

OVERVIEW OF EVALUATION MODELS AND IMPLEMENTING SUSTAINABLE EVALUATION MODELS AT YOUR CAMPUS

Barry Gribbons, Ph.D.
Asst. Superintendent/V.P., Institutional
Development, Technology and Online
Services

Daylene Meuschke, Ed.D.
Director, Institutional Research

College of the Canyons

HOW WOULD YOU EVALUATE MESA

- Mathematics, Engineering, Science Achievement (MESA) is nationally recognized for its innovative and effective academic development program. MESA engages thousands of educationally disadvantaged students so they excel in math and science and graduate with math-based degrees. MESA partners with all segments of California higher education as well as K-12 institutions.

SESSION OVERVIEW

- Types of Evaluation Models:
 - Objectives-Oriented
 - Consumer-Oriented
 - Goals-Free
 - Evaluation Research
 - User-Oriented
 - Decision-Oriented
 - CIPP
 - Kirkpatrick's evaluation
- Collaborative Research Model Using CIPP Model and Microsoft OneNote.

WHAT IS EVALUATION?

- ◉ **The American Evaluation Association Guiding Principles**
 - **Systematic Inquiry:** Evaluators conduct systematic, data-based inquiries.
 - **Competence:** Evaluators provide competent performance to stakeholders.
 - **Integrity/Honesty:** Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.
 - **Respect for People:** Evaluators respect the security, dignity, and self-worth of respondents, program participants, clients, and other evaluation stakeholders.
 - **Responsibilities for General and Public Welfare:** Evaluators articulate and take into account the diversity of general and public interests and values.

OBJECTIVES-ORIENTED

- ◉ Attributed to Ralph Tyler, beginning around 1930.
- ◉ Focuses on behavioral objectives.
- ◉ Determines extent to which goals and objectives have been achieved.
- ◉ Has common-sense appeal/simplicity.
- ◉ Has narrow focus, only including objectives identified.
- ◉ Adaptated by Metfessel and Micheal (1967), Provus (1973), and Hammond (1973) to address narrow focus and other limitations.

CONSUMER-ORIENTED

- ◉ Determines the relative value of various programs (or goods).
- ◉ Used for educational curricula or packages.
- ◉ Often includes achievement of objectives (intended, unintended, cognitive, noncognitive) and costs.
- ◉ Is similar to Consumer Reports.
- ◉ Relies on credibility and expertise of evaluator (this is critical).
- ◉ Produces limited information on improving services.

GOALS-FREE

- ◉ Assesses program effects irrespective of program's conceptual framework and a priori objectives.
- ◉ In the hands of skilled evaluators, reduces bias.
- ◉ Measures unintended as well as intended outcomes.
- ◉ Concern: Type I error analogy.

EVALUATION RESEARCH

- ⊙ Focus is on:
 - Explaining educational effects.
 - Devising instructional strategies.
 - Threats to internal and external validity.
- ⊙ Oxymoron?

USER-ORIENTED

- ◉ Developed in the 1970s.
- ◉ Emphasizes utility: what information is most helpful to stakeholders.
- ◉ Engages stakeholders (e.g. part of evaluation team) so information is used.
 - Framing evaluation
 - Previewing results and participating in the interpretation
- ◉ Other major elements include:
 - Rapport-building
 - Understanding contextual factors
 - Organizational structure and function
 - Accessibility and timing of results

DECISION-ORIENTED

- ◉ aka Management-oriented.
- ◉ Focuses on informing decisions.
- ◉ Encourages use of results.
- ◉ Sample questions include:
 - What need is being addressed by the program?
 - Who is the program helping (and who it is not)?
 - What interventions are being considered? Which have been selected?
 - How is the program being implemented? What adaptations are being made and why?
 - What are the effects of the programs?
 - What improvements can be made for the future?

CIPP MODEL

Context

- What needs to be done?

Input

- How should it be done?

Process

- Is it being done?

Product

- Did it succeed?

CIPP MODEL, CONTINUED

- ◉ Emphasizes improving programs at multiple stages and collecting summative information.
- ◉ Engages stakeholders.
- ◉ Laborious and costly, but worth it.

KIRKPATRICK'S MODEL

◎ Four levels of outcomes:

1. Reaction to curriculum and training process.
2. Knowledge or skill acquisition (learning).
3. Behavior change.
4. Improvement in individual or organizational outcomes (results).

EVALUATION PROCESS

- ◉ Engage Stakeholders
- ◉ Listen to their needs
- ◉ Discuss framework, purpose, and USE
 - Improve program
 - Accountability
 - Advocacy
- ◉ Evaluation Deliverables
 - Accessible
 - Timely

BASIC SKILLS EVALUATION MODEL AT COC

- ◉ Based on CIPP and Kirkpatrick's Models.
- ◉ Used to evaluate all basic skills funded projects.
- ◉ Developed in collaboration with Assoc. V.P., Academic Affairs, English Faculty/Basic Skills Faculty Coordinator and Research.
- ◉ All staff and faculty on the Skills4Success committee can review and contribute content.
- ◉ Microsoft OneNote serves as the vehicle for sharing evaluation model.

BASIC SKILLS EVALUATION MODEL AT COC, CONTINUED

○ Evaluation Elements:

- Program Description
- Program Need
- Coordination with existing programs
- Summary of existing data
- Objectives
- Evidence and description of how the project/program has been implemented
- Evidence of changes in the classroom
- Degree to which outcomes were achieved
- Future changes planned for the program
- Plans for institutionalization

MICROSOFT ONENOTE

- Demo OneNote

EVALUATION RUBRIC-STAGE 1

Stage 1:
Process and
Objective
Implementation

- **Level 1 (1 pt)-Developing**
(Less than 70% of objectives have been clearly defined.)
- **Level 2 (2 pts)-In Progress**
(70% or more of the objectives are in the process of being implemented and evidence is being collected.)
- **Level 3 (3 pts)-Completed**
(70% or more of the objectives have been completed and evidence of the implementation has been collected.)

EVALUATION RUBRIC-STAGE 2

Stage 2:
Demonstration of
Classroom/
Services
Implementation

- **Level 1 (4 pts)-Developing**
(Projects meet Stage 1, level 3 and they are beginning to collect direct evidence of the impact on classroom activities or services to students.)
- **Level 2 (5 pts)-In Progress**
(Direct evidence of the impact on classroom activities or services to students has been collected for at least 50% of the activities.)
- **Level 3 (6 pts)-Completed**
(Direct evidence of the impact on classroom activities or services to students has been collected for at least 70% of the activities.)

EVALUATION RUBRIC-STAGE 3

Stage 3:
Stated
Outcome
Improvement

- **Level 1 (7 pts)-Developing**
(Projects must achieve Stage 2, level 3 and they show little change in student achievement.)
- **Level 2 (8 pts)-In Progress**
(There is some evidence of impact on student achievement.)
- **Level 3 (9 pts)-Completed**
(There is a lot of evidence that there is impact on student achievement.)

OTHER DEPARTMENTS USING COLLABORATIVE MODEL

- Basic Skills Evaluation Model has been adapted for...
 - Professional Development Program Evaluation.
 - Adult Re-Entry Program Evaluation.

QUESTIONS AND ANSWERS

Any questions or comments?