Planning a Program Evaluation: Worksheet

Steps in Program Evaluation

1. Engage stakeholders

- Human Subjects Protection
- Timeline
- Responsibilities
- Budget

2. Focus

- Describe program-logic model
- Define purpose
- Determine use/users
- Determine key questions
- Select indicators
- Determine design

3. Collect data

- Identify sources
- Select method(s)
- Pilot test
- Set schedule
- Determine sample

4. Analyze & interpret

- Process data
- Analyze
- Interpret data
- What did you learn?
- What are the limitations?

5. Use

- Share findings and lessons learned
- Use in decision making
- Determine next steps

Standards of evaluation:

- Utility
- Feasibility
- Propriety
- Accuracy
Name of Program: Winter Leadership Camp

Engage Stakeholders

Who should be involved in the evaluation?
Planning team members, 4-H volunteers participating at camp

How might they be engaged?
Planning team members: in determining evaluation design and defining volunteer role in evaluation; 2 members of the team will be responsible for implementing the evaluation (Dawn and Paula)
4-H volunteers: collecting data during camp, helping to interpret data

Focus the Evaluation

What are you going to evaluate? Describe program (logic model).
The annual 2 day leadership camp is for selected middle school 4-Hers across the district. It involves a series of rotating sessions on 7 basic leadership concepts followed by simulated scenarios when youth apply and practice their leadership skills. The goal of the program is to develop youth leadership skills in a safe environment where kids have fun and have the opportunity to interact positively with adults.

What is the purpose of the evaluation?
To determine to what extent campers acquire and apply the leadership skills that are covered at camp in order to know if youth increase their leadership skills and what improvements might be needed

Who will use the evaluation? How will they use it?

<table>
<thead>
<tr>
<th>Who/users</th>
<th>How will they use the information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp planning team</td>
<td>To gauge the effectiveness of the camp’s training and make decisions about improvements</td>
</tr>
<tr>
<td>4-H Volunteers</td>
<td>To better understand the value of the leadership camp experience and the importance of evaluation</td>
</tr>
<tr>
<td>Dawn and Paula</td>
<td>To submit in reports; write departmental paper</td>
</tr>
<tr>
<td>County staff</td>
<td>To determine what their delegates learn and what follow-up is needed</td>
</tr>
</tbody>
</table>

What questions will the evaluation seek to answer?
1. To what extent do campers learn the 7 competencies of leadership (content of workshop sessions)
2. To what extent can campers successfully apply the leadership skills before leaving camp (simulated scenarios)
3. What recommendations for improvement do the campers suggest?

What information do you need to answer the questions?

<table>
<thead>
<tr>
<th>What I wish to know</th>
<th>Indicators – How will I know it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extent of leadership knowledge gained</td>
<td>Self-reports from campers of knowledge gained</td>
</tr>
<tr>
<td>2. Extent of application of leadership skills</td>
<td>Demonstrated skills observed during simulated scenario</td>
</tr>
<tr>
<td>3. Suggestions for improvements</td>
<td>Self-reports from campers</td>
</tr>
</tbody>
</table>

When is the evaluation needed?
Needs to be ready to implement by time camp starts (date)

What evaluation design will you use?
Mixed method: survey questionnaire and observation

Collect the information

What sources of information will you use?
Existing information:
People: Campers
Pictorial records and observations:

What data collection method(s) will you use?

<table>
<thead>
<tr>
<th>Method</th>
<th>Before program</th>
<th>During program</th>
<th>Immediately after</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey – end-of-camp post-then-pre questionnaire that has been used in the past</td>
<td></td>
<td></td>
<td>AT END OF CAMP</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation - of simulated scenarios</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Group techniques</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Case study</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tests</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Photos, videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Document review
Interview
Testimonials
Expert panel
Simulated problems or situations
Journal, log, diary
Unobtrusive measures
Other (list)

Instrumentation: What is needed to record the information?
Copies of the end-of-camp questionnaire
Observational rubric of skill application levels for the adults

When will you collect data for each method you’ve chosen?

<table>
<thead>
<tr>
<th>Method</th>
<th>Before program</th>
<th>During program</th>
<th>Immediately after</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-camp questionnaire</td>
<td></td>
<td></td>
<td>AT END OF CAMP</td>
<td></td>
</tr>
<tr>
<td>Observational rubric</td>
<td></td>
<td>X –toward end of camp during wrapup sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Will a sample be used?

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>If yes, describe the procedure you will use.</td>
</tr>
</tbody>
</table>

Pilot testing: when, where, how?

No pilot testing

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**Analyze and Interpret**

How will the data be analyzed?

<table>
<thead>
<tr>
<th>Data analysis methods:</th>
<th>Quantitative data – counts and percentages; Qualitative data – simple categorization and summary of narrative comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who responsible:</td>
<td>Dawn and Paula</td>
</tr>
</tbody>
</table>

How will the information be interpreted—by whom?

Camp planning team will review all the data to figure out how well this year’s camp went in building youth leadership skills; we will compare results to previous post-then-pre results

What did you learn? What are the limitations?

In our reporting and presentation of the evaluation results, we will include what we learn from doing this evaluation and any problems or limitations we find from the way the evaluation was conducted.

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**Use the Information**

How will the evaluation be communicated and shared?

<table>
<thead>
<tr>
<th>To whom</th>
<th>When/where/how to present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members/camp planning team</td>
<td>Wisline following camp (March/April)</td>
</tr>
</tbody>
</table>

Next steps?

Write Department Paper on (1) the significance of using simulations for learning and practicing skills and (2) the use of volunteers as evaluators

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<table>
<thead>
<tr>
<th>Manage the evaluation</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Human subject's protection – submitted</td>
<td>Utility</td>
</tr>
<tr>
<td>Management chart</td>
<td>Feasibility</td>
</tr>
<tr>
<td>X Timeline</td>
<td>Propriety</td>
</tr>
<tr>
<td>X Responsibilities – Dawn and Paula</td>
<td>Accuracy</td>
</tr>
<tr>
<td>N/A Budget</td>
<td></td>
</tr>
</tbody>
</table>