What is Evaluation?
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[This information was compiled from Dr. Barbara McDonald's PowerPoint presentation on evaluation.]

The systematic assessment of the operation and/or outcomes of a program or policy, compared to a set of implicit or explicit standards, to improve the program or policy through informed decisions (Weiss, 1998).

Components of Assessment:
- Systematic assessment
- Program operation or outcomes
- Compared against standards, program objectives or preferred outcomes

Leads to: Informed decisions, Program improvement

Evaluate Continually
- At a minimum….
- Educators should keep accurate and up-to-date process/operations records.
- Consider medical records
- Develop a standard format that works for you

Outcome-based Evaluation
- What is the purpose?
- For whom?
- What do you want or need to know?
- How will you use the information?

Outcome: a change
- May be + or –
- May be no change
- Must be observable

Examples of outcomes or objectives:
- Short term: Knowledge and skills
- Medium term: Behaviors
- Long term: Attitudes and values

What resources do you have?
- Time: One time or each program? Continuously?
- Expertise: Your own and/or others
- Funding
Identify what you need to know. Remember the three categories and be reasonable.
Know how you will use the information.
Identify the scale at which you will evaluate (one program, everything?)
How much time (during the program) will you have?

Data Collection
What are my indicators?
How will I measure them?
When will I collect my data?
How will I gather my data?
How will I analyze my data?
How will I interpret my data?
How will I use the information?
Before collecting data from students, know of any legal approvals needed.

To get started, use a logic model to help you.
Data collection possibilities:
  Questionnaires
  Observations
  Art work
  Interviews
  Portfolios
  Forms
  Focus groups
  Reference indicators
  Writing

Consider when to collect data:
  Pre
  Pre-post
  During
  Post
  Post-post