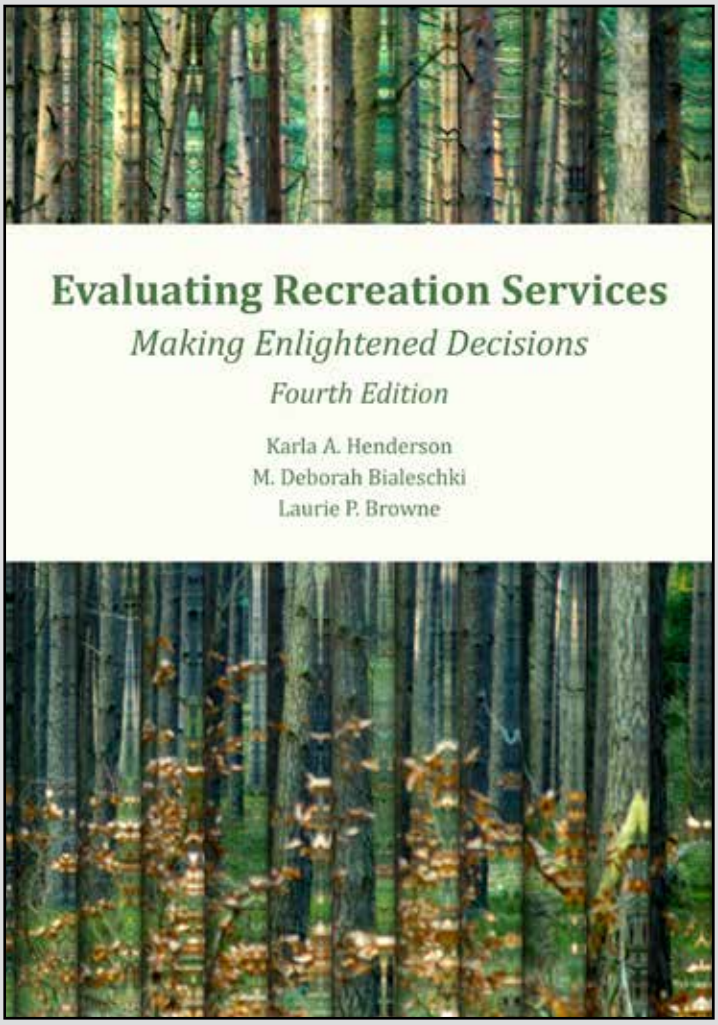
INSTRUCTOR'S GUIDE



SAGAMORE VENTURE

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UNIT 1 Criteria: Introduction to Foundations of Evaluation and Research

OBJECTIVES

At the end of this unit of instruction, the student will be able to do the following:

- Describe the steps involved in the evaluation process
- Explain the relationship between evaluation and program planning
- Describe what one needs to know to be a good evaluator or researcher
- List the reasons for evaluating recreation programs
- Compare and contrast the relationship between evaluation and research
- Identify the constraints to evaluation
- Apply the three general approaches to evaluation
- Describe the differences between the qualitative and quantitative approaches to evaluation
- Describe the differences between assessments, summative, and formative evaluation
- Identify the levels of evaluation and how they are applied
- Describe the value of using outcomes-based evaluation and the logic model
- Apply a decision-making or accountability framework to choose the appropriate approach to evaluation for a particular situation.
- Describe the ethical issues and human-subjects-considerations applied to evaluation

ACTIVITIES

Below are some activities that instructors can use to facilitate students' understanding of the main concepts in this unit. Activities are presented in order of Bloom's Taxonomy:

Understand: Base level of the taxonomy. These activities are best used with students new to these concepts, or if the instructor is interested in students' ability to absorb and reflect back the main concepts in the unit.

Apply: A step above "Understand" on the taxonomy, best used when students already have a base level of understanding of the major concepts. Activities under the "Apply" column encourage students to investigate how each major concepts works in the professional context.

Analyze: Assuming that students have a base level of understanding of the major concepts, the instructor might be interested in students' ability to think critically about and through the concepts themselves. Activities in this column are best used after students have demonstrated a base level of understanding, or for more advanced students.

Create: This is top of the taxonomy because creating something assumes that students understand the concept, have can apply it in real-world contexts, and have thought critically about the concept. With this experience, it is now reasonable to expect students to create something new using the main concept(s). The "Create" column includes activities that encourage students to create a document, report, summary, etc. that reflects something a professional might use in the field.

Concept	*Understand*	*Apply*	*Analyze*	*Create*
The evaluation process	Craft a memo in which you explain to a supervisor of a fictitious organization why it is important to evaluate and/or research leisure services. In your memo, recommend either evaluation or research for this fictitious organization, and, for whichever one you choose, describe specifically why the organization should use quantitative or qualitative methods, as well as assessment, formative evaluation, or summative evaluation.	Interview a professional that is involved with evaluation in the organization where they work. What do they think an evaluator needs to know in order to be effective? As a class, compile your findings to create a job description for a professional responsible for evaluating leisure programs and/or organizations.	Compare/contrast a research report and an evaluation report form the two different organizations (use your web browser), specifically the process related to criteria, evidence, and judgment used in each example . What are the specific challenges and ethical issues each organization likely faces when conducting either a research or an evaluation project?	Identify an actual leisure services organization for whom you would like to work. Craft a memo to a fictitious supervisor explaining why that organization should implement a evaluation project using at least 2 of the "Reasons for Evaluation" outlined in Chapter 1.4. Describe three specific challenges that organization will face when conducting the evaluation project you are proposing.
Evaluation Models	Describe each of the six models of evaluation outlines in Chapter 1.5.	Use online resources to find an example of each of the six different models of evaluation. Discuss how each of examples you found represent the specific model.	Use online resources to identify three different logic models used by real leisure services organizations. Name three ways they are similar and three ways they are different from one another.	Create a logic model for an actual program within a larger leisure services organization (not one of the organizations you used in the previous steps). Include 3-5 elements in each of the following areas: inputs, activities, outputs, short term outcomes, medium-term outcomes, and long-term outcomes. For this specific organization (or program within a larger organization), describe the "situation" (background information about context in which this program takes place) and "external influences" - anything that is outside of the organization's control that might affect the outcomes of the program.

The 5 Ps of Evaluation	List each of the 5 Ps of evaluation. For each "P," provide a specific example of what an organization might evaluate within this category and why.	Use the sample "Personnel Evaluation Form" (Table 1.6(2) to evaluate the members of a team in which you have recently worked- either in a class or as part of a job. Evaluate these team members as if you were their supervisor. Within the context in which this team operated, how could you (as the team's supervisor) use this results from this form? What might be the challenges you face?	Identify an example, using online searches of actual organizations, of an evaluation project representing each of the levels of evaluation (Chapter 1.7). Consider each example from the perspective of the organization conducting the evaluation- what, from that perspectives, is a benefit and a drawback to that specific approach?	Design a simple survey that measures three different participant outcomes for a program facilitated by an actual leisure services organization. For each of your three targeted outcomes, include at least three different questions, for a total of nine questions. Exchange surveys with a classmate and take each other's survey as if you were a participant. Try to guess your partner's three target outcomes based on the questions in the survey.

RESOURCES

Fresh Spectrum Blog: great resource for tidbits on evaluation and research, including lots of fun cartoons that make evaluation a bit more tangible for students. http://freshspectrum.com/blog/

Better Evaluation Blog: a comprehensive site that includes articles on many evaluation-related topics, from basic concepts to highly complex topics. http://betterevaluation.org/blog

Evaluation is an Everyday Activity: This blog focuses on program evaluation, blog posts discuss (in an easy, readable format) issues professionals might face when conducting program evaluation in the field. http://blogs.oregonstate.edu/programevaluation/

American Evaluation Association Blog: This blog features posts on a wide range of topics from guest bloggers- all of whom are professional evaluators who engage in evaluation on their jobs. Topics range from "how-to" to philosophical, posts are short, easy to read, and often feature links to other "Rad Resources." http://aea365.org/blog/

Brad Rose Consulting: This website is maintained by a professional evaluator, so many of the services described on the site cost money. The blog is free, and covers a wide range of topics, many of which are great for new evaluators. http://bradroseconsulting.com/index.php/top-evaluation-resources-from-brad-rose-consulting-2015/

MEERA (My Environmental Evaluation Resource Assistant): a resource of articles on evaluation, as well as a database of evaluation reports and tools specific to environmental education. http://meera.snre.umich.edu/

UNIT 2 Data Collection

OBJECTIVES

At the end of this unit of instruction, the student will be able to do the following:

- Describe the differences between the various methods and when each would be used
- Demonstrate an understanding of experimental evaluation designs
- Explain how triangulation, mixed modes, and linking are used
- Identify ways to select a sample
- Evaluate whether an instrument is a good measurement tool based on reliability, validity, and
- usability
- List the advantages/disadvantages of questionnaires, focus groups, telephone interviews, in-depth
- interviews, structured observations, participant observations, unobtrusive measures, and other data collection methods
- Apply question format, types, and structures to the development of questionnaires and interviews
- Evaluate good questionnaire design
- Use different types of interview structures
- Explain how to collect observational data
- Use unobtrusive measures for evaluation data collection

ACTIVITIES

Below are some activities that instructors can use to facilitate students' understanding of the main concepts in this unit. Activities are presented in order of Bloom's Taxonomy:

Understand: Base level of the taxonomy. These activities are best used with students new to these concepts, or if the instructor is interested in students' ability to absorb and reflect back the main concepts in the unit.

Apply: A step above "Understand" on the taxonomy, best used when students already have a base level of understanding of the major concepts. Activities under the "Apply" column encourage students to investigate how each major concepts works in the professional context.

Analyze: Assuming that students have a base level of understanding of the major concepts, the instructor might be interested in students' ability to think critically about and through the concepts themselves. Activities in this column are best used after students have demonstrated a base level of understanding, or for more advanced students.

Create: This is top of the taxonomy because creating something assumes that students understand the concept, have can apply it in real-world contexts, and have thought critically about the concept. With this experience, it is now reasonable to expect students to create something new using the main concept(s). The "Create" column includes activities that encourage students to create a document, report, summary, etc. that reflects something a professional might use in the field.

Concept	*Understand*	*Apply*	*Analyze*	*Create*
Methods of data collection	Create a one-page "cheat sheet" for each of the data collection methods described in this chapter. Design your cheat sheet such that a person who has not taken this class can understand it, and, for each method, describe in a quick and clear way when you would use that method and when you would not.	Select one data collection method and create a simple tool (survey, set of interview questions, or observation checklist) to use in the field. Work in groups so that each group member uses a different method to collect data about the same evaluation question. Compare and contrast your findings, as well as what you experienced while using this method. Share your reflections and findings with your group.	Find three evaluation reports from recreation-related organizations online (youth-serving organizations, nonprofit organization, land management, public parks & recreation, etc.). Why did these reports use the methods they did to collect data? Why did they not use other methods? What sources of bias may have influenced the methods they chose and their data collection process? Share your findings in a brief PowerPoint presentation or written summary.	Create a survey that evaluates the student learning outcomes for the course you are taking (hint- these learning outcomes should be articulated in the syllabus!). For each learning outcome, craft three different questions, aiming for a survey of 10-15 questions total. Use a free online survey tool (e.g., SurveyMonkey) to create your survey and distribute it to your group members. In class, share with your group (a) your experience and process designing your survey, (b) what you found, and (c) your experience taking the survey of one of your peers.
Sample selection	Think of a recreation-related program or organization in which you participate. Based on your participation, what are all of the ways that organization might gather information from you? Describe three different methods, and describe the pros and cons, from the participant's point of view, to each sampling method.	Think of a recreation-related program in which you are familiar (as a participant or a staff member). Craft a checklist for this organization that describes the specific steps they would take to identify and reach a specific sample to participate in an evaluation project. Your checklist should focus on one specific data collection method; compare your list with a classmate who focused on a different method. Your checklist should have at least 10 steps.	Find three evaluation reports from recreation-related organizations online (youth-serving organizations, nonprofit organization, land management, public parks & recreation, etc.). Analyze their sampling procedures, focusing on why they sampled they way they did, and consider alternate methods they might have used. Of the three reports you analyzed, which sampling method seems most trustworthy? Effective?	Using the survey you designed previously (see above), create a plan to distribute the survey to a specific sample. Who is your target population? From this population, who will you sample? Describe your sample in three to five relevant demographics. How big is your desired sample, and why? How will you access this sample? What technique(s) will you use to ensure your desired response rate? What barriers might you face when trying to collect survey responses from this sample? Report your findings in a 1-2 page written plan.

Designing questionnaires/ surveys/ interview questions	Design a set of interview questions (10-12 questions) that you can use with a peer to explore their feelings about the class you are currently enrolled in. "Interview" a classmate, but instead of taking notes about their responses, take notes about each question- too short? Too vague? Yes or no response? After you have each interviewed one another, edit your interview list down to 5-8 questions. Do another round with a different classmate, and again edit your list so that you end up with ~5 questions. How have you adapted your questions over time? What types of questions yield the most helpful responses?	There are innumerable resources on the web related to effective interview techniques. Find and watch/read three different resources that you think might help someone trying to collect data using an interview (or face-to-face survey) method. Summarize what you learned in three to five main points, share these points with a classmate in class.	Create a chart that compares and contrasts surveys, interviews, and observations. Create columns for pros, cons, sources of bias, and situations when this method is best used. Compile your charts in a small group to create a single-page chart that is easy to read and clearly articulates each method and compares the methods to one another.	Interview a professional working in a recreation-related organization and a specific question they have regarding their program. Create a survey or an interview guide based on the organization's needs and specific circumstances. Test your survey or interview with a small sample of actual participants. Share your findings with the professional, and craft a one-page memo that outlines specifically what the organization should do in order to use the tool you created as a part of an actual evaluation project.

RESOURCES

American Camp Association Youth Outcomes Battery: http://www.acacamps.org/resource-library/research/aca-youth-outcomes-battery

Tools for Evaluation Youth Programs: This site provides links to multiple places where evaluators can find surveys and other data collection tools specific to youth development. https://www.childwelfare.gov/topics/systemwide/youth/outcomes/tools/

Forum for Youth Investment, Guide to Assessment Tools: http://forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition

United Way Toolfind: A widely-used resource for professionals looking to measure youth outcomes in out-of-school contexts (many of which are youth recreation programs). http://www.toolfind.org/

Community Toolbox- Collecting & Analyzing Data: A great resource for further reading on data collection. Includes a list of resources and a PowerPoint summarizing the main points in the chapter. http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/collect-analyze-data/main

Pell Institute Evaluation Toolkit: Clearly laid out tutorial covering the entire evaluation process for first-time evaluators. The chapter on data collection are particularly relevant to this unit. http://toolkit.pellinstitute.org/evaluation-guide/collect-data/

Centers for Disease Control & Prevention (CDC)- Data collection methods: This site includes a series of PDFs, each of which contains a step-by-step guide to many of the data collection methods outlined in this unit. http://www.cdc.gov/healthyyouth/evaluation/index.htm#tabs-811330-2

Pros & Cons of Interviewing: http://www.uwex.edu/ces/tobaccoeval/pdf/ProConInt.pdf

Qualitative Research Methods Overview: http://www.ccs.neu.edu/course/is4800sp12/resources/qualmethods.pdf

Overview of Participatory Evaluation Methods: http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/participatory-evaluation/main

Great resource of using participatory methods with youth: http://ssw.umich.edu/sites/default/files/documents/research/projects/youth-and-community/youthbook.pdf

UNIT 3 Data Analysis

OBJECTIVES

At the end of this unit of instruction, the student will be able to do the following:

- Utilize basic data organization (coding, tabular, and graphic presentation)
- Explain and apply basic descriptive data analyses (frequencies, proportions, central tendency)
- Apply parametric and nonparametric statistics as needed for a particular evaluation and research questions
- Use a computer program for data analysis
- Conduct an analysis of qualitative data using the enumeration and grounded comparison techniques
- Evaluate if statistics have been applied appropriately to evaluation questions
- Explain and apply the meaning of statistical significance

ACTIVITIES

Below are some activities that instructors can use to facilitate students' understanding of the main concepts in this unit. Activities are presented in order of Bloom's Taxonomy:

Understand: Base level of the taxonomy. These activities are best used with students new to these concepts, or if the instructor is interested in students' ability to absorb and reflect back the main concepts in the unit.

Apply: A step above "Understand" on the taxonomy, best used when students already have a base level of understanding of the major concepts. Activities under the "Apply" column encourage students to investigate how each major concepts works in the professional context.

Analyze: Assuming that students have a base level of understanding of the major concepts, the instructor might be interested in students' ability to think critically about and through the concepts themselves. Activities in this column are best used after students have demonstrated a base level of understanding, or for more advanced students.

Create: This is top of the taxonomy because creating something assumes that students understand the concept, have can apply it in real-world contexts, and have thought critically about the concept. With this experience, it is now reasonable to expect students to create something new using the main concept(s). The "Create" column includes activities that encourage students to create a document, report, summary, etc. that reflects something a professional might use in the field.

****Use existing qual dataset**

For the learning activities described below that require **quantitative data**, use the **Sample Quantitative Data** that is included with the Unit 3 Teaching Materials. It might help to include the following background information along with the learning activities:

The data were generated from a survey administered to campers attending a large summer camp in the U.S. Campers completed the survey at the end of their 1-week camp session (there were 31 sessions during the year). The 42-question survey included demographic questions, one satisfaction question, and 4 sub-scales designed to assess campers' growth in three youth development areas: friendship skills, responsibility, independence, and affinity for nature, all of which were taking from the American Camp Association's Youth Outcomes Battery ©.

For the learning activities described below that require qualitative data, use the **Sample Qualitative Data** that is included with the Unit 3 Teaching Materials. This data set is the transcript of an focus group conducted with residents living in a homeless shelter.

Concept	***Understand***	***Apply***	***Analyze***	***Create***
Analyze quantiative data using basic descriptive statistics	Using the sample data set, describe the levels of data. Which variables are independent and which are dependent? Report the total number of surveys, frequencies for "Gender Identification," "Age," and "Session," the mean, median, and mode for "Age," and the standard deviation for "Enjoy Camp."	Using this data set as an example, what will descriptive information help the evaluator do? What can the evaluator do with that information?	Run a full descriptive analysis on Questions 7-42 (count, mean, median, and mode). Generate a mean for each of the four sub-scales (friendship skills, responsibility, independence, and affinity for nature). Identify three specific areas where you think there could be a connection between the means for the Questions 2-6 and the sub-scale means (E.g., younger campers appeared to have lower scores on friendship skills).	Create three different graphs summarizing the descriptive statistics for the entire survey. Depict the means, medians, and modes for Questions 1-7 and for each of the four sub-scales. Make three preliminary recommendations for a camp manager–how might they use these findings to improve their program and youth development outcomes in the future?
Analyze qualitative data	Read the entire transcript provided in the Sample Qualitative Data file. WHy do you think the evaluator chose to conduct a focus group for this study? How should the evaluator begin the analyze these data? What limitations will the evaluator face when analyzing this transcript?	Once you have read through the entire transcript, read through it a second time with a pen and a highlighter. Highlight statements that you feel stand out in some way. Once you have read through a second time with your highlighter, read it a third time, this time assigning codes, or labels to your highlighted statements so that the statements start to become catagorized. At the end of your third read-through, make a list of all of the "categories" you have identified so far.	Share your categories with two or three classmates. Discuss your respective lists, comparing/contrasting the categories you each identified. Combine, reword, or eliminate themes in order to generate a final list of themes. When you are done with this process, write a one-page reflection on the process you just engaged in with your group. Describe the nature of your discussion, what you did to combine/eliminate/reword your themes, and what might have impacted the process. How do we know that your themes are "trustworthy"?	Create a one-page report of your findings from the focus group data. How were the data gathered in a reliable way (make this up!), how were the data analyzed, and how were the themes generated. Explain briefly grounded theory, and how your process worked toward generating a theory. What is your theory? How do your data support your theory (provide two to four specific quotes from the data to support your theory)?

Analyze quantiative data using basic parametric and nonparametric tests	Using the Sample Qualitative Data, create a crosstabs table for "Gender Identity" (F, M, and N) and the means for the four subscales (friendship skills, responsibility, independence, and affinity for nature). What relationships do you see? Can you say anything about how these the independent (gender identification) and dependent (subscale means) are related based on these numbers alone? Why or why not?	Using the Sample Qualitative Data, Run a chi squared analysis on the variables you analyzed in the previous step. Describe to a classmate what steps you took to run this analysis. Compare your findings. What do the results tell you? Why did you use a chi square analysis? How do you know if these results are reliable?	Select two variables from the Sample Qualitative Data with which to run a correlation analysis. Which two variables did you choose, and why?What steps did you take to run this analysis? How do you know your results are reliable? Compare your results with a classmate.	Using the Sample Qualitative Data, run a t-test comparing one of the independent variables and one of the dependent variables. Craft a one-page report of your findings, including a chart depicting the descriptive statistics for the variables you chose and your t-test results. Did you find any significant differences? How do you know? Based on your findings, make one recommendation for the camp professional who might use these results to improve their program or increase youth development outcomes in the future.

RESOURCES

UW La Crosse Extension- How to Plan an Evaluation: A comprehensive set of short tutorials each focusing on a specific evaluation technique, including techniques for analyzing qualitative data. http://www.uwex.edu/ces/pdande/resources/quicktipsubject.html#analyze

Free statistical software: http://am.air.org/

Web pages that perform statistical calculations: http://statpages.info/

EXCELLENT site for Excel tutorials and how-to's: http://chandoo.org/wp/

Another Excel resource, this one specifically for classrooms: http://www.internet4classrooms.com/excel_worksheet_basics.htm

UNIT 4 Judgement

OBJECTIVES

At the end of this unit of instruction, the student will be able to do the following:

- Explain the differences between different types of visual images
- Prepare an appropriate graphic given data results
- Demonstrate how visual images link to text information
- Describe the differences between conclusions and recommendations
- Write conclusions and the subsequent recommendations from project findings
- Outline the components that comprise an evaluation report or a research article
- Given a report, write an executive summary from the report
- Assemble a report or article as a result of having developed criteria, collected data, and interpreted the findings
- Give a presentation that describes the results of an evaluation project
- Evaluate another presentation in terms of its strengths and weaknesses
- Choose visuals that will be appropriate for the presentation that you are giving
- Explain the value of involving potential users in all phases of the evaluation process
- Describe the ways that recommendations might be used in organizations

ACTIVITIES

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Apply: A step above "Understand" on the taxonomy, best used when students already have a base level of understanding of the major concepts. Activities under the "Apply" column encourage students to investigate how each major concepts works in the professional context.

Analyze: Assuming that students have a base level of understanding of the major concepts, the instructor might be interested in students' ability to think critically about and through the concepts themselves. Activities in this column are best used after students have demonstrated a base level of understanding, or for more advanced students.

Create: This is top of the taxonomy because creating something assumes that students understand the concept, have can apply it in real-world contexts, and have thought critically about the concept. With this experience, it is now reasonable to expect students to create something new using the main concept(s). The "Create" column includes activities that encourage students to create a document, report, summary, etc. that reflects something a professional might use in the field.

Concept	*Understand*	*Apply*	*Analyze*	*Create*
Display data effectively	Write a one-page memo describing to the program manager of a recreation organization why you (the evaluator) would like to present orally your evaluation findings to the manager and staff. Outline three specific benefits to presenting your findings, and summarize your plan for your presentation. Be sure to include the time and resources you will need to give your presentation.	Conduct a search online for three examples of each of the following: pie charts, bar charts, data dashboards, and infographics. Rate each example in terms of clarity, visual appeal, and effectiveness communicating evaluation results. Share what you found with a classmate.	Create a pro-con chart that compares traditional data display techniques (pie charts, graphs) with newer formats (infographics, word clouds, dashboards). In what situation would an evaluator use traditional formats and in what situations might an evaluator choose a non-traditional technique?	Create an infographic based on evaluation findings either from an organization you find online, or from either of the Sample Data Sets used in Unit 3.
Create an oral and a written evaluation report	Think about a recreation-related organization for whom you have worked or with whom you are familiar. Brainstorm how that organization might use an evaluation report. Outline the major headings, and describe what type of report it must be in order to reach the organization's intended audience (be sure to describe who this audience is).	Work with three to four classmates to locate several (at least three) different evaluation reports (ideally from recreation-related organizations). Compare and contrast these reports; what are the similarities and the differences in the layout, content, readability?Select which report you find most effective, and create a rubric that outlines the components of the report that you find effective and the criteria for what makes it effective.	Watch this training video: http://p2i.eval.org/index.php/ignite/ What are Ignite presentations and how might this format be an effective mechanism for delivering an oral evaluation presentation? What are the benefits and drawbacks?	Create an oral presentation based on the Sample Quantitative Data from Unit 3. You might need to make up some of the details about the organization, but make them relevant to the data as best you can. Bonus: use the Ignite format. Share your presentation with a small group of peers, providing feedback for one another.

Make recommendations for an organization based on evaluation findings	Why is it important to make recommendations when giving an oral or a written evaluation report? How might these recommendations change based on whether you are an internal (a staff member of the organization) or an external (hired by the organization to evaluate a program) evaluator?	Explore three to four different evaluation reports you find online (ideally from recreation-related organizations). Were these reports created by internal or external evaluators? How do these reports present recommendations? What types of recommendations are offered? With three to four group members, make a master list of all of the different types of recommendations you find in these reports.	Using the reports you found previously, now review the recommendations as if you were a program manager receiving the report for the first time. How would you feel about the findings? About the recommendations? What barriers do you see to implementing the recommendations as they are written in the report? With three to four group members, generate a list of common barriers to implementing recommendations from an evaluation report.	Create a set of recommendations based on the Sample Quantitative Data provided in Unit 3. Present your recommendations in a grid that outlines the recommendation, benefits, barriers, resources needed, and timeline. Present your grid of recommendations to your peers as if you were a professional evaluator presenting to the organization you evaluated.

RESOURCES

Potent Presentations- excellent resource for designing and presenting engaging Power Point presentations: http://p2i.eval.org/

Ann Emery Blog- blog presents interesting topics related to data visualization and presentation: http://annkemery.com/blog/

Stephanie Evergreen Blog- Stephanie Evergreen is a renowned evaluator who specializes in data visualization. This blog presents a variety of topics and how to's related to communication evaluation results: http://stephanieevergreen.com/blog/

Tools for creating infographics (most offer a limited free version, but payment is required for full access. Most also offer a blog, which is a great resource for tips and tricks on building infographics, many of which you can use when building infographics in other platforms, such as Word or PowerPoint):
http://piktochart.com/
https://www.canva.com/create/infographics/
https://venngage.com/
https://infogr.am/

Tools for creating word clouds:
http://www.wordle.net/
http://worditout.com/word-cloud/make-a-new-one
https://www.jasondavies.com/wordcloud/

List of tools to help with data visualization: http://www.creativebloq.com/design-tools/data-visualization-712402