Evaluability Assessment:

A Strategy to Evaluate and Assess Faculty Development Programs, Policies, and Efforts

Jacqueline H. Singh, MPP, PhD
Qualitative Advantage, LLC
Indianapolis, IN

Founder, Executive Evaluation & Program Design Advisor

Indiana Evaluation Association (IEA)
Director at Large, Policy Committee Chair

American Evaluation Association (AEA)
Program Design TIG Co-chair

https://www.linkedin.com/in/singh-jacqueline/

qualadvant@gmail.com

Assessment Institute website:

https://assessmentinstitute.iupui.edu/

- Participant slides
- Cheat sheet of simple descriptions
- Examples of EA stage models
- References, resources, and websites

Jacqueline H, Singh, MPP, PhD
Qualitative Advantage, LLC
Indianapolis, IN
qualadvant@gmail.com

Goals:

- Introduce practical front-end evaluation planning tools
- Demonstrate an evaluability assessment (EA) approach to a faculty development program
- Share
  - Models & templates
  - Resources & references

As a result of this session, you will be able to:

Use

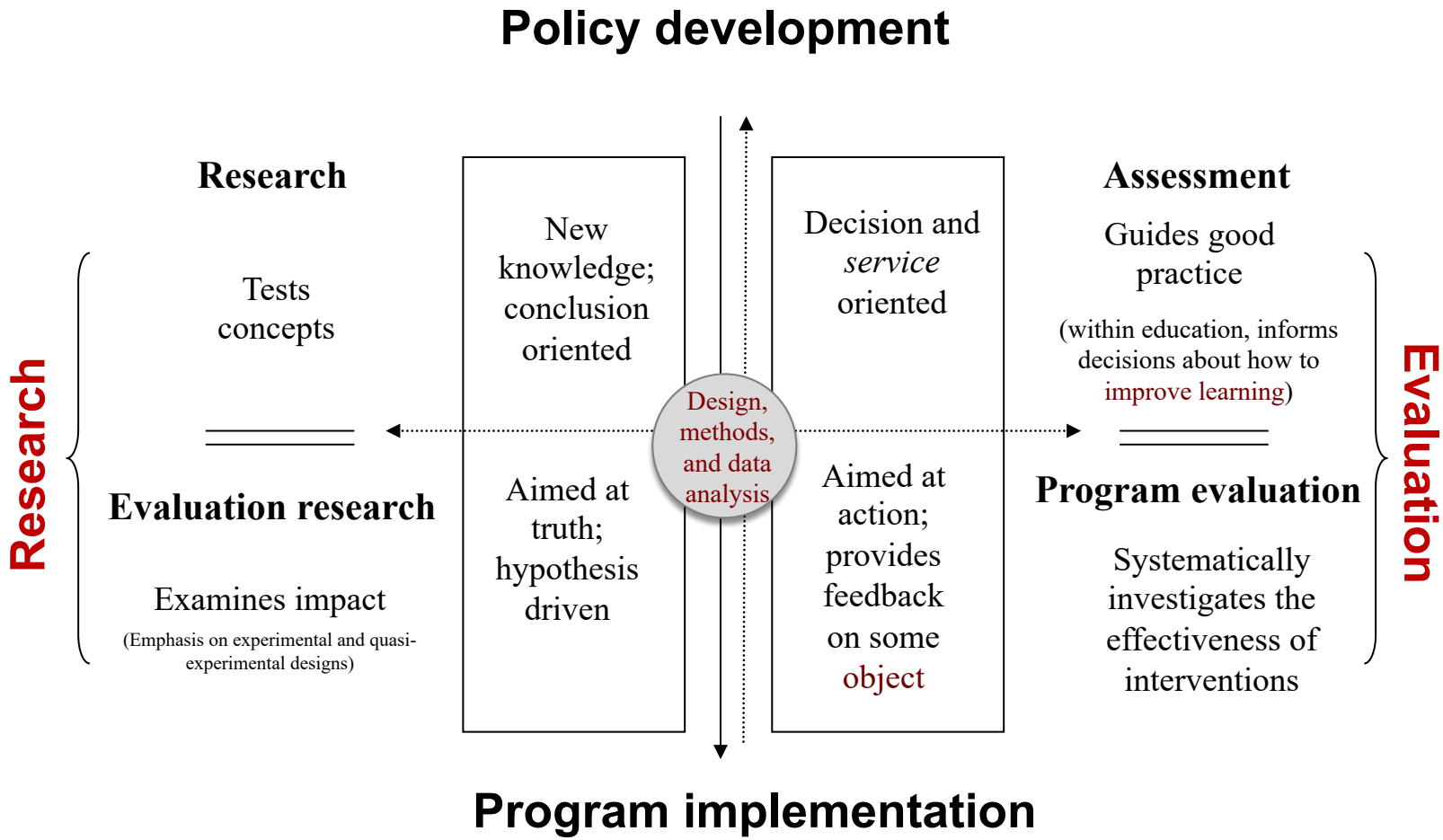
- Quick reference navigation & evaluation planning tools

Identify & implement

- Key steps involved in EA

Models

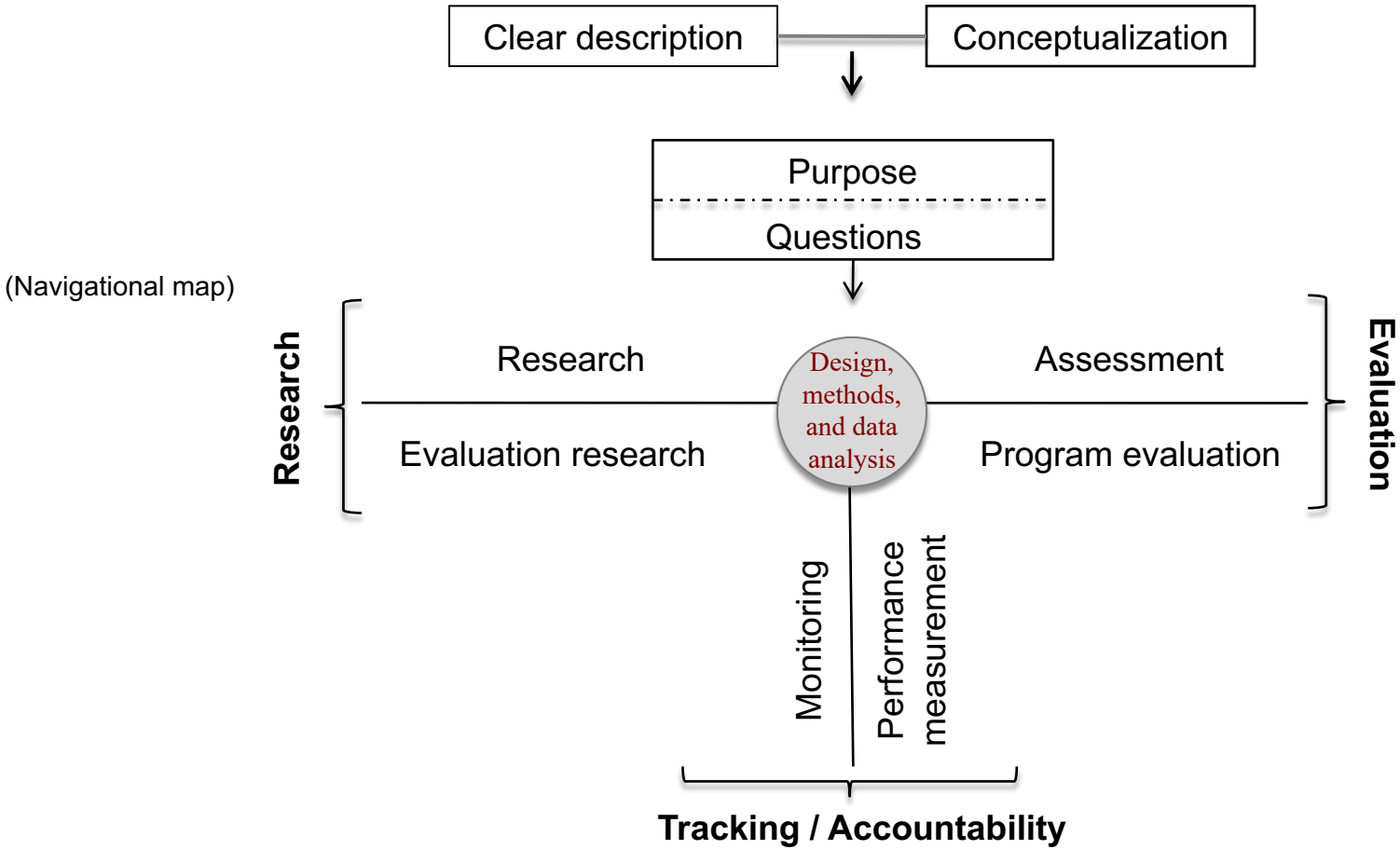
Navigational map



Singh, J. H. (2018). Front-end Evaluation Planning for e-Learning: A Practical Approach. In A. A. Piña, V. L. Lowell, & B. R. Harris (Eds.). *Leading and managing e-learning: What the e-learning leader needs to know*. New York, NY: Springer

Intersecting modes of inquiry

Evidence for decision-making



Adapted: Singh, J. H. (2018). Front-end Evaluation Planning for e-Learning: A Practical Approach. In A. A. Piña, V. L. Lowell, & B. R. Harris (Eds.). *Leading and managing e-learning: What the e-learning leader needs to know*. New York, NY: Springer

Framework: Evaluation planning tool

Assumption: "It" is explicit

I. Clear description →

Detailed program description or "It" as articulated in key documents

Deliverables associated with evaluability assessment

II. Conceptualization →

(Selected tools)

1. Conceptual model / framework*
2. Document model*
3. Basic if-then statement*
4. Logic model*
5. Program theory

III. Purpose →

1. Rationale for the evaluation
   Behind the scenes thinking
2. Reasoning
   inductive / deductive / abductive
3. Evaluand
   object of interest
4. Evaluation questions
   descriptive / normative / impact

IV. Design →

Focused evaluation design

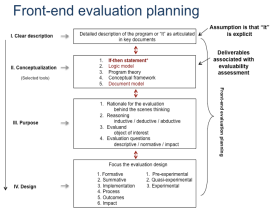
1. Formative	1. Pre-experimental
2. Summative	2. Quasi-experimental
3. Developmental	3. Experimental
4. Implementation	
5. Process	
6. Outcomes	
7. Impact	

Iterative planning

Jacqueline H. Singh (2018)

EA: Stages

Joseph S. Wholey



1. Involve intended users
2. Clarify program intent
3. Explore program reality

Conceptualization

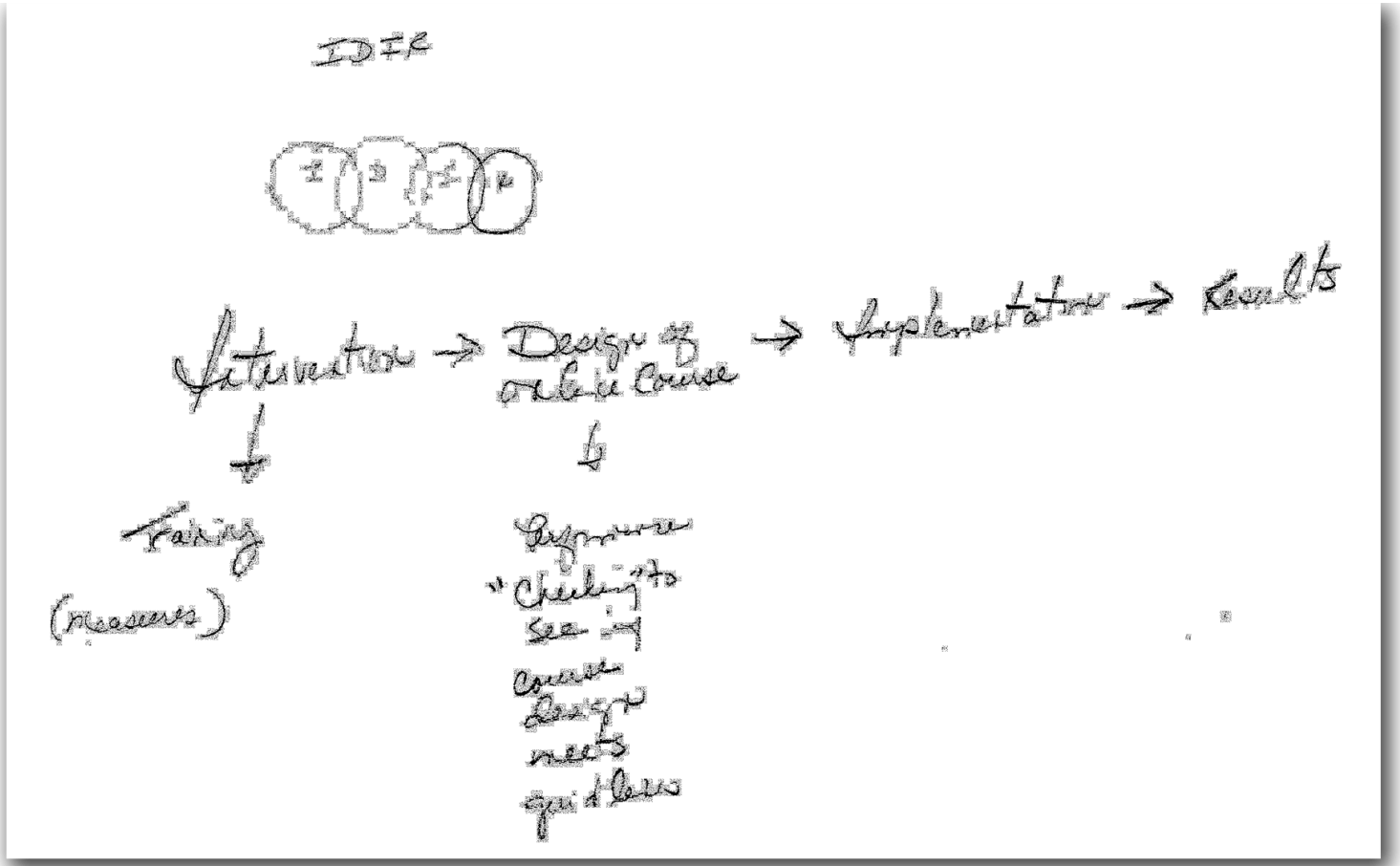
4. Reach agreement on any changes needed in the program's design

5. Explore plausible evaluation designs

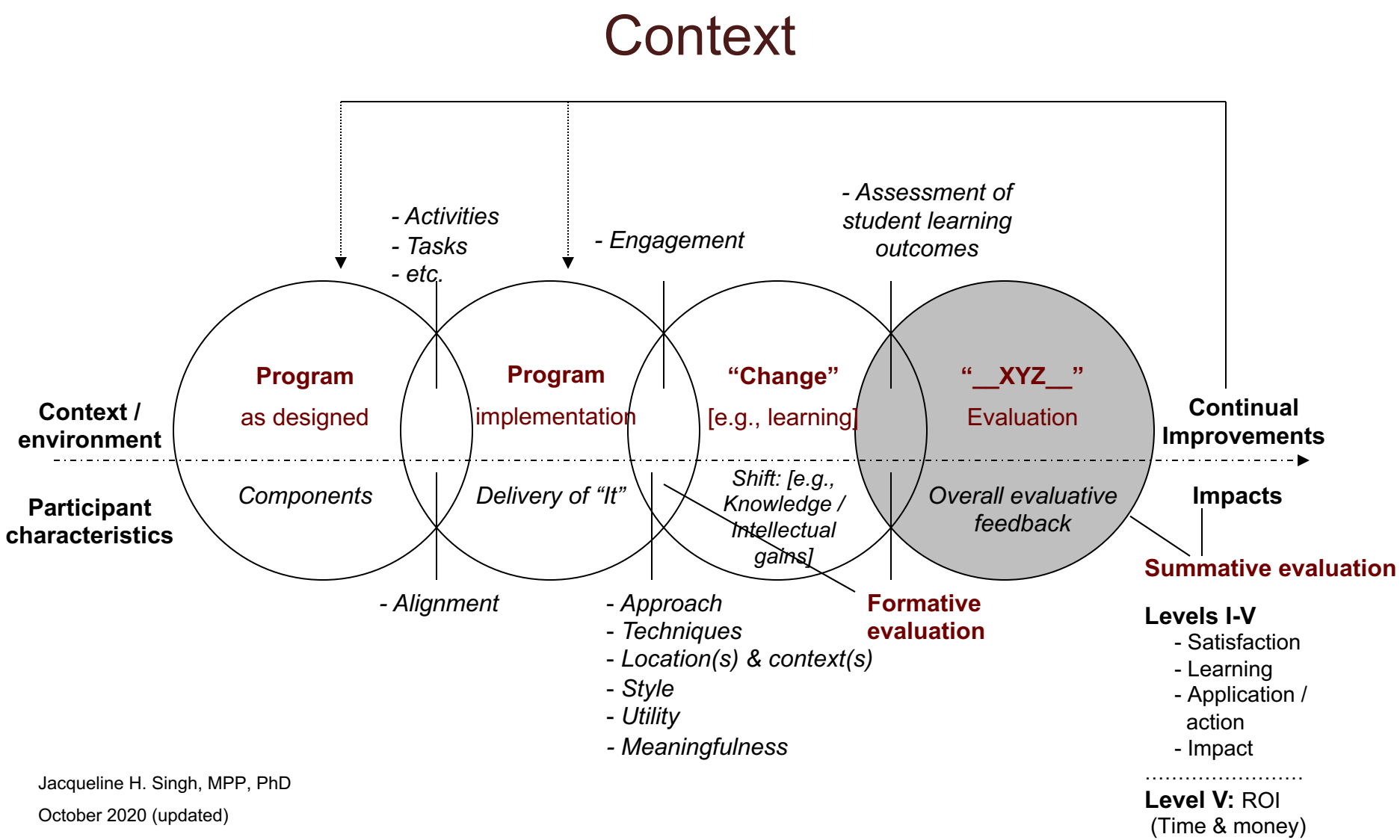
6. Agree on evaluation priorities & intended uses of evaluation information

Conceptual framework

Preliminary (draft)



Conceptual framework
(refined)



Jacqueline H. Singh, MPP, PhD

October 2020 (updated)

Document model

Intervention: **OL-CD program**

Target population: Faculty

Purpose:

To effectively design:

- online courses
- hybrid courses
- web enhanced courses

Program inputs: Support (7) | Time | Resources

Program outputs:

Faculty are assisted in:

- envisioning new ways of facilitating learning
- redesigning courses <u>to promote</u>:

Program outcomes:

- improved student learning
- more efficient use of faculty time
- more efficient use of university resources

*Single source document: Website program description

OL-CD “initial” documents model

“As evidenced by ?”

If these program components are implemented…		*We will address… (purpose)*
1	Instructional design guidance	Development of the course (re)design in sound way (pedagogy) for online delivery
2	Information resources support	Help with developing informational literacy for students, locating appropriate materials, research strategies, filtering tools, etc.
3	Instructional technology expertise	Appropriate use of technology to support effective online teaching & learning
4	Assistance with constructing assessment criteria & plan	- Expose faculty to various assessment tools & techniques to properly assess student learning outcomes - Development of tools for: a) measuring student learning outcomes b) course evaluation by students - Evaluation of the course (Peer review) - Effective assessment of the course - Determine whether program components 1-3 have worked or whether goals of larger program have been met; assessing the effectiveness of online course
5	Production support through media design & production including videographers, graphic designers & web programmers	Development of multimedia elements that can enhance learning & are beyond the scope of resources provided by the CTL
6	Assistance with copyright issues	Assist with the guidelines of Fair Use in using copyrighted materials for course content
7	Community of faculty going through similar process	To be inspired and/or commiserate; collaboration among peers

Which should result in…

Shorter-term outcomes:

- Faculty engagement in a community of learners
- Increased awareness of the elements for effective online courses
- High levels of satisfaction with program & support for online course development
- Increased use of instructional technology
- Changes in course design (e.g. syllabus, activities, assessments)

Intermediate-term outcomes:

- Online course(s) that comply with IT & ID standards
- Creative & evidence-based use of instructional technology to support student learning
- Faculty ability to design & facilitate online course is enhanced
- High levels of student satisfaction in online courses

Longer-term outcomes:

- Improved student learning
- Decline in number of DFWs
- Improved student retention
- Ability to attract more students to the course

*Document analysis of multiple program documents (J.H. Singh, MPP, PhD)

If-then statement

Single administrator's view

OL-CD program session components

Goals/ objectives

Short and intermediate outcomes

Longer-term outcomes

If faculty participate in an OL-CD program as designed

then

faculty will increase their knowledge & skills needed to design, teach, assess learning outcomes & evaluate an online hybrid and/or web-enhanced course

and

Faculty will be able to create, teach & assess learning outcomes of their online, hybrid, and/or web-enhanced course that adhere to OL-CD course guidelines.

which will result in

Quality online instruction that positively impacts students' learning, increased accessibility, and a return on investment to the larger university campus

Logic model

Single stakeholder's view

Situation

- Need: $ for faculty &/or school/dept.
- Problem: i.e., student retention
- Stakeholder engagement: can we design something to keep students in the course

Priorities

- We want to build a better course
- Mandate
- Financial resources
- Positive, comfortable, and safe atmosphere to design a good course
- Collaborations with faculty to help design courses
- Finished product

Inputs

What we invest:

- Staff
- Time
- Money
- Research (technology "out there" that might work for the faculty)
- Materials
- Equipment
- Technology
- Partners

Outputs

Activities

What we do:

- Conduct workshops, presentations, panels
- Develop products, resources
- Training
- Advocate for faculty
- Promote partnerships
- Make recommendations

Participation

Who we reach:

- Administrators (indirect)
- Faculty
- Students
- Internal & external partners (academic)
- Community

Outcomes – Impact

Shorter-term

What the short term results are:

- Learning

- Awareness
- Knowledge
- Skills
- Motivations
- Extra $
- Economic: more students educated at lower cost
- Students' access to "immediate" coursework

Intermediate-term

What the medium term results are:

- Action (redesign of a course)

- Behavior (change in teaching method and views of how they are teaching
- Decision-making (distinguishing between bad techniques & "what works for my class"

Longer-term

What the long term results are:

- Conditions

- Student becomes civically engaged
- Return on investment for school & department

- Policies (e.g., course-level) basic strategies in place at course-level that help students to learn

Assumptions

External Factors

Evaluation

Focus ** Collect Data ** Analyze and interpret ** Report

Adapted from UW Extension:
http://www.uwex.edu/ces/pdande/

“Evaluable” model: Combined logic models
Inputs & outputs (pg. 1 of 2)

Inputs	Outputs
What we invest	**Activities** **What we do**
Equipment: e.g. headsets, webcams, etc.) **Materials** **Money** (e.g. grants, matching $) **Partners:** Librarians, faculty who went gone through OL-CD program, copy-right center, and MDP (production of course materials) **Partnerships:** IT services, academic affairs) **Research:** Technology “out there” that might work for faculty; review of literature; effect on online courses, OL-CD program **Staff:** IDD/IT consultants, graduates assistants, any staff involved in the process **Technology:** software **Time:** staff & faculty	Evaluate: OL-CD courses (was not adequately addressed) Identify: partnership opportunities with faculty & entities on campus Advocate: for faculty in OL-CD program, for best practices & good online teaching Conduct: workshops, presentations, panels Consult: help faculty develop their own plan Develop resources: education materials Educate, collaborate, support & provide expertise to faculty for developing online courses Facilitate communication among stakeholders Training sessions; train faculty on tools Make recommendations

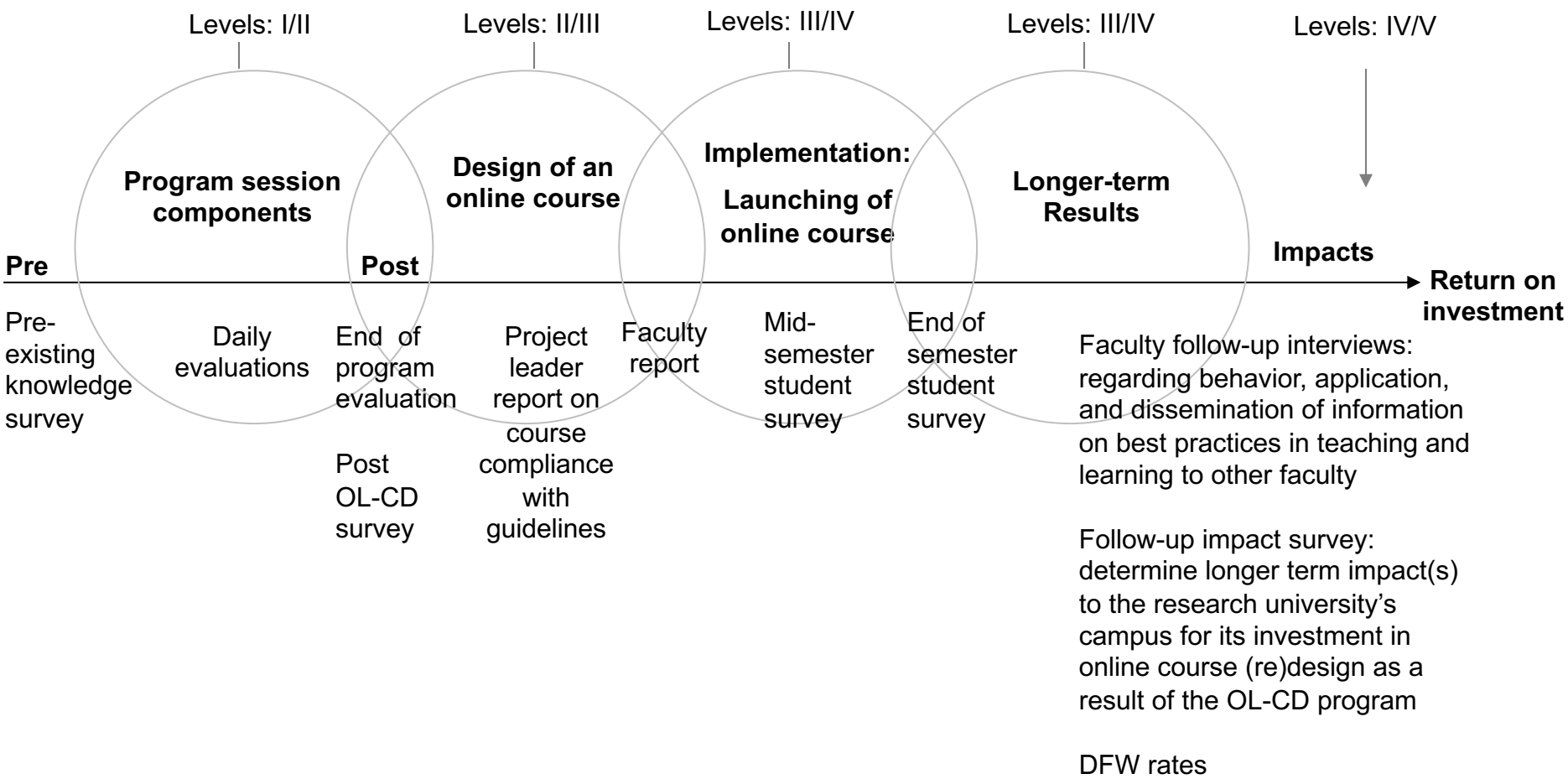
“Evaluable” model: Combined logic models

Outcomes & impacts (pg. 2 of 2)

Outcomes--Impact		
Shorter-term **Intended results are:**	**Intermediate-term** **Intended results are:**	**Longer-term** **Intended results are:**
Aspirations: OL-CD experience or online leads to goals to do more for transforming courses into other formats; good practices manifest differently in different formats	**Action:** (in faculty) continue to incorporate what is learned into their course; behavior; changed teaching practices: continuous improvement of online courses, analysis & reflection on other courses for improvement	**Access** in shorter/longer term to be able to *reach* the students
Attitudes (in faculty): very important; positive & rewards on-line learning; regarding teaching & online teaching & what makes effective teaching	**Behavior:** change in teaching method & views of how they’re teaching; teaching behaviors to become more learner centric	Graduate students who are more **civically engaged**
Motivations to teach online & be enthusiastic	**Champions** on benefits of online teaching w/school or department	
Opinions: (thinking of transference of curriculum to online; change as result of experiences with the OL-CD program)	**Decision-making:** related to course & how it is taught; distinguishing between bad techniques & “what works for my class”; effect on process to develop another online course; what makes an effective online course; faculty think about these things & incorporate effective techniques (e.g. case study over simply reading)	**Departmental polices** that support positive trends & best practices in on line teaching & learning
Knowledge of: best practices; application in real life setting(s)	**Online course created**	**DFW improves** in favorable direction
Awareness: of good teaching practices; effective online practice	**Policies (course-level)** basic strategies in place at the course-level that help students to learn	**Economy of scale:** Reuse of material(s) in other course sections; return on investment for school/department
Skills to incorporate	**Policies: (institutional level)** Standards of teaching; online guide for effective online teaching	**Improved student retention rates**
Increased skills (in faculty)	**Policies: Sharing knowledge** with others—a source of information for the university (e.g., online teaching champions)	**Increased enrollments**
Technology skills: to facilitate online presentation; skills for comfort/facility in online teaching environment	**Practice:** Incorporate best practices	**Increased student persistence**
Learning increases	**Redesign of the course**	**Inspiring others** which leads to **more online course development**
Extra $	**Social action:** reuse of material	Larger higher education community **benefits from the investment**
Economic: more students educated at lower cost		More opportunities for students
Students’ access to “immediate” coursework		**Recognition:** Faculty; institution; program; faculty development for online teaching
		Seed to other online course development
		Students **learning more** and being **retained better**

Conceptual framework

Varying levels of impact



Levels of evidence

Four levels model	Program chain of events	Matching levels of evidence
Level IV	7. End results	7. Measures of impact on what's being addressed
Level III	6. Practice and behavior change	6. Measures of adoption of new practices & behavior over time
Level II	5. Knowledge, attitude & skill changes	5. Measures of individual & group changes in knowledge, attitudes & skills
Level I	4. Reactions	4. What participants say about the program; satisfaction; interest; strengths & weaknesses
	3. Participation	3. Characteristics of participants, numbers, nature of involvement & background
	2. Activities	2. Implementation data on what the program actually does
	1. Inputs	1. Resources expended; number & types of staff involved; times extended

Adapted from: Bennett, C. F. (1974). How to analyze impacts of extension programs. Program and Staff Development, Extension Service: USDA.

Hierarchy of outcomes

Utilization focused evaluation plan

OL-CD faculty development program		
Impact levels	**Hierarchy of outcomes**	**Data sources: Evidence**
	I. Shorter-term	
II	2. Increased knowledge of effective instructional technology	Faculty self-report on daily evaluations & during showcase event
III	4. Changes in course design (e.g., syllabus, activities, course policies, assessments) reflected by more engaging pedagogy	Faculty self-report on daily evaluations & during showcase event
III / IV	6. Engagement (involvement) of faculty in community of learners	End of program evaluation & follow-up interviews
	II. Intermediate	
III	3. Courses that comply with OL-CD development guidelines	Project leader report on course compliance with **guidelines**
III	5. Faculty are reflective in their teaching as demonstrated by the enhancements to their online course (and, possibly face-to-face courses)	**Faculty self-report**
IV	7. High levels of student satisfaction in online courses	Student mid-semester & end-of-semester evaluations
	III. Longer-term	
IV	1. Improved student engagement	Faculty reporting, NSSE data, and adapted NSSE questions via student survey (If resources are available)
IV	3. Improved student retention: Comparable or better than similar face-to-face (Or, better than online courses not in OL-CD program)	Retention statistics from institutional research department
IV	4. Faculty champion policies & practices that promote effective online teaching	Faculty presentations/dissemination (demonstrate ways online course development has been shared or disseminated to others)

Wrap-up

EA is <u>not</u> evaluation, not an add-on—nor, is it a substitute for evaluation.

But, it can point to:

- areas that need modification or made more explicit;
- which components will be analyzed by subsequent evaluation plans; and,
- **evaluation questions** of interest.

Wrap-up
Who benefits from EA?

- Individuals with decision authority over the program;
- People with direct responsibility for the program
- Intended beneficiaries of the program
- External stakeholders

Wrap-up
Key points

- EA captures policies, programs & projects in a concrete way
- Informs decisions about design, implementation, and evaluation questions
- Communicates how “It” works to others; way of thinking

- Builds “buy-in” for support, evaluation, research funding, etc.
- Strengthens grant proposals & IRB applications
- Focuses on what data to collect; project management

Wrap-up

Takeaways

- Evaluation is not possible without a clear idea of what the "program" is supposed to do
- Conceptualization focuses program & evaluation designs
- Purpose & questions are linked—and, shape an evaluation's design

- Evaluation field is a rich resource of practical information & guidance
- Cannot measure everything; important to be strategic, systematic & purposeful
- EA saves <u>much</u> time

Templates

- Evaluation purpose
- Basic if-then statement
- Basic logic model

Purpose statement template

The purpose of this evaluation is _____;

so, we can:

( ) determine _____

( ) learn about _____

( ) demonstrate _____

( ) monitor _____

( ) _____

which will enable us to make decisions about _____.

Template:

Basic if-then statement

If we implement: **then:** **which should result in:**

Template:
Multiple components

Components

If:

If:

If:

If:

then

Goals / objectives

_____

(e.g., learn; develop, be able to, etc.)

and

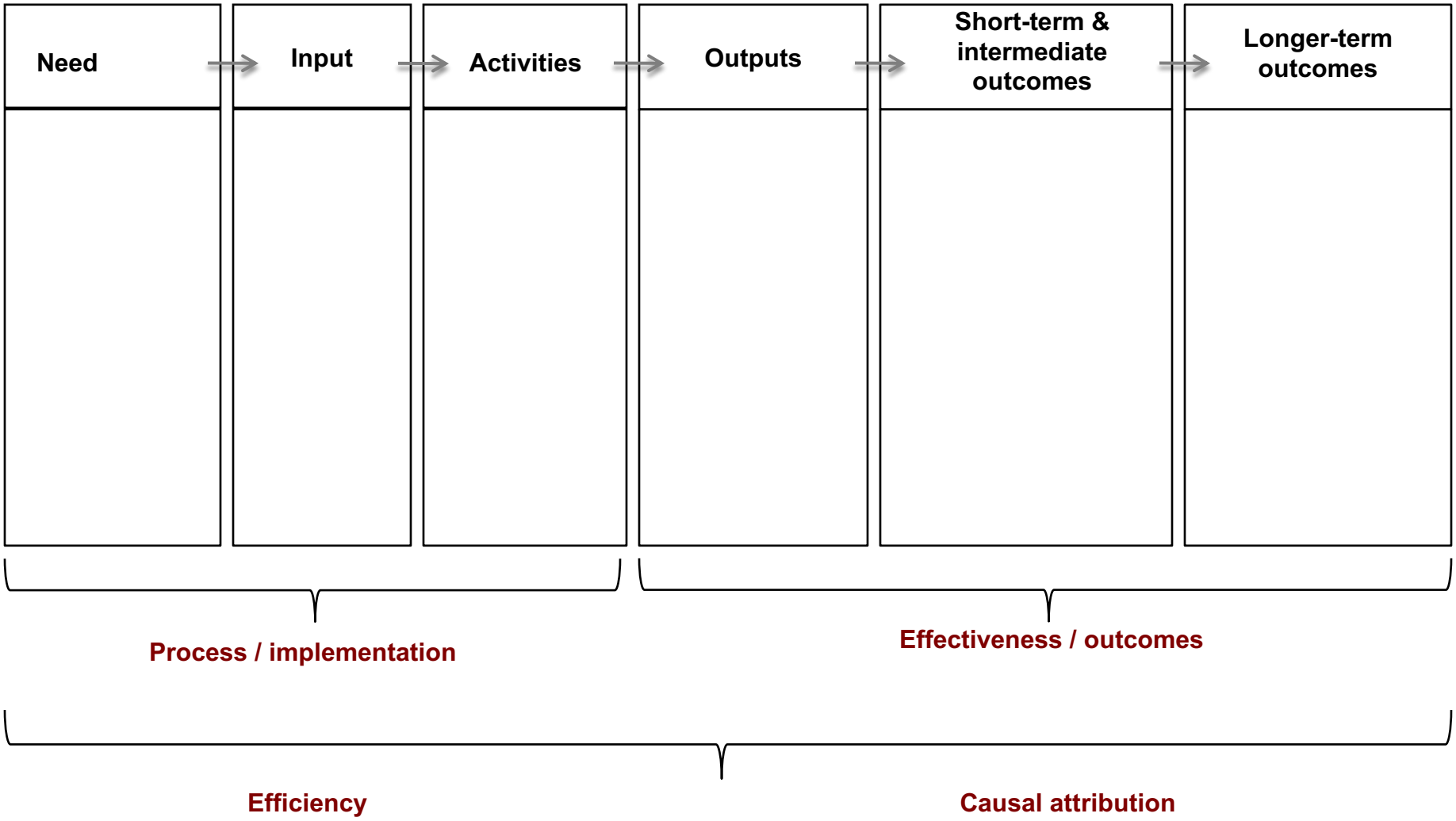
Outcomes
(Short, intermediate, longer-term)

_____

(e.g., experience, impact, result, etc.)

Jacqueline H. Singh (2009)

Basic logic model components



Basic logic model components

Need	Inputs	Activities	Outputs	Short-intermediate outcomes	Longer-term outcomes
There is a need that your organization / department / program / project, etc. will address	Certain resources are needed to operate your organization / department / program / project, etc.	If you have access to resources, then these can be used to carry out your planned activities.	If you carry out these activities then you will deliver what's intended.	If you carry out your planned activities to the extent you intended, then this will lead to the immediate steps necessary for your desired end outcomes.	If you carry our your planned activities to the extent you intended, then this will lead to your desired end outcomes.

Process / implementation (process theory)

Outcomes/ effectiveness (impact theory)

Efficiency

Causal attribution

Cheat Sheet: Simple Descriptions

Evaluability assessment: involves understanding programmatic boundaries from two perspectives—the user and that of the evaluator. Each perspective brings something of value. It also involves collecting information, modeling, program analysis, and presentation to primary intended users. The results and feedback of an evaluability assessment may include a decision to NOT evaluate.

Document models: mirror the content of documents in an unbiased way; identify goals and objectives; expose problematic areas; identify faulty assumptions; and, determine areas that need refinement. Depending on the study, finalized "evaluable models" are created for evaluation purposes.

Conceptual frameworks: guide research and evaluation. Conceptual frameworks perform a function that linear logic models cannot. According to Miles and Huberman, "they can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or causal—and, represent the current version of territory to be investigated."

Basic if-then statement: make interventions explicit and inform other models that capture changes expected to occur. It is an easy way to identify program components, objectives, outcomes, and what to measure. If something is done then something should change.

Logic models: are linear and used internationally by governments, nonprofits, and grantors to make assumptions explicit at varying levels of analysis, including policy. They are much like if-then statements, as anyone knowledgeable of the intervention can create one. Used for formative or summative evaluations, logic models help stakeholders think through design, processes, implementation, effectiveness, outcomes, efficiency, and impacts.

Program theory: is a plausible and sensible model that captures how a program is supposed to work and complementary to logic models—but, different. It is different, in that, program theory captures "how" the program would achieve its intended outcomes in a more detailed model to show the causal processes that link program processes with outcomes.

2020 Assessment Institute

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Faculty Development Programs Policies & Efforts

Presenter: Jacqueline H. Singh, MPP, PhD
Qualitative Advantage, LLC
qualadvant@gmail.com

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- Organisation for Co-operation and Development: http://www.oecd.org

CDA (Reiman, 2012)	• Define focus, purpose, boundaries of an responsible staff and stakeholders involved in an EA. • Identify, review and analyze program documentation. • Identify and interview being stakeholders, including those responsible for program implementation and assumed beneficiaries. • Clarify program logic/ theory of change/ results chain. • Determine the plausibility of program. • Draw conclusions and make recommendations if a program is ready for formal evaluation, what needs to be changed and/ or what might be alternative evaluation designs.
UNODC (2012)	• Review of programme documentation. • Analysis of the information systems defined in the programme (or related to the programme) and determination of the information needs. • Interview of the main stakeholders. • Analysis of the programme.
NDC (Ruben 2012, after Smith 1989)	• Identify relevant stakeholders. • Defined boundaries of the program. • Analyze available program documents. • Clarify intervention theory (goals, resources, activities, outcomes). • Analyzed stakeholders perceptions of the program. • Assess target population(s). • Discuss differences and outcome perceptions. • Determine plausibility of intervention model. • Discuss validity of the program. • Decide about continuation (= full evaluation).
UNIFEM (2009)	• Involving the intended users of evaluation information. • Clarifying the intended program. • Exploring program reality. • Reaching agreement on needed changes in activities or goals. • Exploring alternative evaluation designs. • Agreeing on evaluation priorities and intended uses of information.
EC (Evalsed, 2009)	• Review of programme documentation. • Analysis of the information systems defined in the programme (or related to the programme) and determining the information needs. • Interviewing main stakeholders. • Preparing an analysis of programmes and theory. • Feedback and review of the above analyses with stakeholders.
	• Verify the Causal Model.

USAID (Dunn 2008)	• Agree on purpose of impact assessment. • Evaluate feasibility of alternative designs. • Identify local evaluation team.
Leviton (2006)	• Involve intended users of evaluation information. • Clarify the intended program from the perspective of policymakers, managers, and staff and other key stakeholders. • Explorer program reality, including the plausibility and measurability of program goals and objectives. • Get agreement on any needed changes and program activities or objectives. • Explore alternative evaluation designs. • Get agreement on evaluation priorities and intended uses of information on program performance.
Dawkins (2005)	• Involve stakeholders and intended users. • Clarify program intent (plausibility of goals) and document program as designed. • Determine program implementation. • Work with stakeholders to prioritize key evaluation questions. • Explore designs, measurements, and information systems. • Agree on intended uses.
Wholey (2005)	• Involve intended users of the evaluation information in the evaluation planning and design process. • Clarify intended program. • Explore program reality. • Explore alternative program designs and alternative monitoring and evaluation designs. • Get agreement on monitoring and evaluation priorities and intended uses of the evaluation information. • Proceed to successive iterations.
Thurston (2003)	• Bounding the program by identifying goals, objectives, and activities that make up the program. • Reviewing documents. • Modeling resource imports, intended program activities, intended impacts, and assumed causal links. • Scouting the program or getting a firsthand look at how it operates. • Developing an invaluable program model. • Identifying evaluation users and other key stakeholders. • Achieving agreements to proceed on an evaluation.
	• Determine purpose, secure commitment, and identified work group members. • Defined boundaries of program to be studied. • Identify and analyze program documents.

Smith (1989)	• Develop/ clarify program theory. • Identify and interview stakeholders. • Describe stakeholder perceptions of program. • Identify stakeholder needs, concerns, and differences in perceptions. • Determine plausibility of program model. • Draw conclusions and make recommendations. • Plan specific steps for utilization of EA data.
Rog (1985, in Smith (1989)	• Studying the programs design. • Studying the programs implementation. • Studying the measurement and information system. • Analyzing the plausibility of program goals. • Developing different program models. • Determining the uses of information stemming from the planned evaluation.

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