Evaluation

- The Perceptions
- The Benefits
- The Challenges
ONE DAY ALICE CAME TO A FORK IN THE ROAD AND SAW A CHESHIRE CAT IN A TREE. “WHICH ROAD DO I TAKE?” SHE ASKED. HIS RESPONSE WAS A QUESTION: “WHERE DO YOU WANT TO GO?” “I DON’T KNOW,” ALICE ANSWERED. “THEN” SAID THE CAT, “IT DOESN’T MATTER.”

--LEWIS CARROLL, ALICE IN WONDERLAND
Deciding, “which road to take” is crucial!

- We would like to introduce you to a process of aggregating data to provide a comprehensive look at what is happening in the program overall.
  - Improve Program Offerings
  - Improve the Activities
  - Improve Staffing Selection/Recruitment
  - Improve Staff Development
  - Improve the Overall Program to align with the Mission and Goals
introducing

Assessment Made Easy Everyday™©
Envision
Coordinate
Design
Reflect
Create
Analyze

We have features for every step of the way
Envision Your Goals

Mission Statement, Vision Statement, Goals
Promotes a linking function

More than a reflection but an integration
Communicate messages about promise and purpose

High quality outcomes
Coordinate Your Curriculum

Aligning Learning Objectives/Outcomes
Building Coherency

Reveals gaps, integration and patterns
Design Your Rotation

Create Teams and Rotate SLOs
The third step in the assessment process is to create your Rotation plan.

Need Help
This plan lists the year in which you will assess your Program Objectives, the programs from which to gather data, and the evaluation teams responsible for conducting assessment activities for the year.

The preparedness tracker checklist indicates that you have a rotation plan with a rotating assessment team in place. We need additional information about your staff. List the name of staff members in your agency including Part-time staff to help create Evaluation Teams. Try not to list more than 6 people on any one team.

Create teams of people from different programs so that when the time comes to evaluate their program they can recuse themselves and you still have enough people on the teams to conduct evaluations.

How many teams would you like to generate? 3

John Perry
Kendra Covington
Kathryn Snelles
Sakila Camara
Rosalind Andrews
Harold W. Clark
Betty Hoovers
Kevin Coffee
Zachary Moore
Lance D. Perry
Jesse Segal

TEAM 1
TEAM 2
TEAM 3

Collaborative Review
Looking Together @ Student Work
Allen, Blythe & Powell
Collaborative Review

Agencies are more likely to go with external evaluators than to attempt to conduct assessment themselves.

Assessment works best when it is about team work, and AMEE will get you there.
Organizing function

When, What & Who
Reflect Your Plan

Identify tools and target population
Identify Measurement Tools

Direct or Indirect Assessment
## 5 Year Plan

80% of Assessment is in the Planning
Create Your Tools

Surveys, Test, Data Files, Assignments/Rubrics
Create Your Measurement Tools

No one way to assess
It’s not just about the software, but strengthening YOUR ASSESSMENT.
Survey Measurement

Options in Creating a Survey
Survey Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This intern's work Universities</td>
<td>15% (3)</td>
<td>55% (11)</td>
<td>25% (5)</td>
<td>5% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>2. This intern is performing to your satisfaction.</td>
<td>10% (2)</td>
<td>55% (11)</td>
<td>25% (5)</td>
<td>10% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>3. The writing skills of this intern are adequate.</td>
<td>15% (3)</td>
<td>50% (10)</td>
<td>30% (6)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>4. The research skills of this intern are adequate.</td>
<td>10% (2)</td>
<td>65% (13)</td>
<td>15% (3)</td>
<td>5% (1)</td>
<td>5% (1)</td>
</tr>
<tr>
<td>5. How often did this intern accept assigned responsibility.</td>
<td>Frequently</td>
<td>Often</td>
<td>Sometimes</td>
<td>Seldom</td>
<td>Never</td>
</tr>
<tr>
<td>6. This intern works independently.</td>
<td>20% (4)</td>
<td>45% (9)</td>
<td>20% (4)</td>
<td>15% (3)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>7. This intern's presentation skills are adequate.</td>
<td>20% (4)</td>
<td>55% (11)</td>
<td>20% (4)</td>
<td>5% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>8. The intern was punctual.</td>
<td>25% (5)</td>
<td>50% (10)</td>
<td>15% (3)</td>
<td>10% (2)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>
Test Measurement Tool

Options for Creating a Test
Test Results
### Assignment Measurement Tool

#### Options for Creating Assignments

**Assignment Title:** Music Appreciation

**Assignment Type:** Authentic Task

**Demographic data in participants:**
- Experiments/Demonstrations
- External exams
- Oral Presentation/Performance
- Portfolios
- Projects/Exhibition
- Signature Assignments
- Surveys
- Tasks
- Writing Sample

**Questions:**

- Listen to the following music composition and answer the following questions:
  1. What period is the musical composition?
  2. Who composed the music?
  3. What instruments are central to each composed selection?

**Allowed file types:**
- MP3
- MPG
- PDF
- PPT
- PSD
- DOC
- JPEG

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**Submission deadline:**
- Start: [ ]
- End: [ ]

**Rater deadline:**
- Start: [ ]
- End: [ ]

**Assignment status:** [ ] active
Welcome back to amee, Andrew!

Overall Assignment rating on: SLO1 The role of communication

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Rater Code</th>
<th>Raters Score</th>
<th>Individual Rating Averages</th>
<th>Individual Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>205095</td>
<td>3 4 3</td>
<td>2</td>
<td>3.00</td>
</tr>
<tr>
<td>2</td>
<td>366862</td>
<td>4 4 3 4</td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>Overall Average Rating</td>
<td>3.38</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment Results
Data Files

Placement Rates/Archival Data
## Assignment results list on: SLO1 The role of communication

<table>
<thead>
<tr>
<th>Participant #</th>
<th>Overall Rating Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 206096</td>
<td>3.38</td>
</tr>
<tr>
<td>2. 750382</td>
<td>3.63</td>
</tr>
<tr>
<td>3. 327503</td>
<td>4.00</td>
</tr>
<tr>
<td>Average Score</td>
<td>3.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Score Criteria</th>
<th>Total of participants</th>
<th>% At</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-11 Did not meet SLO</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>12-13 Approached SLO</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>14-15 Somewhat Met SLO</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>16-17 Met SLO</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>18-20 Exceeded SLO</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Number of Answers</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Scores
Results are Analyzed

Analyze Your Results
In the Anti Drug Program, the performance indicator states that 35% of our clients would improve in knowledge related to drugs. Of the 10 participants in the program only 6 took the posttest. 71% failed the test and had no discernable knowledge regarding drugs and drug use.

There was no data in the system to compare to other programs doing similar work; however, participants in other programs seem to be increasing in knowledge.

Analysis of the results show that program participants do no increase in knowledge after going through the program.
What Changes need to be made?

**Identify Problems**

We have identified several problems with the program:

- First, students have a poor attendance rate. Many of the participants in the program missed at least 5 days. Missing a whole week of content could impact the scores on the test.
- The major content in the curriculum is given on a Friday and should perhaps be given earlier in the week.
- The curriculum has language that is unattainable by the average person.

**Desired Results**

When we compare our desired results with the actual results, the assessment team believes that the agency should do the following:

- Consult new curriculum on drugs that is perhaps more user friendly in language.
- Provide content on days that participants are in attendance.
- Have outside speakers to break up the monotony of things.
- Survey participants to inquire about the content.

**Decisions to be Made**

The decision at this time will be put on hold until we survey the participants in the program. More data is needed to make some conclusions about the program. If there is one decision to be made it would be regarding attendance in the program. In order to pass the program, you must pass with a certain score to be determined at a later date.
CLOSING THE LOOP

Programmatic Changes
How might I use results to make programmatic changes?

<table>
<thead>
<tr>
<th>Program Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised content of program</td>
</tr>
<tr>
<td>Developed annual meetings to facilitate optimal use of assessment results</td>
</tr>
<tr>
<td>Added/deleted programs</td>
</tr>
<tr>
<td>Changed activities</td>
</tr>
<tr>
<td>Created new or revised program requirements</td>
</tr>
<tr>
<td>Changed emphases for new or vacant staff positions</td>
</tr>
<tr>
<td>Developed new program</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated programmatic discussions at staff/board meetings, staff/board committee meetings, and/or staff/board retreats</td>
</tr>
<tr>
<td>Justified past program changes</td>
</tr>
<tr>
<td>Showed program improvement resulting from those changes</td>
</tr>
<tr>
<td>Developed more or new services for participants</td>
</tr>
<tr>
<td>Created a strategic plan</td>
</tr>
<tr>
<td>Enhanced program recruiting literature and websites to provide program information</td>
</tr>
<tr>
<td>Shared assessment information with board</td>
</tr>
<tr>
<td>Revised/ Eliminated or added admission criteria</td>
</tr>
<tr>
<td>Improved technology</td>
</tr>
<tr>
<td>Made changes in personnel</td>
</tr>
<tr>
<td>Changed frequency or scheduling of programs</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refined assessment methods</td>
</tr>
<tr>
<td>Revised/ Eliminated or added learning objectives</td>
</tr>
</tbody>
</table>
With the PEAR reporting function you can customize 2 different reports
### Planning Report Criteria

- Logo
- Mission Statement
- Vision Statement
- Department/Program Goals
- Undergraduate SLOs
- Graduate SLOs
- Alignment Matrix or Matrices
- Rotation Plan(s)
- Measurement Tabular(s)
- Benchmark & Target Tabular(s)
- Assessment Plan(s)

### Evaluation and Assessment Report

- Logo
- Data Analysis
- Comparative Analysis
- Significance of Results
- Other
- Identified Problem
- Desired Results
- Decisions To Be Made
- Closing the Loop

[Export Planning Report]
[Export Analysis Report]
Use a comprehensive tool that will facilitate the execution of assessment activities within one dynamic environment.
What are the **Benefits to Nonprofits**?

- Staff Development
- More Efficient Economic Investment
- Access to Data Anytime
- Increased Staff & Community Participation (enhances organizational and community dialogue)
Staff Development

The design provides a strong professional development component.

Few, have knowledge about how to conduct assessment.

Invest in a practical adventure that makes it possible for your organization to see clearly how assessment works.

Provide an opportunity for training

No more 3rd parties!
» Economic return on your expenditure
  » No installation cost or system requirements

» Workload Reduction & Increased Participation
  » Collaborative review by staff and community
  » No IT resources needed to employ it

» Access to data at any time
  » No more waiting
Conclusions

AMEE was designed for the purpose of preparing all agencies for a new level of leadership and ownership.

Assessment can be easier through Assessment Made Easy Everyday (AMEE)