Developing a Program Evaluation Guide for Canadian Faculties of Pharmacy

Participants in this session engaged in discussions around the process for developing an effective and efficient program evaluation in their particular school/Faculty. An overview of the AFPC Program Evaluation guide and process was provided and final discussions revolved around providing support to Faculties to develop and implement program evaluation. Discussions regarding expertise and appropriate support within Faculties resulted in an agreement that a Program Evaluation Special Interest Group (SIG) linked to AFPC should be created. This group could meet at the annual CPERC conferences and possibly at other times throughout the year, as needed. In order to be able to communicate throughout the year, this SIG could start initially as an e-mail distribution list and ultimately move to a password-protected web-based forum within the AFPC web site, if the site allowed for this.

Developing a Program Evaluation Guide for Canadian Faculties of Pharmacy

Ingrid Price, UBC/AFPC

AFPC Conference

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Objectives

- Become familiar with the process of guide development
- Define program evaluation
- Discuss process for developing an effective and efficient program evaluation
- Begin to develop program evaluation for your particular school

Task Force Members

- David Fielding, UBC
- Sheila Kelcher, Alberta
- Roy Dobson, Saskatchewan
- Colleen Metge , Silvia Alessi-Severini, Manitoba
- Nancy Waite, Waterloo
- Lalitha Raman-Wilms, Toronto
- Claude Mailhot, Montreal
- Céline Brunelle, Laval
- Mary MacCara, Anne Marie Whelan, Dalhousie
- John Hawboldt , Linda Hensman, Memorial
- David Hill, CCAPP

Principles of Guide Development

- Participatory process through **national collaboration**
- **Build capacity** in each school in Canada
- Guide is **adaptable** to different contexts & needs
- Program evaluation is **sustainable**
- Program evaluation is **integrated** into day-to-day functioning of school

Value of National process

- ✔ Create something everyone can use
- ✔ Not reinventing the wheel
- ✔ No one has to start at square one

Program Evaluation Defined

"We envision evaluative inquiry as an *ongoing process* for investigating and understanding *critical organizational issues*. It is an approach to learning that is fully integrated with an organization's work practices, and as such engenders (a) organization members' *interests and ability* in exploring critical issues using evaluation logic, (b) organization *members' involvement* in evaluative processes, and c) the *personal and professional growth of individuals* within the organization." (pp 1-2)

Preskill & Torres (1999), Evaluative inquiry for learning in organizations. Sage.

Program Evaluation Defined

"…the process of judging the worth or value of a program. This judgment is formed by comparing evidence as to what the program 'is' with criteria as to what the program 'should be'."
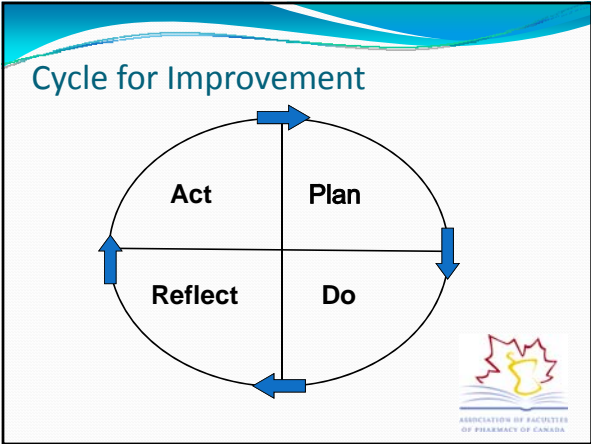
Steele, 1970

Program Evaluation defined:

Criteria/Standards

Improvement

Comparison → Judgement

Evidence/Indicators
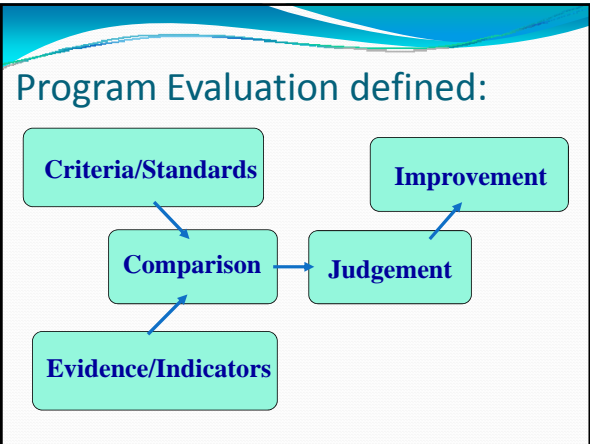
*"The purpose of program evaluation is not just to **prove** but also to **improve**."*

W.K. Kellogg Foundation (1997)

Planning is key!

Cycle for Improvement

Act | Plan

Reflect | Do

Steps in an evaluation

Standards for "Effective Evaluation"

- **Utility**
  Serve the information needs of intended user
- **Feasibility**
  Be realistic, prudent, and frugal
- **Propriety**
  Behave legally, ethically, and with due regard for the welfare of those involved and those affected
- **Accuracy**
  Reveal and convey technically accurate information

Types of Evaluations

- **Summative** –conducted at the end of a program
- **Developmental** – positions the evaluator as part of the program's design and development process
- **Process** (Formative) – conducted for the purpose of refining a program
- **Outcome** – seeks to understand intended changes in knowledge, attitudes, & practices that results from a program or project's intervention
- **Impact** – focuses on what happens to participants because of the intervention or program

Who is responsible?

- External
  - Outside to the organization (consultant or contractor)
  - Will need lead time to learn about the evaluation situation and design evaluation framework/plan
- Internal
  - Works for the organization
  - Understands the context and can start right away
  - Might approach evaluation with preformed ideas about how to "solve" it or biases
  - Risk of having less time to work on evaluation unless given time for this

1. Describe the program

Undergraduate Students:
- Recruitment
- Admissions
- Student support

Teaching Faculty:
- Faculty development
- Faculty retention and recruitment

Undergraduate Program:
- Curriculum content
- Instruction
- Assessment of learning

Logic Model

- Describes how your program works
  - Helps to focus your evaluation
  - Highlights the connections between program components/activities, outputs and outcomes as well as assumptions

Logic Model Components:

- *Inputs* – resources available
- *Activities* – actions undertaken to achieve desired outcomes
- *Outputs* – immediate results of an action (provide evidence that the activity has been engaged in)
- *Outcomes* – desired accomplishments or changes (these can be both short and long term)

## How Logic Models Help Evaluators

- Better able to address such questions as:
  - How is the program supposed to work?
  - Where do the assumptions in the model hold and where do they break down?
  - Where are the gaps or unrealistic assumptions in the model?
  - Which pieces are not being operationalized in practice?

Entry-to-practice Example

Short-term outcome:
- 100% of students meet entry-to-practice standards upon graduation

2. Who are the stakeholders?
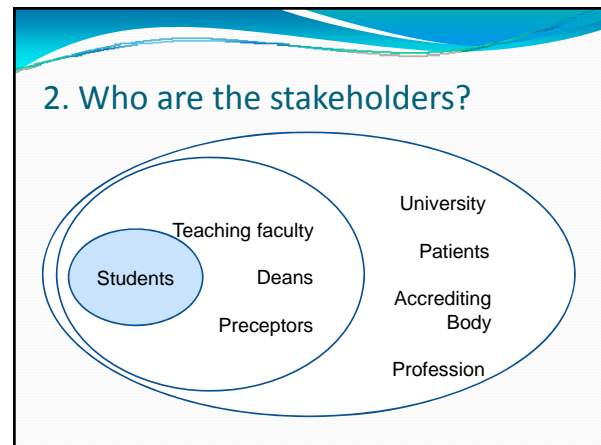
3. What are your goals for evaluation?

- Why are you conducting this evaluation?
- Who will use the evaluation results? How will they use it?

Typical goals are:
- Determine if the program is achieving its outcomes.
- Determine if the implementation of the program is appropriate to achieving the outcomes

Spend a few moments writing 1-2 goals for a program evaluation in your school

4. Identify priorities for evaluation

Undergraduate Students:
- Recruitment
- Admissions
- Student support

Teaching Faculty:
- Faculty development
- Faculty retention and recruitment

Undergraduate Program:
- Curriculum content
- Instruction
- Assessment of learning

Reflection questions:

- What areas of the program are you most concerned about?
- What areas of the program do you have questions about regarding efficacy
- What areas could be improved upon to have the greatest impact on the quality of the program?

Identify 1-2 priority areas – if having trouble deciding, discuss with neighbour, others around you

5. Develop evaluation questions

- What questions do we hope to answer with this evaluation?
- The depth of the questions asked for each area should link to the value of evaluating that area for the program.

Entry-to-practice Example

Evaluation Question:
- Do graduating students practice pharmaceutical care competently and consistently?

6. Identify criteria for evaluation

- What are your standards for success?
- How will you know when you are successful in a certain area?

Entry-to-practice Example

- Question: Do graduating students practice pharmaceutical care competently and consistently?

- Criteria/Standard: All students evaluated as able to practice pharmaceutical care to a certain minimum standard greater than 95% of the time.

7. Identify indicators (evidence)

- What information do you need to collect to be able to answer the evaluation question?
- Where will we look for the data?

Entry-to-practice Example

Possible indicators
- Skills demonstrated while on practicum rotation
- Licensing exam
- Student self-assessment

8. Identify sources of data

- Who/where should the data be collected from?
- Who is capable of evaluating this area of the program?

Entry-to Practice Example

Potential sources of data:
- Feedback from Experiential Program Office
- Feedback from preceptor
- Student portfolio
- Practicum mark
- Licensing exam mark

9. What tools will you use?

- Examples: surveys, interviews, student test results, meeting summaries
- Qualitative or quantitative?

- Select based on ability to collect appropriate data to answer evaluation question

- Guide will provide a variety of tools from superficial to in-depth

Types of Data/Evidence

- **Types of Data/Evidence**
  - Quantitative – uses numbers to help interpret results
    - Survey/questionnaire using a scale is an example
  - Qualitative – words, more subjective
    - A focus group is an example

- ***Evaluations often use a combination of both types.***

Entry-to-practice Example
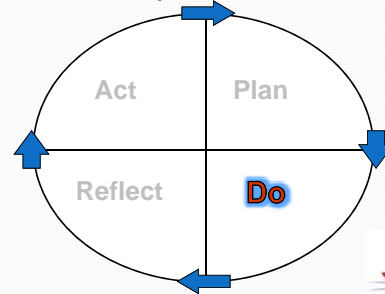
Superficial
- Pass practicum
- Pass licensing exam

In-depth
- Interview preceptors
- Survey students

For one priority area identify:

1. 2-3 Questions
2. Criteria
3. Indicators
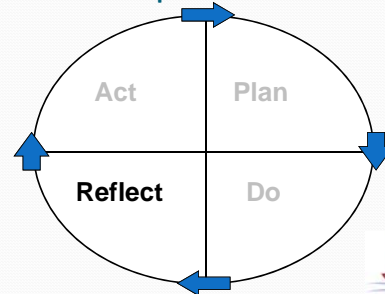4. Tools

Model for Improvement

Act | Plan
Reflect | Do

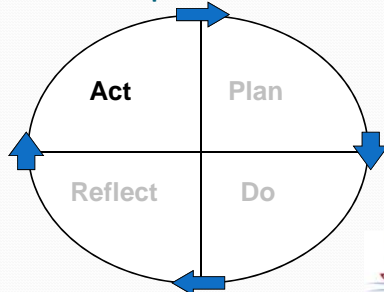## 10. Create an implementation plan

- When will evaluation be conducted?
- How will subjects be selected?
- How will data be analyzed?
- How will results be used to make improvements to the program?

Model for Improvement

Act | Plan
Reflect | Do

Model for Improvement

Act | Plan
Reflect | Do

Feasibility & Sustainability

- *Planning is key!*
- *Set priorities—what's most important?*
- *Ensure responsible individuals have time for evaluation*
- *Build internal capacity for evaluation*
- *Use existing data whenever possible*
- *Keep it simple!*