

# Program & Event Evaluation

**GBHEM**

Office of Research and Evaluation  
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**HIGHER EDUCATION & MINISTRY**

General Board of Higher Education and Ministry

THE UNITED METHODIST CHURCH

## -----Types of evaluation

Evaluation design

Evaluation methods

Case studies

Discussion questions



## **Needs Assessment – What are the conditions/problems the program is intended to address? What is the need for the program?**

GBHEM staffers and programming will benefit from discussion on topics related to research and evaluation.

GBHEM staffers need education.

## **Formative Evaluation – Is the program functioning as it should be? Are resources used properly? Where can implementation be improved?**

PowerPoint slides with blue font are easy to follow and understand.

The education is helpful, but we need better books.

## **Summative Evaluation – What are the outcomes of the program? Did participants change through their involvement in the program?**

GBHEM staffers are smarter, know more about research & evaluation.

I have gained knowledge since going through the education program.

**Needs Assessment** – What are the conditions/problems the program is intended to address? What is the need for the program?

**Formative Evaluation** – Is the program functioning as it should be? Are resources used properly? Where can implementation be improved?

**Summative Evaluation** – What are the outcomes of the program? Did participants change through their involvement in the program?



The type of evaluation you use depends on the stage of implementation of your program or event, as well as on the particular questions you are seeking to answer.

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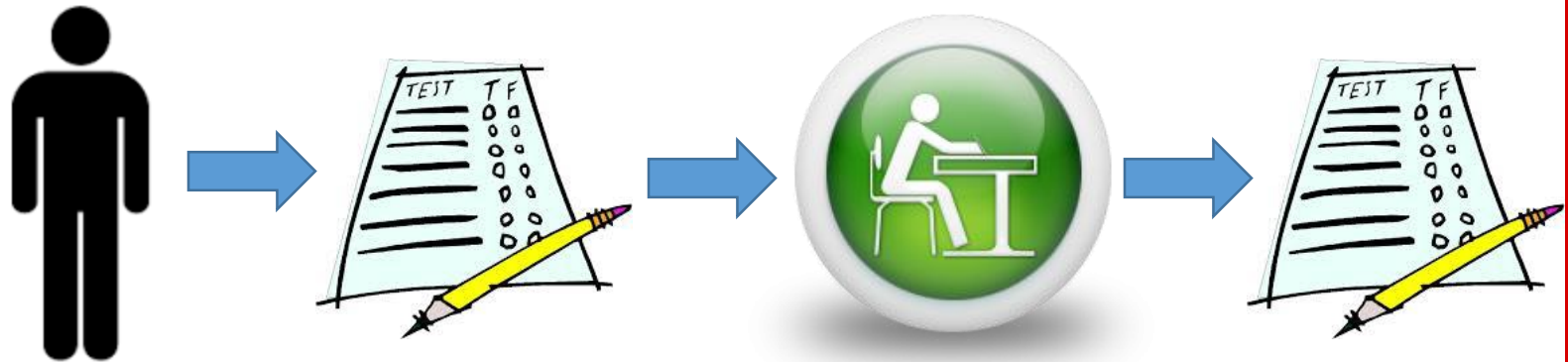
## Single group post-test

Are GBHEM staffers smarter after attending X-amount of education sessions?



## Single group pre- and post-test

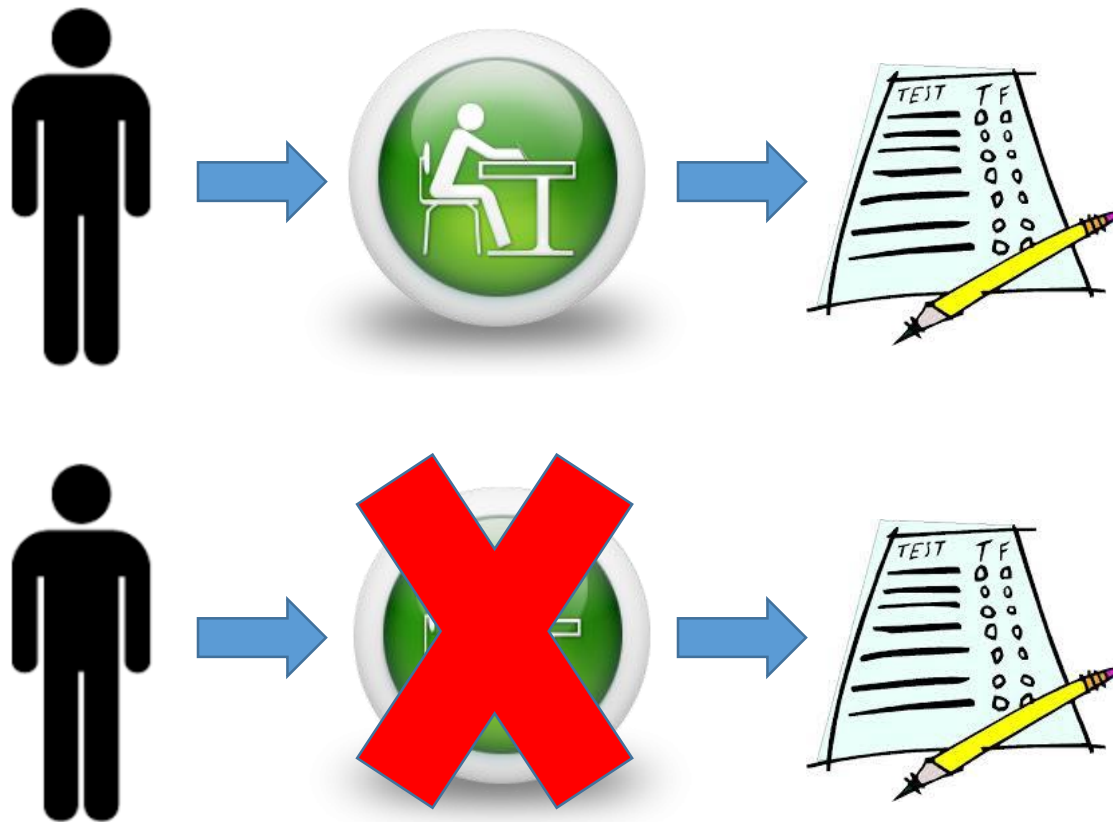
Are GBHEM staffers smarter now than they were before attending X-amount of education sessions?





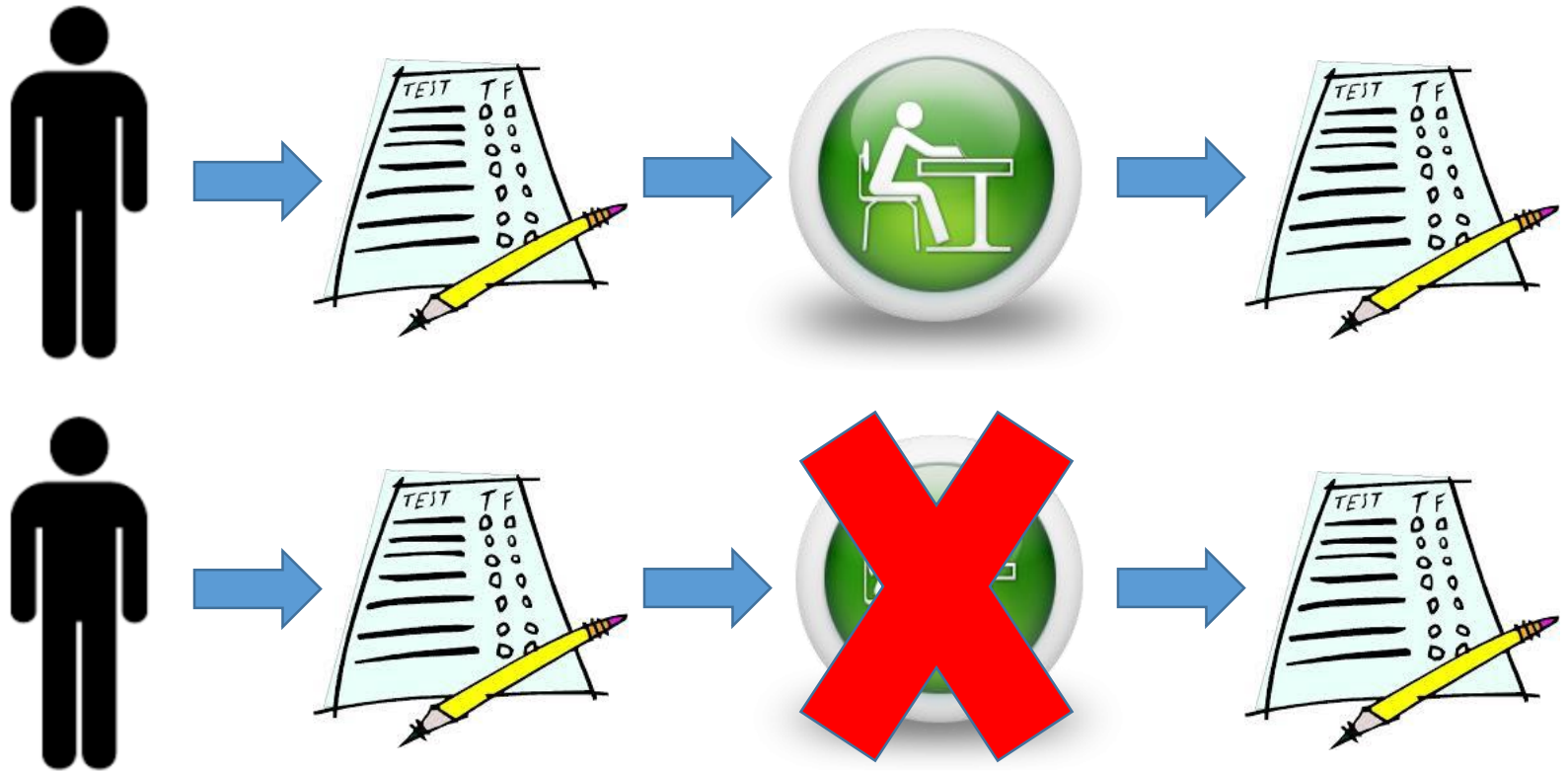
## Control group post-test

Are GBHEM staffers smarter after attending X-amount of education sessions, compared to staffers who did not attend?



## Control group pre- and post-test

Are GBHEM staffers smarter now than they were before attending X-amount of education sessions, compared to staffers who did not attend the sessions?



Evaluation, and the type and method of evaluation, should be strategic in its implementation.

Some programs/events may warrant a more rigorous evaluation effort, others may require a more simple approach, and still some may require none at all.

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## What methods do we use for evaluation?

Surveys – How do you quantify the outcomes you want to see?

Interviews – What are participants' experiences with the program?

Focus groups – Quicker, more efficient interviews.

Activity logs – What were the day-to-day details of implementation?

Secondary data – Shortcuts when we can't collect our own data.

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## Questions for discussion:

How is evaluation typically done in your office?

Which programs or events warrant more rigorous evaluation? OR  
What are your top evaluation priorities?

What can the Office of Research and Evaluation do to better assist you in effectively implementing evaluation?

