Appendix B. Evaluation Development Worksheets

Use Table B-1 to complete the following steps during the identification phase of your evaluation project:

* Step 1. Identify an evaluand.
* Step 2. Identify stakeholders.
* Step 3. Identify the purpose of evaluation.
* Macro task: Assess feasibility and risk factors.

Use Table B-2 or B-3, Table B-4, and Table B-5 to complete the following steps during the planning phase of your evaluation project:

* Step 4. Develop a program logic model or a training impact model.
* Step 5. Determine dimensions and importance weighting.
* Step 6. Determine data collection methods.

While completing the following steps, continue to use Table B-5. During Step 9, convert Table B-5 to Table B-6 by replacing the last column with rubrics to be used:

* Step 7. Develop instruments.
* Step 8. Collect data.
* Step 9. Analyze data with rubrics.
* Step 10. Draw conclusions.

# Identify an Evaluand, Its Stakeholders, and the Purpose of Evaluation, and Assess Feasibility and Risk Factors

During the initial conversation with your client, you will be able to find information about most of the questions listed in Table B-1. After you write down information for each question, you may need to revisit your client and communicate with other stakeholders to clearly understand the purpose of the evaluation and assess the project feasibility and risk factors.

**Table B-1.** For the Identification Phase

|  |  |  |
| --- | --- | --- |
| **Step** | **Question** | **Your finding** |
| **Identify an evaluand** | * What is it?
 |  |
| * Where is it implemented?
 |  |
| * When was it first implemented?
 |  |
| * Why was it implemented? What is the program goal? Was it determined based on a needs assessment?
 |  |
| * How does it operate?
 |  |
| **Identify stakeholders** | * Who were/are involved in the design, development, implementation, and maintenance of the evaluand (i.e., the upstream stakeholders)?
* Briefly describe the role that they play as upstream stakeholders.
* Indicate the client for the evaluation.
 |  |
| * Who are directly impacted by receiving, using, or participating in the evaluand (i.e., the direct impactees)?
* Describe an approximate number for each category.[[1]](#footnote-1)
* Briefly describe how the direct impactees are impacted by the evaluand.
 |  |
| * Who are indirectly affected via ripple effect (i.e., the indirect impactees)?
* Estimate the size of each group of the indirect impactees.[[2]](#footnote-2)
* Briefly explain how they are impacted.
 |  |
| **Identify the purpose of evaluation** | * Describe the people with whom you talked, to answer the following questions. List other people with whom you plan to talk in the near future to gather more information about the purpose of evaluation.
 |  |
| * Who are the intended users of the evaluation findings, and how will they use the evaluation findings?
 |  |
| * Based on the “intended use” information above, is it a formative evaluation or a summative evaluation, and how so?
 |  |
| * Is it a front-end evaluation or a back-end evaluation, and how so?
 |  |
| * Is it a goal-based evaluation, a goal-based evaluation with a goal-free evaluation approach, or a pure goal-free evaluation, and how so?
 |  |
| * Combining the above information, write down the overall purpose statement for the evaluation. Make sure to include the following:

1. Type of evaluation2. Focus of evaluation3. Intended users of evaluation findings4. Intended use of evaluation findings5. Organization’s and stakeholders’ needs |  |
| **Assess feasibility and risk factors** | * Write down information that you have found about your evaluation project so far in relation to the feasibility categories:
1. Maturity
2. Scope
3. Support
4. Ethical concerns
5. Resources
 |  |
| * Make a list of project assumptions.
 |  |
| * Write down your risk assessment findings, and describe how you plan to manage the risk factors.
* Present a risk assessment matrix.
 |  |

# Develop a Program Logic Model or a Training Impact Model

In your proposal, you will include either a program logic model or a training impact model. You should select an appropriate one for your evaluand. You may decide to include both, only if each one provides different/helpful information (e.g., the program logic model would provide the overall information about the broad scope of the program, whereas a training impact model would provide information specific to the training aspect of the program).

* If you decide to include a program logic model in your proposal, please use Table B-2.
* If you decide to include a training impact model in your proposal, please use Table B-3.

The original training impact model structure does not include resources and activities categories, but you will add two columns to include the two categories.

**Table B-2.** Develop a Program Logic Model

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Resources** | **Activities** | **Outputs** | **Outcomes** | **Impact** |
| What resources should be used to run the program? | What activities should be performed to run the program?  | What products should be produced to support the intended outcomes? | What changes in the stakeholders should be made in the next X months (short-term) or X years (long-term)?[[3]](#footnote-3) | What changes in the organization and its society are expected in X-X years due to the outcomes?[[4]](#footnote-4) |
| * Item
* Item
* Item
 | * Item
* Item
* Item
 | * Item
* Item
* Item
 | * Item
* Item
* Item
 | * Item
* Item
* Item
 |

**Table B-3.** Develop a Training Impact Model

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resources** | **Activities** | **Program capabilities** | **Critical actions** | **Key results** | **Business goals** |
| What resources should be used to run the training program? | What activities should be used to run the training program? | What capabilities (i.e., knowledge, skills, and attitudes) should the trainees acquire? | What behaviors should the trainees demonstrate on the job as a result of training? | What job results should the trainees leave behind? | To what organizational goals would the training program contribute? |
| * Item
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* Item
* Item
 |

# Determine Dimensions, Dimensional Evaluation Questions, and Importance Weighting Among Dimensions

In Table B-4, describe the process that you went through to make decisions about the list of dimensions and importance weighting.

**Table B-4.** Process for Determining Dimensions and Importance Weighting

|  |  |
| --- | --- |
| **Question** | **Your finding** |
| * How did you determine the dimensions? Briefly describe specific sources you used (among the following four options), the process you followed, and the people whom you involved during the decision:
1. Stakeholders’ needs
2. Program logic model
3. Theoretical frameworks
4. Professional and ethical standards
 |  |
| * How did you determine the relative degree of importance weighting among dimensions? Briefly describe who were involved in the decision and how you involved them during the decision.
 |  |
| * List dimensions and dimensional questions, and indicate the category of the program logic model or training impact model under which each dimension falls. Also indicate the degree of importance weighting for each dimension.
 |  |
| * Think about the intended usage of your evaluation findings again. Who among the stakeholders will make use of the evaluation results (directly or indirectly), for what purpose (formative or summative), and in what way? Will the dimensions generate information useful for them?
 |  |

# Determine Data Collection Methods

Use Table B-5 while determining data collection methods. Follow the step-by-step procedure presented below:

1. Under the first column, in each row:

a. List a dimension and a dimensional evaluation question.

b. Identify the category of the program logic model or training impact model with which the dimension is aligned.

c. Identify the importance weighting for the dimension.

2. In the second column, identify and list feasible data collection methods for each dimension. Clearly describe how you will obtain data, from whom, and how many of them. Please be concise yet specific. Make sure to ask the client and other stakeholders whether those data sources are available. Even if you have a great idea about investigating certain dimensions, it would not be feasible dimensions if no data are available or if you will not be given access to such data.

3. In the third column, identify instruments to be developed and used. In some cases, you may use existing instruments (e.g., you may use the Dimensions of Learning Organization Questionnaire [Marsick & Watkins, 2003] to measure employees’ perceptions about their organization as a learning organization). Otherwise, you need to develop all instruments to be used, such as survey questionnaires, interview questions, observation checklists, document review checklists, and test questions. Keep in mind that you also need to develop other supporting materials such as participation solicitation messages and informed consent forms.

4. In the last column, clearly describe the rationale for using such multiple data sets for each dimension in terms of employing critical multiplism and triangulation techniques. For example, if you decided to use a survey and observations for Dimension 1, why? How will they complement each other’s strengths and weaknesses?

**Table B-5.** Data Collection Methods

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimension, PLM/TIM, and IW** | **Data collection method** | **Instrument to be developed** | **Rationale for using multiple sets of data (triangulation and critical multiplism)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*IW*, Importance weighting; *PLM*, program logic model; *TIM*, training impact model.

# Develop Instruments and Rubrics

While developing instruments and other materials, continue to use Table B-5 and revise the “Instruments to Be Developed” column with specific information. While completing Step 9 Analyze data, replace the last column with “Rubrics to Be Used” as shown in Table B-6.

**Table B-6.** Instruments and Rubrics Development Worksheet

| **Dimension, PLM, and IW** | **Data Collection Method** | **Instrument to Be Developed** | **Rubrics to Be Used** |
| --- | --- | --- | --- |
| **1.** **Curriculum design** – How well is the curriculum designed to support industry expectations and standards? PLM: Resources and activitiesIW: Extremely important | 1-1. Record review of the curriculum by evaluators; all required courses and current elective courses will be reviewed | 1-1. Document review checklist (see 1-1.Checklist.doc) | * Superior: 9.5 ≤ checklist scores ≤ 10.0 and all interview data indicate high quality content and expertise among faculty
* Met expectations: 8.0 ≤ checklist scores < 9.5 and most interview data indicate high quality content and expertise among faculty and a few minor areas for improvement
* Did not meet expectations; 0 ≤ checklist scores < 8.0
 |
| 1-2. Interview with six full-time faculty members in person and 50% of current part-time faculty members (about three members) via telephone | 1-2. Semi-structured telephone interview instrument for faculty, including the interview solicitation e-mail message, script and questions to be used during interviews (see 1-2.EmailMSG4interview.doc, 1-2.InformedConsentForm.doc, and Q2-Q8 in 1-2.InterviewScript.doc) |
| **2.** **Online learning environment** – Does the online delivery technology provide a positive learning environment? PLM: Resources and activitiesIW: Very important |  |  |  |
| **3.** **Dimension** – Evaluation question PLM: Category IW: Importance level |  |  |  |

*IW*, Importance weighting; *PLM*, program logic model

1. It is important to estimate the size of the direct impactees in order to gauge the size of direct impact of the evaluand. [↑](#footnote-ref-1)
2. It is important to estimate the size of the downstream impactees as much as you can, in order to gauge the size of indirect impact of the evaluand. [↑](#footnote-ref-2)
3. You may list outcomes with or without the sub-categories, short-term and long-term. Either way, please indicate the timeframe that is appropriate for your evaluand. If sub-categories are not used, what is the timeframe for the outcomes category? If used, what are the timeframes for the short-term and long-term outcomes? Replace X with appropriate timeframes. Write Outcomes as specific and measurable as possible. [↑](#footnote-ref-3)
4. For some programs (in a fast-changing field), you may expect to see its impact earlier than other programs. Replace X with an appropriate timeframe. [↑](#footnote-ref-4)