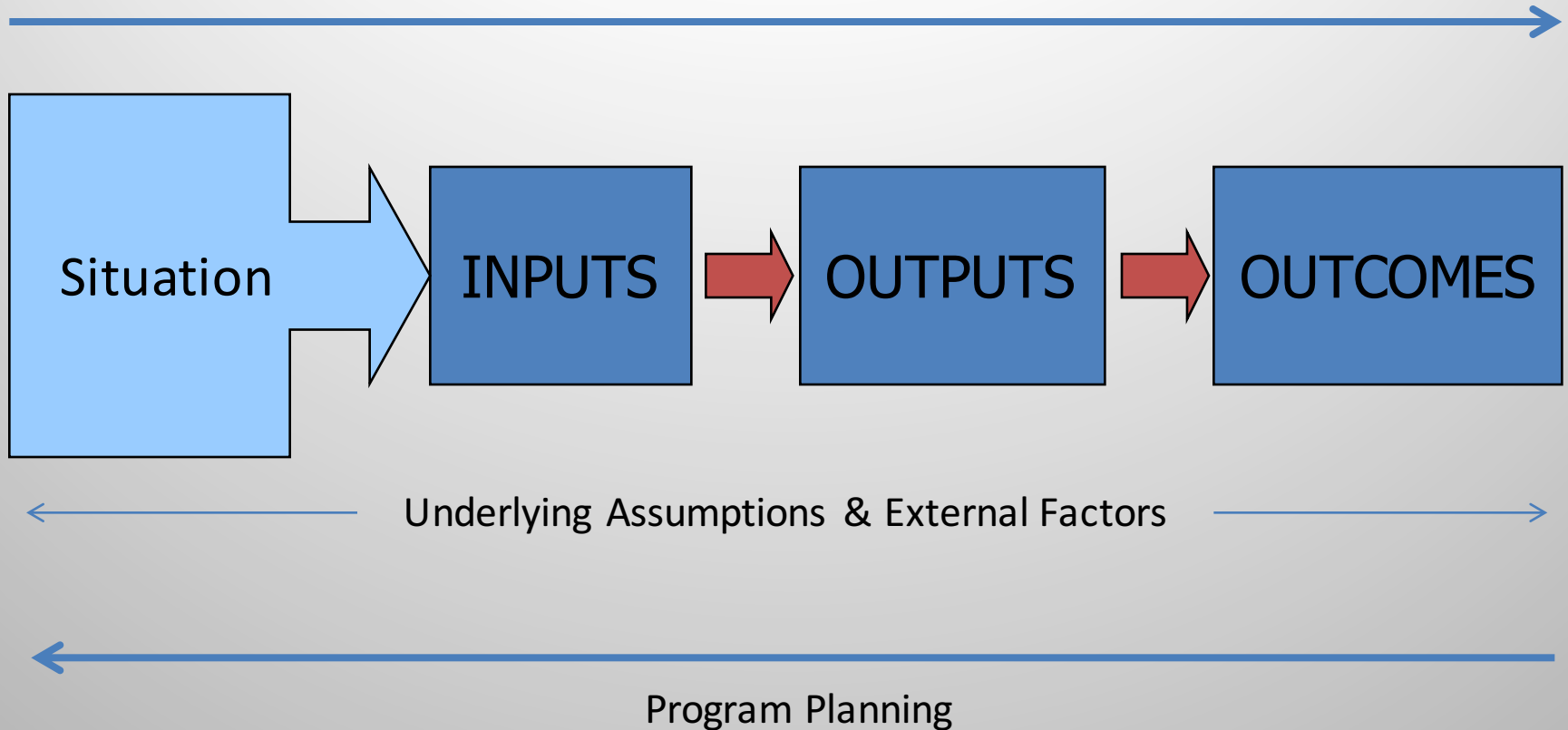
Logic Models - No Logic Here

"*I think you should be more explicit here in Step Two.*"

Baby's first logic model

I Cry → Mommy + Daddy Appear

fresh spectrum

Model References

- Knestis, K. *A Pathway to Logic Modeling Freedom*. AEA365, January 30, 2017.

- Knestis, K. *Kicking Outputs out of Logic Models.* AEA365, January 31, 2017.

- Dewey, J. *BLP TIG Week: Using the Baldrige Excellence Framework to Improve Refine and Innovate.* AEA365, March 26, 2018.

- Klugman, B., Britt, H. and Schaeffer, H. *Outcome Harvesting Week: What is Outcome Harvesting?* AEA365, March 25, 2019.

Assignment 2

- Part 1: In small groups, review the evaluation focus for the program or policy you identified in Assignment 1 using the questions in the Evaluation Focus section of the Logic Model MATRIX handout. Determine which model would be most appropriate for the program or policy you plan to evaluate. **NOTE: You do not have to complete the full matrix at this time.**

- Part 2: Be prepared to tell the class the purpose of your evaluation and which model you would use and why.

Assignment 2

- What do you want to know?

- How will you know it?

- Who can provide the information?

- Define the program

- State the purpose of the evaluation

- Identify stakeholders

Designing the Evaluation

Developing Evaluation Questions

- 3-5 questions
- Don't use questions that can be answered "yes" or "no"
- Can you collect data to answer the question?
- Is it a question worth answering?
- Can the question (and answer) lead to action?

When in doubt…

- Simplify
- Simplify
- Simplify

Identify Logistical Considerations

- When is the information needed?
- What resources are available to conduct the evaluation (money, staff, expertise)?

Implementing the Evaluation

Implementation – Data Collection

1. Is purpose planning/needs assessment, formative or summative?
2. What is the timeframe for the evaluation?
3. What resources are available?
4. What other factors will impact the choice of methods?

Based on these answers, will you use quantitative, qualitative or mixed methods?

Methodology Selection

- Determined by PURPOSE of the evaluation
- Exploratory studies for context and issue identification
- Quantitative, Qualitative or Case Study
- Strengthening with Mixed Methods

Case Studies

- As a first step in more complex analyses
- To respond to multiple audiences and be communicated in nontechnical language
- To identify policy issues
- To contribute to large-scale research projects

When in doubt…

- Simplify

- Simplify

- Simplify

Analyzing the Data

Data Analysis

- Review the purpose statement and research questions
  - Were program objectives achieved?
  - Were the objectives the right ones?
  - What has been the impact on target populations?
  - Are the outcomes sustainable and benefits likely to continue?
  - What are contextual and external factors impacting success?

Draft an Analysis Plan

- Evaluation Objective 1
  – Hypothesis

  – Variables

  – Statistical Method (mean, median, mode, SD, T-tests, analysis of variance, etc.)

- Evaluation Objective 2
  – Coded survey or descriptive interview results

When in doubt…

- Simplify
- Simplify
- Simplify

Assignment 3

Working in groups, answer the following questions on the second page of the Logic Model template:

Collecting the information:

- How will you gather the information?

- When will the information be collected

Assignment 3 (Cont.)

Analyzing and Reporting:

- How will the date be analyzed and displayed?

- To whom and how will the results be communicated?

Components of an Evaluation Report

- Executive Summary

- Introduction

- Methodology

- Results

- Discussion, Conclusions and Recommendations

Report Preparation

- Resources
- Timing
- Stakeholders needs and expertise
- Use of visual presentation
- Numbers vs. ideas

Visual Displays

- **[A Graph of GPA Across Total College Credits: Basis for Leavers Flow Model](#)**

- **[High Impact Practices](#)**

- **[Bachelor Degrees Granted in Stem and Non-Stem Disciplines by Gender](#)**

www.airweb.org/eAIR/VisualDisplayOfData

Vaca, S. *My Favorite Features In Powerpoint And Illustrator for Creating Visuals. AEA365,* July 20, 2019

When in doubt…

- Simplify

- Simplify

- Simplify

Report Communication

- On-going conversation with client
- NO SURPRISES
- Written, oral, online presentations
- Unintended consequences
- Suggest uses for the report

Memorandum of Agreement

Module 2

Factors Affecting Research Design

Factors Affecting Evaluation Design

- Political factors
- Resources
- Time
- Ethical concerns
- Institutional Review Board requirements
- Professional writing skills and styles

Political Factors

- Is there an unstated purpose?

- Implications for new or departing leadership

- Is the evaluation part of a larger review process?

- Is it a periodic evaluation or a "redo" in search of different results?

Resources

- Staff
- Time
- Dollars
- Technical support
- Skills

Ethical Concerns

- Informed consent
- Objectivity
- Confidentiality and anonymity
- Deception, privacy and empowerment
- Harm, caring and fairness

Institutional Review Board Requirements

- Protection of human subjects

- Purpose and use of evaluation

- Organizational requirements differ

Writing Style

- Logical, not literary style
- Objective, clear, concise
- Use words precisely
- Avoid ambiguity in sentence construction
- Present ideas in orderly manner – use transitions
- Economy and smoothness of expression
- CONSIDERATION FOR THE READER

Assignment 4
Case Study on Challenges in Communicating and Reporting

- In small groups, consider the ethical and practical issues presented in the Pocket Veto case study.   Based on the five discussion questions at the end of the case, identify the three major issues that this case raises. Be prepared to share these with the class.