LEARNING SESSION 3

CONDUCTING PROGRAM EVALUATION: FROM START TO FINISH

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PRELIMINARIES

Poll #1: **What brings you here to this learning session?**

1. I am curious about what program evaluation is all about.
2. I'd been wanting to learn the steps on how to design a sound evaluation study.
3. My friend/colleague tagged me along and I couldn't resist her prodding.
4. I am interested to know the various approaches in program evaluation.
5. I was asked by my superior to join in this session.

PRELIMINARIES

Poll #2: What perspective do you bring along to this session?

1. Guidance Counselor
2. Researcher/Academic Faculty in an HEI
3. Test Developer/Test Publisher/ Psychometrician
4. Government Policy-Maker/ School Administrator
5. M & E Specialist
6. Basic Education Teacher
7. Assessment Specialist
8. Others

PRELIMINARIES

Poll #3: As a starting point, on a scale from 1 to 4, where are you now in terms of your knowledge and competence in program evaluation?

1 Beginner

2 Good

3 Very Good

4 Exemplary

LEARNING OUTCOMES

At the end of the learning session, the participants will be able to:

- **define evaluation and relate it to concepts such as assessment, measurement, and monitoring;**
- **apply appropriately the different evaluation forms and approaches;**
- **produce a plan to plan out an evaluation; and**
- **appreciate the value of evaluation in the context of organizational effectiveness.**

OUTLINE:

- **Basic Concepts on monitoring, assessment, measurement, and evaluation**

- **Overview of Evaluation Framework: What to evaluate? Why evaluate?**
- **Evaluation Forms and Approaches:**

[A] Proactive
[B] Clarificative
[C] Interactive
[D] Monitoring
[E] Impact

- **Planning the Evaluation Plan**

- **From Evaluation Questions to Findings to Utilization**

- **Take-Home Assignment: Evaluation Plan (full-blown)**

BASIC CONCEPTS

- What is Assessment?
- What is Measurement?
- What is Evaluation?
- What is Monitoring?

Exercise: Assessment vs. Measurement vs. Evaluation

POLL #4: CLASSIFY THE FOLLOWING ACTIVITIES INTO:

M MEASUREMENT
A ASSESSMENT
E EVALUATION

- **You have been hired a Consultant by an NGO to do a study on the impact of a health program in the community. You are tasked by the CEO to determine whether or not the program is meeting its objectives.**
- **You are a Talent Acquisition Specialist in a universal bank. In your recruitment process, you conduct testing, personal interview, and review application CVs and credentials.**
- **The CEO of a multi-national company asks his HR Manager to develop an instrument that can be used for a baseline profile in designing learning and development interventions.**
- **The School Supervisor is monitoring the behavioral change of teachers who participated an OBE training program conducted by DepEd. After a year, he determines the effectiveness of the training program by conducting a study.**
- **The HR Manager has been tasked to conduct a performance-based appraisal of all staff and use the data as the basis for their salary increments, as well as, year-end bonus.**

ASSESSMENT…

- **Assessment is the scientific process of collecting various information needed to come up with an overall information that reflects the attainment of goals and purposes of programs/activities.**

- **The concept of assessment is so broad that it involves other processes such as measurement and evaluation.**

- **Assessment involves several measurement processes in order to arrive at quantified results.**

MEASUREMENT…

- **Measurement** is an important part of assessment.
- It has the features of **quantification**, **abstraction**, and **further analysis** that is typical in the process of science.

- Simply put, it consists of rules for **assigning numbers** to objects in such a way as to represent **quantities of attributes**. This facilitates **objectivity** in the observation, and usually translated to an **instrument** (e.g. questionnaire, test).

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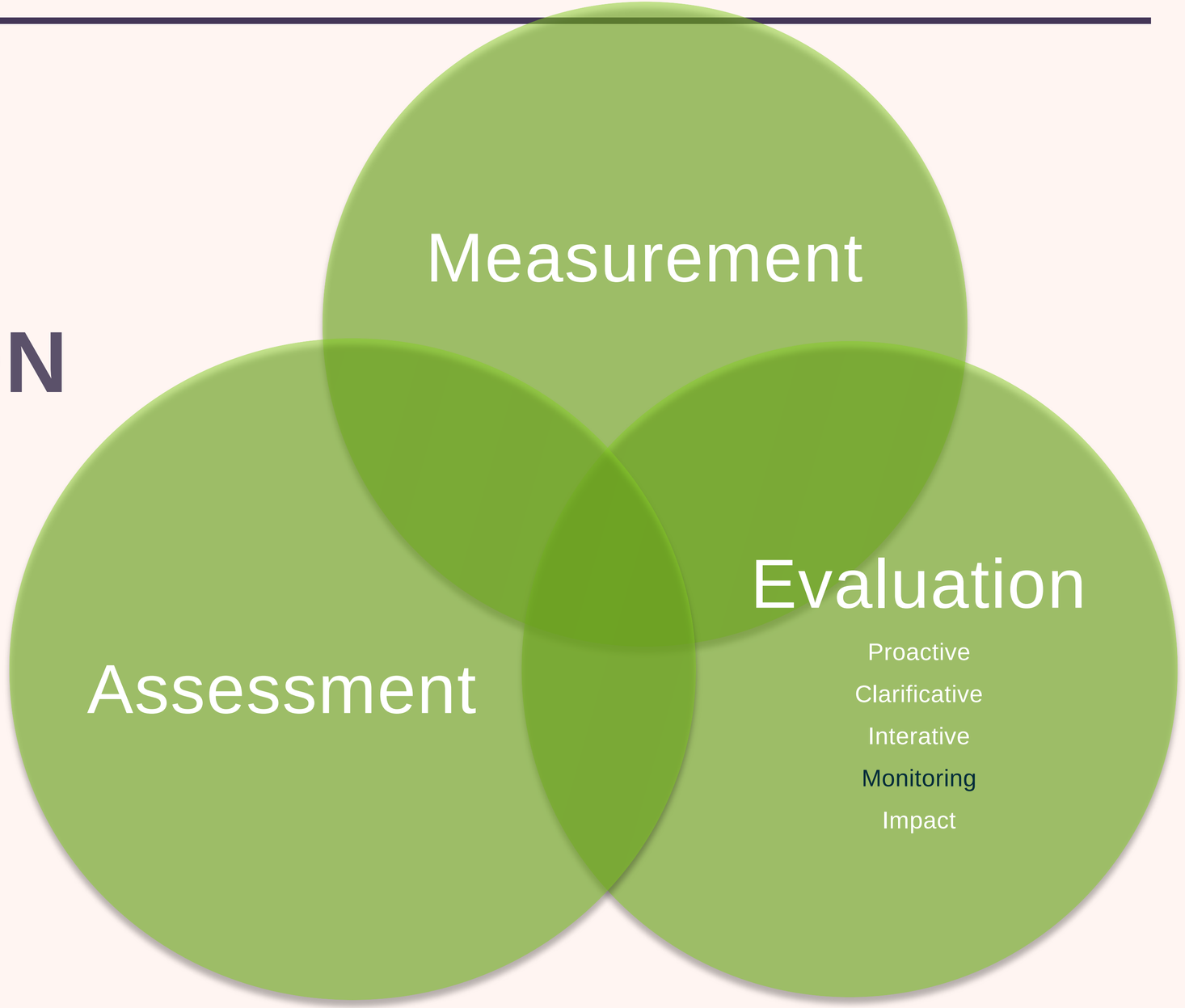
EVALUATION…

- When assessment results are used to make decisions and come up with judgments, then evaluation takes place.
- Evaluation is judging the worth or merit of an object such as a program, policy, process, event, performance, and activity.
- These objective judgments derived from evaluation enable stakeholders (a person or group of persons with direct interest, involvement, or investment in the program) to make further decisions about an object or person, program, policy, process, event, and activity.
- Improve, Terminate, Modify, Retain or Enhance the program?

NATURE OF ASSESSMENT, MEASUREMEN, AND EVALUATION



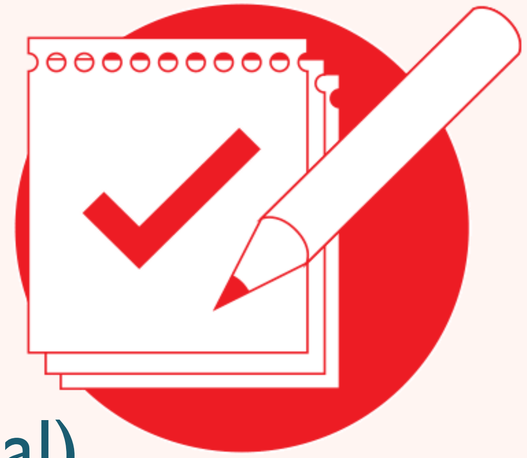
POLL #5: CLASSIFY THE FOLLOWING ACTIVITIES INTO:

M MEASUREMENT
A ASSESSMENT
E EVALUATION

- **A university researcher is tasked to construct a performance-based appraisal system. He collects data for some indicators by interviewing staff, conducting job analysis and running FGDs.**
- **As school principal, you are tasked to find out whether or not your ongoing feeding program for school children is running well, as planned.**
- **After a series of trainings conducted, the L & D Manager studies the impact of the program on the productivity and behavioral change of the staff.**
- **The Office of the Learning and Teaching of an international university continuously gather data on the teacher performance every after a semester.**
- **A pool of teachers is tasked to create an instrument to determine teacher effectiveness on the flexible learning approach. Aside from the tool, they interviewed their peers to validate the content of the said instrument.**

WHAT TO EVALUATE?

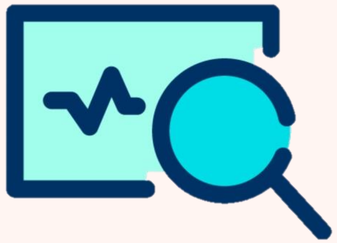
- **Program** (e.g. social intervention, academic program or course)
- **Policy** (e.g. a guide or strategy, norm of conduct)
- **Organization** (e.g. gov't unit, or a sub-group within an organization)
- **Product** (e.g. software, book or journal, technical manual)
- **Individual** (e.g. personnel performance appraisal)



WHY EVALUATE?

Owen (1999) formulated a “meta-model”, consisting of 5 evaluation forms, each with a defining orientation and a focus on a set of common issues, which provide guidance for the planning and conduct of investigations:

- ✓ **Form A: Proactive**
- ✓ **Form B: Clarificative**
- ✓ **Form C: Interactive**
- ✓ **Form D: Monitoring**
- ✓ **Form E: Impact**



EVALUATION FORM A: PROACTIVE

Timing: Before a program is designed

Purpose: To make decisions about given impending policy or program

Typical Issues:

- Is there a need for the program?
- What do we know about this problem that the program will address?

EVALUATION FORM A: PROACTIVE

Typical Issues:

- What is recognized as best practice in this area?
- Has there been other attempts to find solutions to this problem?
- What does the relevant research or conventional wisdom tell us about this problem?
- What do we know about the problem that the program will address?
- What could we find out from external sources to rejuvenate an existing policy or program?

EVALUATION FORM A: PROACTIVE

Major Approaches:

- Needs assessment or needs analysis
- Research review
- Review of best practices and the creation of benchmarks

EVALUATION FORM B: CLARIFICATIVE

<u>Timing:</u> Before a program is designed

<u>Purpose:</u> To make explicit the essential features of a given policy or program

<u>Typical Issues:</u>

- What are the intended outcomes of this program, and how is the program designed to achieve them?
- What is the underlying rationale for this program?

EVALUATION FORM B: CLARIFICATIVE

Typical Issues:

- What program elements or structures need to be modified to maximize program potential to achieve the intended outcomes?
- Is the program plausible?
- Which aspects of this program are amenable to a subsequent monitoring or impact assessment?

Major Approaches:

- Logic development or evaluability assessment
- Accreditation

EVALUATION FORM C: INTERACTIVE

Timing: During the implementation of a program

Purpose: To make decisions about improvements of a current and/ or continuing policy or program

Typical Issues:

- What is this program trying to achieve?
- How is this service going?
- Is the delivery working?

EVALUATION FORM C: INTERACTIVE

Typical Issues:

- Is it consistent with the program plan?
- How can the delivery be changed to make it more effective?
- How could this organization be changed to make it more effective?

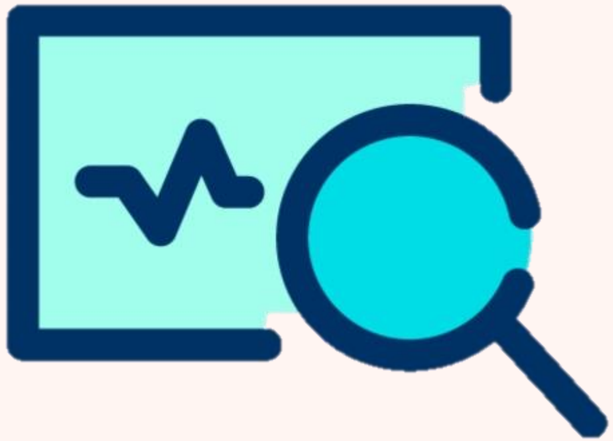
Major Approaches:

- Responsive evaluation
- Action research
- Developmental evaluation
- Empowerment evaluation

EVALUATION FORM D: MONITORING

Timing: During the implementation of a program (appropriate when a program is well-established and on-going)

Purpose: To provide checks on the state of a current policy or program



EVALUATION FORM D: MONITORING

Typical Issues:

- Is the program reaching the target population?
- Is implementation meeting the program benchmarks?
- How is implementation going between sites?
- How is implementation going now compared with a month ago, or a year ago?
- Are the costs rising or falling?
- How can we finetune this program to make it more efficient?

EVALUATION FORM D:MONITORING

Typical Issues:

- How can we fine-tune this program to make it more effective?
- Is there a site which needs attention to ensure more effective delivery?

Major Approaches:

- Component analysis
- Devolved performance assessment
- Systems analysis

EVALUATION FORM E: IMPACT

Timing: Upon completion of a program

Purpose: To assess the effects of a given policy or program

EVALUATION FORM E: IMPACT

Typical Issues:

- Has the program been implemented as planned?
- Have the stated goals of the program been achieved?
- Have the needs of those served by the program been achieved?
- What are the unintended outcomes of the program?
- Lessons learned?

EVALUATION FORM E: IMPACT

Typical Issues:

- Does the implementation strategy lead to the intended outcomes?
- How do difference in implementation affect program outcomes?
- Has the program been cost effective?

EVALUATION FORM E: IMPACT

Major Approaches:

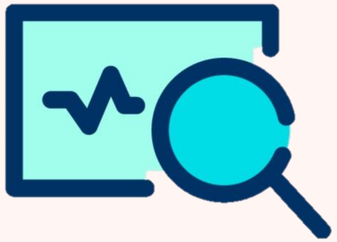
- Objectives-based evaluation
- Process-outcomes studies
- Needs-based evaluation
- Goal-free evaluation
- Performance audit

PROGRAM EVALUATION CONTINUUM (PEC)
(SIMMELLI, 1996)

A basic point of the PEC is that evaluation should and can contribute to decision-making at every key point linked to:

Pre-Program
- **Form A [Proactive]**
- **Form B [Clarificative]**

During Implementation
- **Form C [Interactive]**
- **Form D [Monitoring]**



Post-completion
- **Form E [Impact]**

Poll #6: What evaluation form do you think is most appropriate in the following situations?

A Proactive
B Clarificative
C Interactive
D Monitoring
E Impact

As part of the learning recovery program in your school, you intend to determine the effectiveness of the summer remediation program that was concluded a month ago. In particular, you wish to find out whether program objectives have been met.

POLL #6…

- As School Supervisor you wish to assess the skills gaps of the teachers in your district. You would start off by collecting personal profiles of your teachers, and conduct a learning and development needs assessment or a TNA, the results of which you will use to design an intervention program to improve and re-calibrate teacher performance.

- You are tasked to design an evaluation plan to assist stakeholders to conceptualise the rationale and objectives of a new course offering in your school. This is done to increase the chances that their implementation will lead to desired outcomes.

- As Regional Director of the Ministry of Education, you wish to ensure increased accountability among your School Superintendents in terms of their governance in their respective districts. You hired a Consultant to design a performance-based management system as the means for fulfilling these accountability requirements, thereby sustaining current total quality management and quality assurance thrusts of your assigned region.

- An educational day-care program for the elderly or senior citizens in an urban community has been running for almost a year since it was conceived. An action research is being used to determine issues and concerns in the context of improving its delivery system. Funded by an international NGO, the program has been earmarked to be implemented in a duration of 5 years.

PLANNING THE EVALUATION PLAN FRAMEWORK

Step 1: **Specifying the Evaluand**

What is the focus of the evaluation?

Step 2: **Stating the Orientation or Purpose(s) of the Evaluation**

Why is the evaluation done?

PLANNING THE EVALUATION PLAN FRAMEWORK

Step 3: **Identifying Clients/Primary Audiences**

Who will receive and use the information?

Step 4: **Making Evaluation Resources Available**

What human and material resources are available?

PLANNING THE EVALUATION PLAN FRAMEWORK

Step 5: **Defining Evaluation Focus(es)**

- Which element(s) of the program will need to be investigated? --- program context, program design, program implementation, program outcomes or a combination?

PLANNING THE EVALUATION PLAN FRAMEWORK

Step 6: **Stating/Writing the Key Evaluation Issues/Questions**

Assembly of Evidence/Data Management

What are the key questions and how can we collect and analyze data to answer them?

KEY QUESTIONS

- To what extent does… ?
- Is there… ?
- In what way does … ?

- Question 1 === Data Management 1
- Question 2 === Data Management 2
- Question 3 === Data Management 3

ASSEMBLY OF EVIDENCE

- **Data Management**
- **What are the most appropriate methods of data collection and data reduction?**
- **Collection** (some considerations)
- **Is sampling important? Is anything known about this from other sources?**
- **How will the data be collected?**
- **Analysis and Interpretation**
- **How will the data be analyzed to address the key evaluation question?**

PLANNING THE EVALUATION PLAN FRAMEWORK

Step 7: **Disseminating Evaluation Findings**

- What strategies for reporting will be used?
- When will reporting take place?
- What kinds of information will be included (findings, conclusions, judgments, recommendations)?

PLANNING THE EVALUATION PLAN FRAMEWORK

Step 8: **Following Codes of Behaviour**

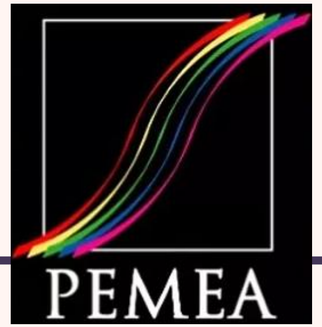
- What ethical issues need to be addressed?

Step 9: **Preparing Budget and Timelines**

- Given the resources, what will be achieved at key time points during the evaluation?

Step 10: **Other Considerations which emerge in the course of the negotiation**

FROM EVALUATION QUESTIONS TO FINDINGS TO UTILIZATION



Conceptual Framework on Evaluation Utilization

FACTORS THAT AFFECT UTILIZATION OF EVALUATION RESULTS

- Commitment
- Information Needs/Competing Information
- Personal Characteristics
- Decision-making
- Political Climate
- Financial Climate

GENERALIZATIONS FROM EVALUATION PRACTICE:

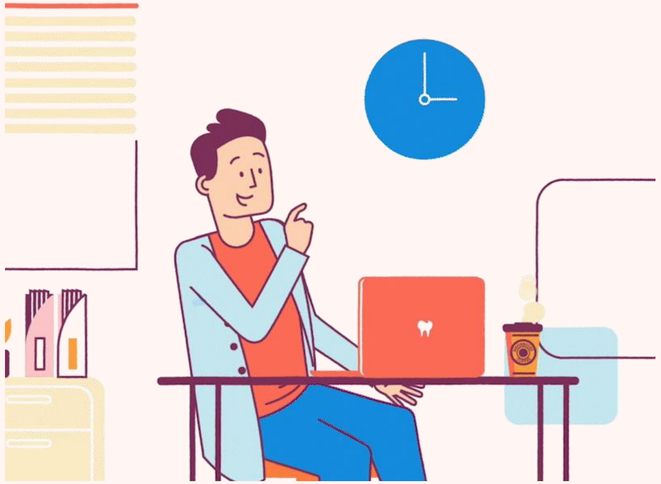
Findings will be most likely used when:

- The Evaluator consults with audiences during the planning phase;
- The Evaluator pursues questions of importance to the audience(s);
- The Evaluator uses more interactive form of communication;

GENERALIZATIONS FROM EVALUATION PRACTICE:

Findings will be most likely used when:

- **The mix of audiences is less complex;**
- **The Evaluator is more proximate to the audience(s) throughout the evaluation process; and**
- **The Evaluator provides more technical assistance in implementing the findings.**



GENERALIZATIONS FROM EVALUATION PRACTICE

- The effect of program evaluation on emotions and group interactions is particularly important because these factors directly influence program implementation, and also influence people's receptivity to evaluation information.
- While we have discussed utilization as if it is a linear process, in reality there needs to have what we call a "learning and bargaining process".

  (Huberman & Cox, 1990)

GENERALIZATIONS FROM EVALUATION PRACTICE

- For successful utilization, an evaluation may need to be designed in such a way that it offers opportunities for cycles of learning.
- For example, Patton's (1997) utilization-focused approach to evaluation encourages cycles of evaluation. By answering the questions raised in the first cycle well, an Evaluator can help to build a climate for being able to ask, answer and deal with the answers to even harder questions--- such as questions about more sensitive or threatening topics, or questions which have answers that are complicated or unwelcome, or which are based on better understanding of the programs and the needs they are intended to meet.

POINTS TO PONDER…

No evaluation is totally objective; it is subject to a series of linked decisions. Evaluation can be thought of as a point of view rather than a statement of absolute truth about a program.

Findings must be considered by decision-makers within the context of the decisions made by the Evaluator in undertaking the translation of issues into data collection tools and the subsequent data analysis and interpretation.

(Owen, J. M. , 1999; 2006; 2020)

FOR FURTHER READING…

- Magno, C.P. & Ouano, J. A. (2010). *Designing Written Assessment for Student Learning*. Phoenix: Manila.
- Owen, J. M. & Rogers, P.J. (1999). *Program Evaluation: Forms and Approaches.* Sage: London.
- Owen, J. M. (2020). *Program Evaluation: Forms and Approaches.* 3rd edition. Routledge: NY. DOI: https://doi.org/10.4324/9781003116875 https://www.taylorfrancis.com/books/mono/10.4324/9781003116875/program-evaluation-john-owen

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TAKE-HOME ASSIGNMENT

- Design and formulate an Evaluation Plan (full-blown)
- Email: mmamauag@liceo.edu.ph

THANK YOU for your active participation!

For further questions, you may email:

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