TEI: THE EVALUATORS' INSTITUTE
**CLAREMONT EVALUATION CENTER**
Claremont Graduate University

# TEI
# Course
# Catalog

Delivering capacity building that evaluators need to succeed.

# Contents

# TEI Course Descriptions

## Evaluation Foundations[1]

### Applied Measurement for Evaluation

**Instructor: Ann M. Doucette, PhD**

**Description:** Successful evaluation depends on our ability to generate evidence attesting to the feasibility, relevance, and/or effectiveness of the interventions, services, or products we study. While theory guides our designs and how we organize our work, it is measurement that provides the evidence we use in making judgments about the quality of what we evaluate. Measurement, whether it results from self-report survey, interview/focus groups, observation, document review, or administrative data, must be systematic, replicable, interpretable, reliable, and valid. While hard sciences such as physics and engineering have advanced precise and accurate measurement (i.e., weight, length, mass, volume), the measurement used in evaluation studies is often imprecise and characterized by considerable error. The quality of the inferences made in evaluation studies is directly related to the quality of the measurement on which we base our judgments. Judgments attesting to the ineffective interventions may be flawed—the reflection of measures that are imprecise and not sensitive to the characteristics we chose to evaluate. Evaluation attempts to compensate for imprecise measurement with increasingly sophisticated statistical procedures to manipulate data. The emphasis on statistical analysis all too often obscures the important characteristics of the measures we choose. This class content will cover:

Assessing measurement precision: Examining the precision of measures in relationship to the degree of accuracy that is needed for what is being evaluated. Issues to be addressed include: measurement/item bias, the sensitivity of measures in terms of developmental and cultural issues, scientific soundness (reliability, validity, error, etc.), and the ability of the measure to detect change over time.

Quantification: Measurement is essentially assigning numbers to what is observed (direct and inferential). Decisions about how we quantify observations and the implications these decisions have for using the data resulting from the measures, as well as for the objectivity and certainty we bring to the judgment made in our evaluations will be examined. This section of the course will focus on the quality of response options/coding categories—do such categories segment the respondent sample in meaningful and useful ways?

Issues and considerations—using existing measures versus developing your own measures: What to look for and how to assess whether existing measures are suitable for your evaluation project will be examined. Issues associated with the development and use of new measures will be addressed in terms of how to establish sound psychometric properties, and what cautionary statements should accompany interpretation and evaluation findings using these new measures.

Criteria for choosing measures: Assessing the adequacy of measures in terms of the characteristics of measurement —choosing measures that fit your evaluation theory and evaluation focus (exploration, needs assessment, level of implementation, process, impact and outcome). Measurement feasibility, practicability, and relevance will be examined. Various measurement techniques will be examined in terms of precision and adequacy, as well as the implications of using screening, broad-range, and peaked tests.

Error—influences on measurement precision: The characteristics of various measurement techniques, assessment conditions (setting, respondent interest, etc.), and evaluator characteristics will be addressed.

---

[1] *Required for Certificate of Evaluation Practice*

## Assessing and Developing Your Evaluator Competencies

**Instructor: Tessie Catsambas, MPP**

**OR Stewart Donaldson, PhD**

Description: In 2018, for the first time in its history, the American Evaluation Association (AEA) membership voted to support the adoption of a set of professional competencies for U.S. evaluators. This new set of competencies complements the AEA Guiding Principles for Evaluators, the AEA Statement encouraging evaluators to follow culturally competent evaluation practices, and the AEA Program Evaluation Standards. This growing body of professional knowledge has been systematically developed over time in an effort to help evaluators learn how to practice evaluation at an exemplary level, and improve the quality of evaluation services available in society. These evaluation services are often provided in support of stakeholders' pursuits of social betterment and social justice. Past AEA President and experienced evaluation educator Stewart Donaldson (2015) and AEA President Tessie Catsambas (2019) have designed this course to help you assess how well you are currently doing on the five evaluation competency domains (see below), and develop a plan to strengthen each domain.

1.0. Professional Domain – How prepared are you in competencies that make evaluators distinct as a profession?

2.0. Methodology – How skilled are you in technical aspects of inquiry, such as framing questions, designing studies, sampling, collection, analyzing data, interpreting results, and reporting findings?

3.0. Context Domain – How prepared are you to understand the unique circumstances and settings of evaluations, and their users/stakeholders?

4.0. Management Domain – How prepared are you to manage evaluations—both the logistics (such as determining and monitoring work plans, timelines, and resources) and optimizing management decisions in support of sound methodology?

5.0. Interpersonal Domain – How prepared are you to manage social interactions that ground evaluator's effectiveness?

Using the results of the assessment, we will help you implement your personal evaluator competency plan following the Guiding Principles for Evaluators, the AEA Cultural Competency Statement, and with an eye toward meeting the Program Evaluation Standards in your practice.

Your plan will answer questions such as:

- How do I characterize my strengths as an evaluator?
- What types of evaluations am I prepared to undertake?
- In what areas do I need to strengthen my competencies?
- How do I invest in my self-development and growth in the profession of evaluation?
- The course objectives include:
- Understanding the history and influences of professional evaluation in the United States
- Becoming familiar with the new evaluator competencies, the AEA Guiding Principles, ways to achieve Cultural Competency in Evaluation Practice, and Standards for Contemporary Evaluation Practice
- Helping you assess your current strengths and needs across the five evaluator competency domains
- Helping you develop a plan to strengthen your knowledge and skills across the five evaluator competency domains
- Enhance your ability to practice ethically sound, culturally competent evaluation across a wide range of evaluation practice settings
- Becoming familiar with the vast number of career opportunities for internal and external professional evaluators

## Basics of Program Evaluation

**Instructor: Arnold Love, PhD**

**Description:** With an emphasis on constructing a sound foundational knowledge base, this course is designed to provide an overview of both past and contemporary perspectives on evaluation theory, method, and practice. Course topics include, but are not limited to, basic evaluation concepts and definitions; evaluation as a cognitive activity; the view of evaluation as a trans-discipline; the general and working logic of evaluation; an overview of the history of the field; distinctions between evaluation and basic and applied social science research; evaluation-specific methods (e.g., needs assessment, stakeholder analysis, identifying evaluative criteria, standard setting); reasons and motives for conducting

evaluation; central types and purposes of evaluation; objectivity, bias, and validity; the function of program theory in evaluation; evaluator roles; core competencies; audiences and users of evaluation; alternative evaluation models and approaches; the political nature of evaluation and its implications for practice; professional standards and codes of conduct; and emerging and enduring issues in evaluation theory, method, and practice. Although the major focus of the course is program evaluation in multiple settings (e.g., education, criminal justice, health and medicine, human and social services, international development, science and technology), examples from personnel evaluation, policy analysis, and product evaluation also will be used to illustrate foundational concepts. The course will conclude with how to plan, design, and conduct high-quality evaluations using a contingency-based and situational approach, including evaluation purposes, resources (e.g., time, budget, expertise), uses and users, competing demands, and other relevant contingencies. Throughout the course, active learning is emphasized and, therefore, the instructional format consists of instructor-led presentations, discussions, and application exercises. Audiences for this course include those who have familiarity with social science research but are unfamiliar with evaluation, and evaluators who wish to review current theories, methods, and practices.

**Prerequisites:** Basic knowledge of social science research methods.



## Ethics in Practice: A Global Perspective

**Instructor: Michael Quinn Patton, PhD**

**Description:** The course will compare and contrast various ethical guidance statements for evaluators from around the world, including the OECD/DAC Quality Standards for Development Evaluation, the Joint Committee Standards, and ethical guidance adopted by national evaluation associations. The course will examine overarching ethical frameworks for evaluation: Universal Declaration of Human Rights; Sustainability; the Paris Declaration Principles on Development Aid; and principles for conducting research with indigenous people.

Professional evaluation associations and networks around the world have adopted ethical guidelines, standards, and principles. These recognize that evaluators can and do face a variety of daunting ethical challenges. The political, cultural, and contextual variations that evaluators face mean that judgment must be exercised about what is appropriate in a particular situation. Few rules can be applied. Rather, ethical guidelines, standards, and principles have to be interpreted. Tough judgment calls must be made about what to do. This course is about those interpretation and judgment processes. Ethical judgments apply at every stage of evaluation, in initial interactions with stakeholders, in design decisions, throughout data collection, and in analyzing, reporting, and facilitating use of findings. Much of the course will be examining specific

ethical challenges commonly reported among evaluators working internationally. Participants will also have an opportunity to share and discuss their own experiences in dealing with ethical challenges.

The course is based on the TEI premise that ethical practice is one of the emergent competencies in evaluation: competent evaluators are ethical evaluators. The outcomes of the course are: participants will know the ethical standards of evaluation as an international profession; have increased confidence that they can wisely, astutely, and effectively apply ethical standards in their own practice; and have a deeper sense of professionalism as a result of being more deeply grounded in the ethical foundations of evaluation.

## Evaluation Research Methods: A Survey of Quantitative and Qualitative Approaches

**Instructor: David B. Wilson, PhD**

**Description:** This course will introduce a range of basic quantitative and qualitative social science research methods that are applicable to the evaluation of various programs. This is a foundational course that introduces methods developed more fully in other TEI courses and serves as a critical course designed to ensure a basic familiarity with a range of social science research methods and concepts.

Topics will include observational and qualitative methods, survey and interview (structured and unstructured) techniques, experimental and quasi-experimental designs, and sampling methods. This course is for those who want to update their existing knowledge and skills and will serve as an introduction for those new to the topic.

## Foundations and Contemporary Issues in Evaluation Practice

**Instructor: Stewart Donaldson, PhD**

**Description:** This course will provide participants with an overview of the foundations of professional evaluation practice, and explore current opportunities and challenges facing evaluators today. It also aims to provide a solid introduction, overview, or refresher on the latest developments in evaluation practice, and to prepare participants for intermediate and advanced level TEI courses. Key topics will include the history of evaluation theory and practice, the various uses,

purposes, and potential benefits of evaluation, ethics, professional guidelines and standards, evaluator competencies including cultural competency, the basics of validity and evaluation design sensitivity, how to collect credible and actionable evidence, and an overview of the variety evaluation approaches (theories) that guide practice today.

Through mini-lectures, small group and class discussions, and case exercises you will:

Become familiar with state-of-the-art evaluation approaches, concepts, and methods;

Learn about guiding principles, evaluator competencies, how to achieve cultural competency in evaluation practice, and standards for modern evaluation practice;

Explore a wide range of applications of evaluation that you can use to improve your work and career, and learn about the vast number of emerging career opportunities for professional evaluators.

Recommended background readings include:

*What is Evaluation? American Evaluation Association*

*AEA's Guiding Principles for Evaluators*

*AEA's Evaluator Competencies*

*AEA's Statement on Cultural Competency in Evaluation*

## Informing Practice Using Evaluation Models and Theories

**Instructor: Melvin M. Mark, PhD**

**Description:** Evaluators who are not aware of the contemporary and historical aspects of the profession "are doomed to repeat past mistakes and, equally debilitating, will fail to sustain and build on past successes." Madaus, Scriven, and Stufflebeam (1983).

"Evaluation theories are like military strategy and tactics; methods are like military weapons and logistics. The good commander needs to know strategy and tactics to deploy weapons properly or to organize logistics in different situations. The good evaluator needs theories for the same reasons in choosing and deploying methods." Shadish, Cook, and Leviton (1991).

These quotes from Madaus et al. and Shadish et al. provide the perfect rationale for why the serious evaluator should be concerned with models and theories of evaluation. The primary purpose of this class is to overview major streams of evaluation theories (or models) and to consider their implications for practice. Topics include: (1) why evaluation theories matter, (2) frameworks for classifying different theories, (3) in-depth examination of 4-6 major theories, (4) identification of key issues on which evaluation theories and models differ, (5) benefits and risks of relying heavily on any one theory, and (6) tools and skills that can help you in picking and choosing from different theoretical perspectives in planning an evaluation in a specific context. The overarching theme will be on practice implications—that is, on what difference it would make for practice to follow one theory or some other.

Theories to be discussed will be ones that have had a significant impact on the evaluation field, that offer perspectives with major implications for practice, and that represent important and different streams of theory and practice. Case examples from the past will be used to illustrate key aspects of each theory's approach to practice.

Participants will be asked to use the theories to question their own and others' practices and to consider what characteristics of evaluations will help increase their potential for use.

The instructor's assumption will be that most people attending the session have some general familiarity with the work of a few evaluation theorists, but that most will not themselves be scholars of evaluation theory. At the same time, the course should be useful, whatever one's level of familiarity with evaluation theory.

## M&E: Frameworks and Fundamentals

**Instructor: Ann M. Doucette, PhD**

**Description:** The overall goal of Monitoring and Evaluation (M&E) is the assessment of program progress to optimize outcome and impact program results. While M&E components overlap, there are distinct characteristics of each. Monitoring activities systemically observe (formal and informal) assumed indicators of favorable results, while evaluation activities build on monitoring indicator data to assess intervention/program effectiveness, the adequacy of program impact

pathways, likelihood of program sustainability, the presence of program strengths and weaknesses, the value, merit and worth of the initiative, and the like. The increased emphasis on effectively managing toward favorable results demands a more comprehensive M&E evaluation approach in order to identify whether programs are favorably on track or whether improved program strategies and mid-course corrections are needed.

The two-day, interactive course will cover the following:

- M&E introduction and overview
- Defining the purpose and scope of M&E
- Engaging stakeholders and establishing and evaluative climate
  - The role and effect of partnership and boundary spanners, policy, and advocacy
- Identifying and supporting needed capabilities
- M&E frameworks—agreement on M&E targets
  - Performance and results-based M&E approaches
- Connecting program design and M&E frameworks
  - Comparisons—Is a counterfactual necessary?
  - Contribution versus attribution
- Identification of key performance indicators (KPIs)
  - Addressing uncertainties and complexity
- Data: collection and methods
  - Establishing indicator baselines (addressing the challenges of baseline estimates)
  - What data exists? What data/information needs to be collected?
- Measuring progress and success—contextualizing outcomes and setting targets
  - Time to expectancy—what can be achieved by the program?
- Using and reporting M&E findings
- Sustaining M&E culture

The course focuses on practical application. Course participants will have a comprehensive understanding of M&E frameworks and fundamentals, M&E tools, and practice approaches. Case examples will be used to illustrate the M&E process. Course participants are encouraged to submit their own case examples, prior to the course for inclusion in the course discussion. The course is purposefully geared toward evaluators working in developing and developed countries; national and international agencies, organizations, and NGOs; and, national, state, provincial, and county governments. Familiarity with evaluation is helpful, but not required.

## Professional Standards and Principles for Ethical Evaluation Practice

**Instructor: Michael Morris, PhD**

**Description:** Participants will explore the ethical issues that can arise at various stages of the evaluation process, from entry/contracting all the way to the utilization of findings by stakeholders. Strategies for preventing ethical problems, as well for dealing with them once they have arisen, will be addressed. Case vignettes will be used throughout the course to provide participants with an opportunity to brainstorm such strategies, and participants will have a chance to share their own ethical challenges in evaluation with others. This course will also focus on the application of the American Evaluation Association's Guiding Principles for Evaluators and the Joint Committee's Program Evaluation Standards to the ethical responsibilities and challenges that evaluators encounter in their work.

The course is based on the TEI premise that ethical practice is a core competency in evaluation: competent evaluators are ethical evaluators. Participants should emerge from the course with an enhanced understanding of how the standards and principles that inform the professional practice of evaluation can increase their chances of "doing the (ethically) right thing" when conducting evaluations in the field. Participants should also be better prepared to interact with stakeholders in a fashion that lessens the likelihood that the latter will engage in behaviors that lead to ethical difficulties.

## Working with Evaluation Stakeholders

**Instructor: John Bryson, PhD**

**Description:** Working with stakeholders is a fact of life for evaluators. That interaction can be productive and beneficial to evaluation studies that inform decisions and produce positive outcomes for decision makers and program recipients. Or that interaction can be draining and conflictual for both the evaluator and the stakeholders and lead to studies that are misguided, cost too much, take too long, never get used, or never get done at all. So this is an incredibly important topic for evaluators to explore. This course focuses on strategies and techniques to identify stakeholders who can and will be most beneficial for the achievement of study goals and how to achieve a productive working relationship

with them. Stakeholder characteristics like knowledge of the program, power and ability to influence, willingness to participate, etc., will be analyzed, and strategies and techniques are presented to successfully engage stakeholders for effective collaboration. Detailed course materials, case examples, and readings are provided to illuminate course content and extend its long-term usefulness.

# Evaluation Theory, Design, and Methods

## Case Studies in Evaluation

**Instructor: Delwyn Goodrick, PhD**

**Description:** Case study approaches are widely used in program evaluation. They facilitate an understanding of the way in which context mediates the influence of program and project interventions. While case study designs are often adopted to describe or depict program processes, their capacity to illuminate depth and detail can also contribute to an understanding of the mechanisms responsible for program outcomes.

The literature on case studies is impressive, but there remains tension in perspectives about what constitutes good case study practice in evaluation. This leads to substantive differences in the way case studies are conceived and practiced within the evaluation profession. This workshop aims to disentangle the discussions and debate, and highlight the central principles critical to effective case study practice and reporting.

This two-day workshop will explore case study design, analysis, and representation. The workshop will address case study topics through brief lecture presentation, small group discussion, and workshop activities with realistic case study scenarios. Participants will be encouraged to examine the conceptual underpinnings, defining features, and practices involved in doing case studies in evaluation contexts. Discussion of the ethical principles underpinning case studies will be integrated throughout the workshop.

Specific topics to be addressed over the two days include:

- The utility of case studies in evaluation
- Circumstances in which case studies may not be appropriate
- Evaluation questions that are suitable for a case study approach
- Selecting the unit of analysis in case study
- Design frameworks in case studies—single and multiple case study; the intrinsic and instrumental case
- The use of mixed methods in case study approaches—sequential and concurrent designs
- Developing case study protocols and case study guides
- Analyzing case study materials—within case and cross-case analysis, matrix and template displays that facilitate analysis
- Principles and protocols for effective teamwork in multiple case study approaches
- Transferability/generalizability of case studies
- Validity and trustworthiness of case studies
- Synthesizing case materials
- Issues of representation of the case and cases in reporting

Detailed course notes will be provided to all participants and practice examples referenced over the two days.

## Conducting Successful Evaluation Surveys

**Instructor: Jolene D. Smyth, PhD**

**Description:** The success of many evaluation projects depends on the quality of survey data collected. In the last decade, sample members have become increasingly reluctant to respond, especially in evaluation contexts. In response to these challenges and to technological innovation, methods for doing surveys are changing rapidly. This course will provide new and cutting-edge information about best practices for designing and conducing internet, mail, and mixed-mode surveys.

Students will gain an understanding of the multiple sources of survey error and how to identify and fix commonly occurring survey issues. The course will cover writing questions; visual design of questions (drawing on concepts from the vision sciences); putting individual questions together into a formatted questionnaire; designing web surveys; designing for multiple modes; and fielding surveys and encouraging response by mail, web, or in a mixed-mode design.

The course is made up of a mixture of PowerPoint presentation, discussion, and activities built around real-world survey examples and case studies. Participants will apply what they are learning in activities and will have ample opportunity to ask questions during the course (or during breaks) and to discuss the survey challenges they face with the instructor and other participants. Participants will receive a copy of course slides and of the text Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method (Wiley) by Don A. Dillman, Jolene D. Smyth, and Leah Melani Christian.

## Designing, Managing, and Analyzing Multi-Site Evaluations

**Instructor: Debra J. Rog, PhD**

**Description:** Guidance on how to carry out multi-site evaluations is scarce. What is available tends to focus on quantitative data collection and analysis and usually treats diverse sites in a uniform manner. This course will present instruction on designing, managing, and analyzing multi-site studies and will focus on the differences that are required due to the specifics of the situation—e.g., central evaluator control vs. interactive collaboration; driven by research vs. program interests; planned and prospective vs. retrospective; varied vs. standardized sites; exploratory vs. confirmatory purpose; and data that are exclusively quantitative vs. qualitative vs. mixture. Topics include stakeholder involvement, collaborative design, maintaining integrity/quality in data, monitoring and technical assistance, data submission, communication and group process, cross-site synthesis and analysis, and cross-site reporting and dissemination. Practical strategies learned through first-hand experience as well as from review of other studies will be shared. Teaching will include large- and small-group discussions and students will work together on several problems. Detailed course materials are provided.

**Prerequisites:** Understanding of evaluation and research design.

## Outcome and Impact Assessment

**Instructor: Mark W. Lipsey, PhD**

**Description:** Valid assessment of the outcomes or impact of a social program is among the most challenging evaluation tasks, but also one of the most important. This course will review monitoring and tracking approaches to assessing outcomes as well as the experimental and quasi-experimental methods that are the foundation for contemporary impact evaluation. Attention will also be given to issues related to the measurement of outcomes, ensuring detection of meaningful program effects, and interpreting the magnitude of effects. Emphasis will mainly be on the logic of outcome evaluation and the conceptual and methodological nature of the approaches, including research design and associated analysis issues. Nonetheless, some familiarity with social science methods and statistical analysis is necessary to effectively engage the topics covered in this course.

**Prerequisites:** At least some background in social science methods and statistical analysis or direct experience with outcome measurement and impact assessment designs.

## Qualitative Evaluation Methods

**Instructor: Michael Quinn Patton, PhD**

**Description:** Qualitative inquiries use in-depth interviews, focus groups, observational methods, document analyses, and case studies to provide rich descriptions of people, programs, and community processes. To be

credible and useful, the unique sampling, design, and analysis approaches of qualitative methods must be understood and used. Qualitative data can be used for various purposes including evaluating individualized outcomes, capturing program processes, exploring a new area of interest (e.g., to identify the unknown variables one might want to measure in greater depth/breadth), identifying unanticipated consequences, and side effects, supporting participatory evaluations, assessing quality, and humanizing evaluations by portraying the people and stories behind the numbers. This class will cover the basics of qualitative evaluation, including design, case selection (purposeful sampling), data collection techniques, and beginning analysis. Ways of increasing the rigor and credibility of qualitative evaluations will be examined. Mixed methods approaches will be included. Alternative qualitative strategies and new, innovative directions will complete the course. The strengths and weaknesses of various qualitative methods will be identified. Exercises will provide experience in applying qualitative methods and analyses in evaluations. Individuals enrolled in this class will each receive one copy of Patton's text, *Qualitative Research and Evaluation Methods,* (Sage) by Rossi et al.

## Quantitative Evaluation Methods

**Instructor: Emily Tanner-Smith, PhD**

**Description:** This course will introduce a range of basic quantitative social science research methods that are applicable to the evaluation of programs. This is a foundational course that introduces basic quantitative methods developed more fully in other TEI courses and serves as a critical course designed to ensure a basic familiarity with a range of social science research methods and concepts.

Topics will include validity, sampling methods, measurement considerations, survey and interview techniques, observational and correlational designs, and experimental and quasi-experimental designs. This course is for those who want to update their existing knowledge and skills and will serve as an introduction for those new to the topic.

## Sampling: Basic Methods for Probability and Non-Probability Samples

**Instructor: Gary T. Henry, PhD**

**Description:** Careful use of sampling methods can save resources and often increase the validity of evaluation findings. This seminar will focus on the following: (a) The Basics: defining sample, sampling and validity, probability and non-probability samples, and when not to sample; (b) Error and Sampling: study logic and sources of error, target population and sampling frame; (c) Probability Sampling Methods: simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multi-stage sampling; (d) Making Choices: before, during, and after sampling; and (e) Sampling Issues. Many examples will be used to illustrate these topics and participants will have the opportunity to work with case exercises.

## Using Non-Experimental Designs for Impact Evaluation

**Instructor: Gary T. Henry, PhD**

**Description:** In the past few years, there have been very exciting developments in approaches to causal inference that have expanded our knowledge and toolkit for conducting impact evaluations. Evaluators, statisticians, and social scientists have focused a great deal of attention on causal inference, the benefits and drawbacks of random assignment studies, and alternative designs for estimating program impacts. For this workshop, we will have three goals:

- To understand a general theory of causal inference that covers both random assignment and observational studies, including quasi-experimental and non-experimental studies
- To identify the assumptions needed to infer causality in evaluations
- To describe, compare, and contrast six promising alternatives to random assignment studies for inferring causality, including the requirements for implementing these designs, the strengths and weaknesses of each, and examples from evaluations where these designs have been applied

The six alternative designs to be described and discussed are: regression discontinuity; propensity score matching; instrumental variables; fixed effects (within unit variance); difference-in-differences; and comparative interrupted time series. Also, current findings concerning the accuracy of these designs relative to random assignment studies from "within study" assessments of bias will be presented and the implications for practice discussed.

**Prerequisites:** This class assumes some familiarity with research design, threats to validity, impact evaluations, and multivariate regression.

## Using Program Theory and Logic Models in Evaluation

**Instructor: Patricia Rogers, PhD**

**Description:** It is now commonplace to use program theory, or logic models, in evaluation as a means to explain how a program is understood to contribute to its intended or observed outcomes. However, this does not mean that they are always used appropriately or to the best effect. At their best, logic models can provide conceptual clarity, motivate staff, and focus evaluations. At their worst, they can divert time and attention from other critical evaluation activities, provide an invalid or misleading picture of the program, and discourage critical investigation of causal pathways and unintended outcomes. This course focuses on developing useful logic models, and using them effectively to guide evaluation and avoid some of the most common traps. It begins with the assumption that participants already know something about logic models and program theory but come with different understandings of terminology and options. Application exercises are used throughout the course for demonstration of concepts and techniques: (a) as ways to use logic models to positive advantage (e.g., to identify criteria, develop questions, identify data sources and bases of comparison); (b) ways they are used with negative results (e.g., focusing only on intended outcomes, ignoring differential effects for client subgroups, seeking only evidence that confirms the theory); and (c) strategies to avoid traps (e.g., differentiated theory, market segmentation, competitive elaboration of alternative hypotheses). Participants receive the instructor's co-authored text, Purposeful Program Theory: *Effective Use of Theories of Change and Logic Models* (Jossey-Bass: Wiley).

**Prerequisites:** Prior to attendance, those with no previous experience with program theory should work through the University of Wisconsin Extension's course in 'Enhancing Program Performance with Logic Models', available at no cost at https://lmcourse.ces.uwex.edu/.

## Using Research, Program Theory, & Logic Models to Design and Evaluate Programs

**Instructor: Stewart Donaldson, PhD**

**Description:** It is now commonplace to use research, program theory, and logic models in evaluation practice. They are often used to help design effective programs, and other times as a means to explain how a program is understood to contribute to its intended or observed outcomes. However, this does not mean that they are always used appropriately or to the best effect. At their best, prior research, program theories, and logic models can provide an evidence-base to guide action, conceptual clarity, motivate staff, and focus design and evaluations. At their worst, they can divert time and attention from other critical evaluation activities, provide an invalid or misleading picture of the program, and discourage critical investigation of causal pathways and unintended outcomes. This course will focuses on developing useful evidence-based program theories and logic models, and using them effectively to guide evaluation and avoid some of the most common traps. Application exercises are used throughout the course for demonstration of concepts and techniques: (a) as ways to use social science theory and research, program theories and logic models to positive advantage; (b) to formulate and prioritize key evaluation questions; (c) to gather credible and actionable evidence; (d) to understand and communicate ways they are used with negative results; and (e) strategies to avoid traps.

Recommended Book: *Program Theory-Driven Evaluation Science: Strategies and Applications* (Psychology Press).

Students may also be interested in: *Credible and Actionable Evidence: The Foundation for Rigorous and Influential Evaluations* (Sage).

**Prerequisites:** None

# Evaluation Approaches and Techniques

## Comparative Effectiveness: Balancing Design with Quality Evidence

**Instructor: Ann M. Doucette, PhD**

**Description:** Evidence is the foundation on which we make judgments, decisions, and policy. Gathering evidence can be a challenging and time-intensive process. Although there are many approaches to gathering evidence, random clinical trials (RCTs) have remained the "gold standard" in establishing effectiveness, impact, and causality, despite the fact that strong proponents of RCTs sometimes assert that RCTs are not the only valid method, nor necessarily the optimal approach in gathering evidence. RCTs can be costly in terms of time and resources; can raise ethical concerns regarding the exclusion of individuals from treatments or interventions from which they might benefit; and can be inappropriate if the intervention is not sufficiently and stably implemented or if the program/service is so complex that such a design would be challenging at best and likely not to yield ecologically valid results.

Comparative effectiveness (CE) has emerged as an accepted approach in gathering evidence for health care decision and policymaking. CE emerged as a consequence of the worldwide concern about rising health care costs and the variability of health care quality—and a more immediate need for evidence of effective health care. RCTs, while yielding strong evidence, were time intensive and posed significant delays in providing data on which to make timely policy and care decisions. CE provided a new approach to gather objective evidence and emphasized how rigorous evaluation of the data yielded across existing studies (qualitative and quantitative) could answer questions regarding what works for whom and under what conditions. Essentially, CE is a rigorous evaluation of the impact of various intervention options, based on existing studies that are available for specific populations. The CE evaluation of existing studies focuses not only on the benefits and risks of various interventions, but also incorporates the costs associated them. CE takes advantage of both quantitative and qualitative methods, using a standardized protocol in judging the strength and synthesis of the evidence provided by existing studies.

The basic CE questions are: Is the available evidence good enough to support high-stakes decisions? If we rely solely on RCTs for evidence, will it result in a risk that available non-RCT evidence will not be considered sufficient as a basis for policy decisions? Will sufficient evidence be available for decision-makers at the time when they need it? What alternatives can be used to ensure that rigorous findings be made available to decision-makers when they need to act? CE has become an accepted alternative to RCTs in medicine and health. While CE approach has focused on medical intervention, the approach has potential for human and social interventions that are

implemented in other areas (education, justice, environment, etc.).

This course will provide an overview of CE from an international perspective (U.S., UK, Canada, France, Germany, Turkey), illustrating how different countries have defined and established CE frameworks; how data are gathered, analyzed, and used in health care decision-making; and how information is disseminated and whether it leads to change in health care delivery. Though CE has been targeted toward enhancing the impact of health care intervention, this course will consistently focus on whether and how CE (definition, methods, analytical models, dissemination strategies, etc.) can be applied to other human and social program areas (education, justice, poverty, environment, etc.).

No prerequisites are required for this one-day course.

## Developmental Evaluation: Systems and Complexity

**Instructor: Michael Quinn Patton, PhD**

**Description:** The field of evaluation already has a rich variety of contrasting models, competing purposes, alternative methods, and divergent techniques that can be applied to projects and organizational innovations that vary in scope, comprehensiveness, and complexity. The challenge, then, is to match evaluation to the nature of the initiative being evaluated. This means that we need to have options beyond the traditional approaches (e.g., linear logic models, experimental designs, and pre-post-tests) when faced with systems change dynamics and initiatives that display the characteristics of emergent complexities. Important complexity concepts with implications for evaluation include uncertainty, nonlinearity, emergence, adaptation, dynamical interactions, and co-evolution.

Developmental evaluation supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. Innovations can take the form of new projects, programs, products, organizational changes, policy reforms, and system interventions. A complex system is characterized by a large number of interacting and interdependent elements in which there is no central control. Patterns of change emerge from rapid, real-time interactions that generate learning, evolution, and development—if one is paying attention and knows how to observe and capture

the important and emergent patterns. Complex environments for social interventions and innovations are those in which what to do to solve problems is uncertain and key stakeholders are in conflict about how to proceed.

Developmental evaluation involves real-time feedback about what is emerging in complex dynamic systems as innovators seek to bring about systems change. Participants will learn the unique niche of developmental evaluation and what perspectives such as Systems Thinking and Complex Nonlinear Dynamics can offer for alternative evaluation approaches. Participants will receive a copy of the instructor's text, *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use* (Guilford).



## Evaluability Assessment

**Instructor: Debra J. Rog, PhD**

**Description:** Increasingly, both public and private funders are looking to evaluation not only as a tool for determining the accountability of interventions, but also to add to our evidence base on what works in particular fields. With scarce evaluation resources, however, funders are interested in targeting those resources in the most judicious fashion and with the highest yield. Evaluability assessment is a tool that can inform decisions on whether a program or initiative is suitable for an evaluation and the type of evaluation that would be most feasible, credible, and useful.

This course will provide students with the background, knowledge, and skills needed to conduct an evaluability assessment. Using materials and data from actual EA studies and programs, students will participate in the various stages of the method, including the assessment of the logic of a program's design and the consistency of its implementation; the examination of the availability, quality, and appropriateness of existing measurement and data capacities; the analysis of the plausibility that the program/initiative can achieve its goals; and the assessment of appropriate options for either evaluating the program, improving the program design/implementation, or strengthening the measurement. The development and analysis of logic models will be stressed, and an emphasis will be placed on what can emerge from the process.

Students will be sent several articles prior to the course as a foundation for the method.

**Prerequisites:** Background in evaluation is useful and desirable, as is familiarity with conducting program-level site visits.

## Evaluating Resource Allocations in Complex Environments

**Instructor: Doreen Cavanaugh, PhD**

**Description:** Evaluators are increasingly asked to examine efficiency as well as the effectiveness of programs and interventions. This course puts systems change under a microscope by examining three essential infrastructure elements of successful program effort: collaboration, leadership and resource allocation, as well as the methods used to evaluate them.

**Collaboration:** Local, national and international programs often seek to achieve both efficiency and effectiveness by improving collaboration across all participating stakeholders. This course will deconstruct different types of collaboration, and ways to evaluate the impact of partnerships and collaboration arrangements on project/program outcomes.

**Leadership:** Collaborative frameworks yield new styles of leadership, the effect of which needs to be taken into account in evaluating a system. This course will provide participants with an understanding of differing leadership styles, linking the style to the project/program objectives, with an emphasis on methods of evaluating the effect of

leadership on intermediate and long-term project/program outcomes.

**Resource Allocation:** This course examines the role of resource allocation in project/program outcomes and how to evaluate the resulting effects of resource allocation on systems change and project/program outcomes. Whether at local, national or international levels, programs often are supported by multiple sources, each of which has its own goals, objectives and expectations for its investment. The strings attached to those investments may either facilitate or hinder program success. Participants will learn how to use a method of tracking, called resource mapping, to determine the available resources, the strengths and limitations of each resource, and whether the resources allocated are sufficient for achieving a program's stated goals and objectives. Participants will operationally define the concept of "cost" and the many different ways to measure the concept.

**Methods:** Resource maps help decision makers to identify gaps, inefficiencies, overlaps, and opportunities for collaboration with all participating partners. Evaluators can use this information to identify which resources might be combined in pooled, braided or blended arrangements that assure optimal outcomes for projects and/or programs.

On Day 1, participants will use examples from their own experience to apply the essential infrastructure elements of collaboration, leadership and resource allocation to a real life, evaluation situation.

Day 2 will focus on ways to evaluate the contributions of collaboration, leadership and resource allocation strategies to systems change goals, outcome and impact.

## Evaluating Training Programs: Frameworks and Fundamentals

**Instructor: Ann M. Doucette, PhD**

**Description:** The evaluation of training programs typically emphasizes participants' initial acceptance and reaction to content; learning, knowledge, and skill acquisition; participant performance and behavioral application of training; and benefits at the organizational and societal levels that result from participation. The evaluation of training programs, especially behavioral application of content and organizational benefits from training,

continues to be a challenge. Today's training approaches are wide-ranging, including classroom presentations, self-directed online courses, online tutorials and coaching, and supportive technical assistance. Evaluation approaches must be sufficiently facile to accommodate training modalities and the individual and organizational outcomes from training efforts.

The Kirkpatrick (1959, 1976) training model has been a longstanding evaluation approach; however, it is not without criticism or suggested modification. The course provides an overview of two training frameworks: 1) the Kirkpatrick model and modifications, which emphasizes participant reaction, learning, behavioral application, and organizational benefits), and 2) the Concerns-based Adoption Model (CBAM), a diagnostic approach that assesses stages of participant concern about how training will affect individual job performance, describes how training will be configured and practiced within the workplace, and gauges the actual level of training use.

The course is designed to be interactive and to provide a practical approach for planning (those leading or commissioning training evaluations), implementing, conducting, or managing training evaluations. The course covers an overview of training evaluation models; pre-training assessment and training program expectations; training evaluation planning; development of key indicators, metrics, and measures; training evaluation design; data collection—instrumentation and administration, data quality; reporting progress, change, and results; and disseminating findings and recommendations—knowledge management resulting from training initiatives. Case examples will be used throughout the course to illustrate course content.

## Internal Evaluation: Building Organizations from Within

**Instructor: Arnold Love, PhD**

**Description:** Internal evaluations are conducted by an organization's own staff members rather than by outside evaluators. Internal evaluators have the enormous advantage of an insider's knowledge so they can rapidly focus evaluations on areas managers and staff know are important, develop systems that spot problems before they occur, constantly evaluate ways to improve service delivery processes, strengthen accountability for results, and build organizational learning that empowers staff and program participants alike.

This course begins with the fundamentals of designing and managing effective internal evaluation, including an examination of internal evaluation with its advantages and disadvantages, understanding internal evaluation within the organizational context, recognizing both positive and potentially negative roles for internal evaluators, defining the tasks of managers and evaluators, identifying the major steps in the internal evaluation process, strategies for selecting the right internal evaluation tools, and key methods for making information essential for decision-making available to management, staff, board members, and program participants.

The second day will focus on practical ways of designing and managing internal evaluations that make a difference, including methods for reducing the potential for bias and threats to validity, practical steps for organizing the internal evaluation function, specific skills the internal evaluator needs, strategies to build internal evaluation capacity in your organization, and ways for building links between internal evaluation and organizational development. Teaching will be interactive, combining presentations with opportunities for participation and discussion. Time will be set aside on the second day for an in-depth discussion of key issues and concerns raised by participants. The instructor's book on *Internal Evaluation: Building Organizations from Within* (Sage) is provided with other resource materials.

## Linking Evaluation Questions to Analysis Techniques

**Instructor: Melvin M. Mark, PhD**

**Description:** Statistics are a mainstay in the toolkit of pro-gram and policy evaluators. Human memory being what it is, however, even evaluators with reasonable statistical training, over the years, often forget the basics. And the basics aren't always enough. If evaluators are going to make sensible use of consultants, communicate effectively with funders, and understand others' evaluation reports, then they often need at least a conceptual understanding of relatively complex, recent statistical techniques. The purposes of this course are to link common evaluation questions with appropriate statistical procedures; to offer a strong conceptual grounding in several important statistical procedures; and to describe how to interpret the results from the statistics in ways that are principled and will be

persuasive to intended audiences. The general format for the class will be to start with an evaluation question and then discuss the choice and interpretation of the most-suited statistical test(s). Emphasis will be placed on creating a basic understanding of what statistical procedures do, when to use them, and why, and then on how to learn more from the data. Little attention is given to equations or computer programs, with the emphasis instead being on conceptual understanding and practical choices. Statistical procedures and principled data inquiry will be explored.

- More fundamental topics to be covered include: (1) basic data quality checks and basic exploratory data analysis procedures, (2) basic descriptive statistics, (3) the core functions of inferential statistics (why we use them), (4) common inferential statistics, including t-tests, the correlation coefficient, and chi square, and (5) the fundamentals of regression analysis.
- For certain questions, more complex statistical techniques need to be considered. More complex techniques to be discussed (again, at a conceptual level) include: (1) structural equation modeling, (2) multi-level modeling, and (3) cluster analysis and other classification techniques.
- Examples of methods for learning from data—e.g. for "snooping" with validity, for making new discoveries principled, and for more persuasive reporting of findings—will include: (1) planned and unplanned tests of moderation, (2) graphical methods for unequal treatment effects, (3) use of previously-discussed techniques such as clustering, (4) identifying and describing converging patterns of evidence, and (5) iterating between findings and explanations.

Each participant will receive a set of readings and current support materials.

**Prerequisites:** Familiarity with basic statistics.

## Measuring Performance and Managing for Results in Government and Nonprofit Organizations

**Instructor: Theodore H. Poister, PhD**

**Description:** A commitment to performance measurement has become pervasive throughout government, the nonprofit sector, foundations, and other nongovernmental organizations in response to demands for increased accountability, pressures for improved quality and customer service, and mandates to "do more with less," as well as the drive to strengthen the capacity for results-oriented management among professional public and nonprofit administrators.

While the idea of setting goals, identifying and monitoring measures of success in achieving them, and using the resulting performance information in a variety of decision venues might appear to be a straightforward process, a myriad of conceptual, political, managerial, cultural, psychological, and organizational constraints as well as serious methodological issues make this a very challenging enterprise. This course presents a step-by-step process for designing and implementing effective performance management systems in public and nonprofit agencies, with an emphasis on maximizing their effectiveness in improving organizational and program performance. The focus is on the interplay between performance measurement and management, as well as the relationships among performance measurement, program evaluation, and evidence based policy. All topics are illustrated with examples from a wide variety of program areas, including those drawn from the instructor's experience in such areas as local government services, child support enforcement, public health, nursing regulation, and transportation.

Day one covers the basics of performance measurement and looks at frameworks for identifying outcomes and other dimensions of performance, data sources and the definition of performance indicators, and criteria for systematically evaluating the usefulness of potential indicators. Day two looks at the analysis and reporting of performance information and its incorporation in a number of critical management processes, such as strategic planning, results-based budgeting, program management and evaluation, quality improvement, performance contracting and grants management, stakeholder engagement, and the management of employees and organizations. The course concludes with a discussion of the "process side" of the design and implementation of performance measures and discusses strategies for building effective performance management systems.

Students receive the text *Managing and Measuring Performance in the Public and Nonprofit Organizations* by Theodore H. Poister, Maria P. Aristigueta, and Jeremy Hall (Jossey-Bass) as well as case studies and other materials.

## Mixed-Methods Evaluations: Integrating Qualitative and Quantitative Approaches

**Instructor: Debra J. Rog, PhD**

**Description:** Evaluators are frequently in evaluation situations in which they are collecting data through multiple methods, often both qualitative and quantitative. Too often, however, these study components are conducted and reported independently and do not maximize the explanation building that can occur through their integration.

The purpose of this course is to sensitize evaluators to the opportunities in their work for designing and implementing mixed methods and to be more intentional in the ways that they design their studies to incorporate both qualitative and quantitative approaches. The course will begin with an overview of the issues involved with mixed methods research, highlighting the accolades and the criticisms of integrating approaches. The course will then focus on the research questions and evaluation situations that are conducive to mixed methods and the variety of designs that are possible (e.g., parallel mixed methods that occur at the same time and are integrated in their inference; sequential designs in which one method follows another chronologically, either confirming or disconfirming the findings, or providing further explanation). A key focus of the course will be on strategies for implementing mixed-methods designs, as well as analyzing and reporting data, using examples from the instructor's work and those offered by course participants. The course will be highly interactive, with ample time for participants to work on ways of applying the course to their own work. Participants will work in small groups on an example that will carry through the two days of the course.

Participants will be sent materials prior to the course as a foundation for the method.

**Prerequisites:** Background in evaluation is useful and desirable.

## Participatory Evaluation: Frameworks, Approaches, Appropriateness and Challenges

**Instructor: Ann Doucette, PhD**

**Description:** Participatory evaluation builds on a sense of active construction and ownership – evaluators and stakeholder, regarding the evaluation process, what is learned through the evaluation, and what actions might be taken as a result of the evaluation. This course focuses on both the practical aspects of participatory evaluation (improved utilization of evaluation, enhanced decision-making relevance, etc.), as well as transformative features (empowerment of program participants, activation for social change, etc.). The course covers the principles of participatory evaluation; decision-processes in determining whether participatory evaluation is an appropriate evaluation approach; the role of the evaluator; stakeholder selection procedures; what to look for and how to build evaluation capacities of a participatory evaluation team; managing power, status differentials and conflicts; and, the advantages and disadvantages of conducting participatory evaluations. The course emphases practical application and incorporates small group exercises, using hypothetical and actual case examples from international and U.S. evaluations.

Course participants are encouraged to submit their own participatory evaluation case examples or questions about participatory evaluation, prior to the course for inclusion in the course discussions. The course is purposefully geared for practicing evaluators, those teaching evaluation, and those overseeing and/or commissioning evaluation.

## Policy Analysis, Implementation, and Evaluation

**Instructor: Doreen Cavanaugh, PhD**

**Description:** Policy drives the decisions and actions that shape our world and affect the well-being of individuals around the globe. It forms the foundation of every intervention, and yet the underlying assumptions and values are often not thoroughly examined in many evaluations. In this course students will explore the policy development process, study the theoretical basis of policy, and examine the logical sequence by which a policy intervention is to bring about change. Participants will explore several models of policy analysis, including the institutional model, process model, and rational model.

Participants will experience a range of policy evaluation methods to systematically investigate the effectiveness of policy interventions, implementation, and processes and to determine their merit, worth, or value in terms of

improving the social and economic conditions of different stakeholders. The course will differentiate evaluation from monitoring and address several barriers to effective policy evaluation, including goal specification and goal change, measurement, targets, efficiency and effectiveness, values, politics, and increasing expectations. The course will present models from a range of policy domains. At the beginning of the two-day course, participants will select a policy from their own work to apply and use as an example. Participants will develop the components of an analysis and design an evaluation.

## Policy Evaluation and Analysis

**Instructor: Gary T. Henry, PhD**

**Description:** Policy evaluation and analysis produce evidence intended to influence policymaking. Just as there are many types of evaluation, policy analysis is conducted in different ways and for different purposes. One type of policy analysis—scientific policy analysis—has much in common with policy evaluation. Both usually involve an independent assessment of the social problem that is to be addressed through government action and an assessment of the costs and consequences of relevant policy alternatives. Another type of policy analysis is labeled professional and is intended to have more direct short-term influence on policy, often using data from previous evaluations and extrapolating results to a new setting. Advocacy policy analysis selectively uses data to make a case for pre-determined policy position.

This course will explore the types of policy analysis and the types of evaluation that are most likely to be influential in the policy process. Participants will develop major components of a professional policy analysis and design a policy evaluation. In addition, the class will focus on the development of a communication strategy for a policy evaluation.



## Utilization-Focused Evaluation

**Instructor: Michael Quinn Patton, PhD**

**Description:** Utilization-focused evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience the evaluation process. Therefore, the focus in utilization-focused evaluation is on intended use by intended users.

Utilization-focused evaluation is a process for helping primary intended users to select the most appropriate content, model, methods, theory, and uses for their particular situation. Situational responsiveness guides the interactive process between evaluator and primary intended users. A psychology of use undergirds and informs utilization-focused evaluation: intended users are more likely to use evaluations if they understand and feel ownership of the evaluation process and findings; they are more likely to understand and feel ownership if they've been actively involved; by actively involving primary intended users, the evaluator is training users in use, preparing the groundwork for use, and reinforcing the intended utility of the evaluation every step along the way.

Participants will learn:

- Key factors in doing useful evaluations, including common barriers to use, and how to overcome those barriers
- Implications of focusing an evaluation on intended use by intended users
- Options for evaluation design and methods based on situational responsiveness, adaptability and creativity
- Ways of building evaluation into the programming process to increase use

Participants will receive a copy of the instructor's text: *Utilization-Focused Evaluation* (Sage).

# Using Evaluation– Strategies and Capacity

## Culture and Evaluation

**Instructor: Leona Ba, PhD**

**Description:** This course will provide participants with the opportunity to learn and apply a step-by-step approach on how to conduct culturally responsive evaluations. It will use theory-driven evaluation as a framework, because it ensures that evaluation is integrated into the design of programs. More specifically, it will follow the three-step "Culturally Responsive Theory-Driven Evaluation" model proposed by Bledsoe and Donaldson (2015):

1. Develop program impact theory
2. Formulate and prioritize evaluation questions
3. Answer evaluation questions

**\*\*Upon registration, participants will receive a copy of the book chapter discussing this model.\*\***

During the workshop, participants will reflect on their own cultural self-awareness, a prerequisite for conducting culturally responsive evaluations. In addition, they will explore strategies for applying cultural responsiveness to evaluation practice using examples from the instructor's first-hand experience and other program evaluations. They will receive a package of useful handouts, as well as a list of selected resources.

**Prerequisites:** Understanding of evaluation and research design

## Dashboard Design: Creating Static Dashboards Using Excel

**Instructor: Ann K. Emery, MS**

**Description:** Why wait until the end of the year to write a lengthy report when you can share data early and often with dashboards? Your organization's leaders have more important things to do than read lengthy reports. Dashboards get to the point so that leaders can understand the numbers and take action. During this session, you'll see sample dashboards from a dozen organizations like yours. I'll share the story behind each dashboard so that you can learn about each dashboard's audience and goals. For example, some of the dashboards were designed to track progress towards goals. Other dashboards were designed to help organizations compare their different program areas. You can decide which elements of each dashboard would be most applicable to your own work. Then, you'll vote on which dashboards you'd like to create from scratch.

We'll spend most of our time designing **static dashboards within Excel**. These dashboards will live inside of Excel and get shared with stakeholders as PDFs through email or as printed handouts during meetings.

**Note: Please bring laptops with Excel.** Attendees should bring their own laptops loaded with Microsoft Excel. No tablets or smartphones. PCs preferred; Macs okay.

## Effective Reporting Strategies for Evaluators

**Instructor: Kathryn Newcomer, PhD**

**Description:** The use and usefulness of evaluation work is highly affected by the effectiveness of reporting strategies and tools. Care in crafting both the style and substance of findings and recommendations is critical to ensure that stakeholders pay attention to the message. Skill in presenting sufficient information yet not overwhelming the audience is essential to raise the likelihood that potential users of the information will be convinced with both the relevance and the validity of the data. This course will provide guidance and practical tips on reporting evaluation findings. Attention will be given to the selection of appropriate reporting strategies/formats for different audiences and to the preparation of effective executive summaries; clear

analytical summaries of quantitative and qualitative data; user-friendly tables and figures; discussion of limitations to measurement validity, generalizability; causal inferences, statistical conclusion validity, and data reliability; and useful recommendations.

## Evaluation Capacity Building in Organizations

**Instructor: Leslie Fierro, PhD**

**Description:** Evaluation capacity building (ECB) involves implementing one or more interventions to build individual and organizational capacities to engage in and sustain the act of evaluation—including, but not limited to commissioning, planning, implementing, and using findings from evaluations. ECB has received increased levels of attention in the evaluation community over the past decade as funders of government and nonprofit institutions frequently request evaluations as part of the funding award. As a result, grantees are faced with questions about how they will perform this work—hire an external contractor, create a full or half-time position, etc.

Given this context, it perhaps is no surprise that when we think of ECB, we tend to think about training people on how to plan and implement evaluations. This is certainly very important. However, if what we want to do is effectively sustain high-quality evaluation practice in organizations and learn from the findings, it is critically important to also consider: (1) What capacities beyond individual knowledge and skill to do evaluation are needed to support a program's ability to plan, conduct, learn from, and sustain evaluation and (2) Who needs to be the "target audience" for ECB activities in order to facilitate this support. Not everybody needs to be an evaluator to support high-quality evaluation practice and learning, but for those who aren't going to be doing evaluation what do they need to know and why do they need to know it?

Participants will be introduced to the fundamentals of ECB; intended long-, mid-, and short-term outcomes of ECB interventions; a range of ECB interventions; and important considerations in measuring evaluation capacity in organizations. This course provides practitioners with an opportunity to consider what types of evaluation capacity they want to build within their organization and why. Participants will engage throughout the course in building a logic model of a

potential ECB intervention for their organization with specific emphasis on what needs to change among whom in the organization.

**Learning Objectives:**

After this workshop, participants will be able to:

- Define evaluation capacity building
- Articulate several intended outcomes of evaluation capacity building
- Identify at least two audiences who are important to engage as audiences for future ECB efforts to support high-quality evaluation practice and learning in their organization and explain why this is the case
- Describe several approaches to building evaluation capacity
- Explain several nuances involved in measuring evaluation capacity within organizations

## Evaluation Management

**Instructor: Tessie Catsambas, MPP**

**Description:** The purpose of this course is to provide new and experienced evaluation professionals and funders with strategies, tools, and skills to: (1) develop realistic evaluation plans; (2) negotiate needed adjustments when issues arise; (3) organize and manage evaluation teams; (4) monitor evaluation activities and budgets; (5) protect evaluation independence and rigor while responding to client needs; and (6) ensure the quality of evaluation products and briefings.

Evaluation managers have a complex job. They oversee the evaluation process and are responsible for safeguarding methodological integrity, evaluation activities, and budgets. In many cases they must also manage people, including clients, various stakeholders, and other evaluation team members. Evaluation managers shoulder the responsibility for the success of the evaluation, frequently dealing with unexpected challenges and making decisions that influence the quality and usefulness of the evaluation.

Against a backdrop of demanding technical requirements and a dynamic political environment, the goal of evaluation management is to develop, with available resources and time, valid and useful measurement information and findings and ensure the quality of the process, products, and services included in the contract. Management decisions influence methodological

decisions and vice versa, as method choice has cost implications.

The course methodology will be experiential and didactic, drawing on participants' experience and engaging them with diverse material. It will include paper and online tools for managing teams, work products, and clients; an in-class simulation game with expert judges; case examples; reading; and a master checklist of processes and sample forms to organize and manage an evaluation effectively. At the end of this training, participants will be prepared to follow a systematic process with support tools for commissioning and managing evaluations and will feel more confident to lead evaluation teams and negotiate with clients and evaluators for better evaluations.

## Foundations in Data Visualization

**Instructor: Ann K. Emery, MS**

**Description:** Today's evaluators need to use a variety of strategies to present their data. Data visualization can help to make complex data easier to understand and to use. The one-day training will walk participants through a step-by-step design process that they can apply to their own projects. Participants will learn how to customize visualizations for their audience; choose the right chart for their message; declutter their visuals so that viewers' attention is focused on the data; reinforce their branding with custom color palettes and typography; and increase accessibility by ensuring that their visuals are legible for people with color vision deficiencies. Finally, participants will learn to tell a story through dark colors (saturation), explicit titles, and call-out boxes (annotation). This workshop is highly interactive and participants will pause several times throughout the day to sketch makeovers of their own visualizations.

**Note:** The second half of this course will include hands-on practice in building charts/graphs in Microsoft Excel. Attendees should bring their own laptops loaded with Microsoft Excel. No tablets or smart phones. PCs preferred; Macs okay.

This course is designed for attendees who develop graphs, slideshows, technical reports and other written communication for evaluation work.

## How to Build a Successful Evaluation Consulting Practice

**Instructor: Michael Quinn Patton, PhD**

**Description:** This class offers the opportunity for participants to learn from someone who has been a successful evaluation consultant for 30 years. Issues addressed include: What does it take to establish an independent consulting practice? How do you find your consulting niche? How do you attract clients, determine how much to charge, create collaborations, and generate return business? Included will be discussion on such topics as marketing, pricing, bidding on contracts, managing projects, resolving conflicts, professional ethics, and client satisfaction. Participants will be invited to share their own experiences and seek advice on situations they've encountered. The course is highly interactive and participant-focused.

## Implementation Analysis for Feedback on Program Progress and Results

**Instructor: Arnold Love, PhD**

**Description:** Many programs do not achieve intended outcomes because of how they are implemented. Thus, implementation analysis (IA) is very important for policy and funding decisions. IA fills the methodological gap between outcome evaluations that treat a program as a "black box" and process evaluations that present a flood of descriptive data. IA provides essential feedback on the "critical ingredients" of a program and helps drive change through an understanding of factors affecting implementation and short-term results. Topics include importance of IA; conceptual and theoretical foundations of IA; how IA drives change and complements other program evaluation approaches; major models of IA and their strengths/weaknesses; how to build an IA framework and select appropriate IA methods; concrete examples of how IA can keep programs on track, spot problems early, enhance outcomes, and strengthen collaborative ventures; and suggestions for employing IA in your organization. Detailed course materials and in-class exercises are provided.

## Learning through Data Visualization

**Instructor: Tarek Azzam, PhD**

**Description**: With new technologies, the availability of more and more data, and advanced analytic tools and

techniques, the challenge becomes how to best communicate what the data and findings are really telling us. Moreover, a related challenge is how to make sure the information we disseminate is accessible to different audiences. This can successfully be done by graphic design strategies to emphasize the story in the data.

In this course we will:

- Explore the underlying principles behind effective information displays
- Provide tips to improve most data displays
- Examine the core factors that make these principles effective
- Discuss the use of the common graphical tools
- Explore other graphical displays that allow the user to visually interact with data
- Review interactive visual displays, GIS and crowdsourcing visualizations

This course is designed as an introduction to the topics. No prior training is required and researchers in all career stages are welcome.

## Leveraging Technology in Evaluation

**Instructor: Tarek Azzam, PhD**

**Description**: This course will focus on how a range of new technological tools can be used to improve program evaluations. Specifically, we will explore the application of tools to engage clients and stakeholders, collect research and evaluation data, formulate and prioritize research and evaluation questions, express and assess logic models and theories of change, track program implementation, provide continuous improvement feedback, determine program outcomes/impact, and present data and findings.

After completing the course, participants are expected to have an understanding of how technology can be used in evaluation practice, and some familiarity with some specific technological tools that can be used to collect data, interpret findings, conceptually map programs in an interactive way, produce interactive reports, and utilize crowdsourcing for quantitative and qualitative analysis.

Participants will be given information on how to access tools such as Mechanical Turk (MTurk) for crowdsourcing, Geographical Information Systems (GIS), interactive reporting software, and interactive

conceptual mapping tools to improve the quality of their evaluation projects.

## Making Evaluation Data Actionable

**Instructor: Ann M. Doucette, PhD**

**Description:** Interventions and programs are implemented within complex environments that present challenges for collecting program performance information. A general problem for performance measurement initiatives—and what often causes them to fall short of their intended objectives—is the failure to choose performance measures that are actionable, meaning that they are linked to practices that an organization or agency can actually do something about, and the changes in those practices can be linked directly to improved outcomes and sustained impact.

This class introduces complex adaptive systems (CAS) thinking and addresses the implication of CAS in evaluating the outcomes and impact of interventions and programs. Examples used in this case range from healthcare, education, transportation and safety, developing countries, and research and development environments. The class examines performance measurement strategies that support actionable data. The focus will be on data-based decision making, value-based issues, and practice-based evidence that can assist in moving performance measurement and quality monitoring activities from a process, outcome, and impact evaluation approach to continuous quality improvement. Business models such as Toyota Production System, Six-sigma, Balanced Scorecards, as well as knowledge management and benchmarking strategies, will be discussed in terms of how they can inform improvement strategies.

*Note: Persons with some experience in program evaluation and those with interest in a systems perspective will likely derive the most benefit from this course.*

## Presenting Data Effectively: Practical Methods for Improving Evaluation Communication

**Instructor: Stephanie Evergreen, PhD**

**Description:** Crystal clear charts and graphs are valuable. They save an audience's mental energies, keep a reader engaged, and make you look smart. In this course, attendees will learn the science behind presenting data effectively. We will go behind-the-scenes in Excel and discuss how each part of a visualization can be modified to best tell the story in a particular dataset. We will discuss how to choose the best chart type, given audience needs, cognitive capacity, and the story that needs to be told about the data. This includes both quantitative and qualitative visualizations. We will walk step-by-step through how to create newer types of data visualizations and how to manipulate the default settings to customize graphs so that they have a more powerful impact. Working in a computer lab, attendees will build with a prepared spreadsheet to learn the secrets to becoming an Excel dataviz ninja. Attendees will get hands-on practice implementing direct, practical steps that can be immediately implemented after the workshop to clarify data presentation and support clearer decision-making. Full of guidelines and examples, after this workshop you will be better able to package your data so it represents your smart, professional quality

**Note:** *Attendees are strongly encouraged to maximize the workshop experience by bringing a slideshow that contains graphs under current construction. Attendees should bring their own laptops loaded with Microsoft Excel. No tablets or smart phones. PCs preferred; Macs okay.*

*In the second day of workshop, Dr. Stephanie Evergreen will lead attendees through how to manipulate Excel into making impactful charts and graphs, step-by-step, using provided data sets distributed t*o the audience. Audience members will leave the session with more in-depth knowledge about to craft effective data displays. The demonstration will occur in the computer lab on PCs running Office 2010. Completing the session moves one to Excel Ninja Level 10.

Attendees will learn:

- Visual processing theory and why it is relevant for evaluators
- How to apply graphic design best practices and visual processing theory to enhance data visualizations with simple, immediately implementable steps
- Which chart type to use and when
- How to construct data visualizations and other evaluation communication to best tell the story in the data
- Alternative methods for reporting

Workshop attendees will leave with helpful handouts and a copy of *Effective Data Visualization* (Sage).

Registrants should regularly develop graphs, slideshows, technical reports and other written communication for evaluation work and be familiar with the navigational and layout tools available in simple software programs like Microsoft Office.

## Strategic Planning with Evaluation in Mind

**Instructor: John Bryson, PhD**

**Description:** Strategic planning is becoming a common practice for governments, nonprofit organizations, businesses, and collaborations. The severe stresses—along with the many opportunities—facing these entities make strategic planning more important and necessary than ever. For strategic planning to be really effective it should include systematic learning informed by evaluation. If that happens, the chances of mission fulfillment and long-term organizational survival are also enhanced. In other words, thinking, acting, and learning

strategically and evaluatively are necessary complements.

This course presents a pragmatic approach to strategic planning based on John Bryson's best-selling and award-winning book, *Strategic Planning for Public and Nonprofit Organizations* (Jossey-Bass). The course examines the theory and practice of strategic planning and management with an emphasis on practical approaches to identifying and effectively addressing organizational challenges—and doing so in a way that makes systematic learning and evaluation possible. The approach engages evaluators much earlier in the process of organizational and programmatic design and change than is usual.

The following topics are covered though a mixture of mini-lectures, exercises, and plenary discussion:

- Understanding why strategic planning has become so important
- Gaining knowledge of the range of different strategic planning approaches
- Understanding the Strategy Change Cycle (Prof. Bryson's preferred approach)
- Knowing how to appropriately design formative, summative, and developmental evaluations into the strategy process
- Knowing what it takes to initiate strategic planning successfully
- Understanding what can be institutionalized
- Making sure ongoing strategic planning, acting, learning, and evaluation are linked

## Strategy Mapping

**Instructor: John Bryson, PhD**

**Description:** The world is often a muddled, complicated, dynamic place in which it seems as if everything connects to everything else–and that is the problem! The connections can be problematic because, while we know things are connected, sometimes we do not know how, or else there are so many connections we cannot comprehend them all. Alternatively, we may not realize how connected things are and our actions lead to unforeseen and unhappy consequences. Either way, we would benefit from an approach that helps us strategize, problem solve, manage conflict, and design evaluations that help us understand how connected the world is, what the effects of those connections are, and what might be done to change some of the connections and their effects.

Visual strategy mapping (ViSM) is a simple and useful technique for addressing situations where thinking–as an individual or as a group–matters. ViSM is a technique for linking strategic thinking, acting, and learning; helping make sense of complex problems; communicating to oneself and others what might be done about them; and also managing the inevitable conflicts that arise.

ViSM makes it possible to articulate a large number of ideas and their interconnections in such a way that people can know what to do in an area of concern, how to do it, and why. The technique is useful for formulating and implementing mission, goals, and strategies and for being clear about how to evaluate strategies. The bottom line is: ViSM is one of the most powerful strategic management tools in existence. ViSM is what to do when thinking matters!

When can mapping help? There are a number of situations that are tailor-made for mapping. Mapping is particularly useful when:

- Effective strategies need to be developed
- Persuasive arguments are needed
- Effective and logical communication is essential
- Effective understanding and management of conflict are needed
- It is vital that a situation be understood better as a prelude to any action
- Organizational or strategic logic needs to be clarified in order to design useful evaluations

These situations are not meant to be mutually exclusive. Often they overlap in practice. In addition, mapping is very helpful for creating business models and balanced scorecards and dashboards. Visual strategy maps are related to logic models, as both are word-and-arrow diagrams, but are more tied to goals, strategies, and actions and are more careful about articulating causal connections.

**Objectives:** (Strategy Mapping)

At the end of the course, participants will:

- Understand the theory of mapping
- Know the difference between action-oriented strategy maps, business model maps, and balanced scorecard maps
- Be able to create action-oriented strategy maps for individuals—that is, either for oneself or by interviewing another person

- Be able to create action-oriented maps for groups
- Be able to create a business model map linking competencies and distinctive competencies to goals and critical success factors
- Know how to design and manage change processes in which mapping is prominent
- Have an action plan for an individual project

## Systems Evaluation

**Instructor: Jennifer Brown Urban, PhD**

**Description:** High-quality evaluation necessarily begins with good evaluation planning. All too often, there is a rush to measurement without putting in the careful thought and attention to a program's underlying theory of change, the evaluation questions that are important to answer, and the larger system within which a program is embedded. This can lead to a waste of resources when the data collected fail to address the question(s) of interest and/or the evaluation design is not appropriate for the stage of development of the program.

There are a number of evaluation methods that specifically incorporate a systems framework to address these issues. This course will provide an introduction to and overview of several prominent systems methods including Agent-Based Modeling, System Dynamics Modeling, Social Network Analysis, Group Concept Mapping, and Relational Systems Evaluation. By the end of the course, students will have a basic understanding of the range of Systems Evaluation methods, understand the pros and cons of each method, and learn the evaluation situations most conducive to apply each of them. The course will help orient evaluators and evaluation capacity builders towards Systems Evaluation methods and will prepare students to apply tools in their specific evaluation contexts.

The practical, hands-on portion of the class will focus on incorporating Relational Systems Evaluation into one's evaluation practice. Relational Systems Evaluation (RSE) is an empirically tested framework for program evaluation and planning that integrates principles associated with systems theories in order to develop evaluation capacity, enhance evaluation quality, integrate research and practice, and ultimately improve programs. RSE is operationalized using the Systems Evaluation Protocol (SEP), a step-by-step freely available protocol designed to guide evaluators and program managers in the planning, implementation, and utilization of an evaluation of virtually any type of program or intervention. This includes using the SEP to develop detailed theories of change that can then be linked directly to empirical evidence (evidence mapping), program practice (practice mapping), and evaluation strategy (measurement mapping). Through hands-on practice, students will also learn how to use the Netway, an online cyberinfrastructure that facilitates the development of SEP products (e.g., logic models, pathway models, stakeholder analysis).

## Using Program Evaluation in Nonprofit Environments

**Instructor: Kathryn Newcomer, PhD**

**Description:** Funders and oversight boards typically need data on the results obtained by the programs they fund. Within foundations, program officers want information about grantees and about lines of effort they fund to guide planning and future allocation of resources. Executive officers and members of the boards that oversee nonprofit service providers also want to know what works and what does not. This class provides background that program officers and overseers need to understand how evaluation can serve their information needs and how to assess the quality of the evidence they receive.

Drawing upon cases from foundations and nonprofits, the session will help attendees:

- Learn what/who drives program evaluation and performance measurement in public and nonprofit service providers
- Explore uses of evaluation and outcomes assessment in the nonprofit sector
- Understand how to frame useful scopes of work (SOWs) and requests for proposals (RFPs) for evaluations and performance measurement systems
- Identify and apply relevant criteria in choosing contractors and consultants to provide evaluation assistance
- Discuss challenges to measurement of social service outcomes
- Understand what questions to ask of internal evaluation staff and outside consultants about the quality of their work
- Clarify where to start in using evaluation to improve nonprofit social service programs

# Analytic Approaches

## Applied Regression Analysis for Evaluators (computer lab)

**Instructor: Gary T. Henry, PhD**

**Description:** Evaluators often face the situation where program outcomes vary across different participants and they want to explain those differences. To understand the contribution of the program to the outcomes, it is often necessary to control for the influence of other factors. In these situations, regression analysis is the most widely used statistical tool for evaluators to apply. The objective of this course is to describe and provide hands-on experience in conducting regression analysis and to aid participants in interpreting regression results in an evaluation context. The course begins with a review of hypothesis testing (t-tests) and a non-mathematical explanation of how the regression line is computed for bivariate regression. A major focus is on accurately interpreting regression coefficients and tests of significance, including the slope of the line, the t-statistic, and the statistics that measure how well the regression line fits the data. Participants will also learn how to find outliers that may be unduly influencing the results. Participants will have opportunity to estimate multivariate regression models on cross-sectional data; diagnose the results to determine if they may be misleading; and test the effects of program participation with pretest-posttest and posttest-only data. Regression-based procedures for testing mediated and moderated effects will be covered. On the third day, students will be given the opportunity to conduct an independent analysis and write up the findings. Both peer feedback and instructor feedback will be provided to build skills in interpreting findings and explaining them to interested audiences. Participants will use SPSS software to compute regression analyses and will be given the opportunity to apply it on data from an actual evaluation. Students and instructor will work on interpreting the results and determining how to present them to evaluation audiences. The class will be in a lab where each person has a computer for application of content.

## Applied Statistics for Evaluators (computer lab)

**Instructor: Theodore H. Poister, PhD**

**Description:** In this class, students will become familiar with a set of statistical tools that are often used in program evaluation, with a strong emphasis on appropriate application of techniques and interpretation of results. It is designed to "demystify" statistics and clarify how and when to use particular techniques. While the principal concern focuses on practical applications in program evaluations rather than the mathematical support underlying the procedures, a number of formulas and computations are covered to help students understand the logic of how the statistics work. Topics include introduction to data analysis; simple descriptive statistics; examination of statistical relationships; the basics of statistical inference from sample data; two-sample t tests, chi square and associated measures; analysis of variance; and an introduction to simple and multiple regression analysis.

Students will learn how to generate a wide variety of tables and graphs for presenting results, and a premium will be placed on clear presentation and interpretation of results. This "hands-on" class is conducted in a computer lab in which each participant has a computer for running statistical procedures on a wide range of real-world data sets using SPSS software. However, no prior knowledge of statistics or SPSS is required. While this is an introductory course, it can also serve as a refresher for those with some training in statistics and an "eye opener" for evaluators who are working with statistics now but are not comfortable with when and how they should be used.

## Hierarchical Linear Modeling

**Instructor: Gary T. Henry, PhD**

**Description:** In many evaluations, the program participants are nested within sites, schools, or groups. In addition, the nesting is sometimes multi-leveled, such as students within classes within schools within school districts. To make matters more complicated, we more frequently have multiple observations taken over time on the program participants, such as years of student achievement scores or measures of mental health status. Hierarchical linear models (HLM) have been developed to accurately analyze these types of data. These models make two important improvements over regular (ordinary least squares) regression. First, the standard errors that are used for testing statistical significance are corrected for the "nesting" or "clustering" of participants into groups. Usually, the participants in a

cluster are more similar to each other than they are to participants in other clusters, and this, when uncorrected, deflates the standard errors leading to false positives, or concluding that a coefficient is statistically significant when it is not. HLM corrects the standard errors and test of statistical significance for nested data. Second, HLM appropriately apportions the variance that occurs at each level to that level, and provides realistic estimates of the effects across levels.

In this course, we lay a foundation for understanding, using, and interpreting HLM. We begin with multiple regression, including the assumptions that must be fulfilled for the coefficients and tests of statistical significance to be unbiased. Using a step-by-step approach, we will introduce the basic concepts of HLM and the notation that has been developed for presenting HLM models. We will focus on practical aspects of the use of HLM and correctly putting the findings into language suitable for a report. The main objective of the course is to provide the participants with a better understanding of HLM, how it can improve the analysis of data in many evaluations, and how to read and interpret reports and articles that utilize it. The course will not offer hands-on experiences writing and implementing HLM statistical programs.



## Introduction to Cost-Benefit and Cost-Effectiveness Analysis

**Instructor**: **Robert D. Shand, PhD**

**Description:** The tools and techniques of benefit-cost and cost-effectiveness analysis will be presented. The goal of the course is to provide analysts with the skills to interpret benefit-cost and cost-effectiveness analyses. Content includes: identification and measurement of costs using the ingredients method; how to specify effectiveness; shadow pricing for benefits using revealed preference and contingent valuation methods; discounting; and the calculation of cost-effectiveness ratios, net present value, benefit-cost ratios, and internal rates of return. Sensitivity testing and uncertainty will also be addressed. Individuals will work in groups to assess various costs, effects and benefits applicable to selected case studies across various policy fields. Case studies will be selected from across policy fields (e.g. health, education, environmental sciences).

## Intermediate Cost-Benefit and Cost-Effectiveness Analysis

**Instructor: Joseph Cordes, PhD**

**Description:** The Intermediate Cost-Benefit and Cost-Effectiveness Analysis course provides a more advanced and detailed review of the principles of social cost and social benefit estimation than is provided in TEI's Introduction to Cost-Benefit and Cost-Effectiveness Analysis. Working with the instructor, students will undertake hands-on estimation of the costs and benefits of actual programs in the computer lab. The objective is to develop the ability both to critically evaluate and use cost-benefit analyses of programs in the public and nonprofit sectors and to use basic cost-benefit analysis tools to actively undertake such analyses.

Topics covered in the course will include:

**Principles of Social Cost and Social Benefit Estimation**

- Social Cost Estimation: (a) Components (capital, operating, administrative); (b) Budgetary and Social Opportunity Cost
- Social Benefit Estimation: (a) Social vs. private benefits; (b) revealed benefit measures (price/cost changes in primary market, price/cost changes in analogous markets, benefits inferred from market-trade-offs, and cost/damages avoided as benefit measures)
- Stated preference measures: Inferring benefits from survey data
- Benefit/Cost Transfer: Borrowing estimates of benefits and costs from elsewhere

- Timing of Benefits and Costs: (a) Discounting and net present value, (b) Dealing with inflation, (c) Choosing a discount rate
- Presenting Results: (a) Sensitivity analysis (partial sensitivity analysis, best/worst case scenarios, break-even analysis, and Monte-Carlo analysis). (b) Present value of net social benefits, (c) Benefit Cost Ratio, (d) Internal rate of return

**Social Cost and Social Benefit Estimation in Practice**

The use of the above principles of cost and benefit estimation will be illustrated using data drawn from several actual benefit cost analysis of real programs. The cases will be chosen to illustrate the application of the benefit/cost estimation principles in the case of social programs, health programs, and environmental programs. Working with the instructor in the computer lab, students will create a benefit-cost analysis template and then use that template to estimate social benefits and social costs and to present a benefit-cost bottom line.

This is an intermediate-level course. Participants are assumed to have some knowledge or experience with cost-benefit and/or cost-effectiveness analysis equivalent to the TEI course Introduction to Cost-Benefit and Cost-Effectiveness Analysis.

## Introduction to R Programming for Data Analysis and Visualization

**Instructor: David B. Wilson, PhD**

**Description:** This course will introduce you to the R programming language for data analysis and data visualization. The course will introduce you to importing data into R, basic data manipulations and clean-up, common graphing methods, and basic statistical analyses such as t-tests, chi-square, ANOVA, and regression, as well as standard descriptive statistics. The course will use the RStudio interface for R and will introduce you to using RMarkdown for enhancing analysis replicability and documentation. The course will focus on the programming language and assumes you are already familiar with basic statistical methods.

**Note:** Attendees should bring their own laptops loaded with R and RStudio to class each day.

## Needs Assessment

**Instructor: Ryan Watkins, PhD**

**Description:** The initial phase of a project or program is among the most critical in determining its long-term success. Needs assessments support this initial phase of project development with proven approaches to gathering information and making justifiable decisions. In a two-day workshop, learn how needs assessment tools and techniques help you identify, analyze, prioritize, and accomplish the results you really want to achieve. Filled with practical strategies, tools, and guides, the workshop covers both large-scale, formal needs assessments and less-formal assessments that guide daily decisions. The workshop blends rigorous methods and realistic tools that can help you make informed and reasoned decisions. Together, these methods and tools offer a comprehensive, yet realistic, approach to identifying needs and selecting among alternative paths forward.

In this course, we will focus on the pragmatic application of many needs assessment tools, giving participants the opportunity to practice their skills while learning how needs assessment techniques can improve the achievement of desired results. With participants from a variety of sectors and organizational roles, the workshop will illustrate how needs assessments can be of value in a variety of operational, capacity development, and staff learning functions.

## Practical Meta-Analysis: Summarizing Results Across Studies

**Instructor: Emily Tanner-Smith, PhD**

**Description:** Meta-analysis refers to a range of statistical techniques used for summarizing and synthesizing quantitative findings from two or more primary research studies. Applied researchers and evaluators often use meta-analysis techniques to review research evidence to address questions about the effects of intervention programs, differences between demographic groups, prevalence of conditions, strengths of relationships between risk/protective factors and outcomes, reliability and validity of measurement instruments, and diagnostic test accuracy. This course will provide practical instruction on how to conduct meta-analysis using the R statistical environment. The course will cover content on (a) formulating research questions and identifying relevant studies for inclusion, (b) coding procedures used

to collect data, (c) structuring and managing meta-analytic databases, (d) analyzing meta-analytic databases, and (e) interpreting findings from a meta-analysis. Participants will be given a detailed guide for conducting meta-analysis along with corresponding R code and example datasets. The first day of the course will focus on the procedures and methods for meta-analysis. The second day will focus on hands-on application of meta-analytic procedures in R and conclude with a discussion around reporting and interpretation of meta-analysis findings.

## Qualitative Data Analysis

**Instructor: Patricia Rogers, PhD**

**Description:** Many evaluators find it challenging to analyze textual, visual, and aural data from interviews, diaries, observations, and open-ended questionnaire items in ways that are rigorous but practical within the time and staffing constraints of real evaluation. Analysis of qualitative data can range from simple enumeration and illustrative use to more detailed analysis requiring more expertise and time. In this class, participants will work through a structured approach to analyzing qualitative data based on an iterative process of considering the purpose of the analysis, reviewing suitable options, and working through interpretations. Techniques include grouping, summarizing, finding patterns, discovering relationships, and developing and testing relationships. The session will address practical and ethical issues in analyzing and reporting qualitative data—particularly who participates in interpretation, how confidentiality can be maintained, how analysis can be tracked and checked, and standards for good practice in qualitative data analysis. Hands-on exercises for individuals and small groups will be used throughout the class. Manual analysis of data will be used in exercises and participants will also be introduced to NVivo and other computer packages to assist analysis. As part of the course, participants will receive the textbook *Qualitative Data Analysis* by Miles, Huberman and Saldaña (Sage).

## Intermediate Qualitative Data Analysis

**Instructor: Delwyn Goodrick, PhD**

**Description:** Data analysis involves creativity, sensitivity, and rigor. In its most basic form, qualitative data analysis involves some sort of labeling, coding, and clustering in order to make sense of data collected from evaluation fieldwork, interviews, and/or document analysis. This intermediate-level workshop builds on basic coding and categorizing familiar to most evaluators, and extends the array of strategies available to support rigorous interpretations.

This workshop presents an array of approaches to support the analysis of qualitative data with an emphasis on procedures for the analysis of interview data. Strategies such as thematic analysis, pattern matching, template analysis, process tracing, schema analysis, and qualitative comparative analysis are outlined and illustrated with reference to examples from evaluation and from a range of disciplines, including sociology, education, political science, and psychology.

The core emphasis in the workshop is creating awareness of heuristics that support selection and application of appropriate analytic techniques that match the purpose of the evaluation, type of data, and practical considerations such as resource constraints. While a brief overview of qualitative analysis software is provided, the structure of the workshop focuses on analysis using manual methods. A range of activities to support critical thinking and application of principles is integrated within the workshop program. Qualitative data analysis and writing go hand in hand. In the second part of the workshop, strategies for transforming analysis through processes of description, interpretation, and judgment will be presented. These issues are particularly important in the assessment of the credibility of qualitative evidence by evaluation audiences. Issues of quality, including validity, trustworthiness, and authenticity of qualitative data are integrated throughout the workshop.

This is an intermediate-level course. Participants are assumed to have some knowledge/or experience with qualitative data.

Participants will receive *Qualitative Data Analysis: Practical Strategies* by Patricia Bazeley (Sage) to support learning within and beyond the workshop.

Specific issues to be addressed:

- What are the implications of an evaluator's worldview for selection of qualitative data analysis (QDA) strategies?
- Are there analytic options that are best-suited to particular kinds of qualitative data?

- How can participant experiences be portrayed through QDA without fracturing the data through formal coding?
- What types of analysis may be appropriate for particular types of evaluation (program theory, realist, transformative)?
- What strategies can be used to address interpretive dissent when working in evaluation teams?
- What are some ways that qualitative and quantitative findings can be integrated in an evaluation report?
- How can I sell the value of qualitative evidence to evaluation audiences?

**Prerequisites:** This is an intermediate level course. Participants are assumed to have some knowledge/or experience with qualitative data.

## Social and Organizational Network Analysis—Evaluating the Way Individuals and Organizations Interact

**Instructor: Kimberly A. Fredericks, PhD**

**Description:** This course is an introductory course for evaluators who want to explore how social or organizational network analysis can be added to their repertoire of tools and methods. Network analysis is a technique that allows us to better understand social structures by enabling visualization (through its network plots) and analyzing interactions among actors (through its associated network statistics).

Social or organizational network analysis can help us build understanding of why a particular network may or may not be successful in achieving its goals, or be sustained over time. The linkages between actors (individuals or organizations) can include various types of connections, such as exchange of information, human and financial resources, power and influence, and social support.

This course will focus briefly on the theory behind social and organizational network analysis, but focus mostly on how social or organizational network analysis can add value to evaluation, covering when evaluations can make best use of it (what kinds of evaluation questions can it help answer?), key decisions in designing an SNA/ONA, strategies for and pitfalls in data collection, approaches to analysis, and how to help clients draw meaning from the results.

The course will also cover the steps of implementing SNA/ONA, and highlight issues in collecting and analyzing data, and interpreting findings or "reading" the SNA/ONA. Through discussions, group work, hands-on analysis of case study data, participants will experience the whole process of using social and organizational network analysis.

**Objectives:**

By the end of this course, participants will be able to:

- Understand when social/organizational network analysis can be useful in evaluation
- Outline the key components of a social/organizational network analysis design
- Understand trade-offs in scope and sampling decisions
- Develop network plots and statistics using software
- Explain to a client how to make sense of network analysis data

Through a balanced curriculum and high-quality instruction from experts in the field, TEI emphasizes practical relevance for practicing evaluators.

We invite you to join us to expand the skills you need today to face the challenges you will face tomorrow.

**To learn more about the TEI faculty and see a full schedule of our programs, visit tei.cgu.edu**

TEI: THE EVALUATORS' INSTITUTE
**CLAREMONT EVALUATION CENTER**
Claremont Graduate University

tei@cgu.edu

@EvaluatorsInst

facebook.com/TheEvaluatorsInstitute

linkedin.com/company/tei-the-evaluators-institute

# Claremont Graduate University

cgu.edu