



Towards *More Useful Evaluation* for Supporting Ongoing Program Development

“Evaluation as a Game-Changer”

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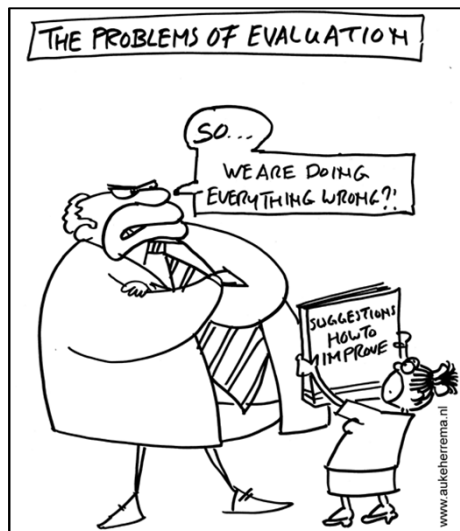
Discussion outline



- ❑ Exploring evaluation assumptions
- ❑ Assessing the current context of the AFPC
- ❑ Considering the untapped potential of developmental evaluation
- ❑ Suggesting a way forward
- ❑ Offering lessons learned & final words

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What are some of your assumptions about evaluation?



- Limited usefulness
- Great time demand
- Difficulty coordinating
- Others?

How do we change the evaluation process so that your *next experience is different?*

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Is my assessment of the current context of the work of AFPC accurate?



- ❑ Programs are needing to respond to pressures of accreditation cycles
- ❑ Existence of some common educational outcomes across programs (and some unique)
- ❑ Desire for access to data for informing ongoing improvements
- ❑ Environment is one of constant flux, no longer predictable influences
- ❑ Commitment and (to some degree) capacity for undertaking this work

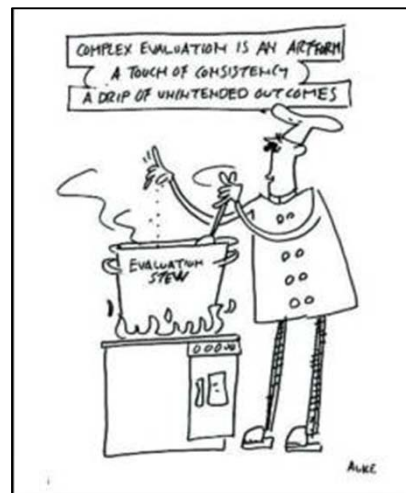


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Do we need a new approach to evaluation?



From : buildingmarkets.org



From: www.capacity.org

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How does developmental evaluation look different?



A developmental evaluation approach is a way of collecting and using data within innovative settings where goals are emergent and changing rather than predetermined and fixed.

- Allows response to evolving nature
- evaluators collaborate with the program creators to conceptualize and develop evaluative questions and procedures that facilitate a dialogue that supports the development process.

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Defining Developmental Evaluation



An approach to evaluation that is grounded in **systems thinking** and supports **innovation** by collecting and analyzing **real time data** in ways that lead to informed and ongoing **decision making** as part of the design, development, and implementation process

Michael Q. Patton

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What additional skills are required of a DE evaluator?



- ❑ Relationship-building is key to accessing
 - ❑ Critical incidents as they emerge
 - ❑ Historical and ongoing organizational “baggage”
- ❑ Negotiating skills is key to enhancing
 - ❑ Facilitation of use of existing and new data
 - ❑ Resolution of existing and emerging conflicts
- ❑ Comfort with the unpredictable and ability to play the “disturber” role
- ❑ Other?

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Who is engaging in DE?



- ❑ Centre for Evaluation Innovation in the US
- ❑ Foundations
 - ❑ E.g., Kellogg, Bill & Melinda Gates
- ❑ School boards
 - ❑ E.g., technology leadership initiatives
- ❑ Educational programs
 - ❑ E.g., Interprofessional initiatives

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Suggesting a way forward: Within programs



To contribute to ongoing:

- ❑ evidence-based decisions, it will be important to begin to anticipate future informational needs in addition to responding to emerging informational needs.
 - ❑ DEVELOPMENTAL PURPOSE
- ❑ programmatic improvements, it will be important to measure alignment of activities with the faculty's strategic framework.
 - ❑ FORMATIVE PURPOSE
- ❑ assessments of impacts, it will be important to generate data to report the extent to which intended outcomes have been met.
 - ❑ SUMMATIVE PURPOSE

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Suggesting a way forward: Within programs



Focus of Information Need	Evaluation Question Purpose	Key Evaluation Questions
Relevancy	Developmental	<ul style="list-style-type: none"> Are the <i>current data collection tools/instruments providing information relevant</i> for organizational decision-making?
Intentionality	Formative	<ul style="list-style-type: none"> Are the <i>current activities being improved</i> for increased alignment with faculty's strategic framework?
Impact	Summative	<ul style="list-style-type: none"> Have the outcomes met the accreditation <i>outcomes</i> as specified?

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Suggesting a way forward: Across Faculties of Pharmacy



To contribute to ongoing:

- accreditation decisions, it will be important to begin to anticipate future needs in addition to responding to emerging needs.
 - DEVELOPMENTAL PURPOSE
- data collection improvements, it will be important to measure alignment of tools/instruments with the association's priorities.
 - FORMATIVE PURPOSE
- assessments of impacts, it will be important to generate data to report the extent to which priorities have been achieved.
 - SUMMATIVE PURPOSE

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Suggesting a way forward: Across Pharmacy Faculties



Focus of Information Need	Evaluation Question Purpose	Key Evaluation Questions
Accreditation	Developmental	<ul style="list-style-type: none"> Are the <i>current working group activities providing information relevant</i> for organizational decision-making?
Alignment	Formative	<ul style="list-style-type: none"> Are the <i>data collection tools/instruments being improved</i> for increased alignment with the association's priorities?
Priorities	Summative	<ul style="list-style-type: none"> Has the evaluation measured the extent to which priorities have been achieved?

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Towards identifying shared outcomes



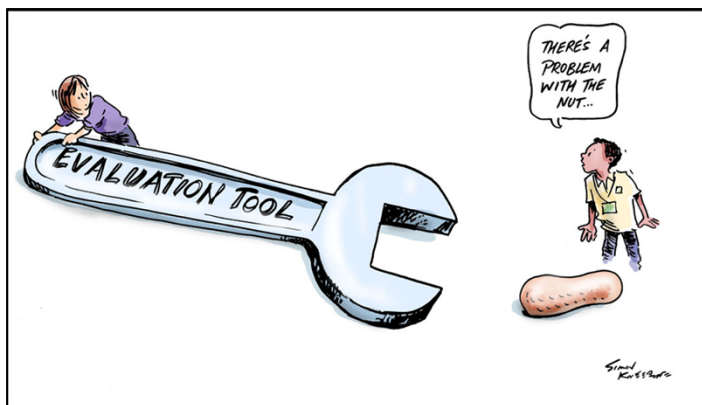
- ❑ What are the inputs across our programs?
 - ❑ Faculty, students, funding, space, committees...
- ❑ What are the outputs across our programs?
 - ❑ Number of pharmacists that meet our professional standards, quality of community relationships...
- ❑ What are the proxies we are collecting across our programs?
 - ❑ Student retention, external exam results...

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Offering lessons learned & final words



- Select/create the “right” instruments/protocols
 - Generate accurate & relevant data



From simonkneebone.com
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Offering lessons learned & final words



- Provide access to the information as it emerges
 - Enhance use of data for evidence-based decisions



From: archive.constantcontact.com
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E.g., Create a knowledge translation plan



Strategy	Audience	Means of dissemination	Ease of implementation
Progress Updates	Faculties	Written via email monthly	*easy if kept short
Final Reports	Faculties & association	Written at interim points & end of evaluation	*moderately may require additional supports
Presentations	Faculties & members	Annual conference	*moderately due to personnel & time constraints

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I see a world with endless possibilities where....



- ❑ Evaluators and organizations conceptualize their work together differently.
 - ❑ Recognize sources of organizational complexity
 - ❑ Embrace the role of the evaluator as a “disturber”
 - ❑ Rethink sources of data
 - ❑ Broaden concepts of use

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1. How does a developmental evaluation approach look different from what you are already doing?
2. What are your most pressing issues/priorities?
3. Where could you start small & scale up?
4. What are some proxies that would help you identify shared outcomes?

Other questions?

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