



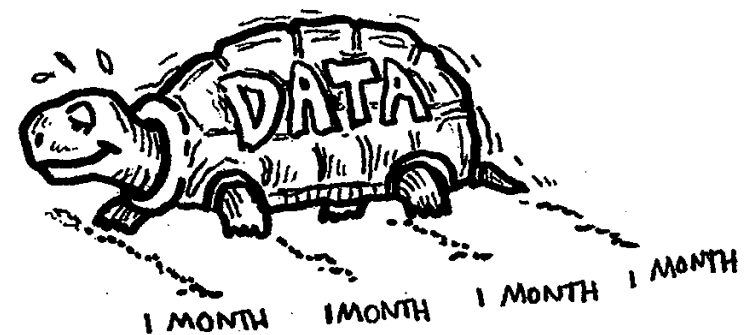
Maximizing Outreach Impact Through Evaluation

**Stone Center for Latin American Studies
Tulane University
May 20, 2010**

Xiu Chen Cravens, Ph.D.
Peabody College, Vanderbilt University

Evaluation for Outreach

- Key Elements:
 - Which steps are involved?
- Planning and Implementation
 - How do I make it happen?
- Results and Reporting
 - How should I show it?



Key Elements of Quality Measurement

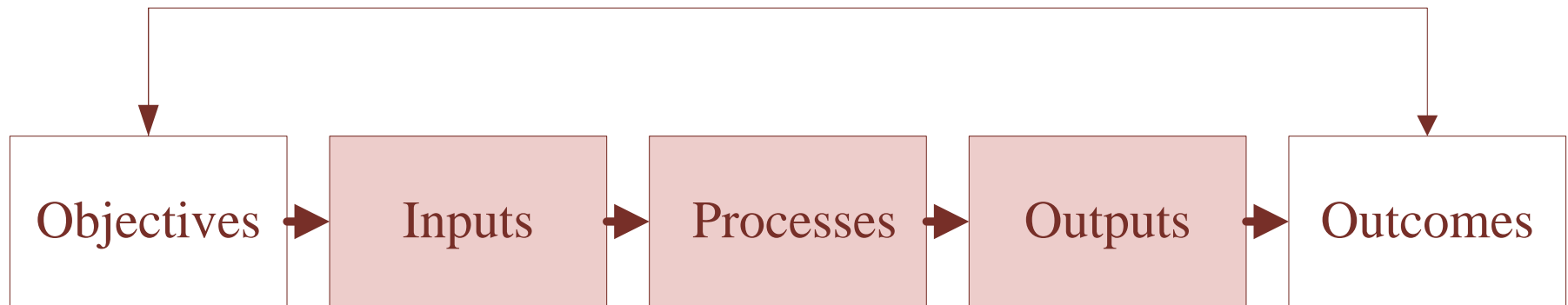


- Objectives:
- Inputs:
- Processes:
- Outputs: the product of services
- Outcomes: the effects and changes as the result of the outputs



Key Elements of Quality Measurement

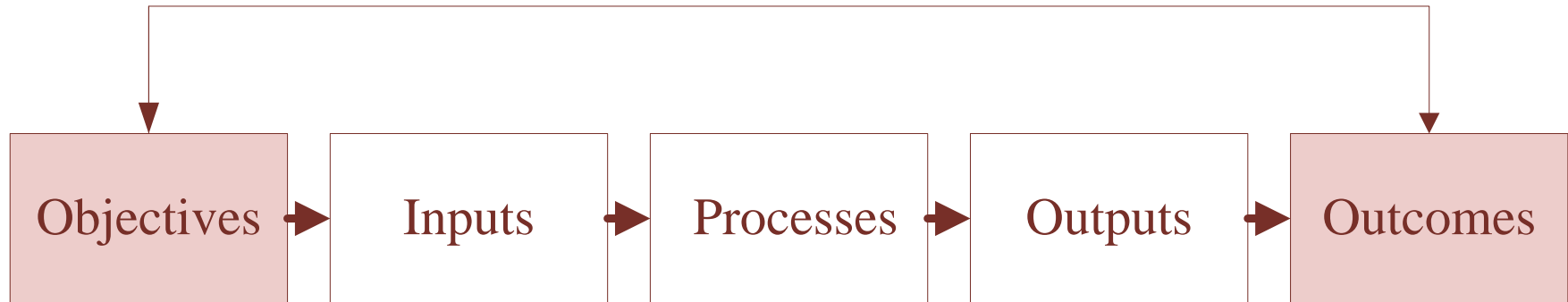
What Do We Usually Capture and Report?



Most people prefer to look at internal measures (inputs, processes, and outputs) to judge performance as they are much easier to control and monitor.

Key Elements of Quality Measurement

What Matters to External Stakeholders?

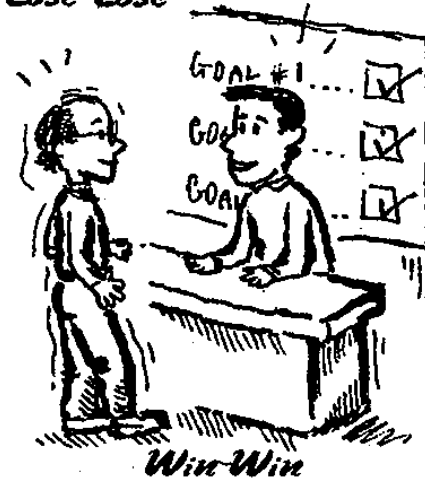
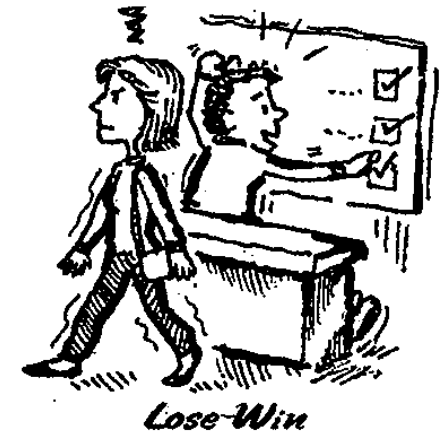
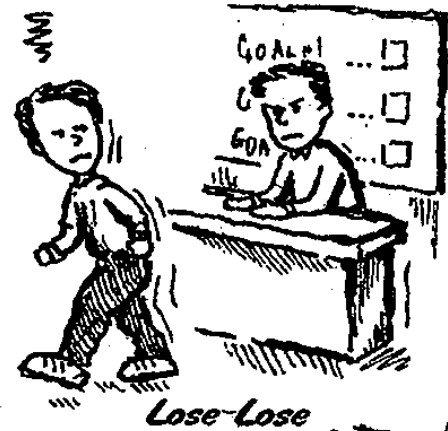


But increasingly activities are assessed on what they achieve (outcomes) rather than what they produce (outputs).



Win-Win

- Satisfy Multiple stakeholders
 - target audience
 - service provider
 - funder

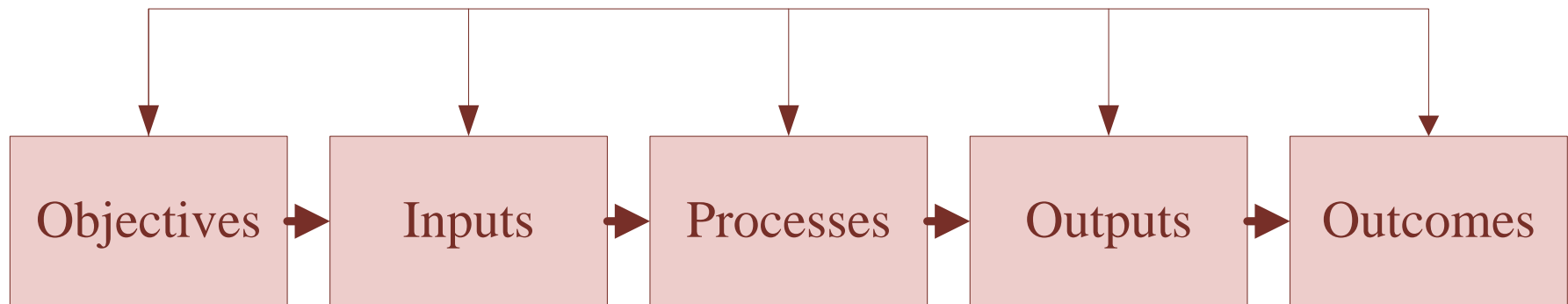


Key Elements of Quality Measurement

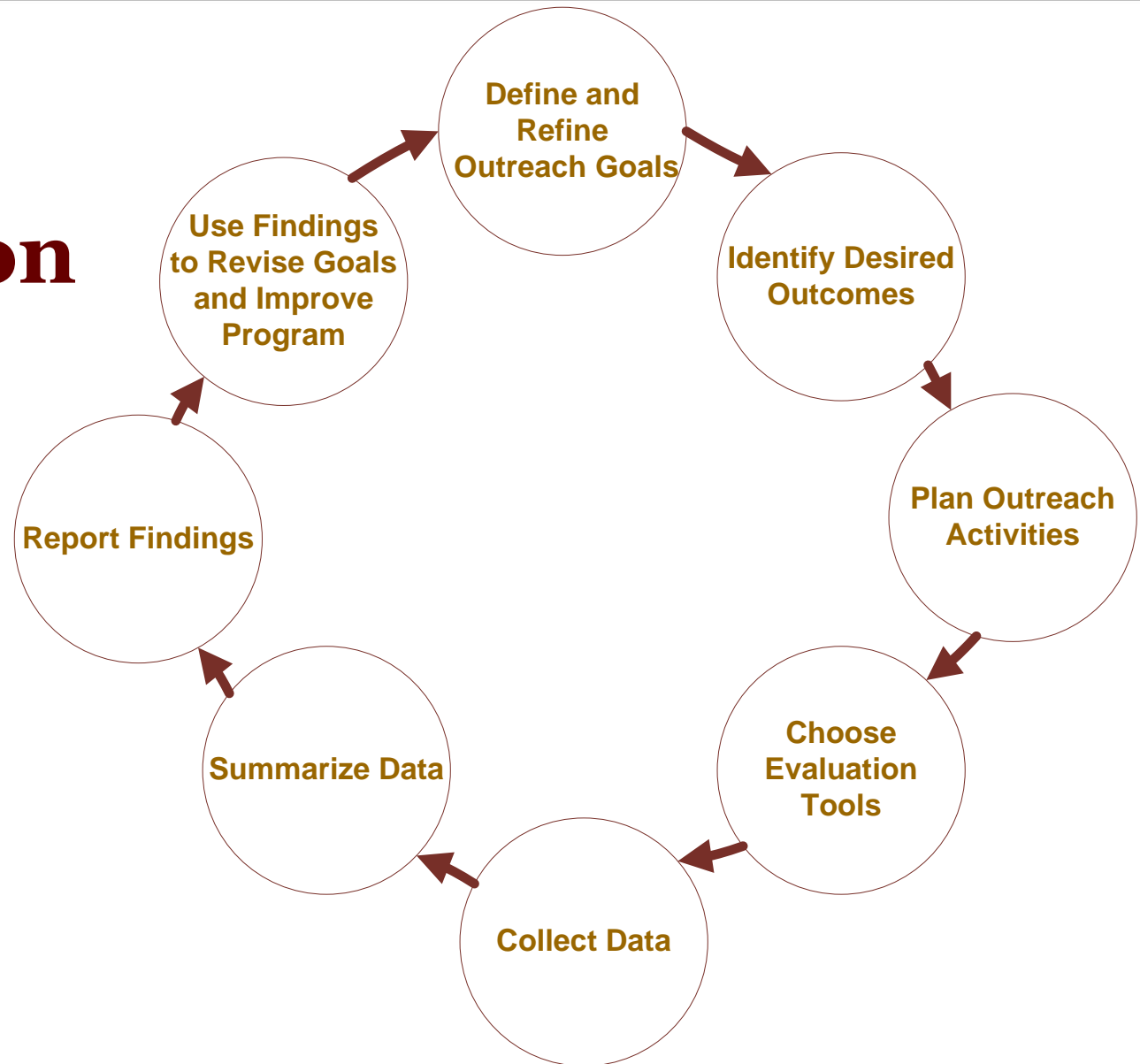
For NRC Outreach:

To what extent do outreach activities (training and resources) have a significant impact on the target audience?

Evaluation Informs Every Stage of Your Program



The Evaluation Map

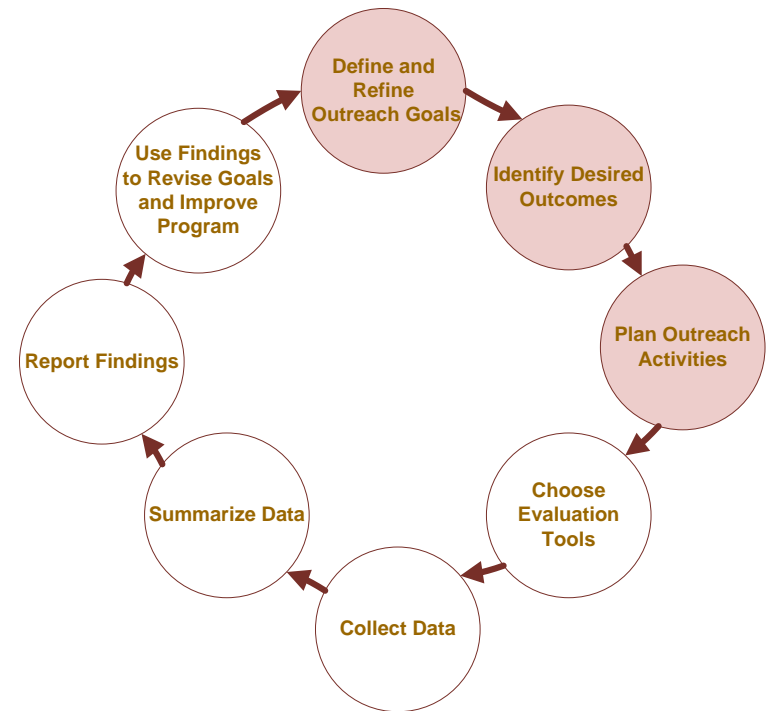


Planning

- Define Outreach Goals
- Identify Outcomes
- Plan Outreach Activities



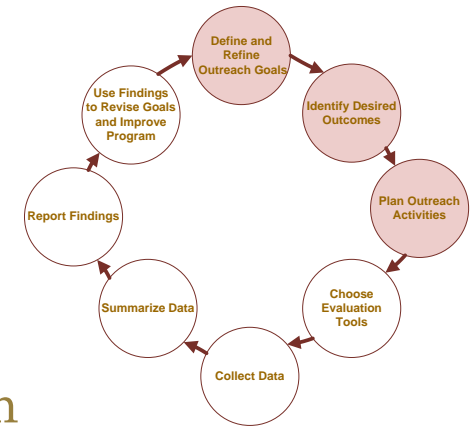
A team should begin by reaching agreement on its purpose.





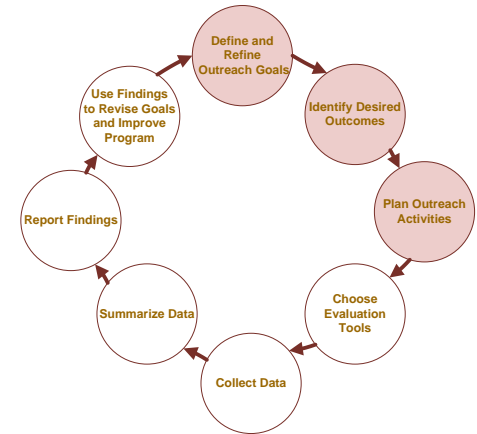
Planning

- An upstream and iterative journey
 - Do objectives and potential outcomes align?
 - What actions may lead to the results?
 - How different, how much more, and how much better than before?



Planning

- Ask:
 - Do objectives and potential outcomes align?
 - What actions lead to the results?
 - How different, how much more, and how much better than before?
- For Example:

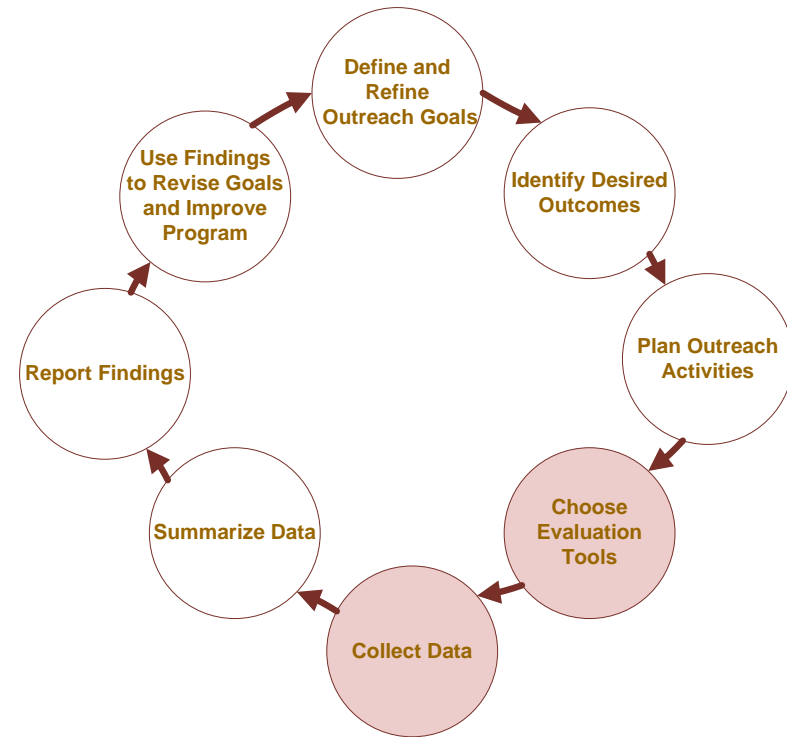


Goal/Objective	Activities (Process)	Output	Outcomes
Enhance K-12 students' and teachers' understanding of different cultures	Provide cultural presentations at 30 schools per semester	Increase cultural presentations to at least 400 students and their teachers in the school district	80% of students and teachers will report increased knowledge of international culture



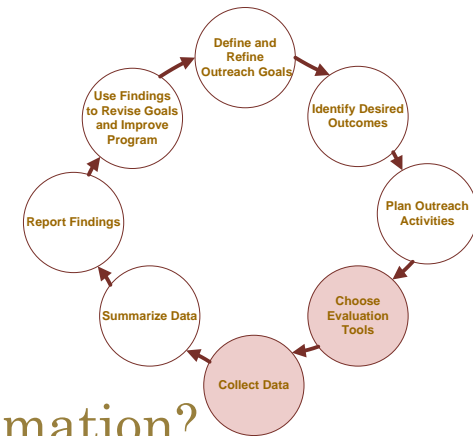
Implementation

- Choose Evaluation Tools
- Collect Data



Implementation

- Ask:
 - What evidence is needed?
 - What instrument is suitable to collect this information?



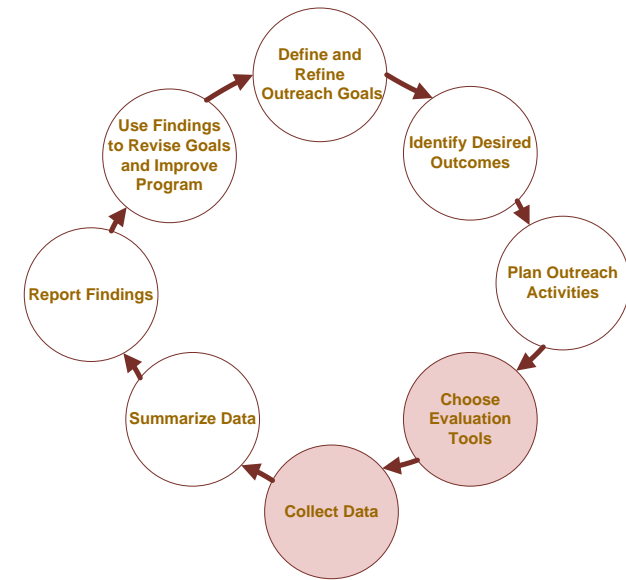
- For Example:

Output	Outcomes
Increase cultural presentations to at least 400 students and their teachers in the school district	80% of students and teachers will report increased knowledge of international culture
Evidence Necessary	Evidence Necessary
Participation records	Self-reported or verifiable gained knowledge
Tools to Use	Tools to Use
Attendance logs (database of visits)	*Pre-Post Surveys *Ex post facto interview *Formal assessment



Implementation

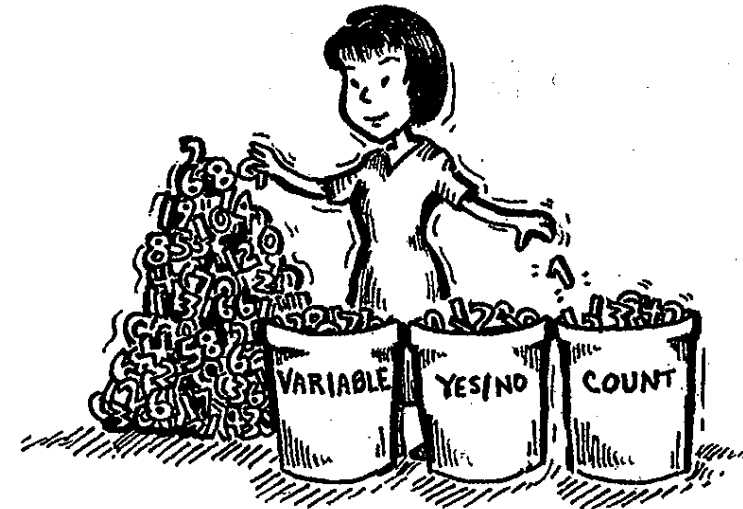
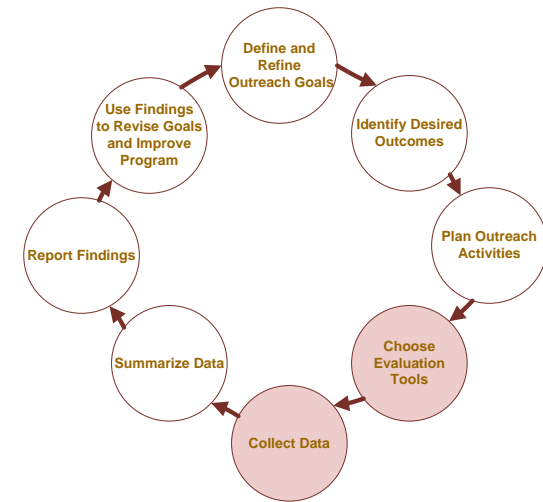
- Guide to Good Data Collection
 - Quantitative and Qualitative Data
 - Validity and Reliability
 - Representative Sample
 - Stability
 - Good Timing





Implementation

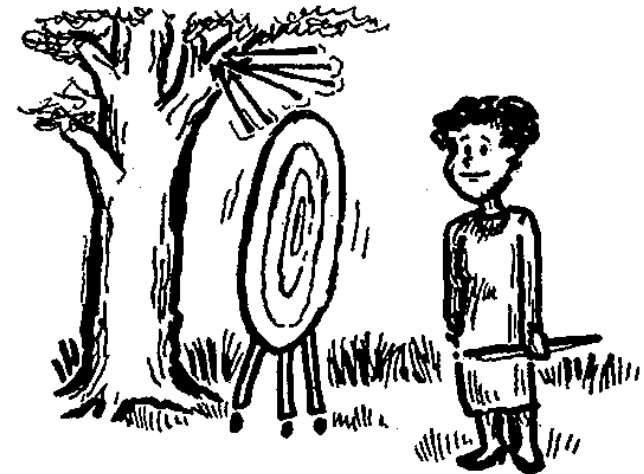
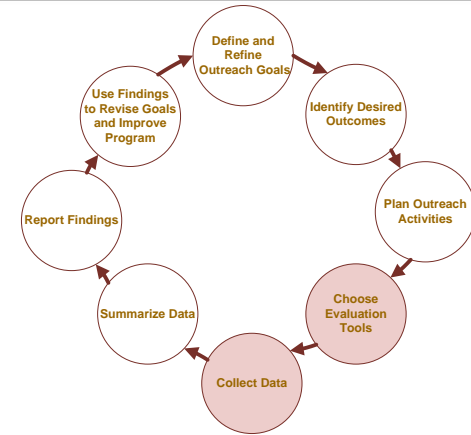
- Quantitative or Qualitative?
 - Quantitative (numerical)
 - volume, exposure, breadth, trend
 - Enrollment, participation, close-end survey results
 - Qualitative (narrative)
 - Depth, explanation
 - Interviews, stories, open-ended survey feedback





Implementation

- Validity: Does your tool measure what you intend to measure?
- Ways to Improve Validity:
 - Ask folks who do the work (expert panel)
 - Pilot your instrument
 - Cognitive interview (think aloud)
 - Field trial

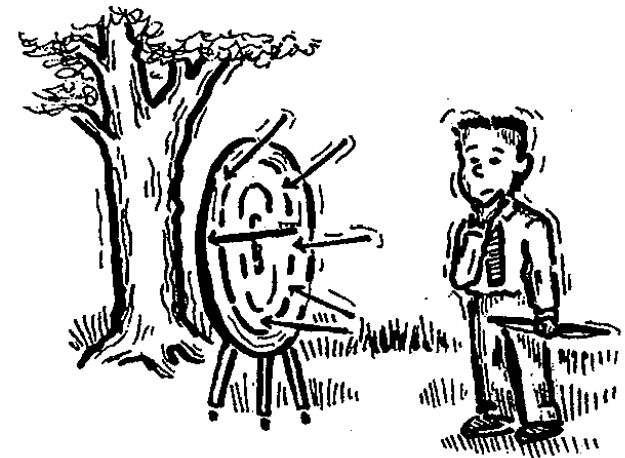
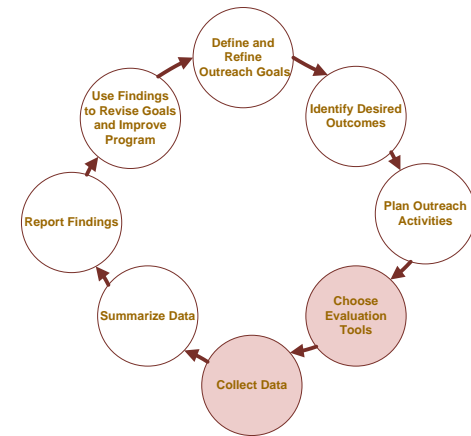


**Lacks accuracy;
precise**



Implementation

- Reliability: Does your method yield consistent and precise results?
- Ways to improve reliability:
 - Test-retest
 - for the same audience: stable overtime?
 - For different audiences: stable with similar participants?

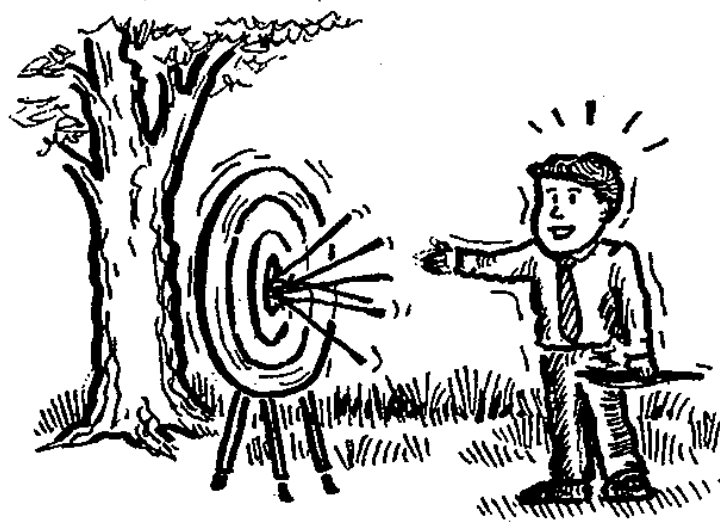


**Accurate;
lacks precision**

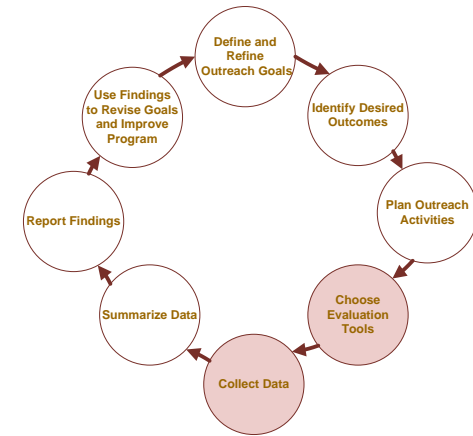


Implementation

- Valid and Reliable Measurement Tools

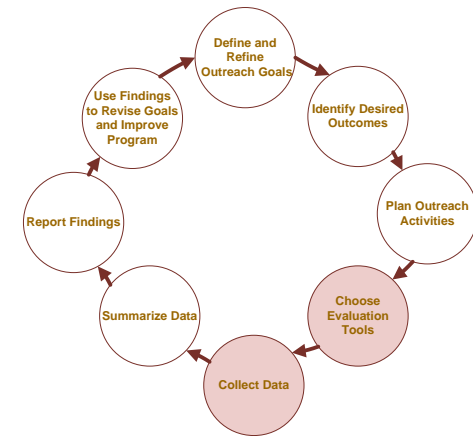


*Accurate (on target);
precise (spread)*



Implementation

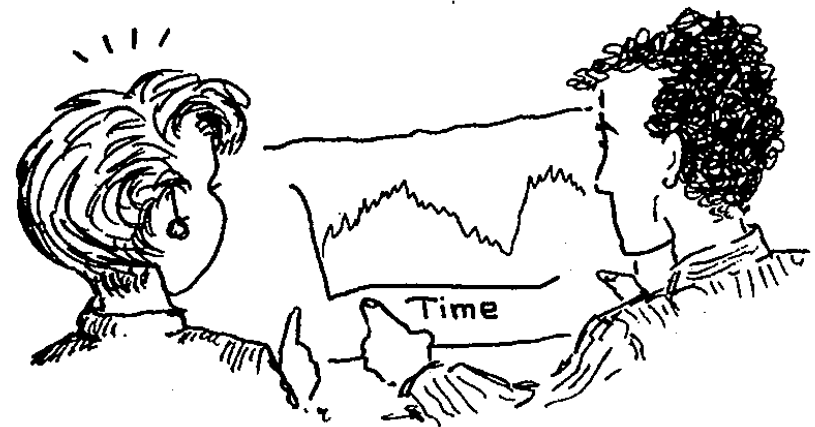
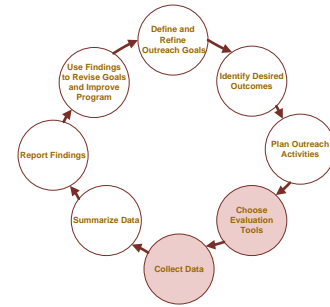
- Representative Sample: Can you get generalizable results?
- Ways to ensure representativeness:
 - Random sampling with sufficient size for quantitative
 - Purposive sampling for qualitative





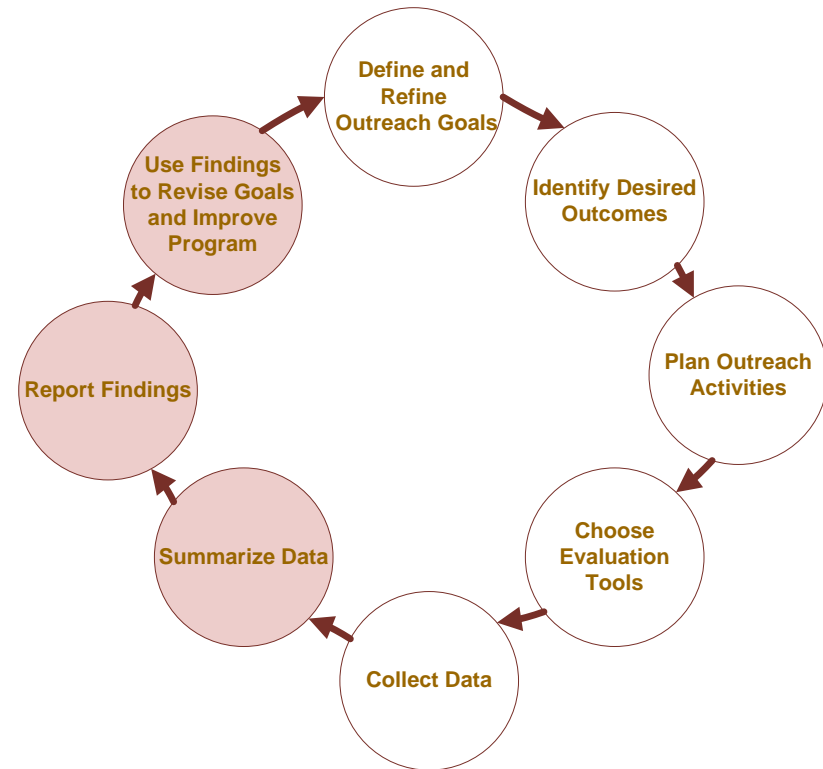
Implementation

- Two More Things to Remember
 - Stability
 - Good Timing



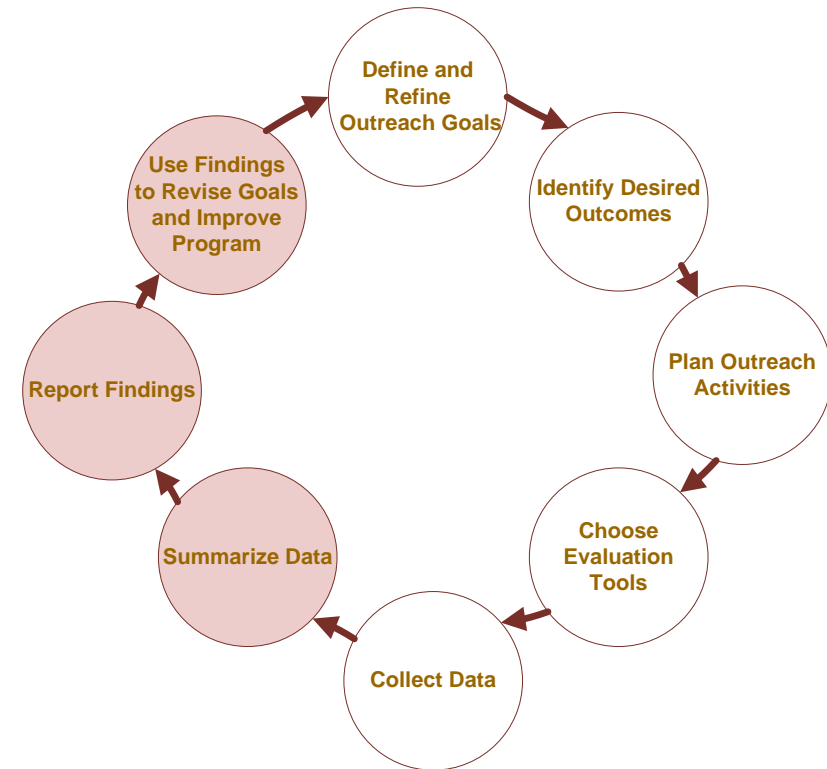
Reporting

- Summarize Data
- Report Findings
- Feedback and Improvement



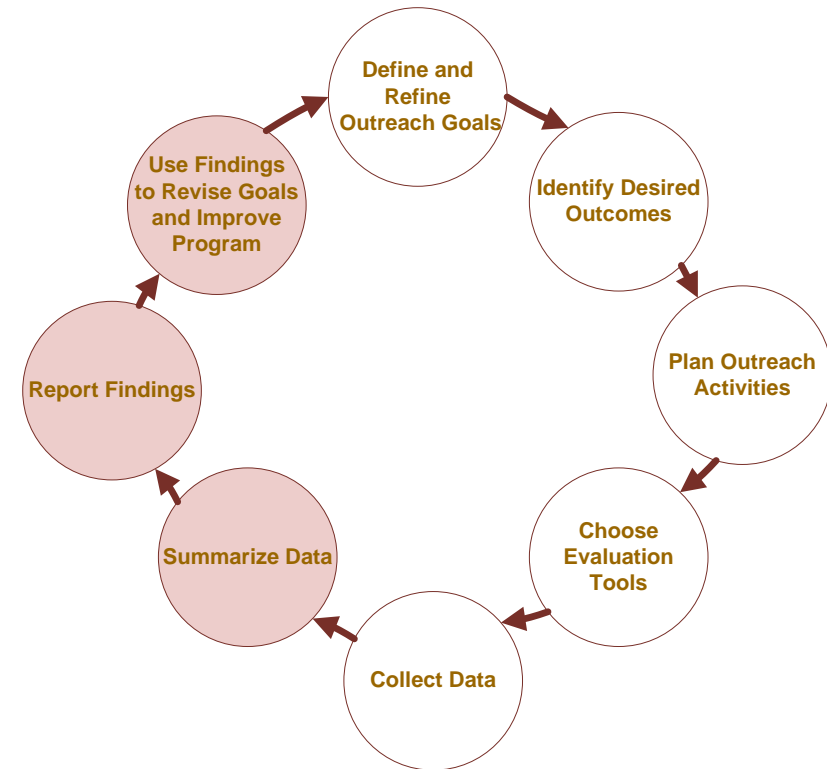
Reporting

Clear-at-a-glance please!



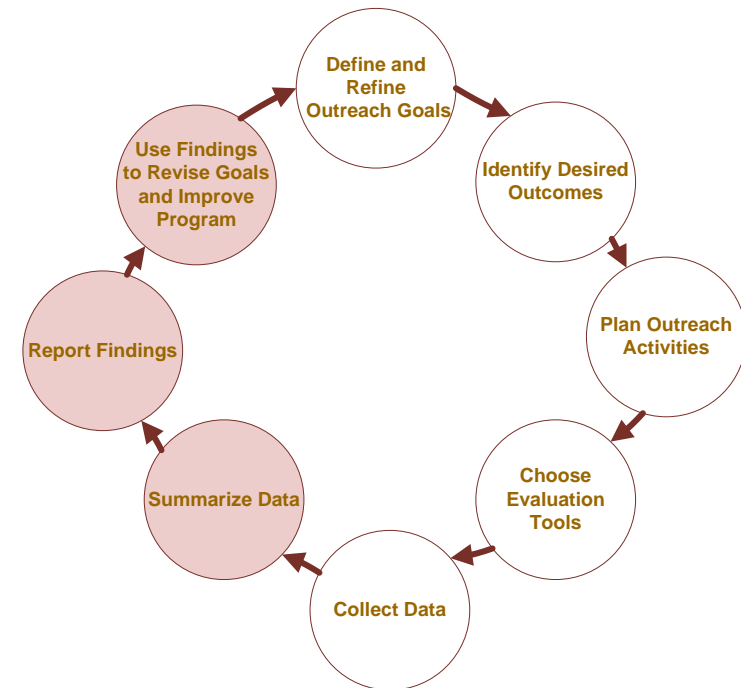
Reporting

- Summarize Data
 - Quantitative
 - Any differences?
 - Before vs. after
 - Treated vs. control group
 - Any trends? (over time)
 - Improvement
 - Increase
 - Qualitative
 - See themes?
 - Any uniqueness?



Reporting

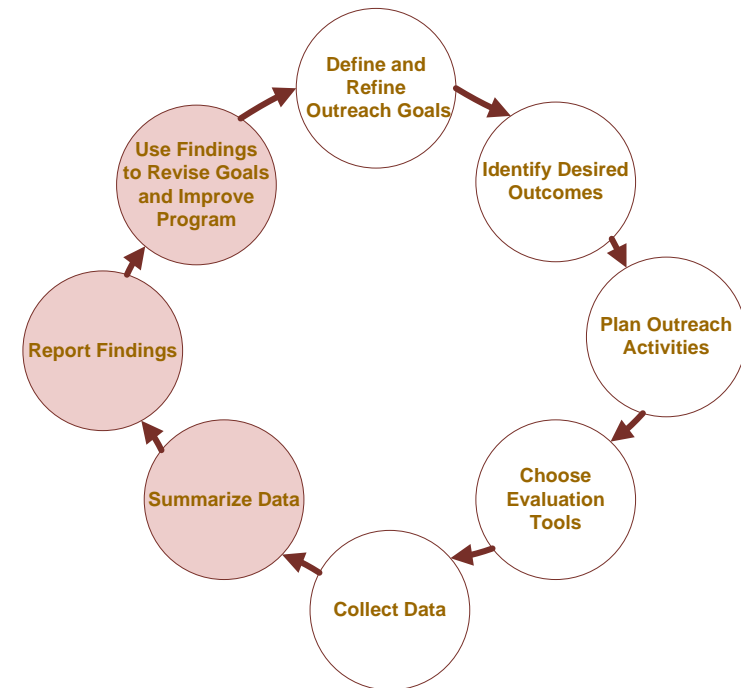
- Report Findings
 - Consider program evaluation as “micro-” and “macro-” level activities.
 - Support quantifiable data with anecdotal/qualitative examples.



Reporting

A Clear-at-a-glance report has:

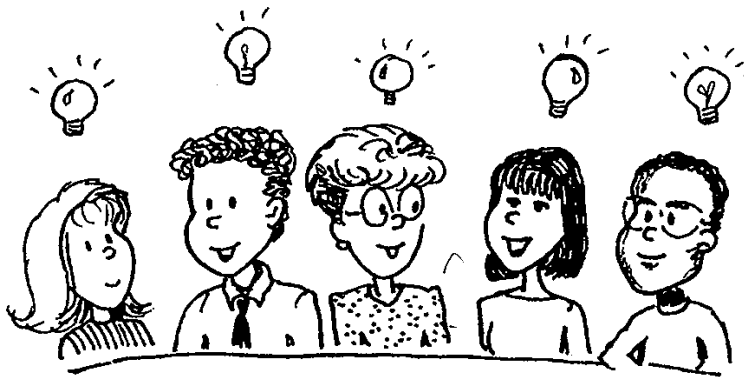
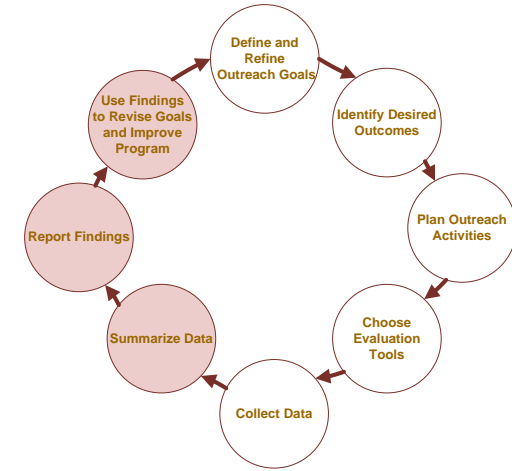
- Short description of the program
- Description of the evaluation
- Outcomes/Results
- Conclusions/Recommendations





Reporting

- Feedback and Improvement



A brainstorming session is used to solicit ideas.



Rethinking evaluation for outreach

- Can you provide an evaluation plan that is comprehensive, objective, and will produce quantifiable, outcome-oriented data?
- To what extent can your evaluations be used to improve what you do?

Resources

- The Evaluation Tool Kit for K-12 International Outreach Programs
 - www.gi.unc.edu/k12toolkit
- Basic Guide to Program Evaluation for Nonprofit Organizations with Very Limited Resources.
 - <http://www.mapnp.org/library/evaluatn/outcomes.htm>
- Taking Stock – A Practical Guide to Evaluating Your Own Programs. (Horizon Research, Inc.)
 - <http://www.horizon-research.com/publications/stock.pdf>



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xiu.cravens@vanderbilt.edu