



PROGRAM EVALUATION

Participant Guide

ABSTRACT

This program introduces students to different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each

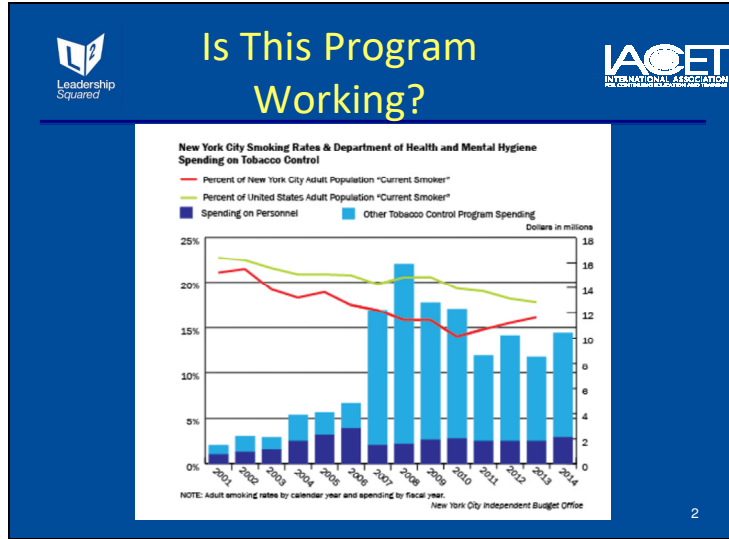
Program Evaluation




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Agenda



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- Introductions and Objectives
- Definitions
- The 4 stage Model
- Quantitative Methods
- Qualitative Methods
- Learning Program Evaluations
- Summary and Call to Action

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Hello, my name is...



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- Name
- Something about your professional status
- Your interest in program evaluation
- A program you have a personal or profession desire to evaluate

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Learning Outcomes

By the conclusion of today's program, participants will be able to:

1. Explain the major concepts in program evaluation.
2. Perform steps required in conducting program evaluation.
3. Design a plan to conduct a comprehensive program evaluation

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 **What Is a Program?** 

An action or system of actions designed to produce a goal.



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2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

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 **Vision 2030 Programs** 

- Government Restructuring Program
- Fiscal Balance Program
- Regulations Review Program
- Public Investment Fund (PIF) Restructuring Program
- National Transformation Program (NTP)
- Privatization Program
- Saudi Aramco Strategic Transformation Program
- Strategic Directions Program
- Strategic Partnerships Program
- Project Management Program
- Human Capital Program
- Program for Strengthening Public Sector Governance

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Elements of Programs



- Inputs:
 - resources (\$, staff, facilities, equipment)
- Process:
 - set of activities conducted to achieve results (service delivery, communication)
- Outputs:
 - Number of activities conducted
 - Access and quality of services
 - Products or services delivered to clients
- Outcomes:
 - Initial (e.g., psycho-social)
 - Intermediate (e.g., behavior)
 - Long-term (e.g., health status)

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What Is Program Evaluation?

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The use of scientific research procedures to systematically investigate the effectiveness or efficiency of programs



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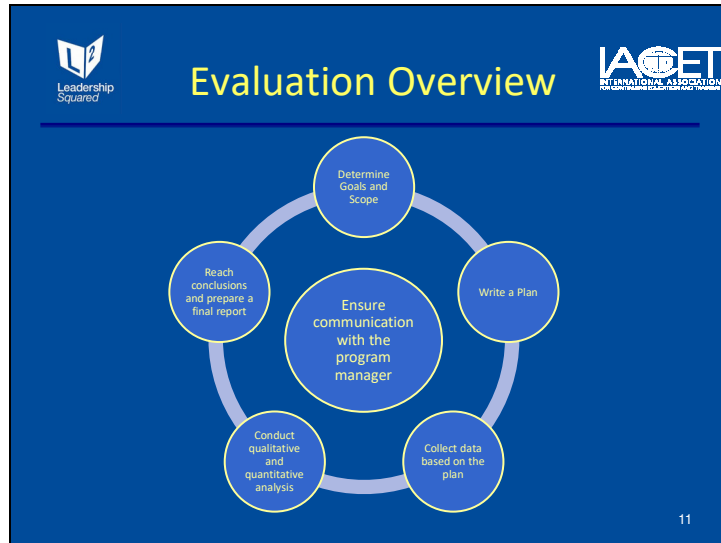




Key Factors in Planning an Evaluation



1. Stage of program development
2. Political context (conflict over goals)
3. Structure of the program
4. Scope of activities, type of services
5. Number and location of service sites
6. Characteristics of intended audience
7. Resources available
8. Human, \$\$\$, support of management


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 **The 3 Types of Evaluation** 

- Formative
 - Will this work?
- Process
 - Are we doing what we planned to do?
- Summative
 - Are we delivering the planned outputs?
 - Are we having the desired Outcomes/Impact?

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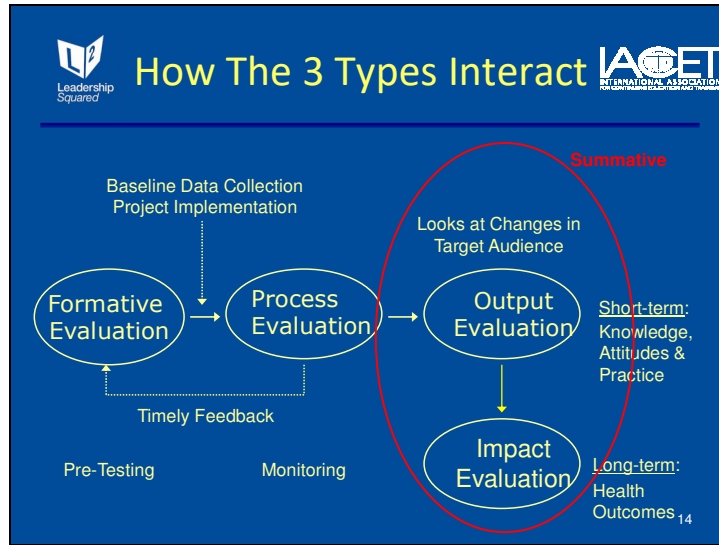




A Training Example



- Reaction
- Learning
- Application
- Performance
- Process
- Outputs
- Outputs/Impact
- Impact

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Why Do Evaluation?

1. To determine the effectiveness of the program:
 - Did it achieve its objectives(outputs)?
 - Did it achieve its goals(outcomes)?
2. To identify ways of improving on the existing program design
3. To satisfy stakeholder requirements

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 **Knowledge Check** 

What type of evaluation do the following questions suggest?

1. Is the program accessible by its target population? **Formative, Process, Summative**
2. Will the proposed program elements be understood, and accepted by the target population? **Formative, Process, Summative**
3. Is the program having an effect on behaviors? **Formative, Process, Summative**

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Circle the most appropriate response

1. The results of a formative assessment are used to do what?

- a. Assist in program development
- b. Determine whether to continue a program
- c. To influence policy decisions
- d. Make decisions on continued funding

2. A program director is in charge of a program that is designed to increase literacy with at-risk youth. Youth have been participating in the program for multiple years and the director wants to see if the program has actually had an effect. Which evaluation should they use?

- a. Formative
- b. Process-Based
- c. Outcomes-Based
- d. Impact

3. Type of evaluation used when wanting to answer “What changes in your program participants’ behaviors are true results of your program?”

- a. Formative
- b. Process-Based
- c. Outcomes-Based
- d. Impact

4. A five-year program is nearing the end of its funding cycle. The program funders request an evaluation report to determine whether the program should be continued. What type of evaluation should they use?

- a. Formative
- b. Process-Based
- c. Summative
- d. Outcomes-Based

5. This evaluation design focuses on how the program is being implemented:

- a. Formative
- b. Process-Based
- c. Outcomes-Based
- d. Impact

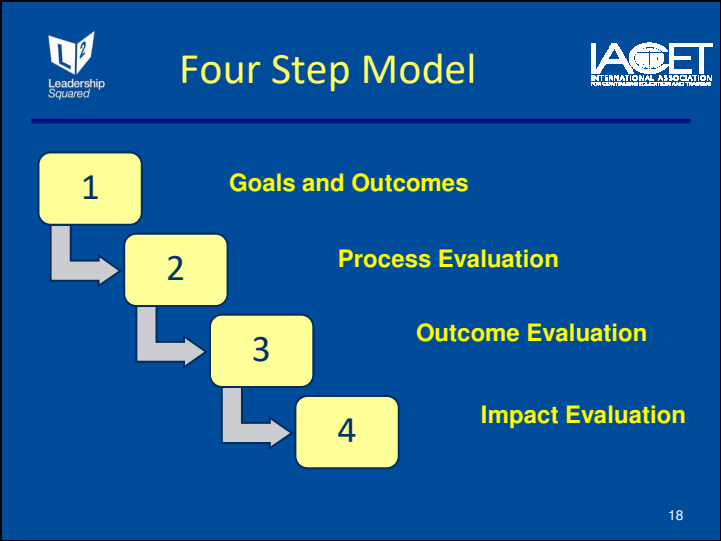
Steps in Program Evaluation




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1. Identify Goals and Desired Outcomes



- What is your project striving for?
- Goals set a framework for *specific* outcomes.

Program Developers MUST define:

- The primary goals of the program
- Target population
- Outcomes desired


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 **Goals vs. Objectives** 

Goals (Outcomes/Impact)


- Highest level to attain
- Broad social, health, or economic concerns
- May be difficult to measure
 - quality of life
 - socio-economic status)

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Goals vs. Objectives



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Objectives (Outputs)

- Measurable results to be achieved during the life of the project
- Contain criteria for judging if programs succeed or fail

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Circle The Most Appropriate Response

1. This is a measurement of the things you do.
 - a. Outputs
 - b. Outcomes


2. This is a measurement of change in knowledge, attitudes, skills, behaviors.
 - a. Outputs
 - b. Outcomes

3. What answers the question "What difference did this program make?"
 - a. Outputs
 - b. Outcomes

4. What answers the question "How many or how much?"
 - a. Outputs
 - b. Outcomes




Goal or Objective?




From Vision 2030	Goal	Objective
We will support promising sectors and foster their success so that they become new pillars of our economy.		
Household spending on cultural and entertainment will increase from 2.9% to 6%		
To achieve Vision 2030, the Privatization Program shall commit to the realization of a number of successes by 2020, which will constitute the foundation needed to realize 2030 ambitions.		
Average life expectancy to be increased from 74 years to 80 years by 2030		
Rally one million volunteers per year		

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2. Process Evaluation



- Used as a complement to outcome evaluation
 - Which components are working?
 - Where are they working?
 - Are they unfolding as intended?

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Implementation versus Design Evaluation

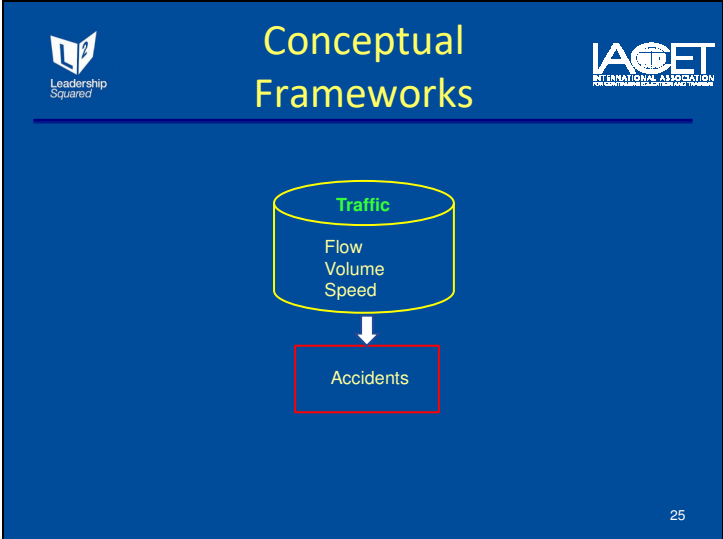
Implementation Evaluation:

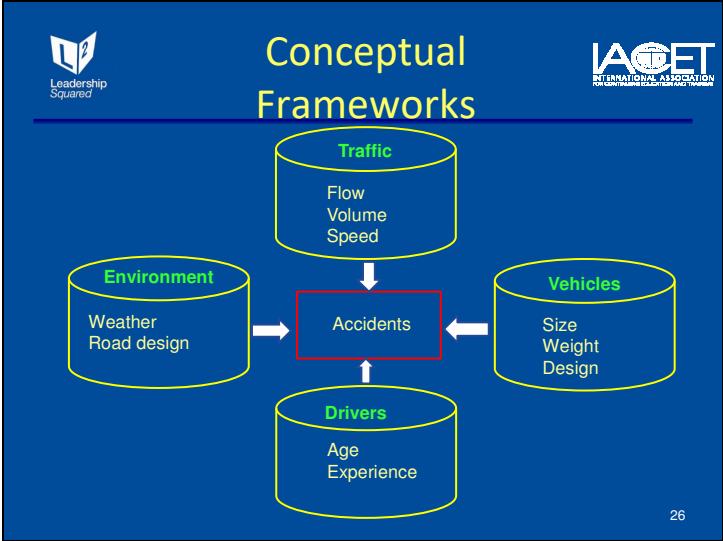
Is program implemented as planned?


Design Evaluation:

- Does program produce intended results?
- Does program produce desired outcomes?
- Is program cost effective?


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3: Output Evaluation




- Assess the immediate, direct effects of a program, “the bottom line”
- Looks at the desired outputs defined in Step 1 and seeks evidence regarding the extent to which those outputs were achieved

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4: Impact Evaluation



- Concerned with the ultimate effects of the program
- Impacts are ultimate or longer-term effects of the program


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 **Differentiating Outputs**  **versus Outcomes**


- Output: measured at program level:
 - Activities conducted:
 - # brochures printed
 - Service utilization:
 - # client visits, # TB tests performed
- Outcomes/Impact: program or population level:
 - % of TB patients successfully treated
 - % of youth securing employment

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The slide features a blue header with the title "Outputs vs. Impact" in yellow text. On the left is the "Leadership Squared" logo, and on the right is the "IAQET INTERNATIONAL ASSOCIATION FOR QUALITY ASSURANCE IN EDUCATION" logo. The main content area is a large black rectangle. A small number "30" is visible in the bottom right corner of the slide frame.




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Breakout Group



Quality Of Life Program

- Which of these elements are outputs and which are impact?
- How would you measure each of them?

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Output or Impact?

In your group, identify which of the intended results of Quality of Life Program 2020 are program outputs, and which are program impacts.



Quality of Life Program 2020 is one of the Vision Realization Programs of Saudi Arabia 2030. It aims to improve the lifestyle of individual and family and to build a society in which individuals enjoy a balanced lifestyle, by setting up the environment necessary to support and provide new options that enhance the participation of citizens and residents in cultural, entertainment and sport activities. The achievement of the Program objectives contributes to create many jobs and to diversify the economic activity, aiming to include Saudi cities within the list of the best cities to live in the world.


Quality of Life Program 2020 improves the quality of life in the Kingdom through two main pillars of lifestyle improvement, and infrastructure development. It updates lifestyles by activating individuals' participation in entertainment, sport and cultural activities. It also improves the infrastructure by upgrading transport, housing, urban design, environment, healthcare, economic and educational opportunities, security and social environment.

Direct Objectives of Quality of Life Program 2020:

- ***Promote sport activities in society***
- ***Achieve excellence in several sports regionally and globally***
- ***Develop and diversify entertainment opportunities to meet the needs of the population***
- ***Developing the Saudi contribution in both arts and culture***





 **Quantitative or Qualitative?** 



Example 1: Oil Painting
*red/green color, gold frame
*smells old and musty
*texture shows brush strokes of oil paint
*peaceful scene of the country
*masterful brush strokes

Example 2: Oil Painting
*picture is 10" by 14"
•with frame 14" by 18"
* weighs 8.5 pounds
•surface area of painting is 140 sq. in.
*cost \$300

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Knowledge Check

- Is this research study
- Quantitative?
- Qualitative?
- Could be either type

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For each of the following statements, circle whether it describes a Qualitative or a Quantitative Approach

1. Using a written questionnaire with closed-ended questions (eg. Yes/No) to survey a large number of bushfire victims who may be experiencing post-traumatic stress disorder **Qualitative or Quantitative?**
2. Investigating the effects of observing violence by analyzing and interpreting children's drawings after they have watched violent cartoons on television. **Qualitative or Quantitative?**
3. Conducting an experiment to investigate whether having regular rest breaks during a prolonged study session improves performance on a test. **Qualitative or Quantitative?**
4. Observing whether drivers conform to road rules by counting the number of drivers who disobey a stop sign at an intersection **Qualitative or Quantitative?**
5. Observing the effects of using a treat as a reward to teach a dog to sit on command **Qualitative or Quantitative?**
6. Studying the behaviours of newborn infants by observing and recording their second-by-second movements during their first 72 hours of life following birth. **Qualitative or Quantitative?**
7. Testing the relationship between the scores on an intelligence test and scores on a personality test **Qualitative or Quantitative?**
8. Observing the social interactions of pre-school children in a playgroup using pre-determined items on an observation checklist **Qualitative or Quantitative?**




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Types of Measurement




Quantitative

- Measures level of occurrence
- Asks "How many?" "How often?"
- Studies actions
- Is objective
- Provides proof
- Is definitive
- Measures level of actions, trends, and so on
- Describes




Qualitative

- Provides depth of understanding
- Asks "why?"
- Studies motivations
- Is subjective
- enables discovery
- Is exploratory
- Allows insights into behavior, trends, and so on
- Interprets




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Which is more credible? Useful?





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<p>Quantitative</p> <ul style="list-style-type: none">• greater precision• less open to bias• representative samples;generalizable results	<p>Qualitative</p> <ul style="list-style-type: none">• greater insight into psychosocial processes• wealth of details• better on sensitive subjects
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 **Quantitative methods** 


- Surveys (household, facility, sentinel sites)
- Analysis of service statistics
- Provider assessments
- Simulations
- Ratings and coverage data
- Content analysis



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Value of Quantitative methods




- Formative
 - Establish/understand levels and trends
 - Identify and segment target audience for intervention
- Process
 - Measure activity carried out (# trainings, # VCT)
 - Establish reach of program
- Summative:
 - Assess extent of service utilization
 - Assess extent of behavior change
 - Establish cost per unit of change

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Qualitative methods




1. Ethnography
2. Narrative
3. Phenomenological
4. Grounded Theory
5. Case Study

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Value of Qualitative Methods



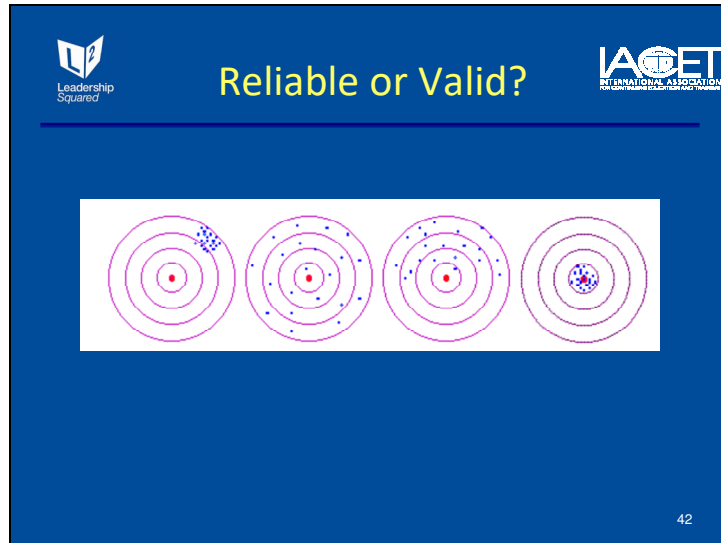
- Formative:
 - Understand attitudes, beliefs, norms, barriers
 - Improve concepts/wording on quantitative instruments
- Process:
 - Learn audience reaction
- Summative:
 - Explain “why” changes occurred (or not)
 - Assess perception of changes among target population to intervention
 - Assess quality of care

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Validity and Reliability

The slide features a blue background with a white logo on the left consisting of a stylized 'L' and '2' inside a square frame. Below this logo, the text 'Leadership Squared' is written in a sans-serif font. At the bottom left, the IACET logo is displayed, including the acronym 'IACET' and the full name 'INTERNATIONAL ASSOCIATION FOR ACCREDITATION AND TRAINING'.



Think of the center of the target as the concept that you are trying to measure. Imagine that for each person you are measuring, you are taking a shot at the target. If you measure the concept perfectly for a person, you are hitting the center of the target. If you don't, you are missing the center. The more you are off for that person, the further you are from the center.

Which of these measurement tools appear to be reliable?

Which of these measurement tools appear to be valid?

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Review of two key measurement concepts

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Reliability: The measure repeatedly gives the same results



Validity: We are measuring what we think we are measuring



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Improving Reliability

- Test/Re-test
- Alternate Forms
- Split half

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Internal vs. External Validity


Outside the Study
Does the same thing happen in other evaluations? Other populations?
Other researcher?

Inside the Study
Did we really measure what we wanted to?

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Threats to internal validity



- History: events external to the situation
- Maturation: events naturally occurring within subjects over time
- Testing: pretest influences results
- Instrumentation: changes in instrument or raters influences results
- Regression(to the mean): units chosen on extreme scores will naturally regress
- Selection: pre-existing differences in treatment and comparison groups



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Hawthorne Effect


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 **External Validity of Research Designs** 

- Refers to generalizability or representativeness of the findings.
- Question addressed here is:
“To what groups, settings, experimental variables, and measurement variables can these findings be generalized?”

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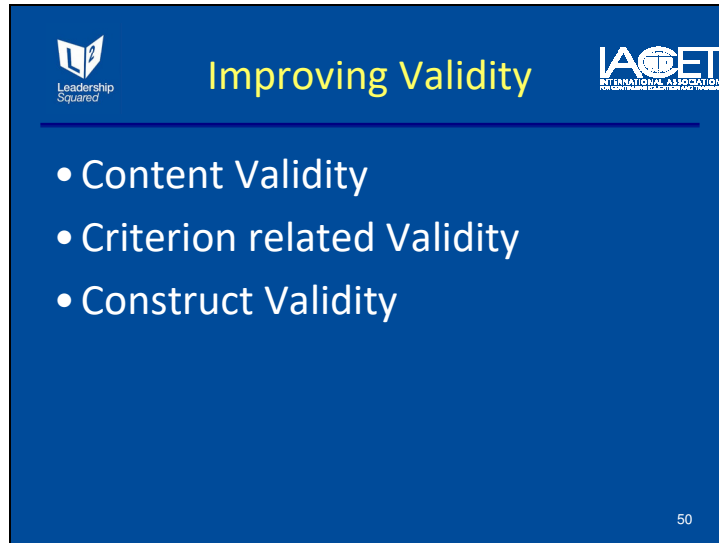


Types of External Validity



1. **Population external validity:** identifying the population to which results may be generalizable.
2. **Ecological external validity:** concerned with generalizing experimental effects to other environmental conditions (i.e., settings).

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A blue rectangular slide containing logos for 'Leadership Squared' and 'IAQET INTERNATIONAL ASSOCIATION FOR QUALITY ASSURANCE IN EDUCATION'. The title 'Improving Validity' is in yellow. Below it is a list of three items: Content Validity, Criterion related Validity, and Construct Validity. A small number '50' is in the bottom right corner of the slide.

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Improving Validity

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- Content Validity
- Criterion related Validity
- Construct Validity

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The slide has a blue background. In the top left corner is the 'Leadership Squared' logo, which consists of a stylized 'L' and 'S' in a square. In the top center, the text 'Breakout Group' is written in a large, bold, yellow font. In the top right corner is the 'IAQET' logo, with the text 'INTERNATIONAL ASSOCIATION FOR QUALITY EDUCATION TRAINING AND RESEARCH' underneath it. Below the title, there is a white rectangular box containing the following text: 'Vibrant Society With Fulfilling Lives' (preceded by a small gear icon), followed by a paragraph: 'The happiness and fulfillment of citizens and residents is important to us. This can only be achieved through promoting physical, psychological and social well-being. At the heart of our Vision is a society in which all enjoy a good quality of life, a healthy lifestyle and an attractive living environment.' In the bottom right corner of the blue area, the number '51' is displayed.


Experimental Research Design




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Design types



- Pre-test/post-test with control group
- One-shot case study
- One-group pre-test/post-test
- Static group comparison
- Post-test only experiment



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The Behavioral Scientist's Ethics Checklist

Principle	Goal	Risk if ignored
#1: Aligned Interests	<i>The company, researchers, and participants' interests are aligned.</i>	Participants may do things that run contrary to their interests. Loss of trust in the company.
#2: Transparent Processes	<i>Participants understand the plan and purpose of the research.</i>	Loss of trust in the research process. Increased oversight on the company.
#3: Rigorous Evaluation	<i>Rigorous research design and evaluation so participant time is not wasted and the company can learn and improve.</i>	Waste of participant and company's time, effort, and resources. Lack of improvement and support for future research.
#4: Data Privacy and Security	<i>Robust data privacy and security protocols to protect participants' information.</i>	Participant's sensitive data is breached. Company faces legal problems.
#5: Ease of Opt Out	<i>Participants understand how to opt out and can do so simply.</i>	Participants feel forced or coerced to participate. Loss of trust in the company.
#6: Cost-Benefit Analysis	<i>Potential benefits to the participants outweigh potential harms.</i>	Participants are harmed by the company and researcher.

Principle	Question	✓ or ✗	If X, what is needed to get to ✓?
#1: Aligned Interests	<i>Are the interests of our company, researchers, and participants aligned?</i>		
#2: Transparent Processes	<i>Is our research process transparent to the participants?</i>		
#3: Rigorous Evaluation	<i>Does our study design and analysis plan allow us to evaluate the effectiveness of the research?</i>		
#4: Data Privacy and Security	<i>Do we have a data management plan that protects the privacy and anonymity of our participants?</i>		
#5: Ease of Opt Out	<i>Can our participants easily opt out of the study?</i>		
#6: Cost-Benefit Analysis	<i>Do the potential benefits of our study outweigh the potential harms?</i>		

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Knowledge Check

<ul style="list-style-type: none"> A. Experiment B. Independent variable C. Dependent variable D. Control group E. Controlled variables F. Treatment Group 	<ul style="list-style-type: none"> 1. Variables in an experiment which must stay the same to ensure a fair test 2. A procedure that is used to evaluate a program 3. The group that participates in the program being evaluated 4. The program which is being evaluated 5. The intended outcome or impact of the program 6. The group that does not participate in the program being evaluated.
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Groups	Pre-measurement	Program	Post Measurement
Random #1	Observation 1	Treatment	Observation 2
Random #2	Observation 1	No Treatment	Observation 2

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IAQET logo:  INTERNATIONAL ASSOCIATION FOR QUALITY EDUCATION

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Post-test only experiment

Group	Pre Measurement	Program	Post-Measurement
Random		Treatment	Observation 1
Random			Observation 1

- No prior observation (we assume the groups are identical at the outset)
- Classical scientific and agricultural experimentalism


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 **One-group Pre-test/Post-test** 


Group	Pre Measurement	Program	Post-Measurement
Random	Observation 1	Treatment	Observation 2

- “Historical control”
- Better than nothing
- Standard way of doing most research
- Big problems
 - No comparison group
 - No random assignment
 - Encourages “samples of convenience”

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One-shot Case Study



Program	Post-Measurement
Treatment	Observation 1

- Journalism
- Common sense
- “of no scientific value”

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Static group comparison


Group	Program	Post-Measurement
Pre-selection	Treatment	Observation 1
		Observation 1

- This is most cross-sectional & correlational analysis
- Problems
 - Selection into the two groups
 - No pre-“treatment” measurement

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Design Summary



- One-shot case study
 - Little scientific value, but may be descriptively useful, or a useful foil
- One-group pre-test/post-test
 - Often used in policy analysis
 - Only justified as a “best design” if there are ethical or other constraints
- Static group comparison
 - Correlational studies by far the most common “scientific” social science research
- Pre-test/post-test with control group
 - “Real” experiments uncommon, but growing in frequency
 - “Quasi-experiments” growing more rapidly
- Post-test only experiment
 - Leads to weaker statistical tests

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Qualitative Research Design



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Definition

Procedures that yield non-numerical information to:

- a) help understand the program or the participants relation to the program
- b) interpret qualitative information
- c) recognize uniqueness of different program settings

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Good Settings for Qualitative Evaluations

- Theory of change: Explaining how and why a program exerts its effects
- When Established Measures Are Inappropriate or Do Not Exist
- Studying Program Implementation: Gathering detailed information about:
- Opening the "Black Box" of Program Effects: Unpacking why the program had the effect it did
- Making Research Reports More Accessible

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 **Qualitative Designs** 

- Observation
- Interviews
- Focus Groups



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Non Participant Observers

- Present in the program setting, but do not administer or deliver the service.
- Seek to develop an understanding of how a program operates -- not looking for predefined details.
- Make observations to detect what is important and how details fit into the overall understanding of the program.
- Works best in settings that are public: schools, libraries, businesses, etc.
- Use when evaluators can be sure that their presence would not change the social system of the program.

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Important Factors in Observation




- Observer must avoid mental blinders and remain open to many possible interpretations.
- Staff may act in a guarded way in an effort to control the impression of the evaluator.
- Observers can make program staff nervous and lower their effectiveness.

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Participant Observers




- Observer takes legitimate role in the program.
- May act as *pseudo-participant* to gauge quality of normal treatment.
 - Eg. Secret Shoppers
- Use when services are too private to permit a non-participant observer or when the staff members are so defensive that they would not be able to carry out their duties.

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Downfalls of Participant Observers



- Unethical and incompatible with the philosophy of evaluation if done without program participant consent
- Also violates spirit of mutual trust that is important in effective functioning of agencies.

Gain cooperation by:

- Explaining that the evaluation is a way to learn about the program and what problems staff members face.

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Ethnography


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- Require more involvement and creativity than methods using surveys and checklists
- Four phases involved in process

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Phase 1: Making Unrestricted Observation




- Use field notes
- Observe crucial program events, activities, written materials and settings.
- Seek out those who can provide more information on how things work in that setting.
- Direct the information gathering process toward important elements of the program
- Should have unrestricted access and should gather information from all aspects of the program.

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 **Phase 2: Integrating Impressions** 

- Begins with first observations - aims to integrate impressions formed during phase one.
- Develop ideas about the program
- Requires further observations and interviews to “fill in the holes”.
- Refine their initial impressions.
- Complete when additional observations no longer change the impressions.

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Phase 3: Sharing Interpretations



- Share their views with stakeholders and other evaluators.
- Obtain additional feedback to correct any misunderstandings.
- Experienced and uninvolved evaluators can challenge interpretations that are not adequately supported.

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 **Phase 4: Preparing Reports** 



- Present descriptions of the program and draw evaluative conclusion.
- Provide detailed descriptions of programs through the eyes of the stakeholders along with the insights of the evaluators.
- Facilitate better understanding of program.
- Results can be applied at other locations.

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Interviewing


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 **Value of Interviewing** 

- Qualitative evaluators use open-ended, unstructured surveys to learn detailed information .
- Encourage use of own words, thought patterns and values when answering the questions.
 - E.g. multiple choice exams vs. essay exams

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Preparing for the Interview



- Interviewee understands purpose and has consented to be interviewed.
- Rapport established between interviewer and respondent - asking orientation questions.
- Avoid asking close-ended questions.
- Opportunity to tailor interview to the respondent.
- Use rephrasing and reflecting to fully understand interviewee statements.

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 **Recording Answers** 

- Hand written notes are less threatening and keep interviewer involved
- Allow interviewer to record own thoughts
- Easier to work with than tapes
- May use computer to record comments, but can be awkward for both parties

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Conducting Focus Groups



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 **What is a focus group?** 

A focus group is a small group discussion guided by a trained leader, used to learn more about opinions on a designated topic, and then guide future action.

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Differences from regular "groups"




- They are focused on a specific topic
- They have a trained facilitator
- Members of the group are encouraged to talk openly about their opinions and respond to other members

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When should you use a focus group?




- When considering introducing a new program or service
- When the main concern is depth or shading of opinion
- When you want to ask questions that can't easily be asked or answered in a written survey

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How to Conduct a Focus Group:



Before the meeting:

- Recheck your goals
- Consider other methods
- Find a good leader
- Find a recorder
- Decide who should be invited
- Decide about incentives

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How to Conduct a Focus Group:


Before the meeting:

- Decide on the meeting particulars.
- Prepare your questions.
- Recruit your members.
- Review the arrangements.

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How to Conduct a Focus Group:




When the group meets:

- Thank people for coming.
- Review the group's purpose and goals.
- Explain how the meeting will proceed and how members can contribute.
- Set the tone by asking an opening question and making sure all opinions on that question are heard.

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How to Conduct a Focus Group:




- When the group meets:
 - Ask further questions in the same general manner.
 - When all your questions have been asked, ask if anyone has any other comments to make.
 - Tell the group about any next steps that will occur and what they can expect to happen now.
 - Thank the group for coming!

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How to Conduct a Focus Group:



After the meeting meets:

- Make a transcript or written summary of the meeting.
- Examine the data for patterns, themes, new questions, and conclusions.
- Share the results with the group.
- Use the results.

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Training Program Evaluation





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4 RESULTS
3 TRANSFER
2 LEARNING
1 REACTION





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 **Four Levels of Training Evaluation** 


- Measured During or immediately after
 - Level One Reaction
 - Level Two Learning
- Measured at some later point in time
 - Level Three Behavior
 - Level Four Results

 **Reaction Level** 


- A customer satisfaction measure
 - Were the participants pleased with the program?
 - Perception if they learned anything
 - Likelihood of applying the content
 - Effectiveness of particular strategies
 - Effectiveness of the packaging of the course

 **Examples of Level One – Open Ended** 


- Your Opinion, Please
In a word, how would you describe this workshop?
- Intent
 - Solicit feedback about the course. Can also assess whether respondents transposed the numeric scales in the quantitative response




Guidelines for Evaluating Reaction




- Decide what you want to find out.
- Design a form that will quantify reactions.
- Encourage written comments.
- Get 100% immediate response.
- Get honest responses.
- If desirable, get delayed reactions.
- Determine acceptable standards.
- Measure future reactions against the standard.




Learning Level





- What did the participants learn in the program?
 - The extent to which participants change attitudes, increase knowledge, and/or increase skill.
 - What exactly did the participant learn and not learn?
 - Pretest/Posttest



Learning Level




- Requires developing specific learning objectives to be evaluated.
- Learning measures should be objective and quantifiable.
 - Paper pencil tests, performance on skills tests, simulations, role-plays, case study, etc.




Level Two Examples


- Develop a written exam based on the desired learning objectives.
- Use the exam as a pretest
- Provide participants with a worksheet/activity sheet that will allow for “tracking” during the session.
- Emphasize and repeat key learning points during the session.
- Use the pretest exam as a posttest exam.
- Compute the posttest-pretest gain on the exam.




Behavior Level




- How the training affects performance.
- The extent to which change in behavior occurred.
- Was the learning transferred from the classroom to the real world.
- Transfer




Guidelines for Evaluating Behavior




- Measure on a before/after basis
- Allow time for behavior change (adaptation) to take place
- Survey or interview one or more who are in the best position to see change.
 - The participant/learner
 - The supervisor/mentor
 - Subordinates or peers
 - Others familiar with the participants actions.



Level Three Examples




- Observation
- Survey or Interview
 - Participant and/or others
- Performance benchmarks
 - Before and after
 - Control group
- Evidence or Portfolio




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Results Level




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- Impact of education and training on the organization or community.
- The final results that occurred as a result of training.



Examples of Level Four




- How did the training save costs in the operation?
- Did work output increase?
- Was there a change in the quality of work?
- Did the social conditions improve?
- Did the individual create an impact on the community?
- Is there evidence that the organization or community has changed




Knowledge Check

Learning Evaluation Levels	Type of Evaluation
• Reaction	• Outputs
• Learning	• Process
• Behavior	• Impact
• Results	• Formative

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Evaluation Exercise



- Breakout Groups
- Each group will work on one of Kirkpatrick's 4 levels
- Develop an evaluation plan for this **Program Evaluation** course
- Share your proposal

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Recap

Are you able to:

1. Explain the major concepts in program evaluation?
2. Perform steps required in conducting program evaluation?
3. Design a plan to conduct a comprehensive program evaluation?

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Thank You!

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Evaluation Plan for

The evaluation team may use this template to guide the presentation, headings and information in an evaluation plan. They should consider all sections of the template. However, some sections or headings may not be relevant for the evaluation being planned and others may need to be added.

Authors

Date

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1

Introduction

BACKGROUND AND CONTEXT TO THE ACTIVITY

Briefly summarise the background to and the context for the Activity. Detailed information can be placed in an Appendix.

[???

EVALUATION PURPOSE

State the purpose of the evaluation.

[???

EVALUATION SCOPE

State the scope of the evaluation. Also include what is not in scope.

[???

2

Evaluation Design

The evaluation design describes the evaluation’s approach, method and tools that will be used to meet the evaluation’s purpose, objectives and key questions. It includes how cross-cutting issues and environmental and social impacts are addressed under the relevant criteria (relevance, effectiveness, impact and sustainability).

This section will also briefly:

- explain the rationale why the overall design is appropriate along with identifying any limitations
- note any analytical considerations (for example, the issue of attribution and contribution)
- include the result framework and any other analytical frameworks to be used (for example, what framework will be used to analyse cross-cutting issues) and
- inform how participants will be selected and how many (for example, the sample design for quantitative methods).

Add appendices to this evaluation plan for more detailed information.

EVALUATION PRINCIPLES UNDERPINNING THIS EVALUATION

Describe briefly in one or two paragraph(s) how the New Zealand Aid Programme’s evaluation principles will be addressed.

INFORMATION COLLECTION

For each evaluation question summarise the:

- type of information required to answer the question (e.g. perceptions of ...; detailed monitoring data on ...; survey data on ...)
- source(s) of that information (e.g. documents or specific stakeholder(s); monitoring reports)
- method that will be used to gather the information (e.g. qualitative such as interviews, and/or focus group, or participant observation; quantitative such as survey; document review; review of monitoring information).

A table can be used to describe information collection.

Question	Information required	Information source	Method
Objective 1: [???			

Question	Information required	Information source	Method
1. [Question]			
2. [Question]			
Objective 2: [???			
1.[Question]			
2.[Question]			

3

Evaluation Schedule

Identify the key tasks to be undertaken in the evaluation, the deliverables and timing.

Key tasks	Deliverables	Timing

Identify agreed progress reporting (type and frequency):

- [???
- [???

4

Evaluation Stakeholders

Include a description of:

1. the stakeholder groups in the evaluation
2. their interest or stake in the evaluation and whether the stakeholder group directly benefits from the Activity being evaluated (primary), or are indirectly involved with the Activity (secondary)
3. any issues or constraints in stakeholders' participation in the evaluation (e.g. power issues, access, and confidentiality) and how this can be managed. Explain how the participation of marginalised and vulnerable communities, groups and/or beneficiaries, including women will be ensured.
4. how the stakeholders will be involved/participate in the evaluation

A table may be used as below.

This table shows the stakeholders and outlines their interest in the evaluation, any issues or constraints and their expected involvement.

STAKEHOLDER	INTEREST/STAKE	ISSUES/CONSTRAINTS	INVOLVEMENT/PARTICIPATION

5

Other Considerations in the Evaluation

QUALITY CONSIDERATIONS

Outline how quality issues will be taken into consideration in the evaluation.

ETHICAL CONSIDERATIONS

Outline how ethical issues will be taken into consideration in the evaluation. For example:

- full disclosure i.e. how participants will be fully informed of the evaluation purpose, how the information they provide will be used, and their rights regarding information they provide
- informed consent - how it will be obtained (verbal or written)
- Potential possible harm to participants that has been identified and how this will be mitigated
- how confidentiality of participants will be ensured (e.g. no names in the body of the report, and participants will be asked at the start of interviews if they consent to their names being included in an appendix listing evaluation participants)
- gender and cultural considerations.

LIMITATIONS, RISKS AND CONSTRAINTS

List potential or actual risks, limitations and constraints (e.g. around methodology, evaluation process), their likely effect on the evaluation and how they will be managed/mitigated.

Risk/limitation/constraint	Likely effect on evaluation	How this will be managed/mitigated

GOVERNANCE ARRANGEMENTS

Outline governance arrangements for the evaluation. This includes any governance arrangements that are in place for the evaluation team.

6

Communicating Evaluation Findings

COMMUNICATIONS PLAN

Include a high level communications plan about the evaluation for different audiences and stakeholders.

Partner & Stakeholders	Interest/stake/role in the evaluation	How best to communicate?	What?	Who?	When?

DISSEMINATION PLAN

The dissemination plan will identify potential dissemination opportunities of the evaluation key findings, conclusions and recommendations to MFAT, partners, stakeholders and others:

- [???
- [???

8

Appendices:

Table and Chart Styles

The following section shows how to set table and charts as required. Please try to keep as close to style as possible if modifying.

Abbreviations

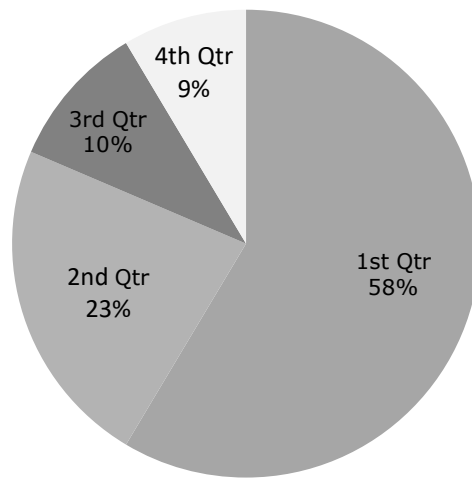
TB	TABLE COPY

Line width – quarter.

TB	TABLE COPY

Line width – quarter. All Shading – 10% black

Pie Chart



Pie Chart – No borderlines. Grey tints acceptable.

