

Data +
Donuts

MAKING EVALUATION WORK FOR YOU!

September 2019



WHAT DOES OIRP STAND FOR?

- Office of Institutional Research and Planning
- We provide a variety of services including:
 - Numbers
 - Data collection (surveys, interviews, fg)
 - Data tools
 - Internal evaluations

TODAY'S AGENDA



- **The Evolution of Evaluation:** How has evaluation changed over the last couple of years?
- **Planning Evaluation:** How to describe your program? How do define your significant objectives and goals?
- **Evaluation Methods:** How to select the right method to tell your story?

MANY NONPROFIT ORGANIZATIONS DO PROGRAM EVALUATION

92% report evaluating some or part of
their work in the past year.

3 out of 4

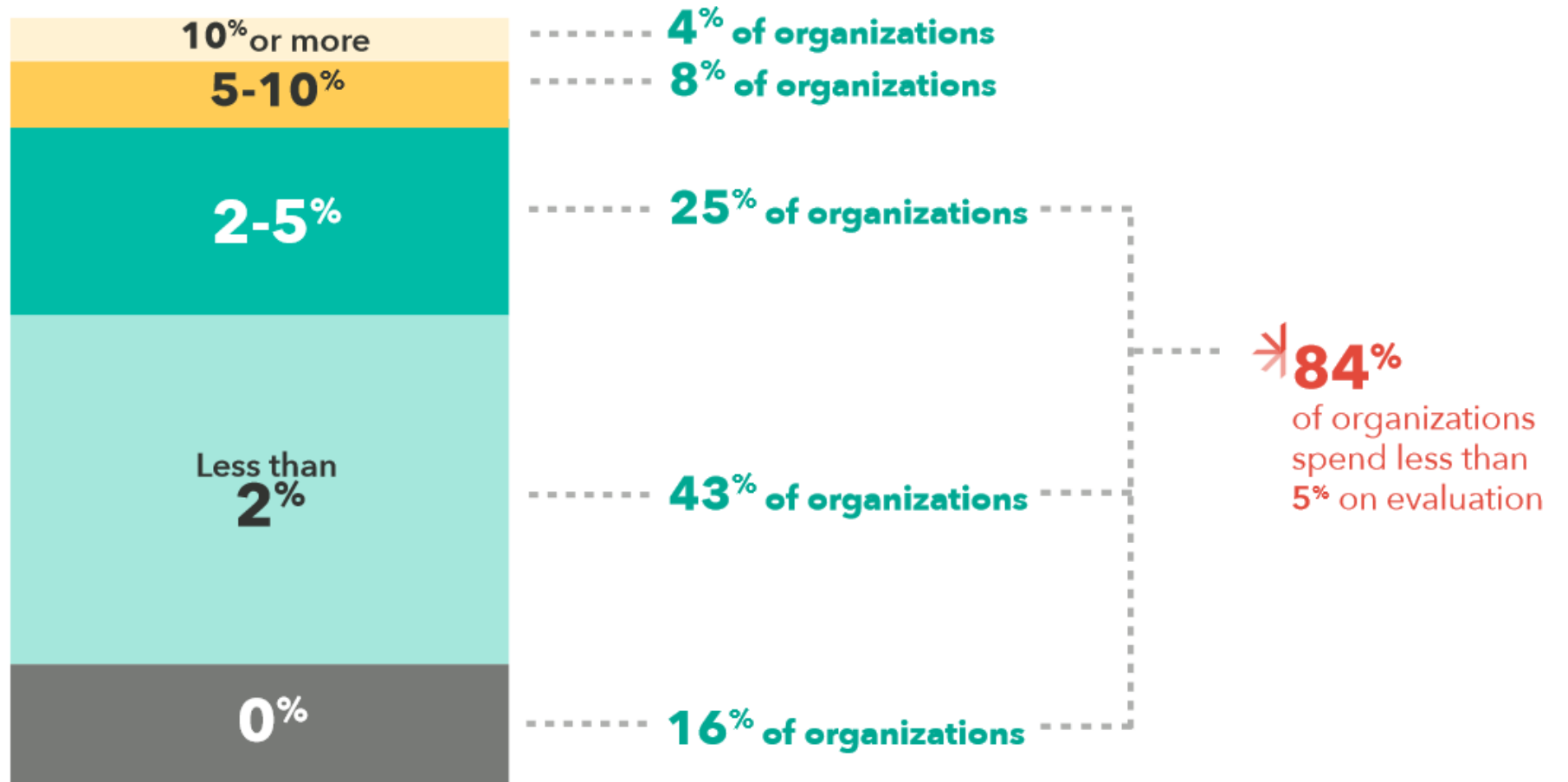
Grantmakers (76%) say they
evaluate their work.

Evaluation gives us an opportunity to take stock of what's working. But when we adopt a learning mindset focused on continuously improving, we can use evaluation for more than just an accountability measure. Instead, we can focus on what we can learn from the data, push ourselves to experiment and deliberately look at failures as opportunities to grow.

Budgeting for Evaluation

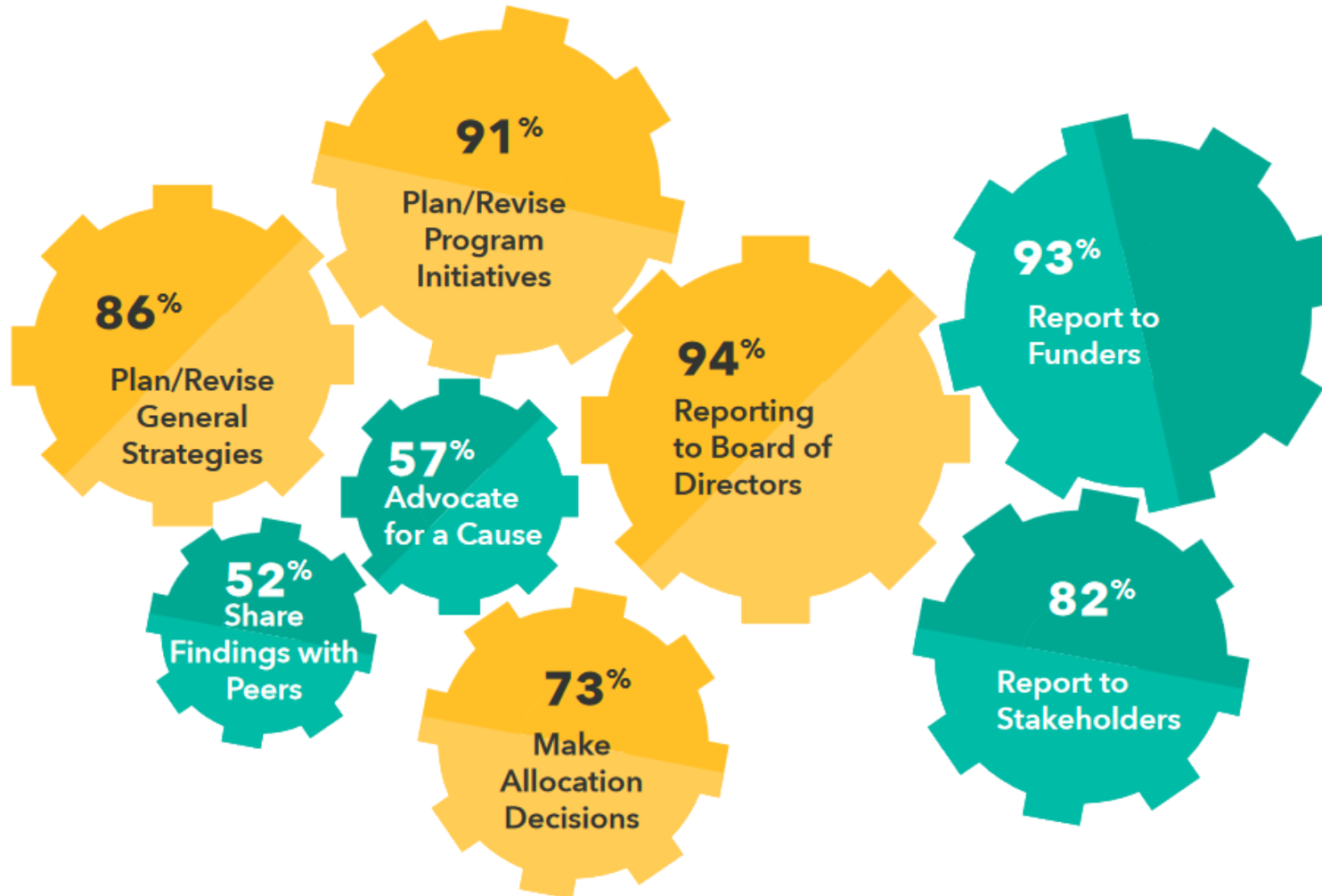
A majority of organizations spend less than the recommended amount on evaluation. Based on our experience working in the social sector, **nonprofit organizations should be allocating 5% to 10% of organization budgets to evaluation.** In 2016, 84% of the organizations spent less than the recommended amount on evaluation. [n=740]

Percent of Annual Budget Spent on Evaluation



Evaluation Use

Organizations use evaluation results for internal and external purposes, with **94% of nonprofit organizations using results to report to the Board of Directors (internal)** and **93% of nonprofit organizations using results to report to funders (external)**. [n=869]





WHAT IS
EVALUATION?

WHAT IS EVALUATION?

- Evaluation is the tool that enables organizations to define success and measure results in order to create lasting change.
- Guskey (2000) states that evaluation is a systematic process used to determine the merit or worth of a specific program, curriculum, or strategy in a specific context.



**" One of the great mistakes
is to judge policies and
programs by their intentions
rather than their results "**

**- Milton Friedman
(1912-2000),**

Economist





THE OLD MODEL



THE OLD MODEL

HERE'S A NEW DEFINITION

- Evaluation is a **learning process** that helps you understand the difference your work makes and provide detailed information on how to deepen your impact.





WHY SHOULD
YOU EVALUATE
YOUR WORK?

GROUP DISCUSSION: SHARE & LEARN

- Why is evaluation important to you? How can the evaluation help you?
- What do you want to learn by evaluation?
- Have you done any evaluation in your program in the past?



EVALUATION CAN HELP YOU...



Understand
and improve
your
programs



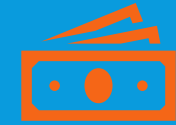
Examine the
theories
behind your
program



Motivate
people and
tell your story



Ensure the
program is
doing what it
was proposed



Support
financial
efforts

EVALUATION IS NOT...



A test or
punishment



Something you
do just for show



A scientific
research project



An occasional
activity or an
event that only
occurs once



OVERCOMING EVALUATION FEARS!



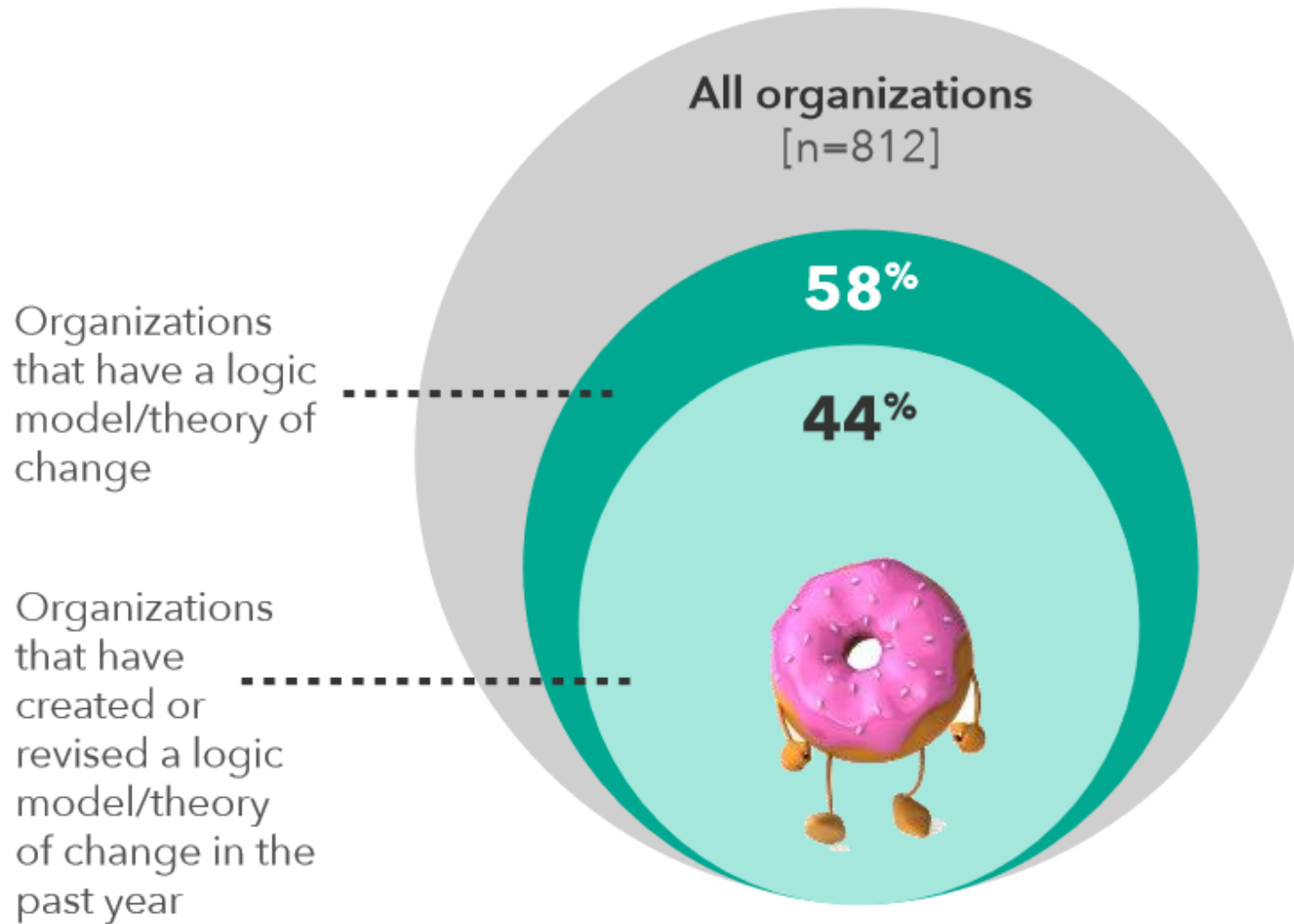
WHAT SHOULD
YOU EVALUATE
AND HOW?



Evaluation
starts with
thinking
about what
you want to
know about

DESCRIBING YOUR PROGRAM

- Logic Models are:
 - A visual framework that describes how your program does the work and the theory and assumptions behind the work
 - Connect short-term and long-term results with program activities
 - Help in improving the program and evaluation



➤ Organizations that have a logic model/theory of change are more likely to:

- agree that evaluation is needed to know that an approach is working
- have higher organizational budgets
- have more supports for evaluation
- have foundation or philanthropic charitable contributions support their evaluation



program
investments

activities

participation

short-
term

intermediate

long-
term

resources that
allow us to
achieve desired
outputs



what we will do &
who we will reach

PROFESSIONAL
DEVELOPMENT

HOW MANY
programs

of



HELLO

MY NAME IS

WORKSHOPS

CURRICULUM

learning

action

conditions

changes & benefits for
individuals, families,
groups, businesses,
communities

project objectives

process measures

outcome measures

Identify your desired long-term outcomes and work backwards.

ELEMENTS OF PERFORMANCE

Process: “The work”

- How, what, where did the program work?
- Who did it reach?

Effect: “The results”

- What changed?
- Who changed?



ELEMENTS OF PERFORMANCE

Process: “The work”

- What services did you deliver?
- Who and how many were served?
- Are we reaching our objectives?
- Are the services well implemented?



ELEMENTS OF PERFORMANCE

Effect: “The results”

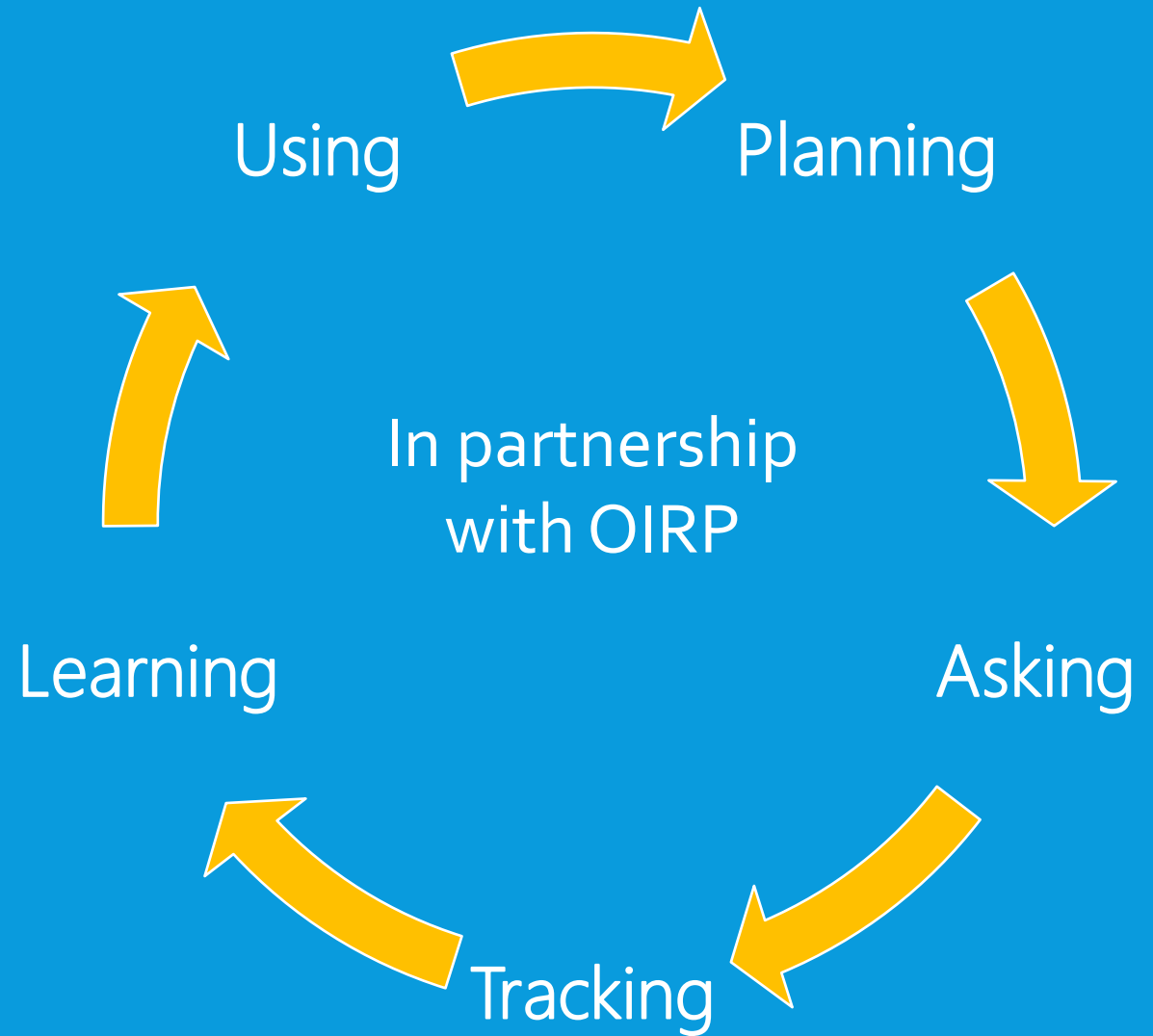
- Were we able to create the desired changes?

Measuring the results of the program requires:



- (1) Clear, precise goals
- (2) Credible measures to measure change
- (3) Time for change to occur

Basic framework for evaluation



PLANNING AND ASKING: CLARIFYING WHAT YOU WANT TO KNOW



- Goals of the Evaluation: What do you want to learn about your program?
- Goals of the Program: What are you trying to achieve with your program?
- Objectives: How do you know if your program was successful?
- Fountain of Information—Where are you going to get your data?



MEASURING THE PROCESS & RESULTS

COMMONLY USED METHODS IN EVALUATION



Surveys, Pre/Post-Tests



Interviews and Focus Groups



Existing Data Sources

WHAT YOU SHOULD CONSIDER WHEN SELECTING YOUR METHODS:

- Resources, capacity and feasibility
- Rigor of the methods
- Nature and sensitivity of the issue
- Culture, language, and the ability to read and write of the people you are serving

MEASURING AND TRACKING THE “PROCESS”

Workshop	Day and Time	Location	Number of Participants	Completed the evaluation survey	Observations/ Comments
Resume Building	4/5/2019 8:00am	Anaheim Library	10 females 10 males	All participants completed a pre and post survey	Participants said they enjoyed the pamphlets handed out. Participants were not engaged with presenter- may want to look into another facilitator.
Mock Interviews	4/6/2019 7:00 pm	Downtown YWCA	40 males 40 females	60 participants completed a pre and 40 completed a post survey	Participants arrived late and many left early. Perhaps we need to change the start time.

How quickly were you able to receive assistance?

Wait time before getting to speak with staff:

- ☐ 10 minutes or less
- ☐ 15-20 Minutes
- ☐ 20-30 Minutes
- ☐ more than 30 Minutes

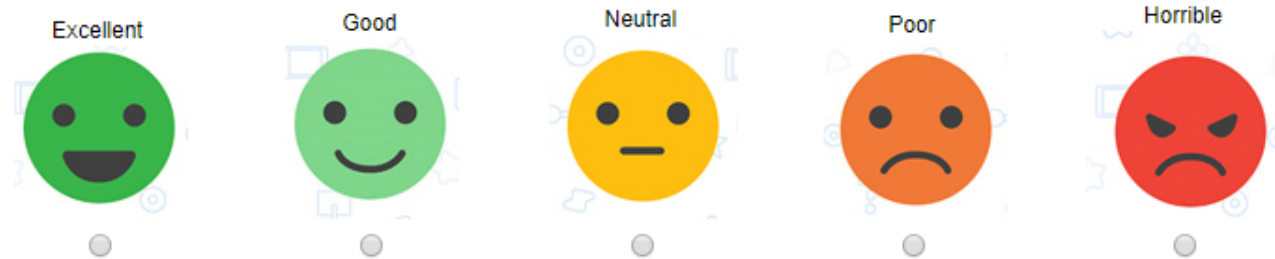
The staff member at the front counter was knowledgeable and able to help me and /or refer me to additional resources.

- ☐ Agree
- ☐ Disagree

I feel that I was treated with respect by staff at the front counter and not rushed at the front counter.

- ☐ Agree
- ☐ Disagree

Please indicate your level of satisfaction with your front counter student services experience today.



MEASURING AND TRACKING THE "PROCESS"

MEASURING THE “RESULTS”

Example...

You want to know if the participants who attended the workshops changed in a positive way.

MEASURING THE “RESULTS”

- *What is changing?*

Knowledge about resume writing or behaviors?

- *When is the change happening?*

Immediately after the workshop or months?

- *Who do we track?*

Everyone who participated in the workshops? Small sample?

MEASURING THE “RESULTS”

Knowledge survey:

1. Making eye contact during an interview is important

True False I don't know

2. Addressing interviewers formally helps in making a good first impression

True False I don't know

MEASURING THE "RESULTS"

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LEARNING AND USING—
IDENTIFY DETAILED
INFORMATION AND APPLY
WHAT YOU HAVE LEARNED

QUESTIONS AND THANK YOU!



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