WORKBOOK

PSQ evaluation INITIATIVE

PROGRAM EVALUATION WORKSHOP

By the end of the Program Evaluation Workshop series, participants will be able to explain the major concepts in program evaluation, understand and identify the skills necessary to conduct program evaluation, and create an evaluation plan that assesses the efficacy of their program or project. Workshop topics include: Basics of Evaluation, Gathering Credible Evidence, Data Visualization and Reporting, and Leveraging the Findings.

Topic 1.
Basics of Evaluation

As you watch the lecture videos,
you can fill in the blanks in this workbook.
Answer keys are indicated on each page for easy reference.

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Video 1-1-1. Introduction & What is Evaluation?

What is Evaluation?

- ❑ Evaluation uses research methods and statistical and analytic techniques but generally for a different purpose than research.

  - _____ : Generation of generalizable knowledge
  - _____ : Generation of knowledge about a program

- ❑ Different purposes

  - _____: Information for program improvement
  - _____: Increase or generate new knowledge

- ❑ *"...the systematic collection and analysis of information about program activities, characteristics, and outcomes to make judgements about the program, improve program effectiveness and/or inform decisions about future programming." (Patton, 1997)*

  - How do we know we are doing what we say we are doing?
  - So what? Are we any good at it?

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Answers - page 18

Video 1-1-1. Introduction & What is Evaluation?

What is Evaluation?

❑ Evaluation is a method to _____ a program or practice.

- Standards for judging quality
- Assessment of value, quality, utility, effectiveness, or significance
- Recommendations for improvement and future decision-making

❑ Evaluation is how you..

- Monitor progress towards achieving the outcomes so that you can identify problems that may keep the program from achieving those outcomes.
- Identify how to resolve these problems along the way (make mid-course corrections) in a timely manner so you stay on track to achieve the outcomes by the end.
- Know and demonstrate, that in the end, your program achieved its intended outcomes and met its goals.

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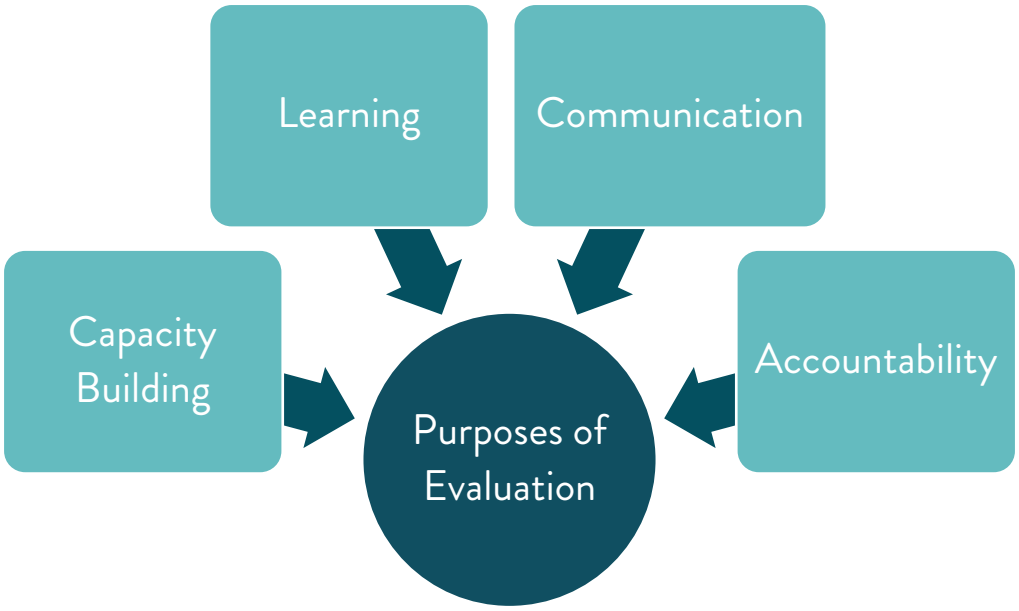
Answers - page 18

Video 1-1-1. Introduction & What is Evaluation?

Why do we practice evaluation?



The Four Standards

U_____

F_____

P_____

A_____

Answers - page 18

Video 1-1-2. When, Who, and How?

When, Who, How?

❑ When to begin evaluation?

- From the _____ of a program and throughout its life-cycle
- Include the evaluation when designing the program.

❑ Will the evaluation be internal or external?

- Consider the _____.
  - How will we use the feedback?
  - Who is best positioned to deliver the message?
- Consider the _____.
  - High stakes
  - Low stakes

Answers - page 18

Video 1-1-2. When, Who, and How?

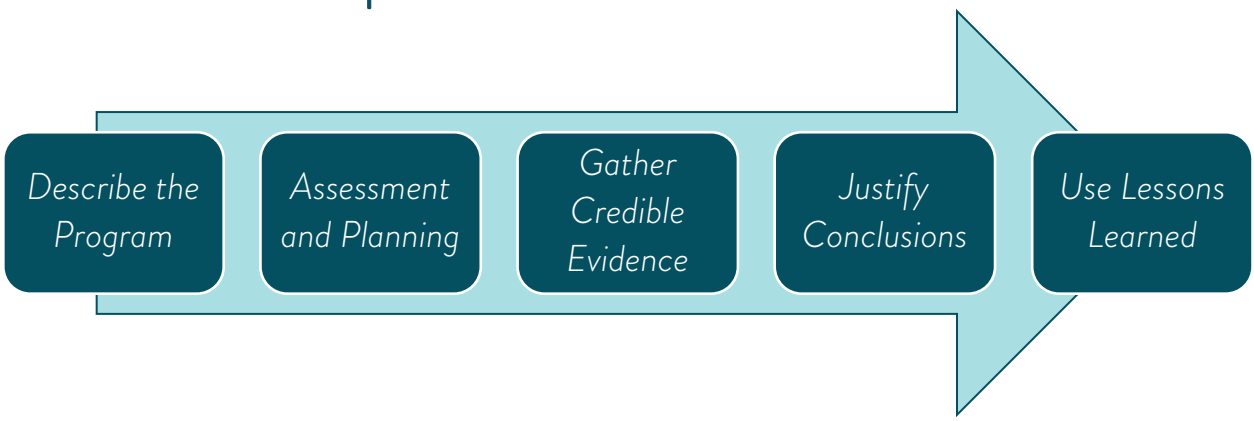
When, Who, How?

Answers - page 18

❑ How do we evaluate?

- Consider the _____:
  - Who will use the evaluation results?
  - Multiple audiences?
  - How will we use the evaluation results?
  - What types of decisions?

❑ Evaluation Steps



❑ What do we evaluate?

- Identify a specific, discrete program, project, or service.

Write down your potential program to evaluate.

Video 1-2-1. Program Description

Program Description

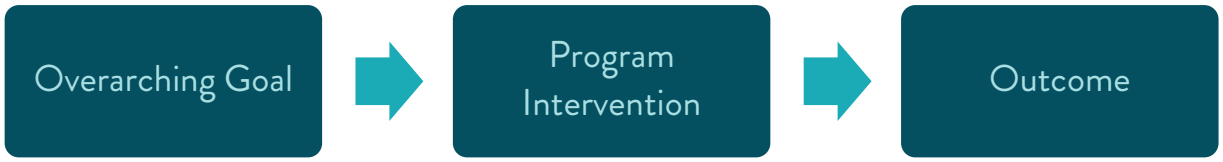
Try answering these questions on a blank paper before you move on

❑ 5 things to think about regarding your program description.

- What need does your program address?
- What target groups need to take action?
- What actions do they need to take?
- What activities are needed to meet intended outcome?
- What is the relationship between activities and intended outcomes?

Program Theory of Change

- Explains relationship and how a program will reach its goal.
- _____ is another term for theory of change.



- Start with the end in mind: What is the ultimate goal of the thing you are doing?
- Then consider: What activities, strategies, or practices are you implementing to reach that goal?

Answers - page 18

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Video 1-3-1. What is a Logic Model

Logic Models

❑ Relationship between your Theory of Change and Logic Model

- A logic model is a visual representation of the relationships between your program's _____ and its intended _____.
- Includes:
  - What is needed for the program?
  - Who is doing activities for the program?
  - What are those activities?
  - What are the intended outcomes of your program as a result of doing those activities?

❑ The Value of the Logic Model Process

- Visual representation of your program
- Clarifies your underlying strategy for achieving programmatic goals
- Builds common understanding among staff about the relationship between program's everyday activities and ultimate goals
- Shows what your program is actually doing
- Creates the foundation for a solid evaluation

Answers - page 18

Video 1-3-1. What is a Logic Model

Logic Models

Answers - page 18

❑ Ways to Construct Logic Models

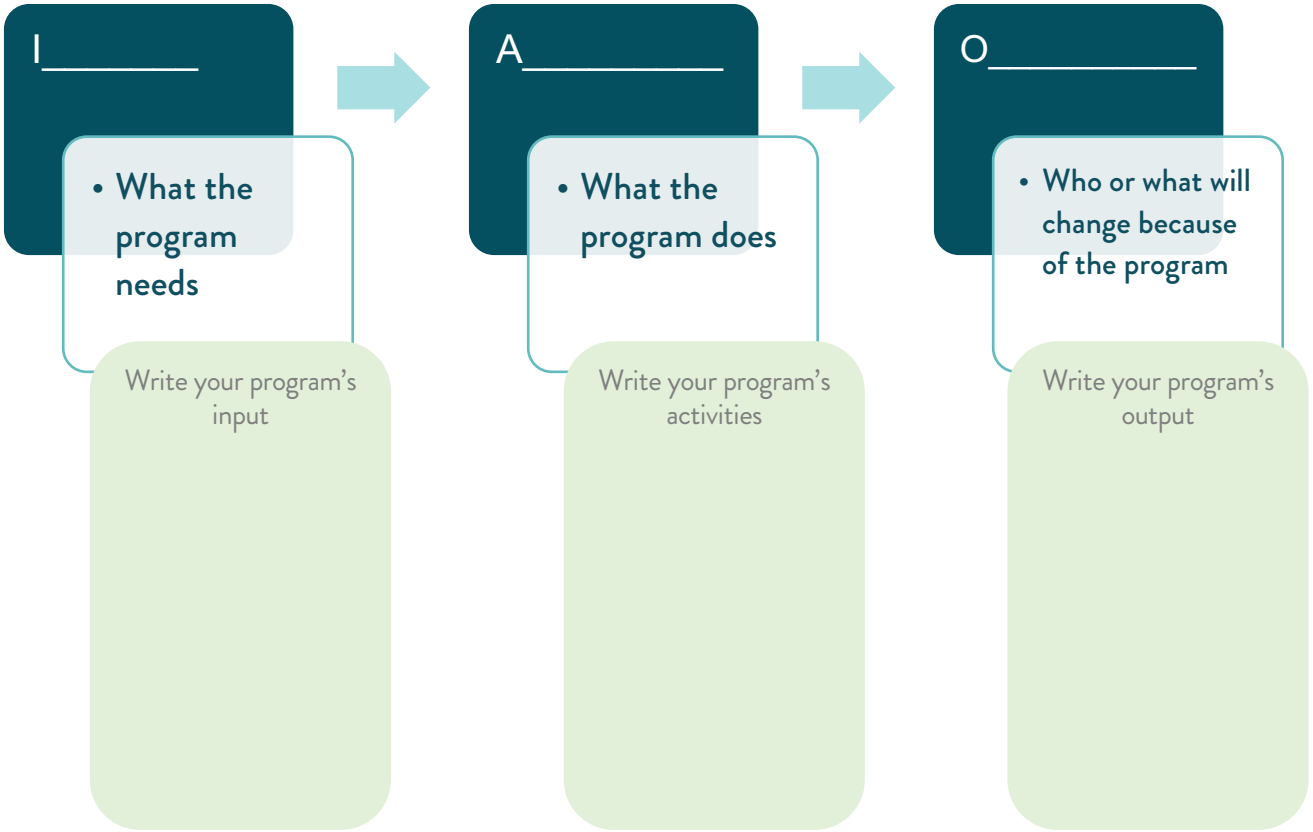
- _____Mapping

  Start with your intended outcomes and work backward on your logic model

- _____Mapping

  Start with your activities and work forwards to your intended outcomes

❑ A Complete Simple Logic Model



Video 1-3-2. Chain of Outcomes & Using a Program Description

Chain of Outcomes

❑ Chain of Outcomes

- _____ : These outcomes are the most direct results and can generally be achieved within one year.
- _____ : These outcomes can't be achieved quickly, but will/ should be achievable before the final outcomes
- _____ : These outcomes take longer to achieve and often build upon earlier outcomes.

❑ Outcomes are the _____ you want the program to produce.

- New knowledge
- Increased skills
- Changed attitudes or values
- Modified behavior/practice
- Changed conditions

❑ What is a reasonable level of ambition for an outcome?

- Consider your _____.
- Consider the scope of your resources and activities
- Consider what other factors might influence the achievement of _____.
- Be ambitious but don't set yourself up!!

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Answers - page 18

Video 1-3-2. Chain of Outcomes & Using a Program Description

Using a Program Description

❑ Example program description

- "To improve health outcomes by developing a competent, sustainable and diverse public health workforce through evidence-based training, career and leadership development, and strategic workforce planning."

❑ Example logic model for the program description

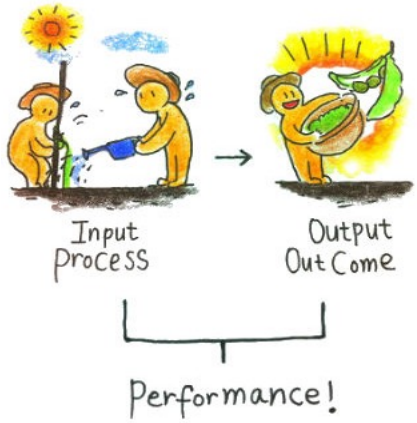
Answers - page 18

Video 1-4-1. Types of Evaluation & Planning Reminder

Types of Evaluation & Planning

❑ Types of Evaluation

- _____
- _____
- _____



❑ _____ Evaluation

- Type and quantity of services provided
- Fidelity of implementation
- Number of people receiving services
- Number of coalition activities and meetings
- Program cost
- Staffing for services/programs

❑ _____ Evaluation

- Results of program services
- Changes in individuals
- Changes in the environment
- Changes in behaviors

Answers - page 18

Video 1-4-1. Types of Evaluation & Planning Reminder

Types of Evaluation & Planning

❑ Utility Standard

Purpose

- Why is the evaluation being conducted?

User

- Who wants the info and what are they interested in?

Use

- How will they use the info?

❑ Feasibility Standard

Stage of Development

- How long has the program been in existence?

Program Intensity

- Do program activities align with expected outcomes?

Resources

- How much time, money, and resources are available?

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Video 1-4-2. Creating Evaluation Questions

Creating Evaluation Questions

Answers - page 18

❑ **Can you answer yes to the following questions?**

- Has the ultimate goal or objective of the program or service you are evaluating been defined?
- Can you define the activities, strategies, or practices you are implementing to reach your goal or objective?

❑ **Tip One:** Good evaluation questions fit with the intended purpose of your evaluation. Ask yourself and your team,
"_____ is the evaluation being done?"

- Is this a process evaluation?
- Is this an outcome evaluation?
- Maybe both?
- Are we trying to assess impact?

❑ **Tip Two:** Good evaluation questions should be crafted to yield more than _____ or _____ responses.

❑ **Tip Three**: Good evaluation questions should address the concerns of stakeholders.

❑ **Tip Four**: You don't need a ton of evaluation questions to have a good evaluation plan.

PSO evaluation INITIATIVE

(Resource)

Example Evaluation Questions

❑ Appropriateness

- To what extent does the activity/service/program/training address an identified need?
- How well does the activity/service/program/training align with priorities?
- How well does the activity/service/program/training fit within the mission?

❑ Effectiveness

- To what extent is the activity/service/program/training achieving its intended outcomes in the short, medium, and long-term?
- To what extent is the activity/service/program/training meeting its intended goals and/or objectives?

❑ Efficiency

- Do the outcomes of the activity/service/program/training represent value for the money?
- To what extent is the relationship between inputs and outputs timely, cost effective and to expected standards?

PSQ evaluation INITIATIVE

(Resource)

Example Evaluation Questions

❑ Formative (i.e. implementation, process)

- Is the program reaching the target population?
- Who is being impacted by the program? (this is different from who did the program intend to impact?)
- What proportion of the target population is served by the program?
- What is the intensity of participation in program services by those served? (How much / how often do people participate? Do program participants persist to complete the program? If people leave during the program, why is this?)
- Is the program being delivered (implemented) as intended?
- In what ways (if any) does the implementation of the program differ from the plan?
- What program activities were accomplished?
- What resources were required to implement the program?

PSQ evaluation INITIATIVE

(Resource)

Example Evaluation Questions

❑ Summative (i.e. outcome, impact)

- Is the program producing the expected outcomes?
- To what extent are the purpose, goals, and objectives of the program achieved?
- How do the effects of the program vary across participants?
- To what extent is there progress toward program objectives?
- What are the outcomes of the program?
- What is the evidence of the program's effectiveness in meeting its stated goals and objectives?
- Can changes in program participants be attributed to the program?
- Do program outcomes (or impacts) vary across different (i.e. demographic) groups of participants?
- How can the program be improved?
- How does the program's effectiveness compare with that of similar programs?
- If the program is considered successful, what "facilitates" that success?
- Should the program be scaled up?
- Should the program be continued or discontinued?
- Is the program worth the resources expended (i.e. the costs)?
- Has the program made a difference in the community?

PSQ evaluation INITIATIVE

Workbook Answer Key

1-1-1. What is Evaluation?

Page 2 Research | Evaluation | Evaluation | Research
Page 3 improve
Page 4 Utility | Feasibility | Propriety | Accuracy

1-1-2. When, Who, How?

Page 5 beginning | purpose | expectations
Page 6 Audience

1-2-1. Program Description & Program Theory of Change

Page 7 Causal model

1-3-1. What is a Logic model?

Page 8 activities | outcomes
Page 9 Reverse | Forward | Inputs | Activities | Outputs

1-3-2. Chain of Outcomes & Using a Program Description

Page 10 Short-term | Intermediate | Long-term | change | timeframe | outcomes

1-4-1. Types of Evaluation & Planning Reminder

Page 12 Process | Outcome | Impact | Process | Outcome

1-4-2. Creating Evaluation Questions, Good Evaluation Questions

Page 14 why | yes | no

PSQ evaluation INITIATIVE

Topic 2.
Gathering Credible Evidence

As you watch the lecture videos,
you can fill in the blanks in this workbook.
Answer keys are indicated on each page for easy reference.

PSQ evaluation INITIATIVE

Video 2-1-1. Data sources, Data use, Evaluation plan, Indicators

Data Sources & Data Use

❑ Data Sources

- What data do we have?
- What data do we need?
- How will we collect data?
- What's our capacity for data collection?
- What should we do with the data we collect?

❑ Data Use

- _____ refers to how the information learned with be cycled back through the organization to make a difference.
- _____ are clear, specific, observable, and measurable characteristics that show progress towards a specified activity or outcome.

❑ Core elements of the evaluation

Evaluation Questions	Indicators	Data Source(s)	Data Collection Methods

Answers - page 37

PSQ evaluation INITIATIVE

(Resource)

Indicators

Think about the following questions

What indicators are going to tell you what you want to know?

What data sources are necessary to measure your indicators?

What data collection methods are needed to get the data?

Indicators

Clear, specific, observable, and measurable characteristics that show progress towards a specified activity or outcome.

Indicators can relate to any part of the program and its logic model or program description. Here are three big and most common categories of indicators.

Input indicators measure the contributions necessary to enable the program to be implemented (e.g., funding, staff, key partners, and infrastructure).

Process indicators measure the program's activities and outputs (direct products/deliverables of the activities). Together, measures of activities and outputs indicate whether the program is being implemented as planned. Many people use output indicators as their process indicators; that is, the production of strong outputs is the sign that the program's activities have been implemented correctly. Others may collect measures of the activities and separate output measures of the products/deliverables produced by those activities. Regardless of how you slice the process indicators, if they show the activities are not being implemented with fidelity, then the program risks not being able to achieve the intended outcomes.

PSQ evaluation INITIATIVE

(Resource)

Indicators

Outcome indicators measure whether the program is achieving the expected effects/changes in the short, intermediate, and long term. Some programs refer to their longest-term/most distal outcome indicators as impact indicators. Because outcome indicators measure the changes that occur over time, indicators should be measured at least at baseline (before the program/project begins) and at the end of the project. Long-term outcomes are often difficult to measure and attribute to a single program. However, that does not mean a program should not try to determine how they are contributing to the health impact of interest (e.g., decrease in morbidity related to particular health issue).*

* https://www.cdc.gov/eval/indicators/index.htm

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Video 2-1-2. Various Data Collection Sources and Methods

Data Collection

❑ Choosing a data collection method

- Utility: Who's going to use the data and for what?
- Feasibility: How much resources?
- Propriety: Ethical constraints? What does "ethical" mean?
- Accuracy: How accurate do data need to be? What does "accurate" mean?

❑ Quantitative vs Qualitative

_____	Data that can be counted or expressed numerically
_____	Data such as interviews, observations, and written documents

Answers - page 37

Video 2-1-2. Various Data Collection Sources and Methods

Data Sources

❑ _____ Data Sources

- Generally can translate to a number and calculate percentage or means
  - Surveys
  - Scales or instruments
  - Tests (scored assessments, especially for knowledge, rating of student work such as projects, presentations, etc.)
  - Secondary data analysis

❑ _____ Data Sources

- Generally words or text and involves identifying categories of ideas that emerge.
  - Focus groups
  - Interviews
  - Document review
  - Observations*
  - Open-ended items on a survey*

Answers - page 37

Video 2-1-2. Various Data Collection Sources and Methods

Data Collection Methods

❑ Data Collection Methods

- Surveys
- Interviews
- Focus groups
- Document review
- Observation
- Secondary data analysis

❑ Choosing a Data Collection Method

Function of **context**	Function of **content**
☐ Time	☐ Sensitivity of the issue
☐ Cost	☐ "Hawthorne effect"
☐ Ethics	☐ Validity
	☐ Reliability

❑ Tips for Data Collection

- When possible, use _____ data
- Understand agency policies and regulations
- Identify who will be responsible
- Be clear
- Design instruments as needed
- Code instruments for easier analysis

Answers - page 37

Video 2-1-3. What is a Qualitative Research

What is Qualitative Research?

- "Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim: to understand the social reality of individuals, groups, and cultures." (Holloway, 1997, p.2)

- Features of Qualitative Research
  - Naturalistic
  - Descriptive
  - Concerned with process
  - Inductive
  - Meaning

- Qualitative methods have different assumptions/ approaches than quantitative research:
  - Emphasis on seeing the world from the eyes of the participants.
  - Attempt to understand an issue from the meaning that people give to that issue
  - Researcher is the primary instrument for data collection and data analysis

PSQ evaluation INITIATIVE

Video 2-1-3. What is a Qualitative Research

What is Qualitative Research?

❑ Qualitative Methods Can Answer

- _____ people behave the way they do
- How opinions and attitudes are formed
- How people are affected by the events that go on around them
- How and why cultures have developed in the way they have
- The differences between social groups.

❑ Qualitative methods differ from quantitative methods in the following ways:

- Emphasis on seeing the world from the eyes of the _____ .
- Attempt to understand an issue from the meanings that people give to that issue
- Researcher is the primary instrument for data collection and data analysis

PSQ evaluation INITIATIVE

Answers - page 37

Video 2-1-4. Setting for Data Collection & Data Analysis

Setting for Data Collection

❑ Setting for data collection

- Participant driven:

  - Evaluator assumes ignorance of the experience being studied.

  - Participant teaches the evaluator.

- Data is collected in the "_____"
- Investigator should:

  1) be non-intrusive, 2) spend a prolonged time in the field

❑ Qualitative Research Takes TIME

- How long will the study take?
- How will you control for time?
  - Are there funding restraints on time?
  - Will you reach a saturation point, or have to quit early?
- Would changing the time of data collection change the study?
- How will you manage issues of time throughout the study?

Answers - page 37

Video 2-1-4. Setting for Data Collection & Data Analysis

Setting for Data Collection

❑ Qualitative Data Analysis

- Unit of analysis is _____
- Requires an extensive amount of time
- Evaluator immerse self in data to bring order and meaning to the "text"
- Data collection occurs _____ with data analysis:
- Analysis begins when data collection begins
- Reading, rereading, intuiting, analyzing, synthesizing, and reporting on data
- Collect data until _____ is reached, meaning you stop finding new themes, ideas, opinions, or patterns.
- Data similar in meaning are clustered together into preliminary categories

❑ Saturation

- Refers to a situation in data collection and analysis where participants' descriptions become repetitive and confirm previously collected data.
- Indicates data collection and analysis is complete.

Answers - page 37

Video 2-1-4. Setting for Data Collection & Data Analysis

Setting for Data Collection

❑ When should I use qualitative methods?

- When variables cannot be quantified;
- When variables are best understood in their natural setting;
- When variables are studied over real time;
- When studying intimate details of roles, processes, and groups;
- When the paramount objective is understanding.

Video 2-2-1. Introduction to Quantitative Data

Quantitative Data

❑ Naturally expressed as _____

- Height
- Weight
- Age
- Test scores

❑ CATEGORIES that can be _____

- Gender
- Race
- Opinions

Answers - page 37

Video 2-2-1. Introduction to Quantitative Data

Quantitative Methods

❑ What are quantitative methods?

- Emphasize objective measurements using:
  - Numbers
  - Math
  - Statistics
- Focus on gathering numerical data to _____ results across groups of people.

❑ Quantitative Data Sources

- Surveys
- Tests
- Secondary data
- Existing records
- Administrative records

❑ Data Source Considerations

- Are you asking the right questions to the right people?
- Do you have access to your preferred data source?
- Is the data in a usable format?

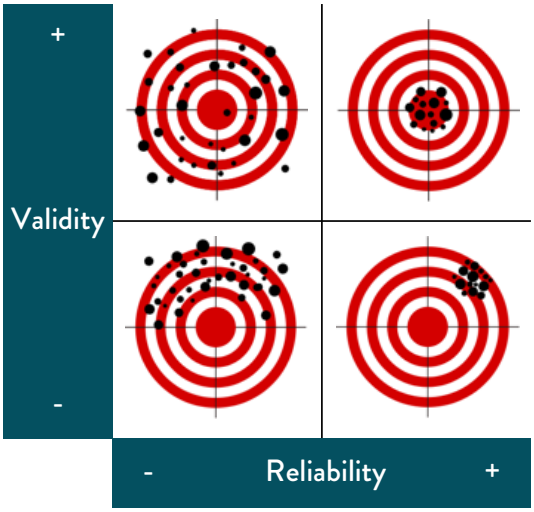
Answers - page 37

Video 2-2-1. Introduction to Quantitative Data

Quantitative Methods

❑ Reliability and Validity

- _____: extent a measure yields consistent results on repeated administrations
- _____: extent a measure accurately reflects the specific concept being measured



Video 2-2-2. Correlation and Causation & Useful analysis software

❑ Correlation is not causation

Based on the lecture, explain this concept on your own.

Answers - page 37

Video 2-3-1. Survey modes & Writing a survey

Survey Research

❑ Survey Modes

- In-Person Interview
  - Intercept
  - Scheduled
- Telephone Interview
- Self-Administered
  - Paper
  - Online

❑ Where to start?

- What do you need to know?
- Look for prior examples
- Consider your audience
- Consider the method

❑ Writing your survey – It is a _____

- Order questions in a neat and logical order
- Use understandable and familiar language
- Include clear instructions
- Respect the respondent's time

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Answers - page 38

Video 2-3-2. Question Types & Suggestions

Survey Research

❑ Question Types

Connect each item!

Single Choice •

Matrix Table •

Multiple Choice •

Text Entry •

- Allows the respondent to choose multiple options from a list of possible answers.
- Allows the respondent to provide open-ended responses.
- Combines multiple questions with the same answer choices.
- Allows the respondent to choose one option from a list of possible answers.

Video 2-3-3. Questions to Avoid

❑ Questions to avoid

Connect each item!

Double negatives •

Double barreled •

Jargon/ technical wording •

Assuming/leading •

Mismatched answer choices •

- Response options are not aligned with the question.
- Words or phrases that are not widely understood by the general population
- Includes two negative words, potentially confusing the respondent.
- Uses language that can sway the respondent to a desired answer.
- Asks respondents two questions at the same time but only allows one response.

Answers - page 38

Video 2-4-1. Considering Your Evaluation Questions

Question Design

❑ Question design

- Before you write a survey question, you need to be clear on why you're doing a survey.

What is the purpose of your current/future survey?

- Make sure that it makes sense to use a survey to gather the data you need.

Why should you use a survey for your evaluation?

- Link all your survey questions to the purpose of your survey.
- Make sure we're only asking them what we need to know.

❑ Evaluation question & Survey questions

- Evaluation questions are more broader and serve as big pictures. Survey questions help you answer evaluation questions.
- You'll generally need multiple survey questions to answer each evaluation question.

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Video 2-4-2. Evaluation Questions to Survey Questions

Survey Questions

❑ Example Activity

- From the evaluation question below, what survey questions can be generated?

  "Did the freshman student mentorship program work?"

Example)

Video 2-4-3. Response options

Response options

In your own words, describe how good response options follow these guidelines:

❑ Response options should be...

- Clear: _____
- Logical: _____
- Comparable: _____
- Exhaustive: _____
- Mutually exclusive: _____

PSQ evaluation INITIATIVE

Workbook Answer Key

2-1-1. Data sources, Data use, Evaluation plan, Indicators

Page 19 Feedback loop | Indicators

2-1-2. Various Data Collection Sources and Methods

Page 23 Quantitative | Qualitative
Page 24 Quantitative | Qualitative
Page 25 existing

2-1-3. What is Qualitative Research?

Page 27 Why | participants |

2-1-4. Setting for data collection & Data Analysis

Page 28 field
Page 29 words | simultaneously | saturation

2-2-1. Introduction to Quantitative Data

Page 30 numbers | counted
Page 31 generalize
Page 32 Reliability | Validity

2-2-2. Correlation and Causation, Useful analysis software, Summary

Page 32 (example) Causation is a cause-and-effect relationship in which an event causes an outcome. Correlation, on the other hand, is a relationship between two events, one of which may or may not have caused the other. It means that just because two events occur at the same time does not imply that one of them caused the other.

2-3-1. Survey modes & Writing a survey

Page 33 conversation

2-3-2. Question types, Suggestions Questions to avoid

Page 34

- Single Choice - allows the respondent to choose one option from a list of possible answers.
- Matrix Table - combines multiple questions with the same answer choices.
- Multiple Choice - allows the respondent to choose multiple options from a list of possible answers.
- Text Entry - allows the respondent to provide open-ended responses.

- Double negatives - includes two negative words, potentially confusing the respondent.
- Double barreled - asks respondents two questions at the same time but only allows one response.
- Jargon/technical wording - words or phrases that are not widely understood by the general population
- Assuming/leading language - uses language that can sway the respondent to a desired answer.
- Mismatched answer choices - response options are not aligned with the question.

Topic 3.
Data Visualization

As you watch the lecture videos,
you can fill in the blanks in this workbook.
Answer keys are indicated on each page for easy reference.

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Video 3-1-1. Download the Qualtrics Data

Qualtrics Data

❑ Downloading your Qualtrics data

- To view and download your survey data from Qualtrics:

  - Navigate to the “Data & Analysis” tab

  - Click on “Export & Import”

  - Click on “Export Data”

Video 3-1-2. Understanding Your Data

❑ Understanding your data

- The first several columns include survey metadata (information about each response like name, IP address, response dates, etc.).
- Recipient name and email come from your Qualtrics contact list.
- First two rows:

  - Variable Name

  - Variable Label
- Each additional row is an individual response
- If you select "use numeric values," you will need a _____ _____ to interpret the responses. This translates the 1s, 2s, 3s… into the actual response.

Answers - page 45

Video 3-1-3. Paper Survey Responses

Paper Survey Responses

❑ Create coding schemes

PLEASE completely fill in the appropriate bubble, like this ●. If you make a mistake, mark through the incorrect bubble like this ⊗.

Training Evaluation Form

Type Course Name (CS Number)

Instructor: **Instructor Name** **Location:** **City, State** **Date(s):** **mm/dd/yyyy**

	1. Please rate the instructor on the following points:	4 Excellent	3 Good	2 Adequate	1 Poor
Q1A	Knowledge of subject matter	○	○	○	○
Q1B	Ability to communicate instructions for classroom activities	○	○	○	○
Q1C	Effectiveness in presenting content	○	○	○	○
Q1D	Effectiveness in encouraging questions and discussions from the group	○	○	○	○
Q1E	Effectiveness in responding to questions from the group	○	○	○	○

	2. Please indicate your agreement or disagreement with the following statements:	5 Strongly Agree	4 Agree	3 Somewhat Agree	2 Disagree	1 Strongly Disagree
Q2A	I would participate in future courses offered by the Carl Vinson Institute of Government.	○	○	○	○	○
Q2B	Within twelve months, I plan on putting into practice something I learned from this course.	○	○	○	○	○

- In the example above, we have created uniform question numbers and coding schemes to ensure consistency when entering data into Excel.

NOTES

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Video 3-2-1. Analyzing Your Data in Excel

Analyzing Your Data in Excel

❑ Useful Excel Formulas

- =COUNT(selection)

  Counts all cells containing a number.

- =COUNTA(selection)

  Counts all non-empty cells (text OR numeric) within a selection.

- =COUNTIF(selection, criterion)

  Counts all cells that meet a specified criterion.

- =SUM(selection)

  Adds all numbers within a selection.

- =SUMIF(selection, criterion,sum_selection)

  Adds all numbers that meet a specified criterion.

- =AVERAGE(selection)

  Calculates the average of a selection.

- =MIN(selection)

  Provides the minimum value in the selection.

- =MAX(selection)

  Provides the maximum value in the selection.

PSQ evaluation INITIATIVE

Video 3-3-1. Science of Data Visualization

Science of Data Visualization

❑ Picture Superiority Effect

- Without even trying, we are more likely to remember pictures than words

❑ Visual Hierarchy

- The arrangement or presentation of elements implies _____.
- Our brains inherently organize individual elements, shapes, or forms into a complete meaning. They want to find a pattern.
- Concepts stand out when they differ: _____, _____, character, font, alignment

❑ Not all differences are equal

- We can more easily perceive certain differences over others
    1. Length
    2. Height
    3. Angle
    4. Area

Answers - page 45

Video 3-3-2. Picture Superiority Effect on Evaluation & Chart Chooser

Quantitative Chart Chooser

When making data visualizations, choose your story, visual, charts wisely.

[Quiz] Choose your chart wisely!

1. When a single number is important, we use ...

   a) Small multiples
   b) Pie/ Donut chart
   c) Slope graph

2. When there are parts of a whole, we use ...

   a) Stacked bar
   b) Nested
   c) Line graph

3. If you're interested in how things change over time, you use ...

   a) Line/ Slope graph
   b) Map
   c) Histogram

4. To compare how things are better or worse than a given standard, you use ...

   a) Scatterplot
   b) Diverging bar
   c) Benchmark line

Answers - page 45

3-1-2. Understanding your data

Page 40 coding scheme

3-3-1. Science of Data Visualization

Page 43 importance | color | size

3-3-2. Picture Superiority effect on evaluation, Chart chooser

Page 44
b) Pie/ Donut chart
a) Stacked bar
a) Line/ Slope graph
c) Benchmark line

Topic 4.
Reporting and Leveraging the Findings

As you watch the lecture videos,
you can fill in the blanks in this workbook.
Answer keys are indicated on each page for easy reference.

PSQ evaluation INITIATIVE

Video 4-2-1. Tips for Reporting Results

Reporting

❑ Using and sharing lessons learned

- Share results and lessons learned with stakeholders and others
- Use findings to modify, strengthen, and improve your program
- Consider information needs of the audience and stakeholders
- Tailor your message and format to the _____'s needs.

❑ The Reporting Continuum

❑ Evaluation reports

- Provide an _____ summary which summarizes the key points of the report.
- Use examples, graphics, quotes to highlight findings
- Present data simply and concisely
- Use _____ verbs to shorten sentences
- Organize results by _____ questions.

Answers - page 50

Video 4-2-2. Reporting Visuals Tips & Infographics

Visual Tips & Infographics

❑ Reporting Visuals Tips

- Align the design of your reporting tool to your audience.
- Visually chunk contents with dividers.
- Apply a text _____.
- Start with the "so what"
- Aim for 1 visual per page.
- Go beyond the bar chart.
- Pay attention to the _____ level of your writing so it can be understood by a wider audience.

❑ How do you know your infographic is any good?

- You know your target audience.
- You have utilized good data visualization techniques.
- You know what story you want to tell (FOCUS).
- Keep the text short.
- You've done your research, your evidence is credible.

PSQ evaluation INITIATIVE

Answers - page 50

Leveraging your Findings

❑ Leveraging your evaluation findings

- Advertising/promotion of programs (recruitment).
  - % of satisfied participants;
  - % that found the program useful;
  - % who implemented something they learned and results (if a follow-up survey is administered).

- Recognize the efforts of staff involved in the project. Use evaluation findings to demonstrate outcomes of our work.

- Data for inclusion in grant applications or solicitations to foundations or other potential funders, include in fundraising activities.

PSQ evaluation INITIATIVE

4-2-1. Tips for Reporting Results

Page 47 audience | executive | active | evaluation

4-2-2. Reporting Visuals Tips & Infographics

Page 48 hierarchy | reading

APPENDIX

Evaluation Template

When you're ready to conduct the evaluation,
use this template to guide your program evaluation.

PSQ evaluation INITIATIVE

Practice Activity- Evaluation Template

Evaluation Introduction

- Name of the program, project, or service to evaluate:

- Primary Focus
  - ☐ Economic Development
  - ☐ Leadership Development
  - ☐ Critical Issues in Georgia

- Primary Purpose
  - ☐ Technical Assistance
  - ☐ Teaching and Instruction
  - ☐ Other *(please specify):*

- Evaluation Team

Name	Role	Responsibilities

PSO evaluation INITIATIVE

Practice Activity- Evaluation Template

Program Description

- Provide the name of the program, project, or service:

- Identify the purpose of the program, project, or service:

- Identify the goals of the program, project, or service:

- Identify the need the program, project, or service addresses:

PSQ evaluation INITIATIVE

Practice Activity- Evaluation Template

Logic Model

- Practice creating your project's program description

Inputs	Activities	Outputs

Inputs	Activities	Outcomes
• Funding • Trainers/Staff • Knowledge	• Training • Career leadership development • Strategic workforce planning	• Competent, sustainable, diverse workforce • Improved health outcomes

PSQ evaluation INITIATIVE

Practice Activity- Evaluation Template

Evaluation Methodology

- Practice creating your project's program description

Evaluation Questions	Indicators	Data Source(s)	Data Collection Methods

- Explain how the data will be analyzed:

PSQ evaluation INITIATIVE

Practice Activity- Evaluation Template

Evaluation Use & Dissemination Plan

- What material/product will you use to communicate your evaluation outcomes?
- Who will your target audience be?
- How will you share your materials/products?
- What is your intent behind the shared materials?

Material / Product	Audience	Platform	Intent
E.g. Snapshot	*Adult Learners in Georgia*	*Technical College System of Georgia's Website*	*To inform adult learners of the efficacy of the adult literacy program.*

PSO evaluation INITIATIVE

Practice Activity- Evaluation Template

Evaluation Resources

- Create a list of resources required to support this evaluation. Identify what you have, and what you do not have but need.

Resource	Have?	Need?
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

PSQ evaluation INITIATIVE