

Program Evaluation for Improvement

IU Kokomo

University Planning, Institutional Research, and Accountability

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INDIANA UNIVERSITY



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	<ul style="list-style-type: none">• Define goals and measures of success• Document process• Understand constituent needs• Check and refine goals
Design Solutions	<ul style="list-style-type: none">• Develop potential solutions• Analyze solutions/options• Finalize solutions• Develop implementation plan
Implement Solutions	<ul style="list-style-type: none">• Inform affected people• Conduct training, if needed• Execute action plans with stated timeline
Demonstrate Impact	<ul style="list-style-type: none">• 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

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



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