Planning for Evaluation

OBJECTIVE: What is the overall objective or purpose? What are we trying to do?

INPUTS: What are the resources required to operate the program?

ACTIVITIES: How are we going to do it?

Elements of a good objective: Rationale, Target Population, Timeframe, Magnitude of expected change

Quantitative

#

Express in Numbers

What can be **counted** or **measured**?

- Time
- Tasks
- People
- Interactions

OUTPUTS: What will it look like when we do it? How will we know we are doing it?

Qualitative

Express in text, image or sound

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What can be **described** or **accounted for**?

- Outputs
- Updates
- Completed
- Events

HOW TO GET/GATHER THE DATA

- Calendar/Schedule
- Checklist
- IPE request
- Observations
- Questionnaire/Survey
- Staff recording/logging

PERFORMANCE: What targets must be reached to be considered successful?

Will there be **comparisons**? (*i.e. before/after*)

VITAL

Baseline data needed

- Improve
- Increase
- Change
- Decrease
- Reduce

Define & Be Specific
e.g. increase success = increase course completions by 5%

OUTCOMES

Short-Term: What do we hope will happen right away?

Intermediate: What will start to happen over time?

Long-Term: What long-term change will occur?

Increased engagement, understanding, communication

Academic achievement, employee satisfaction, student success, course pass rates change

Increased graduation rates, decreased employee turnover, culture change, graduate employment
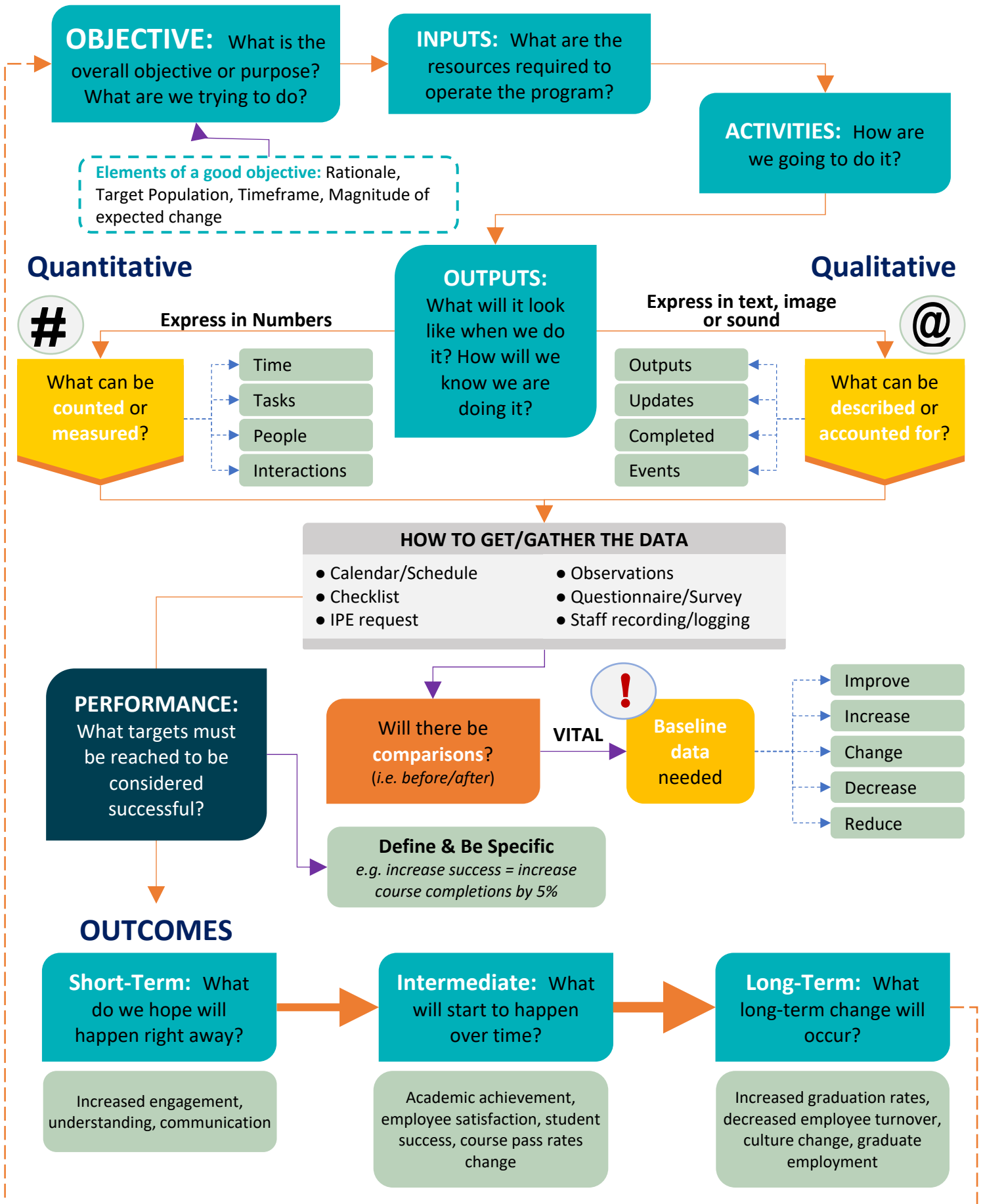
EXAMPLE

Goal: Improve the success of students in first-year courses to allow for better retention into second year.

Activities: Provide tutoring space & services; understand student difficulties; identify students at risk to fail or drop out

Define Targets: "Improve outcomes" means to increase course completion rates by all students by 5% by start of AY 2021-22

Outputs: Numbers: # pass/fail; Documentation: tutoring space finalized, seeking volunteer tutors, creating study advice

Get Data: # grades from IPE request, staff log of activities, survey to understand student difficulties

Comparisons: Yes - baseline data needed to compare before after for course completion rates

Outcomes: Short-term - students learn study strategies, grades rise & course completions rise; Intermediate: retention rises; Long-term: graduation rates increase