Evaluation and Reporting: Why does it Matter?

PREM Principal Investigators Meeting September 14, 2012

Jan Middendorf, Ph.D. Office of Educational Innovation & Evaluation Kansas State University jmiddend@k-state.edu

Why does it Matter?

- Learning & Accountability at all levels
- Answers "what's working, why, and under what circumstances?"
- Provides a course of action for modification, if necessary
- Provides critical evidence of results and impact, in both quantitative and qualitative terms

Expectations for Evaluation:

- Independent, qualified evaluator(s)
- Evaluation based on scope of project
- Well-articulated Evaluation Plan
 - Based on a logic model / program theory
 - Utilizes a robust, appropriate evaluation design
 - Includes formative and summative evaluations
 - Identifies measures that are tied to expected outcomes
- Demonstrates impact of program

Effective Evaluation Plans

- Develop at the beginning of the project with the project team
- Involve stakeholders in the identification of relevant questions and indicators
- Need to determine how you are going to use the data to be collected
- Focus on outcomes of critical interest

PREM Evaluation Sources

- PREM Annual Report Requirements

 highlights and productivity
 longitudinal data collection (outputs)
- Advisory Boards
 internal and external
- Evaluation Plan with a Self- Assessment Plan
 internal and external components
 reliability, validity, feasibility, and functionality

Evaluation Planning

- Develop logic model with clear, measurable outcomes
- Identify, with stakeholders, questions for each model component
- Identify information (indicators) that will help you answer those questions
- Identify the way (measurements) you will get the answers you need

Logic Model

~	Inputs	Outputs			Outcomes – Impact			
		Activities	Participation		Short Term	Medium Term	Long	
	What we invest	What we do Conduct courses, workshops, meetings Deliver services Develop products, curriculum, resources Train Provide counseling Assess Facilitate Partner	Who we reach		Learning Results	Action Results	Ultima Impac or	
	Staff Volunteers		Participants Customers		Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	Behavior Practice Decisions Policies Social action	Condit Social Econom Civic Environr Value-ac	
	Time Money		Clients Students					
	Research base		Agencies Learners					
	Materials Equipment		Decision- makers					
	Technology Partners		Reactions					
Assumptions					External Factors			

Long Term Ultimate Impact(s) or **Conditions** Social Economic Civic Environmental Value-added

Guiding Evaluation Questions

- Awareness, Attitudes, knowledge and skills What did the target audience know before they participated? What do they know now? Did their knowledge and/or attitudes change as a result of participation in project?
- *Behavior, practices and policies* What did the target audience do before they participated? Are they doing something different now?
- Environmental, Social, Economic or Educational System
 What were the attributes of the system? Did they change as a result of project?

Instrumentation Resources

- Student Assessment of Learning Gains (SALG): <u>http://www.salgsite.org/</u>
- Undergraduate Research Student Self-Assessment (URSSA)
 <u>http://www.colorado.edu/eer/research/undergradtoo</u>
 <u>ls.html</u>
- Field-Tested Learning Assessment Guide (FLAG): <u>http://www.flaguide.org/</u>
- Online Evaluation Resource Library (OERL)
 <u>http://oerl.sri.com/home.html</u>

NSF Evaluation Resources

- The 2002 User-Friendly Handbook for Project Evaluation,
 - http://www.nsf.gov/pubs/2002/nsf02057 /start.htm
- User-Friendly Handbook for Mixed Method Evaluations,
 - http://www.nsf.gov/pubs/1997/nsf97153/ start.htm

For more information contact:

- Jan Middendorf, OEIE
 jmiddend@k-state.edu
- OEIE website
 <u>http://www.oeie.ksu.edu/</u>