Evaluation:
Beginning with the End in Mind

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Imagine

- Take a moment and clear your mind
- Breathe in deeply, you may even want to close your eyes
- Now visualize two people are walking toward you about a block away.
At first you can’t see who they are.

As they get closer you suddenly realize it’s you and one of your students.
Imagine

- But it’s not today! It’s five years from now
- Now think deeply
  - What are you talking about with this student?
  - What have they done over the past five years?
  - What have they accomplished?
  - How have you helped them to achieve it?
Imagine

- If you actually played along and tried this exercise, you probably got an idea of what’s the most important accomplishments you’d like to see happen in the next five years.
Did you envision this? Or this?

Looking for a job
Working?
Living?
Still learning?
Hobbies?
Vacations and fun?
Dating and marriage?
Maybe even parenting?
Imagine

- These are your longer-term outcomes and maybe even your impact
- This is “beginning with the end in mind”
- According to Steven Covey, all things are created twice — first in the mind, and then in the real world
How do we get there?

- Now we have a vision, an end in mind, what’s next?
- First, we need assess where we are at now, then
  - we need to create a plan
  - we need to act on that plan
  - we need to evaluate how we did
Process

- This is simply a continuous improvement process
**Where are you now?**

**Assessment & Planning**

1. Enter Date & Team
2. Assess Status
3. Make a Plan

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**Step 2: Enter Current Status for Each Domain Area**

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>Extent Implemented</th>
<th>Extent/Quality of Evidence</th>
<th>Priority</th>
<th>Develop Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>🌟🌟🌟🌟🌟?</td>
<td>🌟🌟🌟🌟🌟?</td>
<td>🌟🌟🌟</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Description:**

- Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessments.

**Current Strengths:**

- no program at all

**Current Needs:**

- 0 students in courses for credit; unknown number of students in non-credit or audit courses. save for later...begin with program structure first.
What is your plan?

Assessment & Planning

1. Enter Date & Team
2. Assess Status
3. Make a Plan

Step 3a: Create Goals and Identify Strategies

Show Instructions

1.0 Student-Focused Domain

<table>
<thead>
<tr>
<th>GOALS</th>
<th>IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Example Goals</td>
<td>View Example Strategies</td>
</tr>
</tbody>
</table>
| 1. Establish a meaningful credential leading to integrated, competitive employment of FPCTP students upon program completion. | 1. Select all that apply (definitions)
- Data-based Decision Making
- Capacity Building
- Resource Mapping and Development
- Partnership Development |

Edit Plan
Plan Started: 09/10/2019
Last Updated: 06/18/2020

Add New Program Development Strategy
### Goal-related tasks

Associated with specific interventions should be developed from an understanding of the research base or evidence base regarding the topic. The tasks in your plan should be directly related to the goal, action-oriented, and achievable. Accomplishment of the tasks should increase the likelihood that the goals will be achieved. Multiple tasks are often needed for goal achievement.

<table>
<thead>
<tr>
<th>Task</th>
<th>Person Responsible</th>
<th>Projected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek technical assistance through the FCSUA on credential requirements and</td>
<td></td>
<td>12/01/2019</td>
</tr>
<tr>
<td>Review credentials already available at the IHE to identify which may be used within</td>
<td></td>
<td>03/01/2020</td>
</tr>
<tr>
<td>Reach out to employers within the IHE’s catchment area to identify relevant</td>
<td></td>
<td>03/01/2020</td>
</tr>
<tr>
<td>Draft credential based on technical assistance information, existing credentials, and</td>
<td></td>
<td>04/01/2020</td>
</tr>
<tr>
<td>Meet with IHE officials for credential review and revision, repeat if needed</td>
<td></td>
<td>05/01/2020</td>
</tr>
<tr>
<td>Finalize credential to include in FPCTP application</td>
<td></td>
<td>07/01/2020</td>
</tr>
<tr>
<td>Testing adding a new task to see if it shows up in the Progress report.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are your actions?

When working toward a goal, the goal-related tasks typically result in the production of specific products or other outputs. These outputs are important in increasing the likelihood of goal achievement. Outputs might include a new credential track (product), and new student advising protocol (process), or a new way of documenting student assessment information for use in determining if a student makes satisfactory academic progress (SAP) (procedure). Outputs should be directly associated with the specified goal and essential for goal achievement.

<table>
<thead>
<tr>
<th>Outputs/Products</th>
<th>View Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records of technical assistance received</td>
<td></td>
</tr>
<tr>
<td>Materials and resources from technical assistance</td>
<td></td>
</tr>
<tr>
<td>List of current applicable credentials offered by the IHE</td>
<td></td>
</tr>
<tr>
<td>List of valuable credentials from employer contacts</td>
<td></td>
</tr>
<tr>
<td>Draft of credential</td>
<td></td>
</tr>
<tr>
<td>Revisions from IHE officials</td>
<td></td>
</tr>
<tr>
<td>Finalized credential for FPCTP application</td>
<td></td>
</tr>
</tbody>
</table>
Process

Assessment → Plan → Actions → your

What?
Evaluation: What are your outcomes?

3. Expected Outcomes

**Expected outcomes** are specific, measurable results that happen because of your tasks and from the production of your products and other outputs. Specific outcomes define what you expect to happen when you accomplish your goal; they describe what will be different, what will happen as a result of the activities and outputs, and what the anticipated impact on or benefit to students will be (e.g., increased participation, increased achievement, change of behavior).

**Indicators** are used to specify the evidence that will determine if an expected outcome is or is not achieved. In this instance, “indicator” is used to mean “evidence” or “proof.” To determine if an outcome is achieved, you may need to gather information on several indicators from several sources. For example, student SAP might be illustrated by such indicators as (a) student attendance in required courses (a continuous variable), (b) student demonstration of skills gained via course project(s) (categorical variable), and/or (c) student achievement of course requirements represented by course grade or other measure (a continuous variable).

A **data source** may already exist (e.g., course attendance, course grades) or it may need to be developed (e.g., unique way for the student to demonstrate skills development). It is from data sources that you gather information for each indicator. Each indicator should have a specific data source, although one data source may provide information regarding several indicators.

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>View Examples</strong></td>
<td><strong>View Examples</strong></td>
<td><strong>View Examples</strong></td>
</tr>
<tr>
<td>Increase the number of credit earning options towards completion of credential</td>
<td># or % of students in courses for credit</td>
<td>Student transcripts</td>
</tr>
<tr>
<td></td>
<td># or % of students in courses for non-credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td># or % of students in courses for audit</td>
<td></td>
</tr>
<tr>
<td>Development of a meaningful credential for FPCTP application</td>
<td>Finalized credential for FPCTP application</td>
<td>Application materials</td>
</tr>
</tbody>
</table>
Process

Evaluation can also be your

What?

If you only evaluate ‘what’ you did
Process

If you want to get to an impact stage, your Evaluation should = your

So What?

So what happened because of ‘what’ you did?
In other words, did you make a difference?
Process

If you answer the **What?** And then you answer the **So What?** Then you can ask the **Now What?**

In other words, what are our next steps? How do we improve, grown, and ultimately make an impact?
Some ah-has from your plans and reports
Most of you are capturing the “what”
A few of you are capturing the “so what”
Hardly any are getting to the “now what”
Why?

There seems to be some confusion
Why?

There seems to be some confusion between
Goal vs. Tasks

- Goals are the results you want to achieve
- Tasks are the actions you take to support your goals
Outputs vs. Outcomes

- Outputs are tangible - what you ‘put out’ as a result of your tasks
  - Services you offer
  - Products you create or provide
  - Events you implement

- Outcomes are the end result, the change(s) you expect to see
Evaluation - When?

- During most of these phases
- Evaluations can be formative or summative (ongoing vs. at completion)

“When a cook tastes the soup, it is formative evaluation; when the dinner guest tastes the soup, it is summative evaluation.” Harvey, 1998
Evaluation - How?

- Quantitative vs. Qualitative
  - Quantitative tends to be based on numbers and percent
  - Qualitative tends to be focused on words and experiences
- Informative evaluations that can be used in the What, So What, Now What process usually include both
Evaluation - How?

Table 1. Data Collection Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Prep Time</th>
<th>Participant Time</th>
<th>Analysis Time</th>
<th>Usefulness</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Sheets</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>To Count number of participants at an event</td>
</tr>
<tr>
<td>Documents and checklists</td>
<td>Low</td>
<td>Low</td>
<td>Low-moderate</td>
<td>Low-moderate</td>
<td>Quick feedback from a large group</td>
</tr>
<tr>
<td>Surveys</td>
<td>Moderate</td>
<td>Low-moderate</td>
<td>Low-moderate</td>
<td>Moderate</td>
<td>Ability to gain information from a large group in a limited amount of time</td>
</tr>
<tr>
<td>Pre and post testing</td>
<td>Moderate</td>
<td>Low-moderate</td>
<td>Low-high</td>
<td>Moderate</td>
<td>To assess learning that takes place from a training or over a period of time</td>
</tr>
<tr>
<td>Observations</td>
<td>Moderate</td>
<td>Low</td>
<td>Moderate-high</td>
<td>Moderate-high</td>
<td>An unbiased approach to gain insight on a phenomenon</td>
</tr>
<tr>
<td>Interviews</td>
<td>Moderate-high</td>
<td>Moderate</td>
<td>Moderate-high</td>
<td>Moderate-high</td>
<td>In-depth information for a small group of participants</td>
</tr>
<tr>
<td>Focus groups</td>
<td>Moderate-high</td>
<td>Moderate</td>
<td>Moderate-high</td>
<td>High</td>
<td>In-depth information from a moderate group of participants</td>
</tr>
<tr>
<td>Testimonials</td>
<td>Low</td>
<td>Moderate</td>
<td>Low-low-moderate</td>
<td>Low-moderate</td>
<td>In-depth information from a select group of participants</td>
</tr>
<tr>
<td>Case study</td>
<td>Moderate</td>
<td>Moderate</td>
<td>High</td>
<td>Moderate</td>
<td>In-depth information from select individuals</td>
</tr>
<tr>
<td>Follow-up needs assessment</td>
<td>Moderate-high</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>Provides more in-depth information than found while using other methods</td>
</tr>
</tbody>
</table>
Evaluation - Design

- One area that tends to go unnoticed or unthought of even in our world is using inclusive designs to our evaluations.

- If we want rich data that guides the continuous improvement process, we need to ensure our evaluations are accessible, understandable, and usable to all.
Evaluation - Design

- Remember that Universal Design (UD) is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
Evaluation - Design

- Universal design principles include
  1. Equitable use
  2. Flexibility in use
  3. Simple and intuitive use
  4. Perceptible information
  5. Tolerance for error
  6. Low physical effort
  7. Size and space for approach and use
Evaluation - Design

In your materials today I’ve included the Universal Design for Evaluation Checklist 4th Ed.
Evaluation - Design

- You may find this checklist useful for planning your evaluations
  - Is the space I plan to collect data accessible?
  - Is the time of day aligned with transportation?
  - Are the materials readable for the participants?
  - Piloted with like participants?
  - Accessible for low vision? Color-blindness?
Evaluation - Design

- You may find this checklist useful for planning your evaluations
  - Is the space I plan to collect data accessible?
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  - Piloted with like participants?
  - Accessible for low vision? Color-blindness?
Why is Evaluation Important?

- What gets measured gets done
- If you don’t measure results, you can’t tell success from failure
- If you can’t see success, you can’t reward it
- If you can’t reward success, you’re probably rewarding failure ...
Why is Evaluation Important?

- If you can’t see success, you can’t learn from it
- If you can’t recognize failure, you can’t correct it
- If you can demonstrate results, you can win public support

From: Osborne & Gaebler, 1992, Chapter 5, “Results Oriented Government”
Discussion and questions