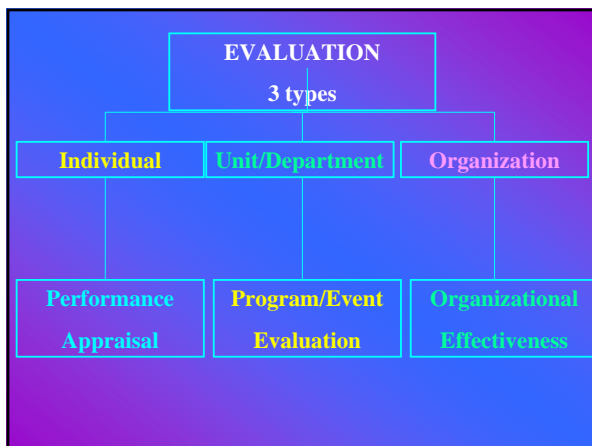


EVALUATION

- ◆ Evaluation – OXFORD DEFINITION: find out or assess the value of ...
- ◆ The term is normally used more broadly than that .. Students are evaluated and teachers are evaluated and we aren't assessing their "value"; we are measuring their progress (students) or comparing their performance to some standard (teachers)



Individual Evaluation

- ◆ Often called Performance Appraisal
- ◆ Critical for any person to understand how they will be evaluated and what is expected of them. (Status of Coach research)
- ◆ You are evaluated and so am I!!
- ◆ Evaluation motivates people.
- ◆ Assessment drives learning!!

Some Basic Principles

- ◆ Should be fair and be perceived to be fair
- ◆ Should be as comprehensive as necessary
- ◆ Evaluation results should be made available where appropriate – subject to ethics
- ◆ Objective; unbiased
- ◆ Multiple sources of information

Performance Appraisal

- ◆ How would you evaluate a coach?
- ◆ How would you evaluate a teacher?

**EVENT/PROGRAM EVALUATION:
KEY QUESTIONS:**

Would you always evaluate an event or program?

Why evaluate?

For whom is the evaluation being done?

Who will receive and act on the evaluation?

How will you evaluate the event /program?

A PROGRAM IS:

a set of resources and activities directed toward one or more common goals, typically under the direction of a single manager or management team (Hatry & Wholey, 1994)

An Organization – multiple programs

A Program = events on a continual basis

A Project = single, usually large, event

**PROGRAM / EVENT
EVALUATION**

Is a systematic assessment of:

- results of the program/event
- causal relationships:
program → results (what caused the results; why this happened?)

If some result occurred and you don't know why, change is difficult.

- ◆ You can use the Event Management Model to develop a framework for evaluation
- ◆ The typology of event (1-4) could help to determine where the focus of the evaluation might be; what is the objective and outcome of the event?

YOU ASK:

- ◆ Did the program or event achieve what it was intended to achieve?
 - Type 1?
 - Type 2?
 - Type 3?
 - Type 4?

PROGRAM / EVENT EVALUATION

a program has goals and objectives that are developed during a planning process

- To the extent the goals and objectives are **Measurable**, **EVALUATION is EASIER**

How to do an evaluation

- Depends on (a) why you are doing it and, (b) who you are doing it for

1. Create a descriptive **Program Profile** (details next slide).
2. Decide what data you can and will collect (so you would need to know this BEFORE the program starts).
3. Collect the data (might include numbers, costs, comments) during the program.
4. Analyze the data quickly and thoroughly.
 - for example, compare results to the objectives
5. Write an appropriate report depending on the audience.

Program Profile will contain:

- History of program/event– context; rise or decline
- The Objectives of the Program – what are we trying to accomplish
- Population or Target Markets – with who
- Resources Allocated – using what
- Activities of the Program/Event - how
- Personnel and their Assignments – by who

Objectives — what the program is intended to accomplish

Examples of objectives include:

- participation numbers (details?)
- Participant satisfaction – met expectations; well-organized.
- Skill or ability development
- Personal improvement; education
- Increase interest or adherence
- To declare a champion

- (With who?) Population or Target Markets
-What is the target market?
-did the program reach the target market?
-Is it the right target market?
- (Using what?) Resources Allocated
- what resources were used (facility time, equipment, management, staff, volunteers)

- (How?) Activities of the Program/Event
-describe the activity; was it the right activity to achieve the desired outcome/result?
-MORE important in a program (like coach education for example) where quality or learning is key than when just participation is the key
- (By who?) Personnel and their Assignments
- did you have the right people doing the right things; how do YOU feel about your role

Outcomes / results – what did the program accomplish; linked to the objectives
NOW, YOU NEED DATA!!
-participation numbers – reach targeted #s?
-Participant satisfaction – ask them?
-Skill or ability development - measures?
-Personal improvement – weight loss, fit?
-Increasing interest / adherence – returns?
-To declare a champion – fairly?

Objectives vs. Outcomes / results

- Compare and identify gaps between objectives and outcomes, if any
- Review objectives – maybe the objectives were wrong and the outcomes were right?

Four Standards of Evaluation

1. Objectives compared to results
2. Standards Set by Experts
3. Cost–Benefit Analysis
4. Client Satisfaction

COULD USE MORE THAN ONE!

Standards of Evaluation:

1. Objectives compared to results
 - a. Were the objectives appropriate?
 - b. Did you meet them?
 - c. How do you know?

Standards of Evaluation:

2. Standards set by experts

- a. Are people that are experts satisfied with the program?

Use this type of evaluation when the objectives are difficult to measure.

- example, education, coaching.

3. Cost-Benefit Analysis

- a. Are the program benefits worth the cost to deliver the program?
- b. Is it possible to measure benefits and costs?
- c. Could a modified or different program bring the same benefits?

4. Client satisfaction

- a. Are the clients satisfied with the program?
- b. How do you know?
- c. Does it matter?
- d. Does anything else matter?

There are many types of programs:

**Educational Programs – Coach Education -
- Tobacco-Free Kids**

Service Programs – Minor Hockey

**Regulatory Programs – ex. Drug Testing (how
would you evaluate it?)**

Advisory Programs – ex. Cardiac Rehab

-- and they might be evaluated differently.

Organizational Effectiveness

- ◆ Is the ability of an organization to achieve what it strives to achieve
- ◆ Efficiency is??
