

Evaluation 101 Worksheet

This worksheet is designed to help you develop an evaluation mindset. The following exercises will help you identify evaluation goals, develop a realistic understanding of evaluation, and think strategically about the data you will need to collect. When you finish this worksheet you will be ready to begin working through the Evaluation Toolkit Evaluation Guide.

I. Identify the Reason(s) You Want to Evaluate

Define one or more of the reasons why you need to evaluate your program and write the reason (s) in a clear statement. Your statement will set the foundation for developing an evaluation plan and completing the rest of the evaluation process.

We are evaluating our _____ program in order to:
Name the program (e.g., Upward Bound)

1. _____
2. _____
3. _____

II. Demystify the Myths about Program Evaluation

Exposing and responding to perceived myths about program evaluations up front will set the foundation for developing an evaluation mindset and completing the rest of the evaluation process successfully. Consider these three steps:

1. Ask your immediate staff and stakeholders "What notions do they have that make them uncomfortable with evaluating their program or make them not want to evaluate their program?"
 - ❖ _____
 - ❖ _____
 - ❖ _____
2. After naming any discomforts about or oppositions to doing program evaluations, determine the truths and inaccuracies about these concerns.
 - ❖ What is true? _____
 - ❖ What is false? _____
 - ❖ What is uncertain? _____
3. Establish the aspect of the concerns that are indeed myths, and in a statement provide a clear and informed response that debunk or discredit the concerns.
 - ❖ _____
 - ❖ _____

III. Define Program Goals

When planning an evaluation, it often helps to begin by thinking of what short term and long term goals you want to achieve. In the column on the left, make a list of realistic and specific short term goals (e.g., achieve a high school graduation rate of 95%, achieve a college enrollment rate of 90%). In the column on the right, make a list of long term goals (e.g., achieve a 50% bachelor's degree attainment rate for all college enrollees).

Short Term	Long Term

What will achieving long term goals tell you about your program that short term goals may not reveal?

IV. What Type of Evaluation Should I Conduct?

Check the questions you are interested in answering with your evaluation.

<input checked="" type="checkbox"/>	Question:	Type of timeline
<input type="checkbox"/>	Are you concerned about the extent to which your program services are working as your program is taking place?	Formative
<input type="checkbox"/>	Do you want to look at specific areas of your program to determine where improvements can be made to help your program better assist your students?	Formative
<input type="checkbox"/>	Is there a specific problem or oversight in the functioning or implementation of your program that you are aware of which needs to be addressed immediately?	Formative
<input type="checkbox"/>	Were your program objectives met?	Summative
<input type="checkbox"/>	Will you need to improve and modify the overall structure of the program?	Summative

<input type="checkbox"/>	What is the overall impact of the program?	Summative
<input type="checkbox"/>	What resources will you need to address program's weaknesses?	Summative

IV. Do we need to collect quantitative or qualitative data...or both?

Categorize what type(s) of data you need to collect by describing what story you want your evaluation to reveal from the analysis of the data (see the first two examples in the chart).

THE STORY YOU WANT YOUR DATA TO TELL	QUALITATIVE	QUANTITATIVE
<i>The number of our student s in our program who enrolled in college in comparison with their peers who did not participate in our program.</i>		X
<i>How providing tutoring late in the evening helped immigrant students in our program get the needed support to pass the math section of the state achievement test.</i>	X	

According to your list which form of data do you need to collect for your evaluation?:

- Quantitative Only
- Qualitative Only
- Both Quantitative and Qualitative