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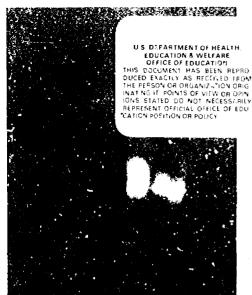DESCRIPTORS   *Concept Formation, *Evaluation Techniques, Learning
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ABSTRACT
              The Western Region AMIDS Evaluation Team examined a
variety of approaches to leadership development which would make it
possible for adult, business, technical and vocational educators to
become knowledgeable in evaluation. The following three intents were
specified for the leadership development project: (1) to provide
participants with an introductory program in evaluative theory and
methodology, (2) to develop basic evaluative skills concerning
techniques for evaluation of on-going programs in adult, business,
technical and vocational education, (3) to provide participants with
sufficient reference materials and direction to enable them to
undertake subsequent, individual study activities in the area of
evaluation. A one-day workshop was planned for 21 participants. An
inductive-deductive learning approach was selected for both the
workshop and the individual study phase of this leadership
development activity. During the first hour of the workshop, a "case
model" was distributed. The afternoon activities started with a team
teaching session dealing with the concepts of performance standards
and standards of excellence. The last hour of the workshop was
devoted to a presentation of evaluation techniques and methodology
appropriate to adult, business, technical and vocational education.
In general the participants were very positive in their reactions to
the workshop. (CK)

LEADERSHIP DEVELOPMENT IN EVALUATION FOR AN AGE OF ACCOUNTABILITY

*A Workshop and
Individual Study
Approach for the
Fields of Adult,
Business, Technical,
and Vocational
Education*

James A. Farmer, Jr.

Patrick L Weagraff

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FOREWORD

The areas of Adult, Vocational and Technical Education have recently experienced a revival of interest and concern for evaluation and accounta- bility. In particular, and of major interest, is the development of new and unique ideas about evaluation which lend themselves to popular adaptation in the programs of adult, vocational and technical education.

Accordingly the California State Department of Education, Vocational Education Section, in cooperation with the Division of Vocational Education, University of California, formalized a depth study of Leadership Development in Evaluation for the purposes of improving general accountability in adult, vocational and technical education, and requested Professor James A. Farmer, Jr., Graduate School of Education, University of California, Los Angeles, to provide the leadership in developing further some of his evaluation principles and practices.

Involved in the evaluation study are members of the EPDA Leadership Development Program who are in residence as Graduate students at UCLA under the provisions of Sec. 552, Part F, Education Professions Development Act, P. L. 90-35.

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LEADERSHIP DEVELOPMENT IN EVALUATION FOR AN AGE OF ACCOUNTABILITY

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CONTENTS

4

INTRODUCTION

What is responsible evaluation in the fields of adult, business,
technical, and vocational education? How is educational evaluation con-
ducted? What types of evaluation skills do future educational leaders
require? These are the questions which confronted the Division of Voca-
tional Education, University of California, Los Angeles, and the EPDA
Leadership Program at UCLA. A variety of approaches were considered to
meet the needs for training in evaluation on the part of those asking
these questions. It was then determined that a workshop, coupled with
some form of individual study, would most appropriately meet this need.

Leadership development in evaluation for an age of accountability
was selected as the theme for a workshop and an individual study ap-
proach. This report describes, in bold strokes, an overview of the
workshop and what it accomplished. Also included is a description of
how the individual study approach is being implemented.

Intent

The need for leadership development in evaluation was articulated in the early Fall of 1970 by several EPDA Fellows and staff members of the Division of Vocational Education. As a result of these requests, the Western Region AMIDS Evaluation Team examined a variety of approaches to leadership development which would make it possible for adult, business, technical and vocational educators to become knowledgeable in evaluation. By December of 1970, a proposed work plan encompassing a workshop and individual study approach was prepared. The following three principal intents were specified for the leadership development project:

1. To provide participants with an introductory program in evaluative theory and methodology.

2. To develop basic evaluative skills concerning techniques for evaluation of on-going programs in adult, business, technical and vocational education.

3. To provide participants with sufficient reference materials and direction to enable them to undertake subsequent, individual study activities in the area of evaluation.

Participant Needs

While agreement on the value of knowledge about evaluation was acknowledged by personnel in the Division and by EPDA Fellows, the exact nature and extent of their needs was not known. It was known, however, that their backgrounds were diverse. Participants had held, or now hold,

positions as administrators, teachers, curriculum developers, and training

specialists. Because of this diversity, it was decided that an introductory

workshop, combining inductive and deductive experiences, followed by a

suggested program of study would provide the best results. This approach

ensured that all participants would be exposed to key concepts of evaluation.

It also provided those individuals with a need, or a desire for, additional

study with the necessary references.

Program Plan

A one-day workshop was planned for approximately twenty participants.

During January, 1971, materials were developed, agendas were set and staff

assignments made. It was decided that the workshop would be conducted in

the Conference Room of the Division of Vocational Education in Santa Monica,

California. This off-campus setting was far enough from UCLA to minimize

interruptions. At the same time, the location was not so far from the campus as

to discourage attendance. The Conference Room comfortably seats twenty

people and contains blackboards and a projection screen. Three smaller

rooms in the same building were also available for group meetings. In

retrospect, the location and facilities greatly enhanced the learning

situation.

Instructional Sequence and Methodology

An inductive-deductive learning approach was selected for both the

workshop and the individual study phase of this leadership development

activity. It was felt that such an approach, coupled with diverse instruc-

tional methods, would result in the participants developing a core of

knowledge concerning evaluation and would intensify a desire for further
study.

During the first hour of the workshop, a "case model" (Appendix B)
was distributed. Participants were divided into three groups of five to
eight individuals. Each group had a discussion leader experienced in the
field of evaluation. In the small group sessions, the participants dealt
inductively with the following questions: (1) What key functions in the
case model should be evaluated? (2) What are the advantages and disad-
vantages of external versus internal evaluation methodology? (3) To what
extent should the selection of aspects to be evaluated take into account
the various groups which require feedback? Later in the morning, the par-
ticipants and the workshop staff met again in a general session to discuss
the functions identified in the small groups. During this period, the
workshop staff incorporated into the discussion a number of important as-
pects of evaluation which had grown out of their AMIDS Evaluation Project.

Dr. Stephen Klein, from the Center for Study of Evaluation, Univer-
sity of California, Los Angeles, was the speaker for the workshop luncheon.
His presentation dealt with the roots of evaluation and its current status.
He also discussed an evaluative model which the Center had developed. A
forty-minute question and answer period followed the presentation.

The afternoon activities started with a team teaching session deal-
ing with the concepts of "performance standards" and "standards of excel-
lence." During this part of the workshop the staff again incorporated
numerous key aspects of evaluation into the discussion. Particularly,
emphasis was placed on the evaluative model which had been developed by
the staff in the Western AMIDS Evaluation Project.

8

It became evident to the workshop staff, early in the afternoon, that the participants desired and were ready for additional discussion concerning "standards of excellence." The identification of such a need was possible because of the inductive-deductive approach being used. As a result, the small group sessions, which had been originally scheduled for the late afternoon, were cancelled to allow for additional consideration of "standards of excellence." The last hour of the workshop was devoted to a presentation of evaluation techniques and methodology appropriate to adult, business, technical and vocational education.

Selected Aspects of Evaluation Presented

During the program planning stage, key aspects of evaluation were selected for presentation during the workshop. Those key aspects were selected which would best meet the needs of the participants as identified in the workshop, The key aspects of evaluation presented at the workshop were as follows:

1. Purpose of evaluation

2. Terminology of Evaluation

3. Elements of Evaluation

4. Key Indicators

5. Constraints and other Considerations in Evaluation

6. Standards of Excellence

7. Types of Evaluation

8. Chartering

9. Internal and External Evaluation

10. Absolute Comparisons

11. Relative Comparisons

12. Differentiated Feedback

13. Development of Evaluation Theory and Methodology

14. Contributions of Leaders in the Field of Evaluation

On-going Individual Study

Recognizing that a major objective of this leadership development
activity was to provide participants with sufficient data and direction that
they might undertake individual study of evaluation following the workshop,
each attendee received an 82-page workbook developed by the staff. This
"Evaluation Workbook" was designed to present materials which would help
the participants gain skills requisite to responsible program evaluation.
It should be noted that, where necessary, authorization was obtained to
reproduce materials on evaluation to be included in the workbook. The work-
book contained the following materials:

> "The Growth of Evaluation Methodology"
> > by Gene V. Glass
>
> Western Region AMIDS Evaluation
> > by James A. Farmer, Jr.,
> > Ralph K. Sylvester, and
> > Patrick J. Weagraff
>
> "Western Region AMIDS Evaluation - A New Venture"
> > by Patrick J. Weagraff
>
> "Indigenous Interactional Research"
> > by James A. Farmer, Jr.
>
> Selected References on Evaluation

Participant Profile

The following profile of the workshop participants can be constructed from two sources available to the workshop staff. The first is the information given on the cover sheet of the pre- or needs-assessment test (Appendix D) which was completed by the participants. The second source is a roster/data sheet of students attending UCLA through the EPDA Leadership Development Program in adult, business, technical, and vocational education.

The characteristics of the attendees include the following:

o   A total of 21 such leaders and potential leaders participated in the workshop. Four of these participants, who are members of the Western AMIDS Evaluation Team, served as the workshop staff.

o   Twelve participants are EPDA Leadership Fellows presently attending UCLA and pursuing do degrees in adult, business, technical, and vocational education. Three participants are professors of Education at UCLA. One of the participants is Chief, Program Operations Unit, Vocational Education Section, California State Department of Education. Two of the professors are further involved in duties within the Division of Vocational Education located on the UCLA campus. One of them is Division Director; the other, a project director for the Division.

One remaining attendee is also a project director for the Division of Vocational Education.

o All of the participants have at least one advance... degree. Four presently hold doctorates. Of the EPDA Fellows in attendance, ten are seeking the Ed.D., and two, the Ph.D., in education.

o The twelve Fellows brought to the workshop a wide range of background experiences gained through posi- tions held prior to their acceptance of the leader- ship awards. Following is a summary list of those positions:

```
State Supervisor.......State Department of Education
Assistant State
    Supervisor.........State Department of Education
Specialist.............State Department of Education
Coordinator, Curri-
    culum Development...State Department of Education/
                                State University

Director...............Post Secondary Vocational/
                                Technical Institute

Director, Vocational/
    Academic
      Counseling........State University

Research Fellow........State University
```

o Participants indicated that their primary areas of educational interest and involvement are the following:

```
Adult Education
Agricultural Education
Business/office Education
Distributive Education
```

Industrial Arts Education
                    Trade and Industrial Education
                    Vocational/academic Counseling
                    Vocational/technical Education

    o Participants represent a total of seven states. Eleven

       are from California, with one each from Mississippi,

       New Jersey, New York, Pennsylvania, Utah, and Wisconsin.

    o Of the 17 participants, there were 16 males in attendance.

Identification and Analysis of Participants' Needs and Expectations

       The needs and expectations which the participants brought to the

workshop can be generalized from analyses of two sources: (1) open-ended

responses made by several participants on item 1 of the Participant Feed-

back questionnaire (Appendix C) given to attendees for return by mail; and

(2) errors made by participants taking the pre- or needs-assessment test

at the beginning of the workshop.

       Item 1 of the Participant Feedback questionnaire was intended to

elicit open-ended responses as to what each person expected and hoped to

receive from the workshop. Questionnaires returned to the workshop staff

indicated the following:

    o Participants expressed a variety of expectations and

       needs. Some persons identified need for instruction

       in methods and techniques for the evaluation process.

       Others identified the need for conceptual learning

       concerning evaluation. The problem of accountability

       and evaluation in an age of accountability were also

       identified.

Incorrect responses on the forced-choice items and inadequate res-
ponses on the open-ended items of the pre-test were taken as further
indicators of need in specific aspects of evaluation considered important
by the workshop staff.

 o Analysis of these items indicated the greatest need
    to be in connection with the following aspects of
    evaluation: selection of key indicators; evaluation
    of on-going programs; and identification of program
    intents and plans.

Consequently, members of the workshop staff focused particular atten-
tion on these aspects in both the inductive and the deductive segments of
the workshop.

Participants' Assessment of Workshop

The comments made by the participants in the small-group sessions
and directly to the workshop staff during the day, expressed the participants'
opinion that the workshop on evaluation was a valuable experience in
leadership development.

Additional feedback about the workshop was received on the Partici-
pant Feedback questionnaires (Appendix C), which were distributed to parti-
cipants at the end of the workshop, and which were anonymously completed by
the individual participants for return by mail. The following participant
assessments were expressed on these questionnaires.

 o All of the participants responding indicated that
    the workshop evidenced good planning and/or

organization. Several also stated that the materials used were appropriate and that the instructional methods used tended to maximize learner participation.

o Many participants indicated that the workshop resulted in conceptual and/or methodological learnings. Several comments focused on the fact that they had gained knowledge of techniques useful in conducting evaluations. One individual stated that he received more than he had expected in these regards.

o There was a wide range of responses to items 2 through 7 of the questionnaire, all of which requested suggestions useful in improving future workshops. Some participants recommended that more workshops of a similar nature are needed. Others indicated possible ways to improve specific components of the workshop. One such recommendation proposed that an additional case study dealing with an actual evaluation in action be developed and utilized in future evaluation workshops.

o In general, the participants were very positive in their reactions to the workshop. The following sample comments from the feedback questionnaires indicate such satisfaction:

11

-- "For me, just fine."

-- "It was excellent."

-- "Let's do it again."

-- "I would like to thank everyone
   involved in the organization and
   presentation of the workshop."

Some indication that favorable reactions were accompanied by learning
gains was provided by a comparison of the results of the brief pre- and
post-tests (Appendix D) administered at the workshop. Learning gain seems
to be particularly evident in relation to one of the aspects earlier iden-
tified as an area of greatest need; namely, that of selection of key indi-
cators in evaluation.

Implications for Future Workshops and Individual Study

Based upon the experience of the workshop described in this report,
the following implications for future workshops and for the individual study
approach are evident:

o Provision for some form of systematic follow-up to
   the workshop on evaluation, which was held February 9,
   1971, should be made. That workshop constituted
   a first step, providing instruction in only those
   conceptual and methodological aspects of evaluation
   described earlier. Further help to the participants,
   particularly the EPDA Fellows presently involved in
   the leadership program at UCLA, in this vital area of

12

leadership development seems to be necessary.

o The members of the Western AMIDS Evaluation Team, who
   acted as the workshop staff, are presently following
   up on some recommendations suggested by the partici-
   pants. For example, the idea of developing and util-
   izing a naturalistic case model of an actual
   evaluation in action has been discussed and will be
   given further consideration.

o The literature in the field of evaluation and
   accountability, together with the current limita-
   tions of funds in education, suggest that in-service
   leadership training of a variety of kinds is needed
   by personnel in adult, business, technical, and
   vocational education.

o Both informal and formal feedback from the partici-
   pants in the workshop on evaluation indicate a great
   deal of interest in the general subject of, and
   variety of, aspects comprising evaluation. The number
   of requests from others for information about evalua-
   tion regarding adult, business, technical, and voca-
   tional education, which have been directed to the
   workshop staff, indicates that there is a growing
   pressure on the personnel in these fields to become
   operationally knowledgeable in evaluation for purposes
   of accountability.

o   It would seem that the inductive-deductive approach

    described in this report allows participants to

    share experiences and understandings which they bring

    to a workshop. Such personal experiences in and

    knowledge of evaluation can help to equip workshop

    participants for leadership in an age of accountability.

APPENDIX A

AGENDA

Evaluation Workshop

8:00 a.m.	Welcoming Remarks	M. L. Barlow
8:30 a.m.	Case Model	P. J. Weagraff
9:00 a.m.	Small Group Sessions	
	"Identifying Key Functions In Case Model to Evaluate"	J. Farmer, Jr. P. Weagraff C. Chialtas J. Miller
10:00 a.m.	Coffee Break	
10:15 a.m.	General Session	J. Farmer, Jr.
11:45 a.m.	Break	
12:00 noon	Luncheon	
2:00 p.m.	General Session	J. Farmer, Jr.
2:45 p.m.	Small Group Sessions	
	"Performance Standards"	J. Farmer, Jr. P. Weagraff C. Chialtas J. Miller
3:15 p.m.	General Session	
	Group Reports	
4:00 p.m.	Panel "Evaluative Techniques" and Audience Participation	J. Farmer, Jr. P. Weagraff C. Chialtas J. Miller

16

20

APPENDIX B

Evaluation Workshop

Case Model

Occupational Skill Center Program Evaluation

George Reynolds is Director of the Inner City Occupational Skill
Center for Adults. The center which is three years old serves a population
of 180,195.

The Occupational Skill Center is one of 14 centers in the state, but
it is the only one operated under contract by the local school district.
The program at the Center primarily emphasizes the occupational preparation
of adults with some attention given to adult basic education, vocational
rehabilitation, and GED certification. Occupational preparation is offered
in office practices, automotive, printing, allied health, and food services.
The center also offers periodic training for power sewing machine operators,
food cashiers, and electrical assemblers when local employers require such
skills.

Most of the funds used to support the Center's program come through
the local school district. The district receives most of its funds from the
State Department of Education. Specific funding sources include the Voca-
tional Education Act of 1968 and the 1966 Adult Education Act. In addition,
the district receives funds from the State Department of Human Resources,
the Department of Labor and the Veterans Administration. Local taxes and
tuition assessment of some participants also are sources of revenue.

The total Center program has both day and evening components with a
combined enrollment of approximately 305 students, both full and part-time.
Most of the participants (73%) are enrolled in the day program. Half of

the students are publi- aid recipients, many of whom are ADC mothers. The age range is 18-64 years. There are more women than men participants. Most of the participants, black and white, have low socio-economic backgrounds. A few participants of foreign birth are enrolled in the program for the purpose of learning to read and write English.

The director of the Center is on a full time appointment and super-vises both the day and evening programs. The day teaching staff consists of 26 full-time and 10 part-time instructors. The evening staff includes four of the day staff members and five additional ones. Only one of the staff has not had prior experience in the public schools. None of the staff had experience in any manpower training activities prior to joining the Centers.

In addition to the instructors, the staff includes a full-time public aid case worker and two counselors. One counselor is concerned with basic education; the other is a vocational coordinator who provides help in job placement and works with students in establishing realistic work goals.

The instructional program is diverse, being designed in many cases to meet individual student needs. Classes operate from 7 a.m. to 9 p.m. For GED aspirants, there is a full-time program which runs from 9:20 a.m. to 2:20 p.m. five days a week. Occupational preparation occurs between 7 a.m. and 4 p.m. with students being released to take the basic education they require for occupational proficiency. In general, there are no standard beginning and ending dates for any program.

A most interesting aspect of the program is the close relationship the Center maintains with local employers. Mr. Reynolds has over 20 active advisory groups.

The Center has several activities it regards as unique. To enhance
the likelihood for potential participants (especially ADC mothers) with
pre-school children to enroll in the program a day care program has been
established. This program also serves to train para-professionals in early
childhood services.

Due to the complexities involved in the administration and financing
of the Center, the director feels accountable, in different ways, to several
audiences. For example, the local district is primarily interested in the
smooth operation of the Center. The Department of Human Resources is most
interested in the rate of student placement on jobs. The teaching staff
of the Center is interested in program revision and improvement. The local
employers look to the Center for a pool of trained manpower. The State
Department of Education views evidence of fiscal accountability as important
data on which they evaluate the Center.

Given the possibility that evaluative data about the Center could
be obtained and that Mr. Reynolds turned to your evaluative teams for
assistance, what appropriate information would you provide him with for
decision-making as an administrator? As a first step in this process, he
has asked your team to provide answers to the following questions:

1. What aspects of the Center should be evaluated? (List)

2. Who should do what in the evaluation of those aspects
   which you specified in #1?

3. To what extent should the selection of aspects to be
   evaluated take into account the various audiences
   which require feedback? (See page 3, 2nd paragraph) Why?

20

APPENDIX C

25

EVALUATIVE RESEARCH WORKSHOP

Conducted
for

Division of Vocational Education
University of California, Los Angeles

Dr. James A. Farmer, Project Director, Western AMIDS Evaluation
Patrick J. Weagraff, Christ T. Chialtas, and Joseph A. Miller,
Research Specialists and EPDA Leadership Fellows

Participant Feedback

Please answer honestly and candidly the following questions about the
workshop on evaluative research you attended February 9, 1971. Please
give adequate thought to each question before making your response. Your
responses will be used constructively by the evaluative research team in
its efforts to modify such workshops for the benefit of future participants
by assessing strengths and weaknesses. A self-addressed, stamped envelope
is attached for your convenience in returning your thoughts to us.

1. What had you expected and hoped to receive from the workshop?

2. What did you actually experience during the workshop (please be as
    specific as possible)?

3. What inputs or effort did you see going into the program?

4. What outcomes or results did you see coming out of the program (personally
    and for the group)?

5. Given the extent of the need for such a workshop, how adequate were the outcomes?

6. What recommendations can you make for improving the workshop?

7. Additional comments.

27

APPENDIX D

EVALUATIVE RESEARCH WORKSHOP

Conducted
for

Division of Vocational Education
University of California, Los Angeles

by

Dr. James A. Farmer, Jr., Project Director, Western AMIDS Evaluation
Patrick J. Weagraff, Christ T. Chialtas, and Joseph A. Miller,
Research Specialists and EPDA Leadership Fellows

Pre- and Post-Tests

This evaluation instrument is aimed at indicating your understanding of
program evaluation, both generally and as embodied in the program evalu-
ation model of the Western AMIDS evaluation team. It will be administered
in two parts - the pre-test, attached to this cover sheet and to be completed
at this time, and the post-test, to be given to you at the end of this
workshop.

Please provide the following information about yourself. Only the Evalu-
ation team will see your paper. The responses will be analyzed and used
in differentiated reports to interested, appropriate parties. NOTE: As we
are not asking for your name, please make sure to indicate your date of birth,
here and on the post-test, so that your pre- and post-test can be paired.

Date of Workshop _____ Date of Birth _____

Sex _____ State of Residence _____

Position (last held, if student) _____

Degrees: Obtained _____, Sought _____

Vocational Field (Ex: Agricultural Education) _____

PRE-TEST

Directions: Write "T" in the space to the left of each item if the state-
ment is true based on current thinking in evaluative research;
write "F" if the statement is false.

_____ 1. Evaluation should seek to determine the degrees of success in
achieving only the major objectives of a program.

_____ 2. The "best laid plans of mice and men" often do not see total
fruition; an evaluator must therefore concern himself only with
what actually enters, is processed, and results from the system
being evaluated.

_____ 3. Since the evaluation of educational programs consists largely of
course exams, learner self-appraisal and satisfaction forms, and
analyses of enrollment, any effective evaluative research model
would best structure itself around these feedback devices.

_____ 4. Feedback from the evaluator to key personnel of an on-going pro-
gram is illegitimate in that it biases what the evaluator, in
fact a researcher, is attempting to measure.

_____ 5. Evaluation, like a photograph, can merely seek to describe past
events or conditions; in particular, it can at best show past
successes/failures and achievements of an on-going program.

_____ 6. Objectives can be immediate, intermediate, or long-run with
respect to duration a   importance.

_____ 7. Since evaluation des   es the present operation of a program,
background research with respect to goals, intents, and assump-
tions are not too important.

_____ 8. The determination of whether or not an objective could be better
or less costly achieved through an alternative procedure is a
value judgment inconsistent with the proper role of an evaluator.

_____ 9. "The fact that our office successfully referred over 200 appli-
cants to appropriate manpower agencies last month for training
is a good indication of the adequacy of our guidance service."

_____ 10. The comparison between the program being evaluated and like or
related programs provides the sum total of wholistic comparative
data for the evaluator.

_____ 11. Evaluation can be likened to the constructing of a balance sheet
in that the results constitute a static picture of conditions at
a given point.

_____ 12. In evaluation, by its nature a subjective process, the evaluator must seek support for his measurement criteria so as to help validate them.

Directions: Respond to the following open-ended items within the space provided even though you may need more.

— — — — — — — — — — — — — — — — — — — —

13. Identify or list those factors which you consider to be critical for the evaluation of an on-going program in adult, vocational or business education.

14. In one sentence identify what you perceive to be the major purpose of an evaluation of an on-going program.

15. List the names of some individuals generally recognized as being leaders in the field of evaluative research.

31

Date of Birth _____

Directions: Write "T" in the space to the left of each item if the state-
ment is true based on current thinking in evaluative research;
write "F" if the statement is false.

_____ 1. Since it is impossible to collect data on every aim or facet
of an on-going program, evaluative efforts must be selective
in their identification of specifics worth evaluating.

_____ 2. An intended, but un-realized, input to a program is inadmiss-
able "evidence" in the judging of the success/failure of that
program.

_____ 3. Given that we're entering an age of accountability in education,
there is still a lack of methodological convention in evaluative
research of on-going programs.

_____ 4. In the course of evaluating a program, much is learned about
why and where it has failed; such evidence for making decisions
can justifiably be given to administration through feedback
from the evaluator.

_____ 5. Any evaluative effort worth conducting should have as an objective
the identification of emergent or indicated future needs of the
program being evaluated.

_____ 6. Objectives can be hierarchical in nature in that one may be
all-inclusive of those supportive and subordinate to it.

_____ 7. Before one can make unblindered observations of aspects of a
program, awareness of the assumptions, plans, and goals, etc.,
recognized by administration as relevant, is necessary.

_____ 8. The evaluator, in order to maintain his researcher posture,
should stay away from such administrative measures as cost-
benefit analysis.

_____ 9. While a measure of results is important, the total assessed need
for such performance provides a baseline from which to judge the
adequacy of the results.

_____ 10. A kind of evaluative comparison can be made between the program
evaluated and a hypothetical, excellent one.

28