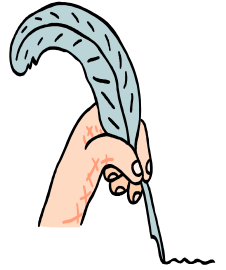
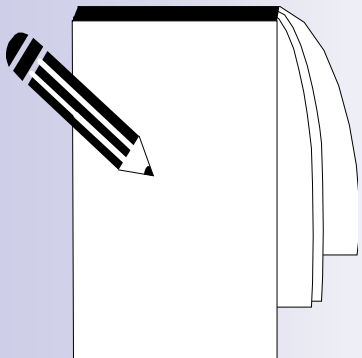




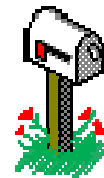
SILABUS
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Strategi pengumpulan data dalam evaluasi & asesmen program pendidikan; penggunaan teknik survei dalam evaluasi & asesmen program pendidikan (?)



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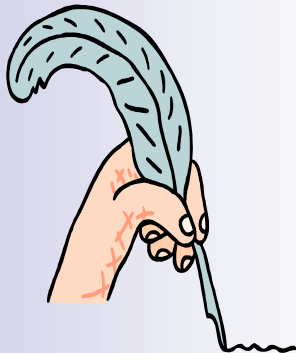


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PROGRAM EVALUATION & PERFORMANCE MEASUREMENT: An Introduction to Practice

(McDavid & Hawthorn, 2006)



Nuryani Y. Rustaman- Short Course
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KEY CONCEPTS AND ISSUES IN PROGRAM EVALUATION AND PERFORMANCE MEASUREMENT (McDavid & Hawthorn, 2006)

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Short Course
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INTEGRATING PROGRAM EVALUATION AND PERFORMANCE MEASUREMENT (McDavid & Hawthorn, 2006)

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WHAT IS A PROGRAM?

- A program can be thought of as a group of **related activities** that is intended to achieve one or several related objectives
- Program are means-ends relationships that are **designed** and **implemented purposively**.
- They can **vary** a great deal **in scale**
 - ✓ a non profit agency serving seniors in the community might have a volunteer program to make periodic calls to persons who are disabled or otherwise frail and living alone.
 - ✓ a department of social services might have an income assistance program serving clients across an entire province or state.
- Program can be structured **simply**: a training program might just have classroom sessions for its clients
- Program can be structured **complex**: an addition treatment program might have a broad range of activities from public advertising, through intake and treatment, to referral, and follow-up.



KEY CONCEPTS IN PROGRAM EVALUATION (examples)

Key Questions (examples):

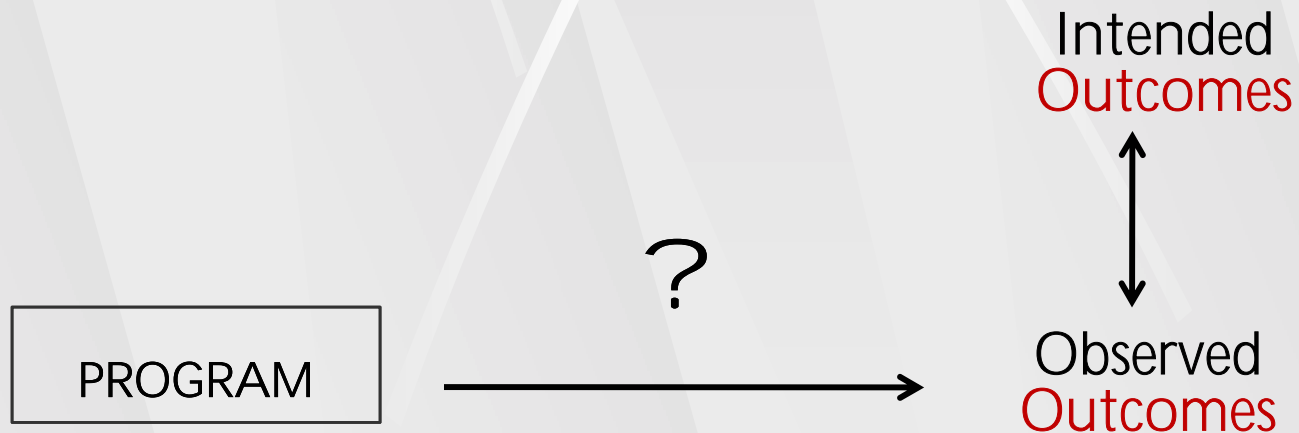
1. To what extent, if any, did the program achieve its intended objectives?
2. Was the program effective (in achieving its intended outcomes)?
3. To what extent, if at all, are the observed outcomes consistent with the intended outcomes?

1. To what extent, if any, did the program achieve its intended objectives?



1. Linking Programs and Intended Objectives

2. Was the program effective (in achieving its intended outcomes)?
3. To what extent, if at all, are the observed outcomes consistent with the intended outcomes?



2. The Two Program Effectiveness Questions Involved in Most Evaluation

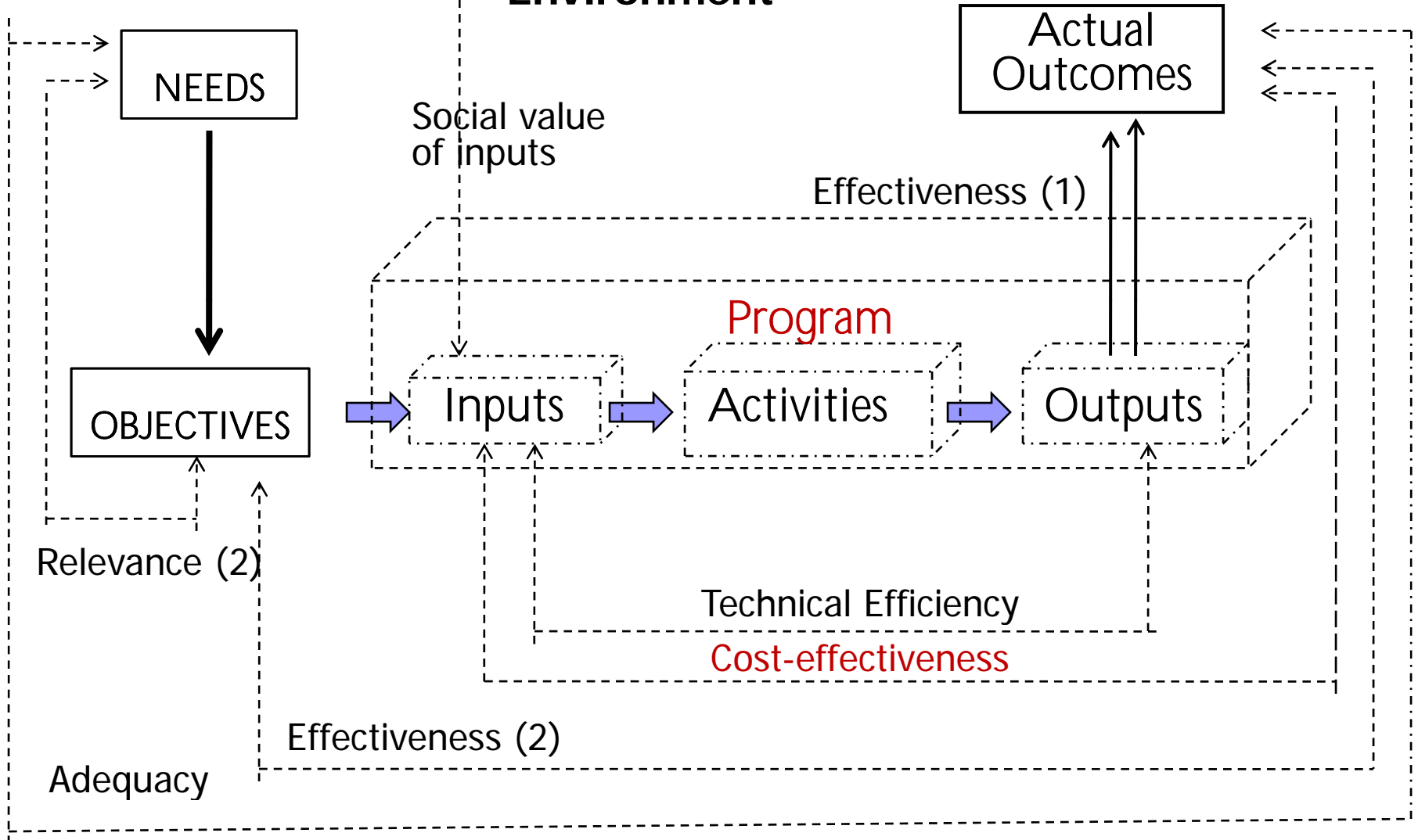


KEY EVALUATION QUESTIONS

- Apakah program berhasil mencapai intended outcomes?
- Apakah program efisien? (*Technical - & economic-efficiency*)
- Apakah programnya tepat? (*appropriate, make sense*)
- Apakah “rationale” untuk program tersebut?
- Apakah programnya mencukupi? (terkait dgn tujuan program)
- Seberapa baik program tersebut diimplementasikan?

Cost benefit analysis/Net social value Social value of outcomes

Environment



3. An Open Systems Model of Programs and Key Evaluation Issues



FORMATIVE & SUMMATIVE PROGRAM EVALUATIONS (Michael Scriven, 1967)

- ❖ Evaluasi formatif terutama terkait dengan analisis implementasi program, dengan proses, umpan balik atau *feed back*
- ❖ Evaluasi sumatif terkait dengan ketercapaian, dengan hasil, pengambilan keputusan



THE PROCESS OF CONDUCTING A PROGRAM EVALUATION

The Checklist Project Daniel Stufflebeam & Michael Scriven
(The Evaluation Center, 2001):

→ 15 steps

- 10 steps for the evalu-ability assessment phase; and
- 5 steps for the evaluation study itself.

Scriven (2000) advocates the use of checklist.

- ❑ There are many different types of checklist, although they have at least one nondefinitional function in common—that of being a mnemonic device. This function alone makes them useful in evaluation, since the nature of evaluation calls for a systematic approach to determining the merit, worth, etc. of what are often complex entities. Hence, a list of the many components or dimensions of performance of such entities is frequently valuable. (p.1)
- ❑ It is important to remember that each program evaluation situation is different and that the “steps” outlined below may not reflect the actual train of events as one designs and conducts a given evaluation.

GENERAL STEPS IN CONDUCTING A PROGRAM EVALUATION

- Rutman (1984) distinguished between planning for an evaluation and actually conducting the evaluation.
- The **evaluation assessment** process can be separated from the **evaluation study** itself.

Summary of Key Questions & Steps in Conducting Evaluation Assessments & Evaluation Studies

Questions to answer as part of an evaluation assessment:

1. Who are the client(s) for the evaluation?
2. What are the questions and issues driving the evaluation?
3. What resources are available to do the evaluation?
4. What has been done previously?
5. What is the program all about?
6. What kind of environment does the program operate in and how does that affect the comparisons available to an evaluator?
7. Which research design alternatives are desirable and appropriate?
8. What information sources are available/appropriate, given the evaluation issues, the program structure and the environment in which the program operates?
9. Given all the issues raised in points 1-8, which evaluation strategy is least problematical?
10. Should the program evaluation be undertaken?

Steps in conducting an evaluation study:

Summary of Key Questions & Steps in Conducting **Evaluation Assessments & Evaluation Studies**

QUESTIONS to answer as part of **AN EVALUATION ASSESSMENT:**

1. Who are the client(s) for the evaluation?
- 2....
10. Should the program evaluation be undertaken?

STEPS in conducting **an EVALUATION STUDY:**

1. Develop the measures and collect the data.
2. Analyze the data.
3. Write the report.
4. Disseminate the report.
5. Make changes, based on the evaluation.

Questions to answer as part of an EVALUATION ASSESSMENT

1. Who are the client(s) for the evaluation?

Michael Patton (1997), who makes **utilization** a key criterion in the design and execution of program evaluations, the view taken here is that the intended users **must** be identified early in the process and must be involved in the evaluation assessment. That does not mean that intended users should determine the way the evaluation should be conducted, but their information needs are the key part of the assessment process.

Possible clients of the evaluation include, but are not limited to:

- Program managers
- Agency department executives
- External agencies (including funding agencies)
- Clients of the program
- Political decision makers/members of governing bodies (including boards of directors)
- Community leaders

Qs to answer as part of an VALUATION ASSESSMENT

2. What are the questions and issues driving the evaluation?

Program evaluators, particularly as they are learning their craft, are well advised to seek explicit answers to the following questions:

- Who wants the evaluation done?
- Why do they want it done?
- Are there hidden agendas or correct reasons for wanting the program evaluated?
- What are the main evaluation issues that they want addressed (effectiveness, efficiency, adequacy, appropriateness, rationale, need)?
- Is the evaluation intended to be formative or summative, or both?

3. What resources are available to do the evaluation?

- **Time**
- **Human resources**, including persons with necessary skills and experience
- **Organizational support**, including written authorizations for other resources needed to conduct the evaluation
- **Money.**

Qs to answer as part of an VALUATION ASSESSMENT

4. What has been done previously?

→ Meta-evaluation

Questions to keep in mind to review previous work:

- If there are other evaluations, how comparable are the program(s) to the one you are proposing to evaluate?
- Is there published research that is relevant?
- Are there unpublished assessments or opinions about the program or related programs?
- Who did the previous work, and how credible is it?

5. What is the program all about?

→ program logic

- What are the program objectives?
- What is the history of the program?
- Is the program growing, remaining stable, or declining?
- What is the structure of the program (the key causal linkages among the main parts of the program)?

PROGRAM LOGICS

are MODELS of PROGRAMS that depict THE KEY ACTIVITIES in the PROGRAM and the FLOW or CONVERSION of RESOURCES to OUTCOMES

Pertanyaan-pertanyaan yang relevan:

- Apa tujuan dari program?
- Apa sejarah dari program?
- Apakah programnya berkembang, tetap stabil, atau menurun?
- Apa struktur program (kaitan sebab akibat kunci/pokok di antara bagian-bagian utama program)?

Qs to answer as part of an EVALUATION ASSESSMENT:

6. What kind of environment does the program operate in and how does that affect the comparisons available to an evaluator?

→ **Program as OPEN SYSTEM**

- How any baseline data been kept?
- How large is the client base for the program?
- Is the organization in which the program is embedded stable or in period changes?

7. Which research design alternatives are desirable & appropriate?

→ **All program evaluations**, depend on the evaluation questions and the resources available.

8. What information sources are available/appropriate, given the evaluation issues, the program structure and the environment in which the program operates?

→ **Specific questions**, include the following:

- ❖ What data are currently available?
- ❖ Are currently available data reliable and complete?
- ❖ How can currently available data be used so badly measure constructs in the program logic?

Qs to answer as part of an EVALUATION ASSESSMENT:

8. What information sources ... structure and the environment in which the program operates? *Continuation ...*

- ❖ Are data available that allow us to measure key environmental factors that will affect the program and its outcomes?
- ❖ Will it be necessary for the evaluator to collect additional information to measure key constructs in the program logic?
- ❖ Given research design considerations, what are the highest priorities for collecting additional data?

9. Given all the issues raised in points 1-8, which evaluation strategy is least problematical?

Understand the underlying logic of causality and the way we work with that logic to anticipate key criticisms that could be made, and has at least a well thought out verbal response to those criticisms.

10. Should the program evaluation be undertaken? → ?

→ Choosing the combination of methodologies, and ultimately making a decision whether to go ahead with an evaluation, involves substantial amounts of professional judgment.

STEPS in conducting an EVALUATION STUDY:

1. Develop the measures and collect the data

Relevant questions include:

- Are existing data valid measures of the constructs they are intended to measure?
- Are all the evaluation questions and sub-questions addressed by at least one data-collection effort?
- Are there ways of building in triangulation of data sources, that is, two or more independent measures of a given construct?

2. Analyze the data

- ❑ **Quantitative** (working with variables that are represented numerically)
- ❑ **Qualitative** (analysis of words, documents, text, narratives, other nonnumerical representations of data)

3. Write the report

General guidelines in making report readable, understandable & useful:

- Rely on visual representations of findings where possible; Use clear, simple language in the report; Use more headings & subheadings; Pre-prepare a clear, concise executive summary; Solicit feedback on drafts of the report before finalizing it.

STEPS in conducting **an EVALUATION STUDY:**

4. Disseminate the report

→ Program evaluators have to produce report and make 1 or more presentations of the findings, conclusions, and recommendations to key holders, including the client of the study.

5. Make changes, based on the evaluation

Program evaluations are one means by which stakeholders acquire information that becomes part of the rationale for changes in the program or the organization in which it operates. Evaluation tend to result in *incremental* changes.

The following are possible changes based on program evaluations:

- ❖ Improving the existing program
- ❖ Increasing the size of the program
- ❖ Increasing the scope of the program
- ❖ Downsizing the program
- ❖ Replacing or **eliminating*** the program

* *Quite rare*



Thank You