Program Evaluation for Improvement

IU Kokomo

University Planning, Institutional Research, and Accountability

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Program Evaluation

♦ Purpose of Evaluation
  • To determine the quality of efforts in academic and administrative areas
  • Gain direction for improving future efforts

♦ Responsibility
  • Involves faculty, staff, students, alumni, surrounding community, administrators, external reviewers
Core Evaluation Cycle

♦ Needs assessment
  • What are you trying to achieve?
♦ Process assessment
  • What are you doing to achieve it?
♦ Outcomes assessment
  • How will you know when you get there?
Formative vs. Summative Evaluation

♦ Summative
  • Designed to present conclusions about the merit or worth of a program
  • Provides recommendations about whether a program should be retained, altered, or eliminated

♦ Formative
  • Designed and used to improve a program
  • Used especially when program is still being developed; provides feedback along the way
Program Evaluation Standards

Joint Committee on Standards for Educational Evaluation

♦ Utility
  • Ensures evaluations will be informative, timely, and influential and serve the needs of intended users

♦ Feasibility
  • Recognizes that evaluations usually are conducted in a natural setting and do not consume excessive resources

♦ Propriety
  • Protects the rights of individuals affected by an evaluation

♦ Accuracy
  • Determines whether an evaluation has produced sound, rigorous information
Formative Evaluation: Practical Ways to Implement and Monitor Programs

♦ Quality Improvement Models
  • Collaborative teams empower knowledgeable staff and help improve communication across units
  • Compressed timeframes and external staff support ensure the process focuses on the problem at hand and quickly generates solutions
  • Sample Evaluative Structures and Methods
  • University of Wisconsin’s Accelerated Improvement
  • IUPUI Accelerated Improvement Process
## University of Wisconsin Accelerated Improvement

| Initiate Project | • Define goals and measures of success  
|                 | • Document process  
|                 | • Understand constituent needs  
|                 | • Check and refine goals  
| Design Solutions | • Develop potential solutions  
|                 | • Analyze solutions/options  
|                 | • Finalize solutions  
|                 | • Develop implementation plan  
| Implement Solutions | • Inform affected people  
|                   | • Conduct training, if needed  
|                   | • Execute action plans with stated timeline  
| Demonstrate Impact | • Collect data to track improvement  
|                   | • Review and refine process changes  
|                   | • Issue final report with results  

Formative Evaluation: Practical Ways to Implement and Monitor Programs

- IUPUI Accelerated Improvement Process (AIP)
- Based on UW model
- Designed to quickly improve or create a process
- Several concentrated group meeting times into very structured 3-4 hour meetings
- Majority of the work (data collection, benchmarking) done outside formal meeting times by a few group members and a facilitator
- Use meeting time to generate and prioritize solutions and develop action plans
## Accelerated Improvement Work at IUPUI

<table>
<thead>
<tr>
<th>Office Involved</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Service &amp; Learning (CSL)</td>
<td>Website redesign; Transfer of College Work Study to CSL</td>
</tr>
<tr>
<td>Orientation</td>
<td>Online reservation system for new students</td>
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<tr>
<td>School of Nursing</td>
<td>Use of OnCourse by faculty</td>
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<tr>
<td>Human Resources Management</td>
<td>Review of background checks for hourly employees</td>
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<tr>
<td>Multicultural Professional Development</td>
<td>Minority Council recruitment and involvement processes</td>
</tr>
<tr>
<td>Student Life &amp; Diversity</td>
<td>New resident orientation; Student activity fee distribution</td>
</tr>
</tbody>
</table>

[http://www.planning.iupui.edu/improvement/]
Degrees of Excellence Initiatives

♦ Needs Assessment (What to do)
♦ Process Implementation (How to do it)
♦ Outcomes Assessment (Did it work?)
Needs Assessment (What to Do)

♦ Evidence of the scope of the problem and insights into potential target areas

♦ For potential targets, the scope of impact (does it affect enough people?)

♦ Example for Kokomo
  • Student performance in introductory Math courses
Process Assessment (How to Do It)

- By which mechanisms will you determine the initiative achieves desired results?
- With desired result, how would you know if the initiative was responsible (using indicators relative to hypothesized mechanism)?
Process Assessment (How to Do It)

Introductory Math Course Example

- Placement process: How can we place students into classes such that they have a greater chance of succeeding?
- Curriculum alignment: How can we ensure that students successfully completing a developmental course are prepared for the next course in sequence?
- Instructional strategies: What kinds of supports are other institutions using to improve student success in introductory Math courses?
Outcomes Assessment (Did it Work?)

♦ What are the perceptions of initiative participants?

♦ What are the outcomes for the initiative participants relative to relevant comparison group?

♦ How can you tell whether it was self-selection or the initiative that led to the outcome?
Outcomes Assessment (Did it Work?)

Introductory Math Course Example

- What are student perceptions of the experience: What do students cite as the biggest obstacles? What supports helped the most or least?
- Are students using the supports and, if so, does it make a difference in their grades?
- Do any changes in instructional strategies make a difference and, if so, for which students?
Degrees of Excellence Initiatives

REMEMBER!!!!

♦ This does not have to be rocket science!

♦ An approximate answer to the right question is far better than a precise answer to the wrong question