Objectives

● Introduce concepts within program evaluation and measuring effectiveness
● Provide a one-stop resource of myriad options in developing program evaluations
● Faculty will develop an evaluation process for the Tablet Initiative
Agenda

- Program Evaluation Cycle
- Evaluation Models
- Research Design Methods
- Setting Targets & Outcomes
- Developing Rubrics
Program Evaluation Cycle

Plan → Design → Collect → Conduct → Evaluate → Plan
Framework for Evidence

- What do you plan to assess?
- What population? (i.e., who gets assessed?)
- What instruments/data will you use?
- When will data collection occur?
- How often will assessment occur?
- How will evidence be analyzed?
- How will evidence be documented?
- Who will reflect on the findings? When?
Evaluation Models

- Objectives-Oriented
- Consumer-Oriented
- User-Oriented
- CIPP (Context, Input, Process, Product)
Objectives-Oriented

- Focuses on behavioral objectives
- Determines extent to which goals and objectives have been achieved
- Has common-sense appeal/simplicity
- Has narrow focus, only including objectives identified
Consumer-Oriented

- Determines the relative value of program
- Used for educational curricula or packages
- Often includes achievement of objectives (intended, unintended, cognitive, non-cognitive) and costs
- Relies on credibility and expertise of evaluator (this is critical)
- Produces limited information on improving services
User-Oriented

- Emphasizes utility: what information is most helpful to stakeholders?
- Engages stakeholders so information is used in:
  - Framing evaluation
  - Previewing results and participating in the interpretation
- Other major elements include:
  - Rapport-building
  - Understanding contextual factors
  - Organizational structure and function
  - Accessibility and timing of results
CIPP

- Emphasizes improving programs at multiple stages and collecting summative information:
  - Context: What needs to be done?
  - Input: How should it be done?
  - Process: Is it being done?
  - Product: Did it succeed?
- Engages stakeholders
- Constant evaluation
Discussion

Objectives-Oriented

Consumer-Oriented

User-Oriented

Context-Input-Process-Product
Basic Research Designs

- Pre/Post Assessment
  - Conduct Pre-Assessment
  - Intervention is Administered
  - Conduct Post-Assessment
  - After doing something, was there change from pre-to-post?
Basic Research Designs

- Pre/Pre/Post Assessment
  - Conduct Pre-Assessment
  - Intervention is Administered
  - Re-Administer Pre-Assessment
  - Conduct Post-Assessment
  - Did perception from Pre1-to-Pre2 change?
    Pre1, Pre2 to Post?
Basic Research Designs

- Post Assessment Only
  - Set Anticipated Criteria (No Pre-Assessment)
  - Intervention is Administered
  - Conduct Post-Assessment
  - After intervention, did population achieve pre-set criteria?

Criteria | Intervention | Post
Basic Research Designs

- Cohort Tracking
  - Identify Cohort
  - Intervention is Administered
  - Track Over Time
  - Opportunity to measure behavior over time
Basic Research Designs

- Between Group Comparisons
  - Conduct Pre-Assessment (Both Groups)
  - Intervention is Administered to one Group
  - Conduct Post-Assessment (Both Groups)
  - After intervention, does treatment group differ from comparison group?

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Discussion

- Pre/Post Assessment
- Pre/Pre/Post Assessment
- Post Assessment
- Cohort Tracking
- Comparison Group
Setting Targets

- Important for the growth process
- Supports continuous improvement
- Provide structure for the evaluation cycle
Setting Targets

- Targets need to be:
  - meaningful, achievable, and challenging
  - beneficial to students and improve student learning
  - inclusive of both quantitative and qualitative data
  - accountable to evaluators, participants, and public
Levels of Outcomes

- Reaction to curriculum and training process
- Knowledge or skill acquisition (learning)
- Behavior change
- Improvement in individual or organizational outcomes (results)
Discussion

Reaction Targets:

Learning Targets:

Affective Targets:

Outcome Targets:
Rubrics

- Explicit scheme for classifying products or behaviors into categories that vary along a continuum
- Anything can be classified:
  - Essays
  - Reports
  - Oral Presentations
  - Performance (e.g., art work, recitals, simulations)
  - Portfolios
  - Group Activities
Rubrics

- Strengths of a Rubric:
  - Content experts can develop precise definitions
  - Complex products and behaviors can be examined more efficiently
  - Usually results in less subjective measurement
- Weaknesses of a Rubric:
  - Sometimes difficult to achieve consensus on classification categories
  - Consistency in application and use
  - Time to develop, review, and modify rubrics
Rubrics

- Judgments can be:
  - Made by faculty and staff
  - Self-assessed by students
  - Made by qualified external reviewers

- Two main types of rubrics:
  - Holistic: one global score for a product or behavior
  - Analytical: separate holistic scoring of specified characteristics of a product or behavior
Rubrics

- Identify what you want to assess
- Identify characteristics that define:
  - “proficient” or “acceptable” outcomes
  - best possible (e.g., advanced, excellent, superior, etc.) outcomes
  - worst possible (e.g., beginner, poor, unacceptable, etc.) outcomes
  - intermediate level (e.g., below proficient, fair, etc.) outcomes
Rubrics

- Review and expand/collapse categories as applicable
- Seek external review/feedback
## Discussion

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Evaluation

- Engage stakeholders & listen to their needs
- Discuss framework, purpose, and use
  - Improve program
  - Accountability
  - Advocacy
- Evaluation deliverables
  - Accessible
  - Timely
Program Evaluation Cycle

Plan → Design → Collect → Conduct → Evaluate → Plan