Effective Program Evaluation Design Template

1. ENGAGE STAKEHOLDERS	Involve a diverse group of key stakeholders including students, faculty, community members, alumni, students' families, administrators, and others.		
WHO ARE YOUR STAKEHOLDERS?	WHO IS AFFECTED BY THE PROGRAM?	WHO IS INVOLVED IN PROGRAM OPERATIONS?	WHO WILL USE EVALUATION RESULTS?
WHICH STAKEHOLDERS WILL…	…INCREASE THE CREDIBILITY OF OUR EVALUATION?	…ADVOCATE FOR CHANGES TO INSTITUTIONALIZE THE EVALUATION FINDINGS?	…FUND/AUTHORIZE THE CONTINUATION OR EXPANSION OF THE PROGRAM?
2. FOCUS	What will we evaluate (which program or aspect of a program)?		

GOAL: WHAT IS THE PRIMARY GOAL OF THE PROGRAM?	QUESTIONS: WHAT DO YOU WANT TO KNOW?	INDICATORS: HOW WILL YOU KNOW IT? DETERMINE APPROPRIATE INDICATORS OF SUCCESS
	1.	a.
	2.	a.
	3.	a.
DESIGN ELEMENT QUESTIONS	❖ When framing questions, notice whose voices are heard in question choices and evidence. ❖ Stakeholder input is valuable for ensuring that the key questions of most importance will be included in the evaluation design.	

3. DATA COLLECTION STRATEGIES	Determining even which data to collect should be done mindfully and strategically. Think critically about which data elements will produce the most meaningful insights to vital questions of student success.		
WHAT IS THE DATA COLLECTION PLAN FOR EACH INDICATOR OF SUCCESS?	1. a.	2. a.	3. a.
WHAT ARE YOUR DATA SOURCES FOR EACH INDICATOR OF SUCCESS?			

DESIGN ELEMENT QUESTIONS			
PLAN FOR DATA USE, NOT JUST DATA COLLECTION ❖ Stakeholders may have insights or preferences on the most effective and appropriate ways to collect data. ❖ Does your plan include a process for identifying achievement gaps?	**WHO? WHAT?** ❖ Are you collecting student cohort data by age, race/ethnicity, gender, income, and other factors to identify gaps in achievement among student groups?	**TO WHAT EXTENT?** ❖ Does your plan include qualitative methodologies (e.g., interviews, open-ended surveys, and focus groups)? ❖ Qualitative data gathering practices are more inclusive and afford Latinx students the opportunity to exercise their agency in confronting normative institutional practices perceived as non-Latinx serving.	**HOW OFTEN?** ❖ Track the experience of student cohorts over time to help identify problem points along students' path through their education and to monitor how institutional changes have influenced different cohorts.

4. ANALYZE AND INTERPRET DATA	Ensure that the various phases of data analysis will be conducted with the appropriate tools and by those with the most appropriate skills.

DESIGN ELEMENT QUESTIONS	WHAT KIND OF ANALYSIS IS APPROPRIATE FOR THE DATA COLLECTED?
❖ Disaggregate data to examine diversity within groups. ❖ Disaggregate cohort and other data by various student characteristics (e.g., age, income, gender) to get a deeper understanding of students' experiences as well as to identify barriers and compare gaps in achievement. Looking at overall or average scores can mask disparities in achievement. ❖ Use diverse perspectives and race-related frameworks to analyze the data and capture nuances. ❖ Promote robust qualitative data analysis. Qualitative data collected through focus groups, surveys with open-ended questions, interviews, observation can help to answer questions of "why" and "how" that result from quantitative data, and they offer rich fodder for important conversations that shed light on problems and solutions.	
AS YOU INTERPRET THE DATA, ASK…	
❖ What key or unique patterns did you find? ❖ What do these patterns reveal about Latinx student success? ❖ Are there any unintended outcomes (positive and negative)? ❖ What interpretations and recommendations can be derived from the results? Are interpretations and recommendations evident from the data? ❖ What are the limitations?	

5. DATA USE	Thoughtfully disseminate evaluation findings, couple them with campus conversations, and improved practice.

DESIGN ELEMENT QUESTIONS:	AS YOU CONSIDER DATA USE, ASK...
Improve Methods of Data Sharing and Translation ❖ Use culturally responsive communication mechanisms and advocate for the use of results, which is consistent with culturally-responsive evaluation. Use an Equity Lens Framework ❖ Prompt conversation with questions rather than answers to honor the knowledge and experience of the audience. ❖ Create an environment conducive to conversations about the meaning and implications of data for improving Latinx student success outcomes. Inform a Wide Range of Stakeholders ❖ Encourage the president and other executives, in addition to IR leaders, to be presenters of data in dialogue sessions and college-wide forums. Leadership's presence, knowledge, and ability to communicate the data will send a message that the data is important and that the college is committed to both using data to inform decisions and engaging those gathered in deciphering its meaning. ❖ Convene a data summit. This can be a strong strategy for bringing together a range of stakeholders at the college to focus on student data.	What do I want people to know to help them understand this evaluation report? What is the context within which I want people to understand this data?

Sources:
1. Lewis, A. A., and Brayan, M.L. (2018, November). *Bridging Culturally Responsive Evaluation Stages with Tenets of Critical Race Methodology.* Presented at the # Annual AEA Conference, Cleveland, OH.
2. Cutting Edge Series. (2012) Building Institutional Capacity for Data-Informed Decision Making. *Achieving the Dream, No. 3.*