Academy of Medical Education Scholars

AMES/OMSE FID Series

THE UNIVERSITY OF ARIZONA.
College of Medicine

Program Evaluation

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Objectives

- Describe and differentiate evaluation and research
- Identify the components of a program evaluation logic model
- Create evaluation questions
- Identify evaluation design and methods for data collection and analysis

Session Overview

Part 1

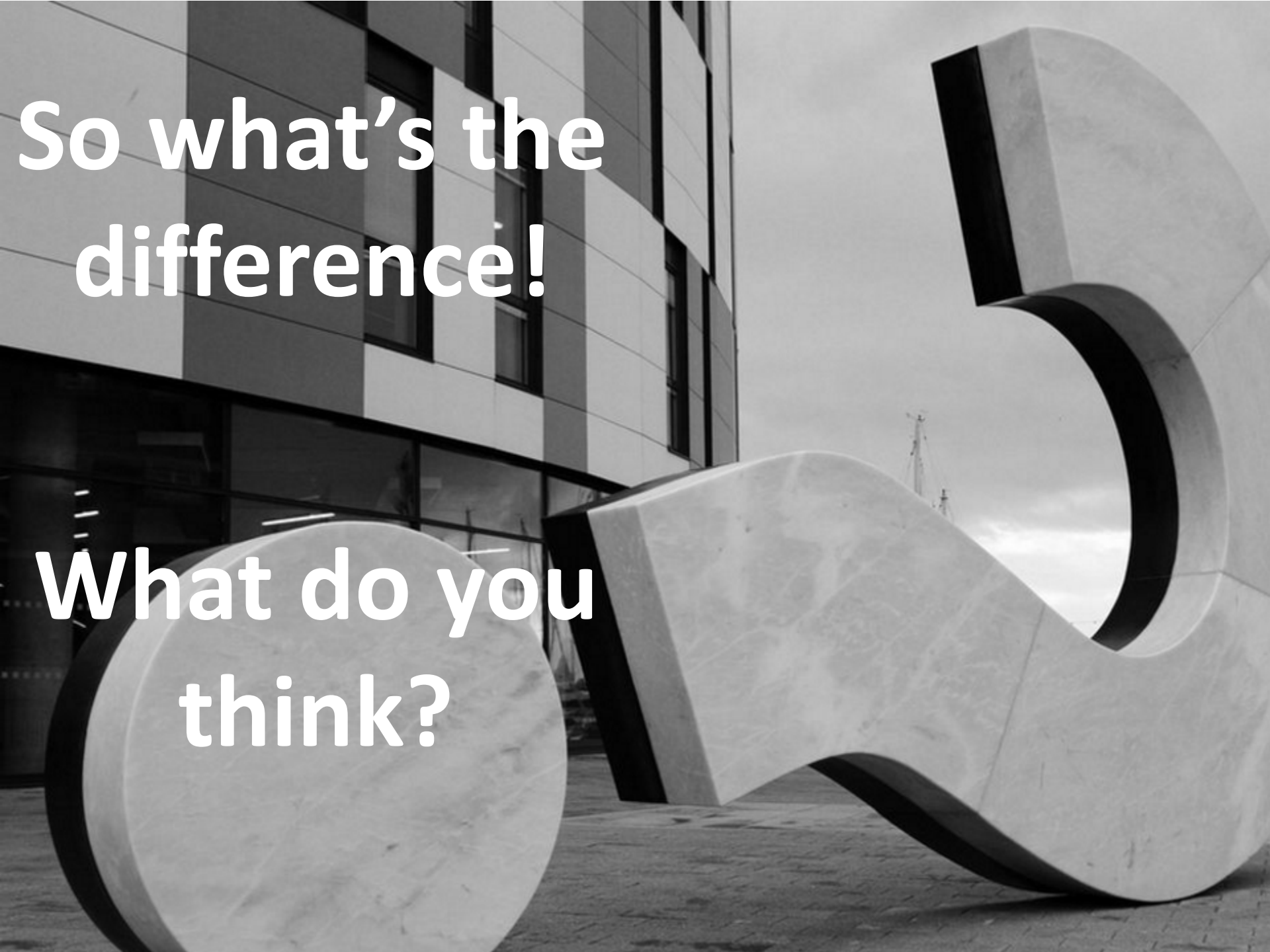
1. Evaluation &/or Research
2. Getting Started
   - Clarify Purpose
   - Brainstorm, Recon, & Checklists
3. Evaluation Plan
   - Logic Model

Part 2

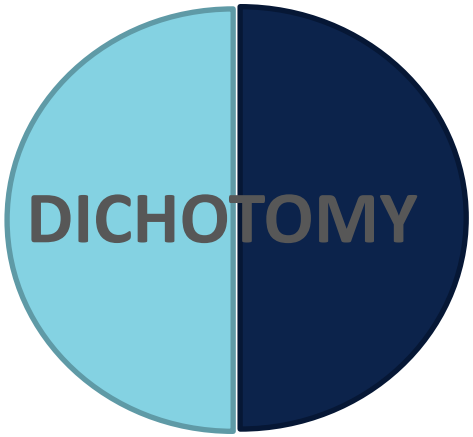
- Evaluation Questions
- Design and Methods

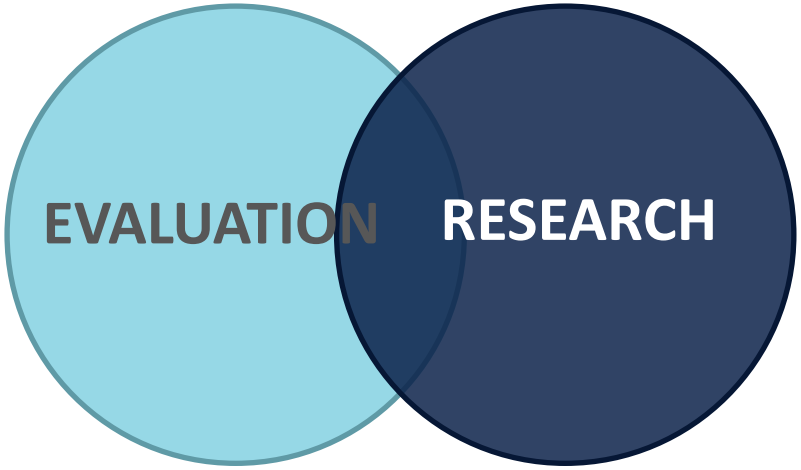
Evaluation

Research


So what's the difference!
What do you think?

It depends





Visuals from:
http://betterevaluation.org/blog/difference_between_evaluation_and_research

Both are **systematic investigations**. Some view them as dichotomous, others as independent with some overlap, or as a subset of one another

Per the federal definition, human-subjects research is **systematic**, **generalizable** and contributes to an **existing body of knowledge**.

Tends to **test theory** or **reproduce findings.**

Evaluation uses systematic methods, is systematic, but is typically designed to provide information about the **value** of a program or policy in a **specific context**.

The intention is to **inform** local stakeholders or decision-makers through statements about merit or worth of a program or policy.

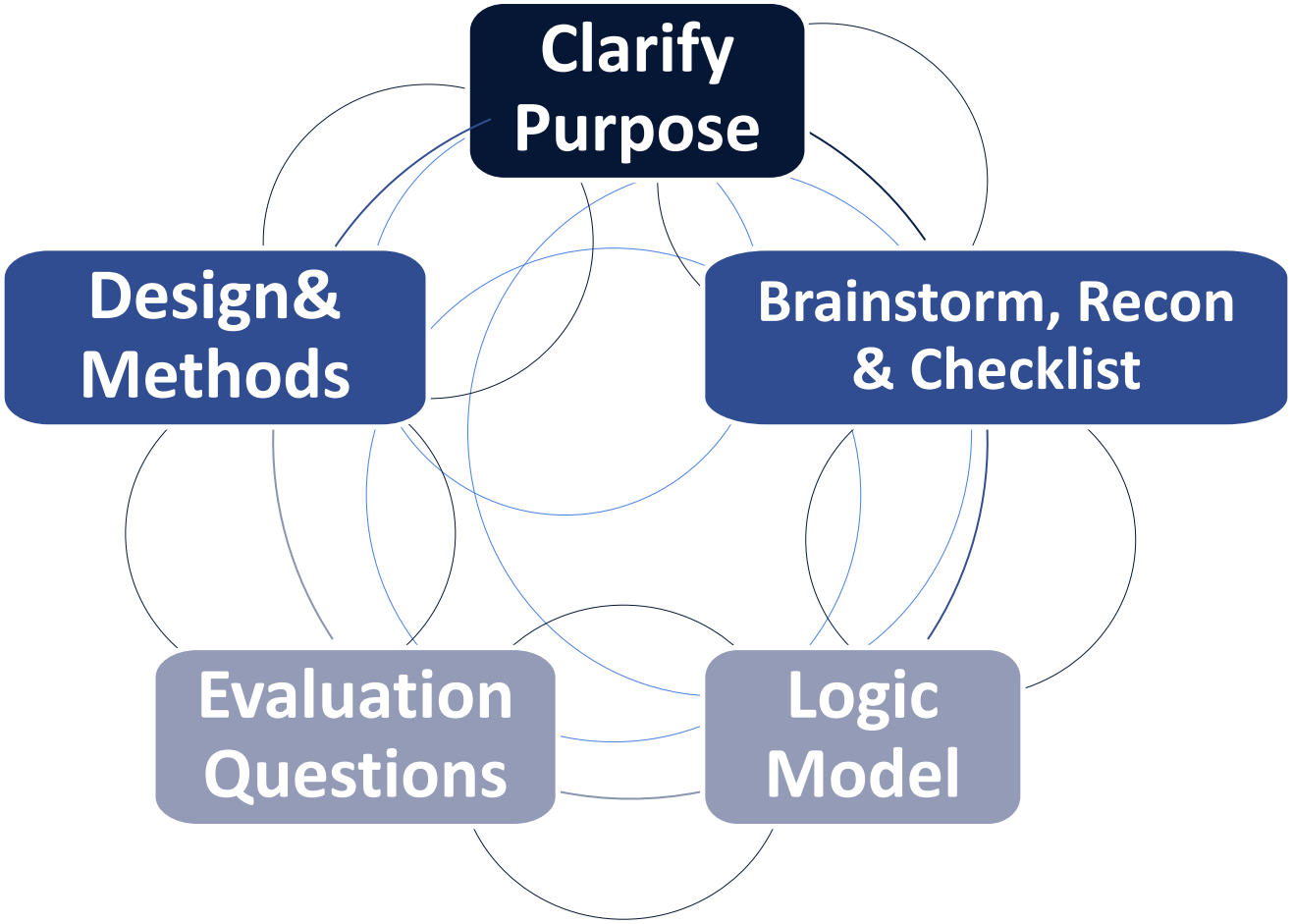
The application
of research methods
in the **real world**, designed to
inform stakeholders
of a program or policy.
Evaluation
determines the
merit, worth, or value
of things

-Michael Scriven

Why Evaluate?

- Accountability
- Improvement
- Efficiency
- Efficacy

Where do I start?


Clarify Purpose
Design& Methods
Brainstorm, Recon & Checklist
Evaluation Questions
Logic Model

Do you aim to provide information about **value** or **worth** about a **specific program** or policy to **stakeholders** or decision makers?

Do you aim to **test** a **theory**, establish **generalizability** of an interventions effects, or contribute to a **large body** of **knowledge**?

Step 1
Clarify Purpose

Evaluation aims to provide information about **value** or **worth** about a **specific program** or policy to **stakeholders** or decision makers in a specific context.

Step 2
Brainstorm, Recon, & Checklist

Someone else will have thought of something you won't

- Talk to others
- Brainstorm on your own or in a team
- Use checklists
- Is this program ready to be evaluated?

Evaluation Checklists

Step 3
Logic Model

What does it look like when the program is a **success?**

- Why do we work backwards from goals?
- Goals are not activities or indicators
- Should contain one idea
- Understandable (no jargon)
- Focus on what’s important

Logic Models

Are

- Guides
- Flexible
- Shared
- A learning tool
- Used throughout the life of the program

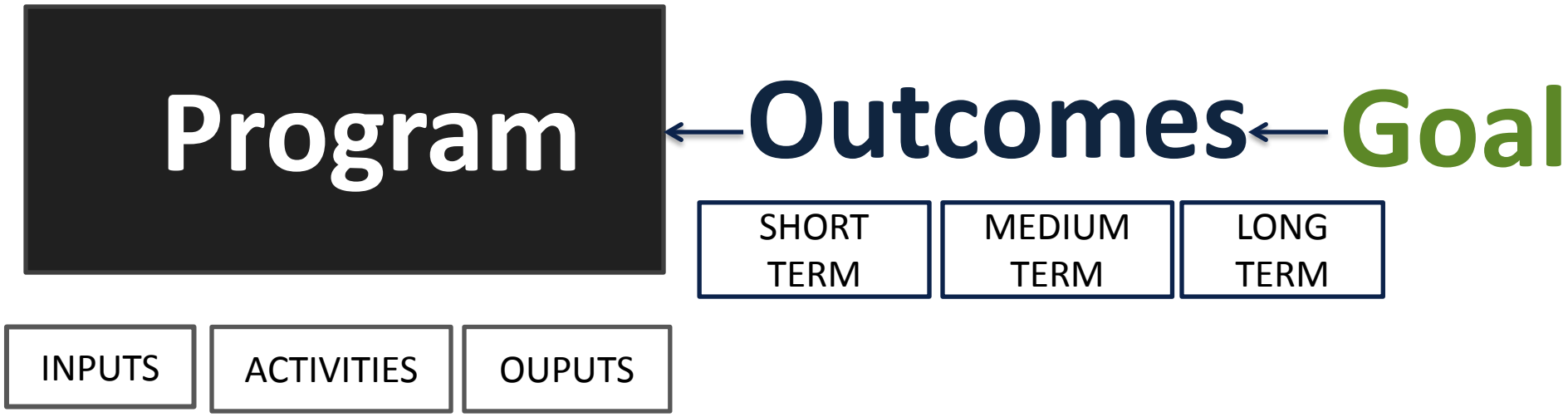
Are Not

- Causal models
- Static
- Prescriptive
- Only for theorists or researchers
- Void of context

Example Goal

Support minority high-school students in Southern Arizona so they enter into and succeed in Science, Technology, Engineering & Math fields at the post-secondary level.

The Logic Model!

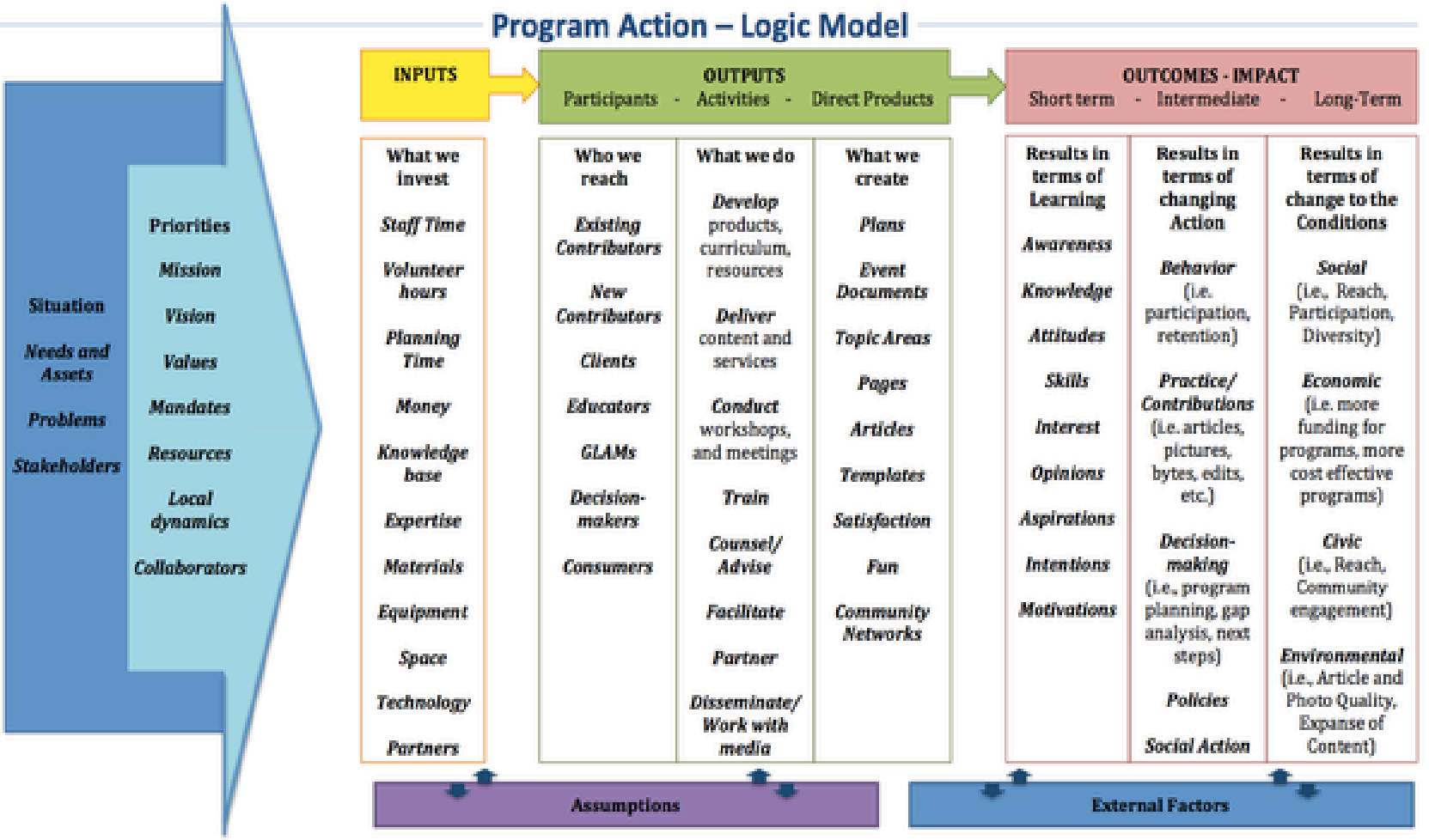


INPUTS	ACTIVITIES	OUTPUTS
• Staff • Staff time • Physical space • Technology • Materials • Supplies	• Courses • Sessions • Events • Products • Outreach	• # Publications • # Participants • # Served • # Educated • # Messages distributed

SHORT TERM OUTCOMES	MEDIUM TERM OUTCOMES	LONG TERM OUTCOMES
• Awareness • Knowledge • Skills	• Attitudes • Motivations • Behaviors • New policies	• Behaviors • Education level • Health status • Economic factors

Learning **Action** **Conditions**

Program Action – Logic Model



Evaluation
Identification – Design – Implementation – Completion/Follow-up

Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf (Retrieved 6/22/2013)

Activities & Outcomes

Under represented students will receive tutoring from College students

Input/Resource

Activity

in order to improve algebra knowledge

Short Term Outcome

- Logic models should be collaborative
- Traditional & less formal formats
- Choose the style that works for you or the program/intervention
- Theory, activity, or goal and outcomes-based

- Avoid assumptions
  - Or articulate your assumptions
- Use evidence or theory to check
- Get feedback from stakeholders

Applied Activity

Your first activity is to create a program logic model.

- Review the program description
- Strategize about how you will create the logic model
- Create the logic model

Part 2 will be presented in January 2016 and will cover the creation of evaluation questions and design and methods.

Questions