

MERC

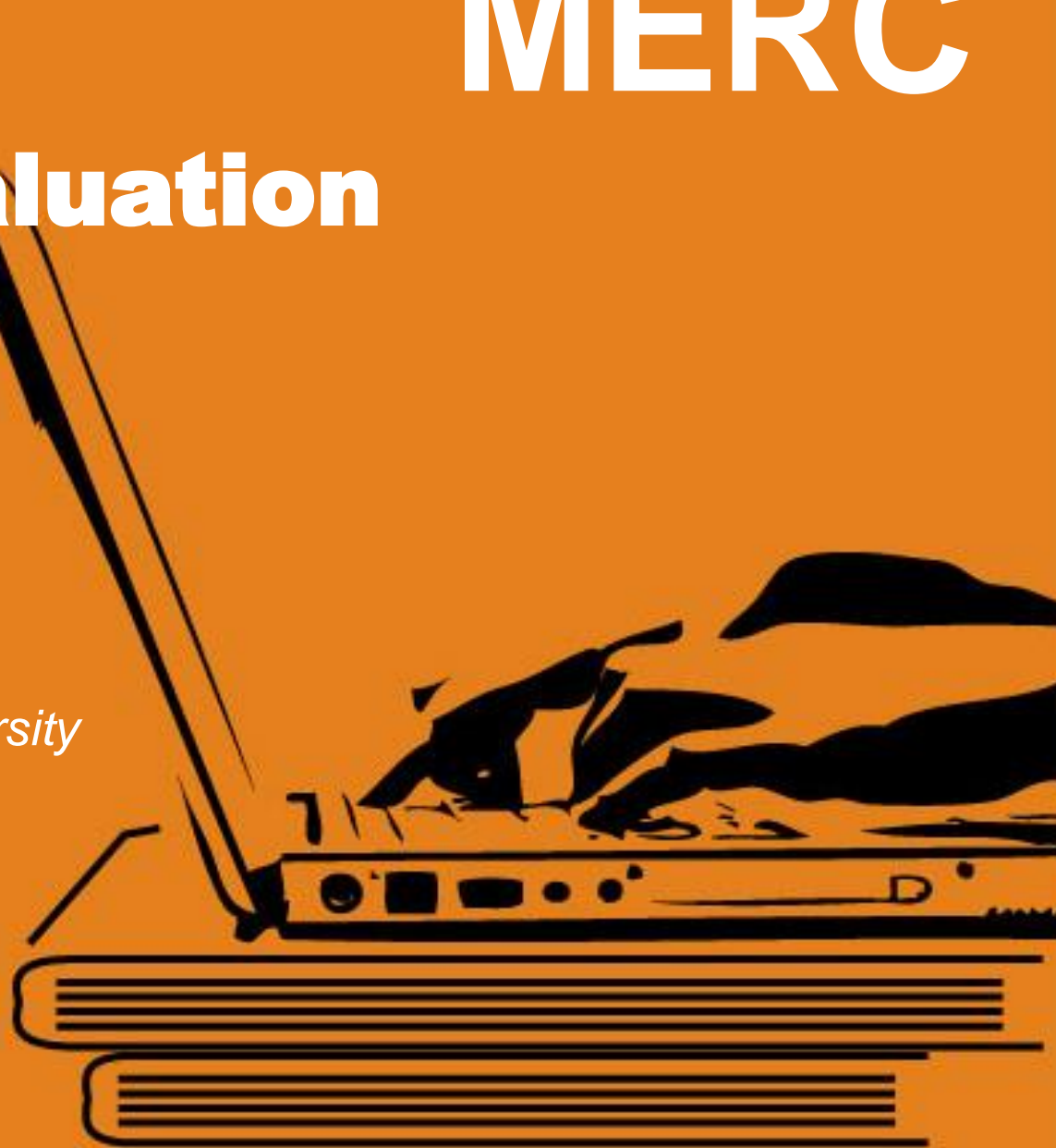
Program Evaluation

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Disclosure(s)

Nothing to disclose



Workshop Objectives

At the end of the session participants will be able to:

- Define program evaluation
- Identify the uses for program evaluation
- Identify opportunities for research with program evaluation
- Describe at least one program evaluation model
- Initiate a program evaluation plan



What is Program Evaluation?

Educational Program

A planned series of activities or events intended to provide education

Evaluation

A systematic collection of evidence to make judgements about the worth of a program or part of a program



Primary Uses of Program Evaluation

Formative

- To *improve* program
 - Determine next steps in improvement
 - *Help* decide to develop further

Summative

- To *judge merit or worth* of program
 - Make decisions about the program (eliminate, accredit, repeat, replace)
 - Determine effectiveness
 - Document successes
 - Measure outcomes



For educational programs, evaluation *helps*

Ensure teaching is meeting learner's needs

Identify where teaching can be improved

Inform the allocation of resources

Provide support to faculty and learners

Diagnose and document program strengths and weaknesses

Articulate what is valued by the institution

Determine that educational objectives were met

Adapted from Morrison (2003)



What are the challenges?

- Lack of skills in conducting applied social science research
- Paucity of funding, time, and publication outlets
- Failure to recognize evaluation as scholarship and place in literature
- Tension between implementing and evaluating

Wilkerson, 2000



What influences the evaluation?

- Who needs what answers?
- Who gets to pose the questions? *and* Who does not?
- What will be reported?
- How will the answers be made known?



Is Program Evaluation Research?

- Requires understanding of basic research methodologies
- Focuses on “researchable” questions
- Produces generalizable information
- Follows a systematic approach
- Requires collection and analysis of data
- May be quantitative and/or qualitative



Approach to Program Evaluation

Step 1: Gather information on program and stakeholders

Step 2: Identify the use for the program evaluation

Step 3: Choose Evaluation Model

Step 4: Identify/Create Evaluation Questions

Step 5: Align Measurement Methods/Instruments with model

Step 6: Collect and Analyze Data

Step 7: Share Results



Step 1: Identify Stakeholders

Who will use the evaluation?

- Learners
- Faculty
- Workshop developers
- Administrators
- Accreditors
- Similar programs
- Others?



Step 2: Identify Uses

- Consider specific needs of each stakeholder
- Generally both formative and summative
- Can be used to generate knowledge
- Should consider the unintended outcomes



Step 3: Evaluation Models

Goal Oriented/Objective-Based (Tyler)

Utilization-Oriented Evaluation (Patton)

Program Logic Model (Kellogg)

Four-Level Training Evaluation Model (Kirkpatrick)

Goals-free Evaluation (Scriven)

CIPP (Stufflebeam)

Connoisseurship Evaluation (Eisner)



Example of an Objective-focused Evaluation Plan:

Evaluation of a Geriatric Curriculum for Medical Students (one objective)

Objectives	Measure	Method	Frequency	Standard	Person
Core 1 : We will enhance student experiences in Geriatrics with a focus on Transitions in Care and Care of Diverse Populations					
1a. Every student will have a Transitions in Care experience with an elder with an accompanying curriculum					
<i>Formative evaluation</i> Transitional Care Teams are in operation in all three teaching hospitals	% Attendance (group and member)	observation	Monthly		PI
Training guidelines for Mentors are developed	Guidelines	Review	On going		faculty
Mentors for student pairs are identified and trained	Count; training dates	data recording forms	On going		faculty
Outcomes Evaluation					
All third year students have transition in care	Number and %	Recording forms	End of rotation	100% of students	evaluator
Students are aware of potential drug discrepancies and how to evaluate adherence	Drug analysis product	guidelines and rubric	End of rotation	80% rated competent	PI and faculty
Students satisfied with transition in care	Satisfaction scale	5 point Likert scale	End of rotation	Mean > 4.0	evaluator



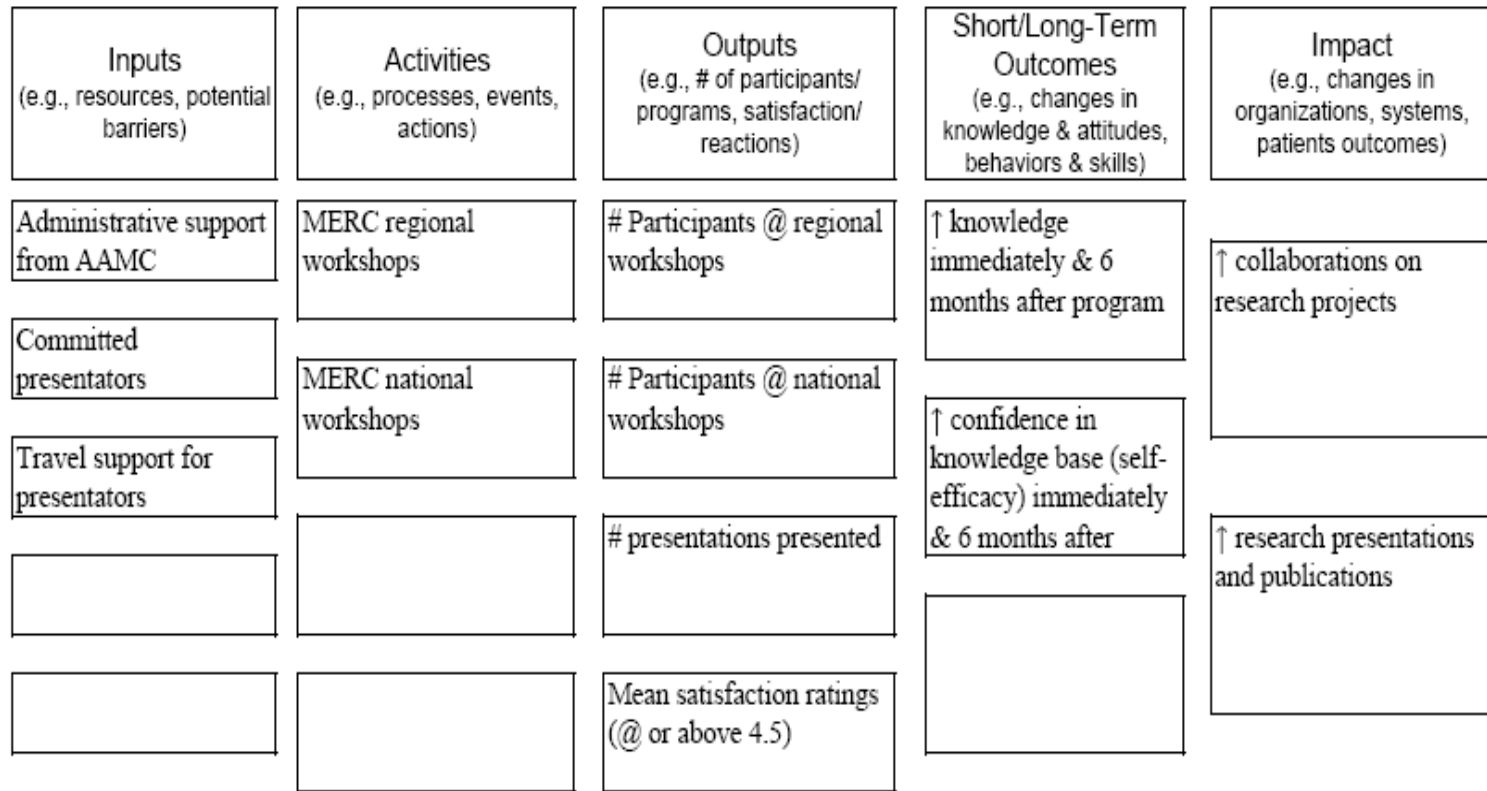
Utilization-Oriented Evaluation

- Should be judged by its utility; findings must be used
- Conducted for and with **specific, intended** primary users for **specific, intended** uses
- Highly personal and situational
- Can include any evaluative purpose, data, design, or focus

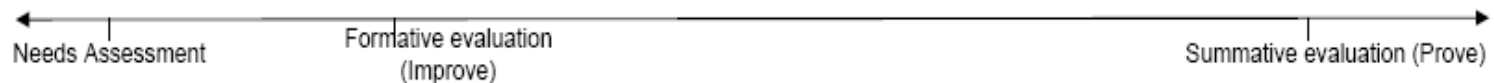
Utilization-Focused Evaluation. Patton, 2008



Program Logic Model - MERC

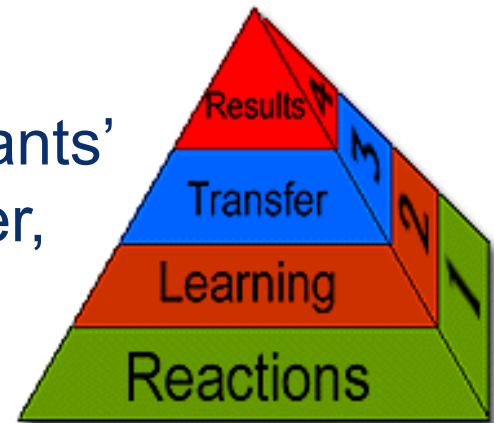


EVALUATION



Kirkpatrick's Four Levels of Outcomes

1. Reactions: Satisfaction
2. Learning: Improved knowledge, skills and attitudes
3. Transfer/Behavior: Improved skills used in everyday environment of the learner
4. Results: Bottom-line effect on participants' "learners", effect on participants' career, institutional improvements



Consider the Resources Needed

- What time is needed from everyone?
- What personnel is needed?
- What equipment?
- What facilities?
- What funds?



Group Assignment 1

Using your own example or work with a colleague and discuss the following:

- 1- Program being evaluated
- 2- Stakeholders
- 3- Use of the program evaluation
- 4- Select the model that aligns with the evaluation goals



Step 4: What are the researchable Questions?

- Relate to specific measurable objectives for the stakeholders
- Could include questions about the
 - Learners
 - Process
 - Outcomes
- Should include questions that evaluate unanticipated strengths and weaknesses



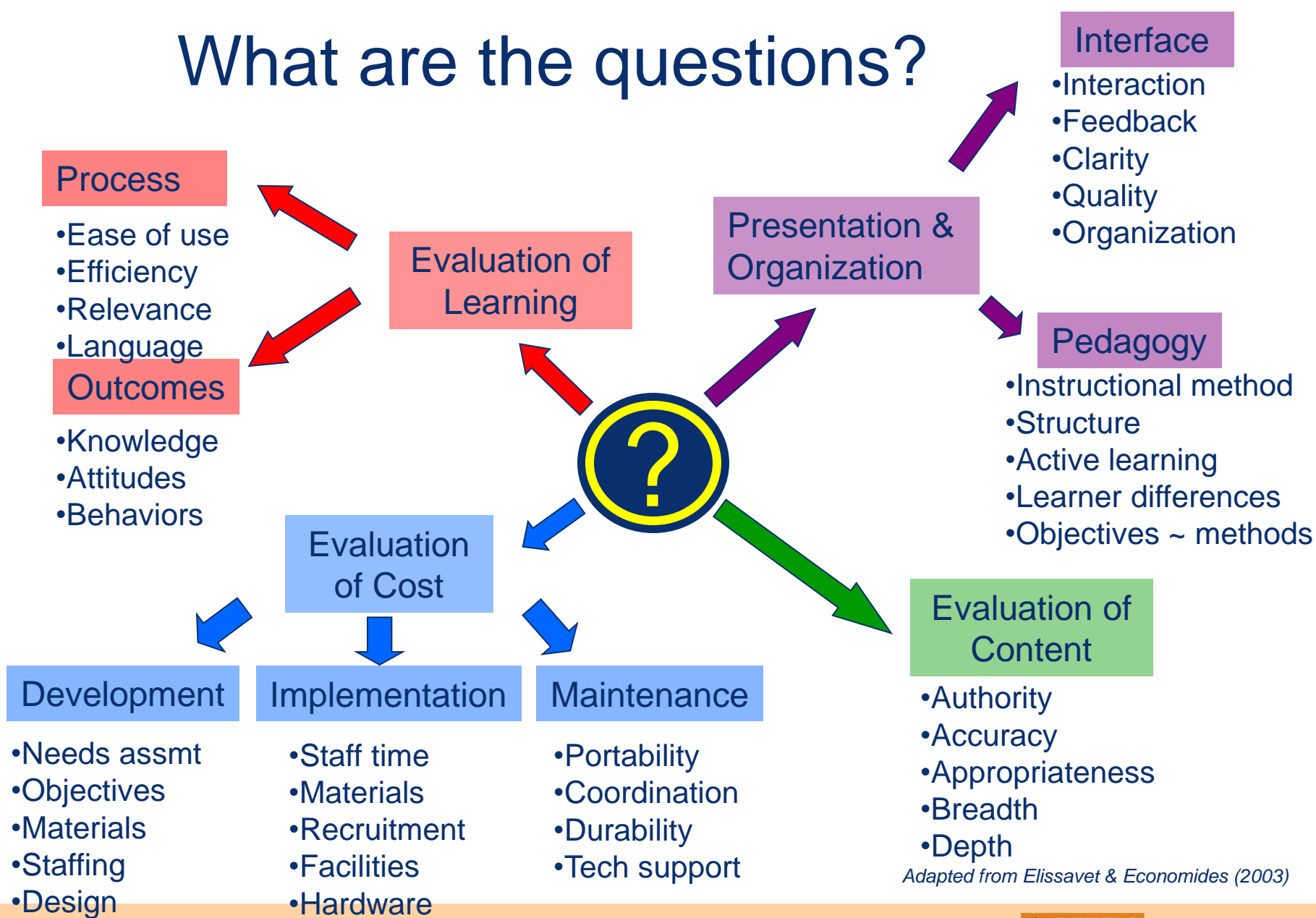
What makes good questions?

Evaluation questions should:

- Be clear and specific
- Be congruent with the literature
- Focus on process as well as ***outcomes***
- Be aligned with goals and objectives



What are the questions?



Step 5: Align Measurement Methods and Construct/Adapt Instruments

- Common methods
 - Rating forms
 - Self-assessments
 - Essays
 - Exams
 - Questionnaires
 - Interviews/focus groups
 - Direct observations
 - Performance audits
 - Existing data (AAMC questionnaires, Course evals, JAMA)
- Collect appropriate demographics



SOURCES OF DATA

- What do we have?
- What do we need?
- What, realistically, can we do?



Assignment 2

1. Take your own project/program and begin filling in one of the blank model matrices
2. Be prepared to discuss with the group



Address Ethical Concerns

- Confidentiality
- Access to data
- Consent
- Resource allocation
- Seek IRB approval



When is it human subject research?

- IF it involves experimental or nonstandard interventions
- IF the intent goes beyond providing information for and about the setting in which it is conducted;
- IF the evaluation goes beyond the standard operating procedures of the setting; and
- IF it is subject to peer review



Step 6: Collect Data

- Timing and response rate
- Already existing data collection
- Impact of the measurement choice
- Assignment of responsibility



Step 6: Analyze Data

- Plan at the same time as the rest of the evaluation
- Start with a review of evaluation goals
- Organize the data to answer the research questions (i.e., strengths & weaknesses; outcomes; chronological; etc.)



Step 7: Sharing Results

- Timely
- Format fits needs of users
- Audience
- Display results in succinct and clear manner



QUESTIONS???

MERC Evaluation Link

Please go to the link below and complete the evaluation

<http://goo.gl/mYQ3Dn>