

NRCEN/Evaluation Workshop 1A

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Integrated Program Evaluation

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Introduction Remarks

By Ethan Allen

Kevin Dilley and Jane Earle will help us to learn to use their model of Integrated Program Evaluation

This model has been implemented at the CCMR in their Research Experiences for Teachers Program and hopefully can be used in other programs

The RET program is the only program that has used this evaluation.

Evaluation is very important, especially for funders

Evaluation will articulate why you are doing the program.

It will answer are you achieving your goals.

Evaluation tools are the instruments that you are going to use to better your programs

This is a process to make your program better.

Two different RET program

RET 1 six teachers for six weeks

RET 2 three teacher for 8 weeks

They have two different programs and need to evaluative the whole thing.

Goals for RET

Provide teachers with in-depth laboratory experience

Develop materials science related lesson plans

Help teachers bring “cutting edge” science into their classrooms

Do we want a check list or to look deeper into this?

Professor Mark Constan is a expert on education program evaluation has help in the creation of the evaluation plan.

We want to make sure that we are serving the presenters objectives and what the participants receive.

Stages of the Evaluation process

- Differentiation - the goals and outcomes, how do you define the outcomes
- Definition- Knowledge of scientific content and Interests needs to be defined.
- Prioritization
- Instrumentation/Operationalization - a way to measure these goals
- Data collection– document review and interviews with program staff, mapping of program participants, activities, etc.
- Data handling
- Recommendations
- Modification of program

If you make changes then the process begins again

Integrate the process throughout your program.

The process

1. Use Concept mapping for the reorganization of your thought
2. Who are the individuals that are involved in this program?
3. What activates are going on
4. Outcomes what happened
5. How is everything connected?

Prioritization

Find umbrella concepts, what do we want to concentrate on and what outcomes do we want.

Instrumentation/Operationalization, Translating key outcomes into indicators that can be measured. Survey = quantitative, Interviews = qualitative more time

Need to ask those questions that will get people to clarify more and in different ways.

How are you going to choose your participants: Control, pre and post, matched, control.

Transcribing interviews, and analyzing, coding, go back again and look at the goals, create a code and look for the same thing, this is where the comparison come into play.

What changes need to be made to make the program better?

A discussion based activity six people have brought in programs; the participants practiced the first 4 components on the I P

**Each university has an IRB is process. In order to publish anything this process needs to be done.**

Broke into groups;

Group discussion major points

Lots of arrows, lots of relationships.

In the concept maps the numbers of people grew and then you realize that you have all these colors and relationship. Capture some of the things that are hard to measure.

Finding them from one year to the next is hard to keep track of.  
E-mail is the most successful way to get a response.

We need to look at what happens before the event, what happened during the event and what happened after the event. For me I can see how it all works go together and how can I improve.

Be careful on what you a going to promise you are going to accomplish, because everything takes time.

Get to know your own program. Develop instruments. What do you think this is about?