DOCUMENT RESUME

ED 258 008 CE 041 674

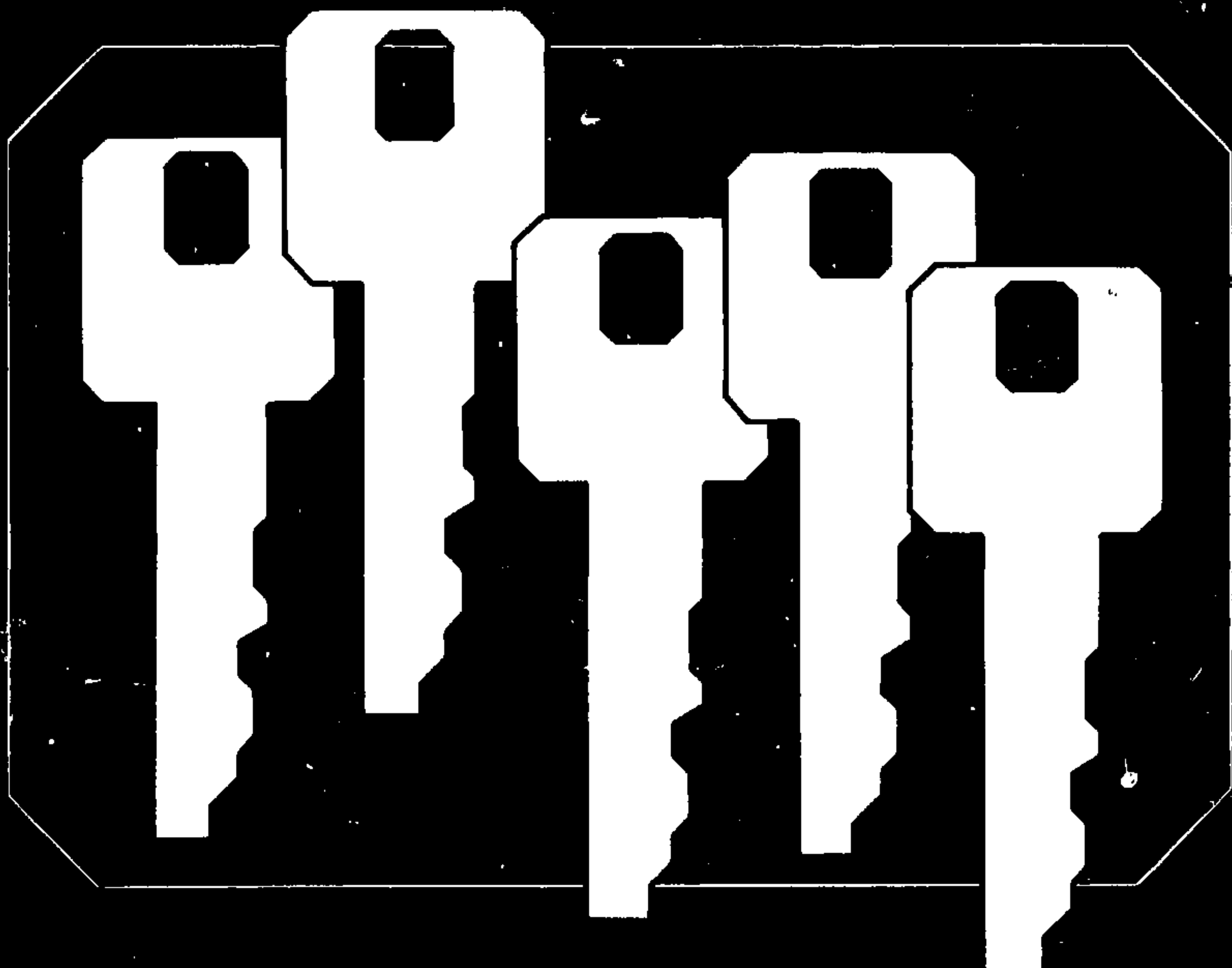
AUTHOR	Pfister, Linda A.
TITLE	Communicate and Use Evaluation-Based Decisions. Module CG E-2 of Category E--Evaluating. Competency-Based Career Guidance Modules.
INSTITUTION	American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO	ISBN-0-934425-37-X
PUB DATE	85
NOTE	40p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM	Bell and Howell Publication Systems Division, Old Mansfiald Road, Wooster, OH 44691-9050.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Counseling; *Career Guidance; *Change Strategies; Check Lists; Competency Based Education; Counselor Training; *Decision Making; *Evaluation Utilization; Guidance Objectives; Guidance Personnel; *Guidance Programs; Information Dissemination; Inservice Education; Learning Activities; Learning Modules; Lesson Plans; Paraprofessional Personnel; Postsecondary Education; *Program Evaluation; Questionnaires; Research Utilization; Secondary Education; Self Evaluation (Individuals)

ABSTRACT

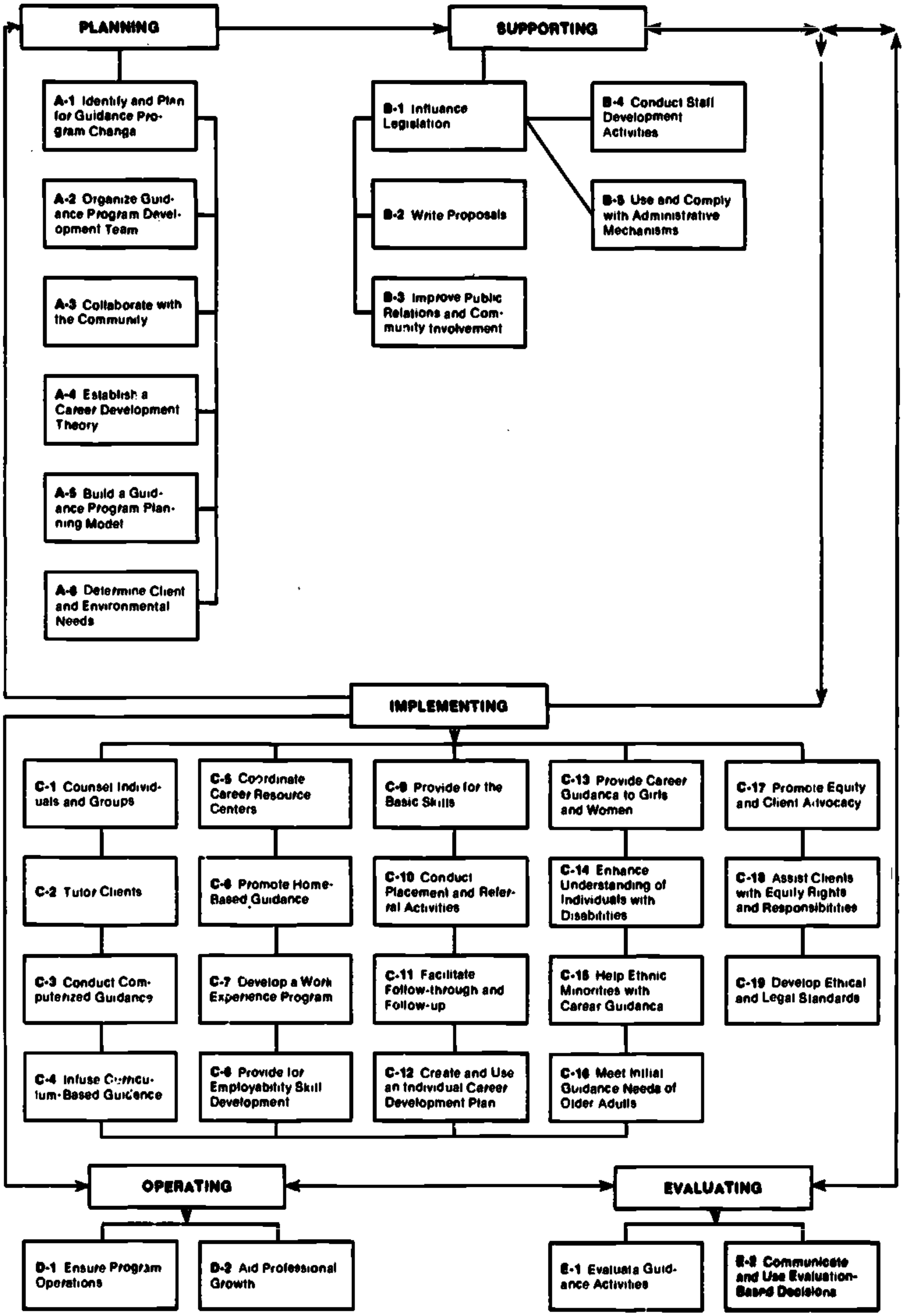
This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with reporting results of program evaluation and using results to make key administrative decisions. Addressed in the module are the following topics: evaluating results, communicating results effectively, deciding how to use evaluation results, and identifying alternatives for change. The module consists of readings and learning experiences covering these four topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

ED258008

Communicate and Use Evaluation-Based Decisions



BELL · HOWELL
Publication Systems Division
Publication Products


PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
SUPPORTING
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Communicate and Use Evaluation-Based Decisions

MODULE CG E-2

Module CG E-2 of Category E — Evaluating
Competency-Based Career Guidance Modules

by Linda A. Pfister
HBJ M. 'a Systems
Orlando, FL

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1985

ISBN 0-934425-37-X

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, The American Association for Counseling and Development, Alexandria, Virginia; The American Vocational Association, Arlington, Virginia; The American Institutes for Research, Palo Alto, California; and the University of Missouri-Columbia, through contracts from the United States Department of Education, Office of Vocational and Adult Education; under the research section of the Educational Amendment of 1976 (P.L. 94-482). Copyright is claimed until full term. Thereafter all portions of this work covered by this copyright will be in the public domain. The opinions expressed, however, do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

Published and distributed by **Bell & Howell Publication Systems Division,**
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666

BELL · HOWELL
Publication Systems Division
Publication Products

FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

BELL+HOWELL
Publication Systems Division
Publication Products

Bell & Howell, Publication Products, is one of two operating units that comprise Publication Systems Division. Based in Wooster, Ohio, Publication Products specializes in the production and reproduction of newspapers, periodicals, indexes, career information materials and other widely used information sources in microform, hard copy and electronic media.

ABOUT THIS MODULE

COMMUNICATE AND USE EVALUATION-BASED DECISIONS

Goal

After completing this module, career guidance personnel will be better able to report and disseminate the results of program evaluation activities to appropriate audiences and to use evaluation results to make key administrative decisions about the program and its future direction.

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be most critical in terms of difficulty for inexperienced implementers, and they are not an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

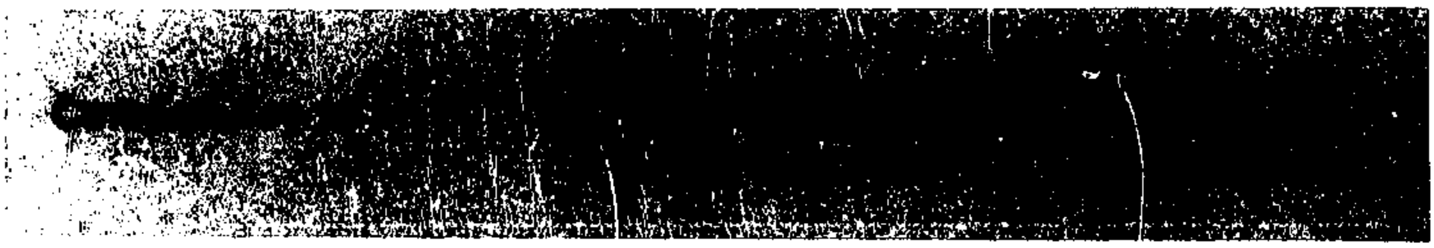
INTRODUCTION

The basic purpose of evaluation is to provide **information** for planning and future action or decisions. A program evaluation seeks to determine whether or not the program activities have met their objectives. Practically, this means, "Did your clients learn what you intended them to learn?" Realistically, these results often have substantial impact on both the direction and life of your program. And, in this age of accountability, many audiences are interested in the findings. These audiences range from your clients and parents or guardians (where appropriate) to taxpayers and legislators--particularly if your program is being supported with state or federal funds.

Evaluation is a key component in any career guidance program, not an add-on. Although this module and the module CG E-1, *Evaluate Guidance Activities*, appear to complete the series, they are topics and competencies that must be undertaken as you plan your program. The careful setting of objectives, making sure that they are both important and measurable, will ensure that you obtain information to refine and improve your efforts.

Communicating clearly is important in all aspects of program development and implementation. It is particularly essential to keep people up to date with the progress your program is making in reaching its goals. This module focuses on how to communicate this progress as well as how to use evaluation findings to improve your program. It ties not only with the module CG E-1, *Evaluate Guidance Activities*, but also with the first module of the series, CG A-1, *Identify and Plan for Guidance Program Change*, thus illustrating the cyclical nature of program development and implementation.

Evaluating Results: Who Needs Them and Why



There are many people who believe that evaluation reports are never read--only filed. Unfortunately, it does seem that all too often an evaluation is conducted to meet the demands of a funding agency and critics justifiably claim that the report is simply a product to meet contract requirements. However, with increasing demands on limited funds and heightened citizen concern for use of tax monies, more and more people are interested in whether or not the program that you provide has a positive impact on your clients.

As you plan to communicate evaluation results to your constituents, you need to **identify the various audiences** and determine what information they need for decision making. If you are receiving external funding for your program, these sponsors are, of course, a key audience. But, who else needs information? Whatever the structure of your agency is, certain administrators will need evaluation information. If you have an **advisory committee** (several members of whom might serve as an evaluation team), you will want to keep them advised of both progress and problems. As both staff members and clients will undoubtedly be involved in any modification of the program--as well as possible providing the basic evaluation data--they should also be viewed as key audiences. One often overlooked group is the **community**. The public is more interested than we often credit them for in the results of our programs. It is often their tax dollars and their education or that of their children that are affected. In addition, many career guidance programs rely on the participation of the community to be truly effective. Depending upon the impact of the evaluation there may be additional audiences such as **legislative leaders** or **board of education** members that need to be advised of the findings. Also, be sensitive to any "right-to-know" audiences--that is, anyone who would be affected by the results.

Evaluation data are generally used to make one or both of the following decisions:

1. How can this program be improved?
2. Should this program be continued?

The first question is usually the focus of a formative evaluation; that is, a study of the process of program implementation. Such data are of particular use to program administrators as they work to improve particular components of the program. The second question is, of course, more consequential to the life of the program. This decision can be made by data gathered through a summative evaluation study. Summative evaluations are results oriented and seek to find the effects that program efforts have on clients. A variety of audiences are interested in these findings because the resulting decision defines the worth of the program.

Communicating Results Effectively

> [illegible] format, and level of sophistica- [illegible] of presentation that is [illegible] of the target [illegible]

The importance of being sensitive to the individuality of your audiences is easy to acknowledge but somewhat more complex if you intend to carry it out fully. There are many things to consider how much **visibility** should this program evaluation receive: how many **different audiences** must the results reach; how much **time and money** should be devoted to disseminating the research findings before beginning to make program changes? In essence, communicating evaluation results is important; however, the extent of the dissemination process must be thought through carefully

Your communication strategies will differ depending upon the type of evaluation results you have to report **Formative** evaluation results which address program components on an **ongoing** basis often are directed toward fewer audiences than are the summative evaluation results and are usually presented more informally and provide suggestions that are useful primarily to program staff **Summative** evaluations, however, often are of interest to a wider variety of audiences as they reflect end-of-program results. The reporting of these results can take a variety of forms, but should include the following elements:

1 **Introduction** A statement of purpose and a brief description of the program should provide sufficient background for the reader to make use of the study's recommendations.

2 **Recommendations**. The reader should know what recommendations have been made prior to reading the details of the study. This is the **most important** section of the report. Recommendations should be clear and concise and directly related to the findings of the study That is, if there are five major recommendations, there should also be five sets of findings to support those recommendations From this, program staff and others can suggest methods to act on the recommendations

3. **Evaluation Design and Procedures**. This section should describe the design, the instrumentation, data sources, and any limitations within the study Although this part of the report will undoubtedly be quite technical, present your techniques as simply and concisely as possible. There are always several approaches that could be used in designing an evaluation study. Be thorough, but don't "over justify" your design.

4. **Findings**. Use simple charts and tables to present your results. As you are reporting results--not making recommendations--refrain from explaining the results. Also, present your data in the most useful way possible. For example, use percentages such as "85 percent agree and 15 percent disagree" as opposed to using raw numbers.

Some evaluators believe that the same report should be provided to all audiences with an **executive summary** listing key findings and recommendations for those who are either not interested or sufficiently skilled to analyze the full report. This approach minimizes the expense of communication and avoids any misinterpretations that staff are providing different information to different audiences. Another approach--more widely approved--is to develop a **different report**, as well as a different style of presentation, for each audience. In adopting this approach, you should receive more attention from the audiences you wish to reach.

If you decide that your evaluation report should receive wide dissemination and that the implications of the findings and recommendations merit interaction with various audiences, you may wish to use means other than written reports to reach even more people. Use of the news media--newspapers, radio, and television--provides immediate visibility. This type of coverage can serve as a lead-in to a series of meetings to discuss the study in detail

Deciding How to Use Evaluation Results

Competency 3

[illegible] in making program [illegible] formative [illegible] contribute.

The true impact of an evaluation depends on whether or not the results are used to improve programs. A great deal of data are generated in most evaluations--some positive, some negative--and it may be your job to sort out the information and make sense of it. Although the data reveal to you how clients perform, you and others have to set the standards to interpret the results accurately. For example, if you use portions of instruments to measure how well your clients achieved a particular objective, what percentage of achievement will prove attainment--50 percent, 75 percent, 90 percent? In short, how well do your clients have to perform in order for you to be satisfied that they have met the program goals?

It is likely that as you examine the data, you will find that some objectives were clearly met, some were clearly not met, and some fall in between. To deal with these sorts of **mixed findings**, this set of guidelines can be used to analyze the results:

1. Examine all of the program objectives and **separate your findings** into two areas: those that met the criteria for success and those that did not.

2. Analyze the program objectives **that were met**. Are there clues as to why they were achieved? Could activities be improved to either reach more clients or be more cost-effective?

3. Analyze the program objectives **that were not achieved**. Are these objectives realistic? Should they be revised or discarded? Or, should other activities be undertaken to meet the objectives?

4. Determine a **revised set of objectives**, perhaps including some objectives that were not reached.

5. Plan activities which are likely to achieve the **desired outcomes**.

Using this framework, or a similar one, can help you in analyzing results from either formative or summative evaluations as the process for making decisions does not change. Decisions resulting from formative evaluations are incorporated into the program as it is developing. If it is discovered that particular objectives are not being achieved, activities may be changed or new ones implemented. Decisions made from summative evaluations usually involve more extensive modifications such as continuing or discontinuing certain program objectives.

As you begin planning for program modifications, be sure to look beyond the recommendations listed in the report. Evaluate the evaluation itself to make certain that the decisions you make for change have sufficient data to support the actions you take.

Identifying Alternatives for Change

Competency 4

State the alternatives to be considered in making program decisions, use the decision-making rules and evaluation results to consider the various alternatives, and select the most beneficial alternatives for the program.

It is rare to ever find an evaluation report that does not make recommendations for program improvement. This does not mean that most programs are of poor quality nor does it reflect on the usefulness of evaluation, but rather on the vast number of objectives that are present in most programs--and the near possibility of perfection!

When conclusions are offered as to program effectiveness, there is a variety of **alternatives** that are available to improve the effort. Even if a program meets all of its objectives, alternatives may need to be examined to see if there are other ways to meet the objectives and yet reach additional clients--perhaps without using additional funds.

On the other hand, if a program meets none of its objectives, there are alternatives to consider besides discarding the entire effort. Would the program have worked if there had been additional resources to support it? Were the objectives attainable or, with revisions, are they still important?

Often the objectives we establish for programs are a setup for failure because they are so idealistic that they are nearly impossible to attain. They should be reexamined before final decisions are made as to the future of the program.

What typically appears in evaluation findings is something less dramatic than total success or total failure. Regardless of the positive or negative finding, you should examine each objective and the activities undertaken to achieve it as outlined in the previous section. Analyze the data thoroughly before generating alternatives for change. In addition, it is important to analyze how ready your organization is to undertake change. If resistance is likely to be met regardless of the content of the change, work must begin there. You cannot implement change within your agency by yourself or with a small staff. It takes the commitment of the administration and staff, and this is more likely to occur by involvement rather than mandate. In essence, the same process that you undertook to initiate the program--planning, supporting, implementing, operating, and evaluating--must once again be undertaken as you make program changes.

Learning Experience 1

Evaluating Results: Who Needs Them and Why

OVERVIEW

COMPETENCY	Clarify the decisions to which evaluation data may contribute and the characteristics and needs of various audiences interested in the evaluation results.
READING	Read Competency 1 on page 7.
INDIVIDUAL ACTIVITY	List the audiences to be served through evaluation efforts.
INDIVIDUAL FEEDBACK	Identify the various audiences to whom you plan to distribute your evaluation findings.
INDIVIDUAL LEARNING OBJECTIVE	Compare your ideas with notes provided.
GROUP LEARNING OBJECTIVE	Verbalize the potential impact that evaluation results have on various decision-making audiences.
GROUP ACTIVITY	Identify decisions that will be made as a result of a program evaluation.

INDIVIDUAL ACTIVITY **Identify the various audiences to whom you plan to distribute your evaluation findings.**

Review the reading for Competency 1 on page 7, and then complete the following activity:

As director of your agency's career guidance program, you have decided that--after 3 years--it is essential that a comprehensive summative evaluation be performed. Your program's efforts have been guided by detailed objectives an' formative evaluations have been conducted periodically.

Your program has had high visibility both inside and outside your agency. List those audiences whom you would communicate findings and rank them in order of importance.

Audiences **Rank**

INDIVIDUAL FEEDBACK

Compare your ideas with notes provided.

Did you list the following audiences?

Yes	No	
____	____	1. Funding Sponsor
____	____	2. Advisory Committee
____	____	3. Board of Education/Board of Directors
____	____	4. Advisory Committee
____	____	5. Staff (including adminstrators)
____	____	6. Clients
____	____	7. Parents or Guardians (if appropriate)
____	____	8. Community Leaders
____	____	9. Legislators
____	____	10. Professional Colleagues

In ranking for importance, there is one "right" answer. However, your listing will indicate your own values and may reflect the audience(s) to whom you are most responsive.

GROUP ACTIVITY

Identify decisions that will be made as a result of a program evaluation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Introduction 1. Indicate that this activity is designed to aid participants in identifying decisions made by various groups as a result of program evaluation data.	

Facilitator's Outline	Notes
2. Explain that this activity requires participants to role play in small groups.	
3. Have participants review the reading for Competency 1 on page 7.	
B. Process	
1. Ask participants to break into three groups.	
2. Assign each group a simulated identification label such as: (1) agency, (2) staff, or (3) community. Ask participants to assume the roles of representatives of these audiences.	
3. Have participants assume that they have received an interim evaluation of a career guidance program indicating positive evidence of change in the types of learning activities provided for clients, but no evidence of significant change in the clients' knowledge or skills.	
4. Have each group list ways in which their decision-making roles could impact the future of the program.	Encourage groups to go beyond obvious actions such as eliminating funding to listing positive actions they could take.
5. Reassemble as a total group and share findings, comparing and contrasting decision-making powers of each group.	

Learning Experience 2

Communicating Results Effectively

OVERVIEW

COMPETENCY	Choose a content, format, and level of sophistication for the evaluation report or presentation that is appropriate to the characteristics of the target audiences and their decision needs.
READING	Read Competency 2 on page 8.
INDIVIDUAL ACTIVITY	Design a rating form to evaluate the content and format of your evaluation report.
INDIVIDUAL LEARNING OBJECTIVE	Prepare a rating form to evaluate the content and format of your evaluation effort.
GROUP ACTIVITY	Check your form with the sample provided.
GROUP LEARNING ACTIVITY	Design a plan for communicating your evaluation results.
GROUP ACTIVITY	Discuss various approaches for communicating your evaluation results.

INDIVIDUAL ACTIVITY

Prepare a rating form to evaluate the content and format of your evaluation report.

As you review the reading for Competency 2 on page 8, you will note that your basic elements of a report are listed:

1. Introduction
2. Recommendations
3. Evaluation Design and Procedures
4. Findings

Prepare a form that lists the criteria, components, etc., you would look for within each element of a good evaluation report. In other words what would be the review criteria you would use to measure the quality of a report.

INDIVIDUAL FEEDBACK

Check your form with the sample provided.

As you compare your form to the sample provided, note that by using the categories "well stated," "needs better statement," and "not stated," you can evaluate not only whether or not an element was included, but also how well it was presented.

Sample Evaluation Report Rating Form

	Well Stated	Needs Better Statement	Not Stated
Introduction			
1. Purpose of study	______	______	______
2. Program objectives	______	______	______
3 Program activities	______	______	______
4. Client description	______	______	______
Recommendations			
1. Related to findings	______	______	______
2 Viability	______	______	______
Evaluation Design and Procedures			
1 Framework explanation	______	______	______
2 Data collection procedures	______	______	______
3 Analysis process	______	______	______
Findings			
1 Data presentation	______	______	______
2 Accomplishment of objectives	______	______	______
3 Outcomes summary	______	______	______

GROUP ACTIVITY

Discuss various approaches for communicating your evaluation results.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	**Notes**

A Introduction

1. Explain that the purpose of this activity is to discuss effective ways to communicate evaluation findings.

2. Discuss with participants items for consideration when disseminating findings, e.g., number of audiences, time and funds available, need for visibility. Use the reading for Competency 3 on page 9, as a basis for the discussion.

B. Process

1. Have participants list possible dissemination techniques (e.g., formal report, executive summary, separate reports, news releases, audiovisual presentations).

2. Ask participants to discuss strengths and weaknesses of each strategy.

3. Have participants write brief outlines of their preferred communication design.

4. Ask participants to share the rationale for their decisions.

Learning Experience 3

Deciding How to Use Evaluation Results

OVERVIEW

COMPETENCY	Develop rules to be followed in making program decisions, and clarify decisions to which formative and summative evaluation data may contribute.
READING	Read Competency 3 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Determine an appropriate process to analyze program evaluation results.
INDIVIDUAL ACTIVITY	Design a method by which a group can examine evaluation results and make progam decisions.
INDIVIDUAL FEEDBACK	Compare your ideas with the notes and sample chart provided.
GROUP LEARNING OBJECTIVE	Discuss the utility of formative and summative evaluation data in making program decisions.
GROUP ACTIVITY	Brainstorm questions that can and cannot be answered as a result of formative and summative evaluations.

INDIVIDUAL ACTIVITY

Design a method by which a group can examine evaluation results and make program decisions.

Before you start this activity, review the reading for Competency 3 on page 9. You have been assigned the responsibility of chairing a task force of agency and community representatives whose purpose is to make recommendations for improving your agency's career guidance program. A summative evaluation has recently been completed, and you and other members of the task force have received the complete report. How would you plan to lead the group in analyzing the results? Remember--not all of your task force members are educators, nor are all educators evaluation experts.

INDIVIDUAL FEEDBACK

Compare your ideas with the written notes and sample chart provided.

It is important that you make it as easy as possible for people to use the data listed in the report. The recommendations should serve as support but should not limit the group's actions.

As was listed in the reading, look initially at the objectives that were accomplished and those that were not. From that point, determine what activities affected the achievement or lack of such before having the group suggest changes. If the process is carried out in a step-by-step manner, confusion- and overreaction--should be kept to a minimum. A sample analysis chart follows.

Career Guidance Activities Evaluation
Analysis Chart

Grade Level ________ **Teacher/Counselor** ________________ **Career Development Area** __________

Age Level ______________________________

Developmental Goal ______________________________

	Time	Cost	No. of Resource Persons	No. of Clients	Activity Dates	Career Domains Development Needs	Comments
Objective 1 Measurement Date / Degree of Success							
Activity 1.							
Activity 2.							
Activity 3.							

[illegible] questions that can and cannot be answered as a [illegible] formative and summative evaluations.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that the purpose of this activity is to aid participants in determining types of questions that can and cannot be answered through formative and summative evaluations.	
2. Indicate that this activity will require participants to be involved in brainstorming in one of two groups.	
3. Have participants review the reading for Competency 3 on page 9.	
B. Process	
1. Divide the participants into groups-- Formative and Summative.	
2. Have each group brainstorm questions that can be answered in using that particular type of evaluation.	You may wish to note that some of the same questions may be raised by both groups.
3. After each group has a list of questions, have them list the types of data that would need to be gathered to answer each question	Inform participants that they can eliminate questions for which they have no feasible way of gathering data.
4. Reconvene as a total group and share problems that occurred in the process, having members of the opposite group assist in determining ways to obtain data for the unanswered questions.	

Learning Experience 4

Identifying Alternatives for Change

OVERVIEW

COMPETENCY	State the alternatives to be considered in making program decisions, use the decision-making rules and evaluation results to consider the various alternatives, and select the most beneficial alternatives for the program.
READING	Read Competency 4 on page 10.
INDIVIDUAL LEARNING OBJECTIVE	State alternatives to be considered in making decisions about program modifications.
INDIVIDUAL ACTIVITY	List concerns and alternatives regarding program changes to be considered in expanding your program.
INDIVIDUAL FEEDBACK	Compare your notes with the statements provided.
GROUP LEARNING OBJECTIVE	Provide a rationale supporting your recommendation to continue or discontinue a program.
GROUP ACTIVITY	Analyze results of program evaluations and make decisions as to whether or not they should be continued.

INDIVIDUAL ACTIVITY **List concerns and alternatives regarding program changes to be considered in expanding your program.**

Review the reading for Competency 4 on page 10. You have just received the good news--the positive evaluation results of your "model" program have reached your chief executive, and you have been given the responsibility to expand your program--as is--throughout your agency within the next 6 months. What immediate concerns arise in your mind, and what alternatives do you visualize that might alleviate them?

INDIVIDUAL FEEDBACK

Compare your notes with the statements provided.

Regardless of the type of program or the client group(s) it serves, certain concerns probably come to your mind. As tnere was no mention of increased funding in the plans to expand your program, this may be your first concern Even if a substantial amount is allocated, it is likely that you will not have the same dollars per client to use as you did in your model program. Before attempting to replicate your program, you might be advised to look at ways in which activities can be accomplished at a lower cost.

No mention was made of the objectives in your program that were not met--and there undoubtedly were some. Analyses of these objectives and their related activities should be undertaken at once before expansion begins.

You also may have concerns about implications for increased staffing needs, additional materials to reach a larger range of clients, and other problems that arise when providing a program that serves a wide range of audiences. Advise others of these implications, too, so that a later evaluation can reflect the major changes that have been undertaken.

GROUP ACTIVITY

Analyze results of program [illegible] to whether or not they [illegible]

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Indicate that the purpose of this activity is to apply participants' learnings to "real-life" situations. 2. Explain that the success of this activity depends upon the involvement and sharing of group members.	

Facilitator's Outline	Notes
3. Have participants review the reading for Competency 4 on page 10.	
B. Process	
1. Ask for volunteers to share experiences of program evaluations and the decision alternatives that were available as a result.	You may wish to provide the first example as a model.
2. Invite participants to ask questions of the "presenter" to gain additional information as to the details of the program and the evaluation process.	
3. Have participants vote as to whether or not they would continue the program.	
4. Ask participants to justify their decisions. and invite the "presenter" to react.	
5. Repeat the process with two to three additional presentations.	

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) 3 Date

2 Position Title 4 Module Number

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business Industry Management
16 Business Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic).				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1 Listing the audiences to be served through evaluation efforts for disseminating evaluation reports to a variety of audiences.	0	1	2	3	4	0	1	2	3	4
2 Verbalizing the potential impact that evaluation results have on various decision-making audiences.	0	1	2	3	4	0	1	2	3	4
3 Designing a rating form for ev^'uating the evaluation report.	0	1	2	3	4	0	1	2	3	4
4 Designing a plan for communicating evaluation results.	0	1	2	3	4	0	1	2	3	4
5 Determining an appropriate process to analyze program evaluation results.	0	1	2	3	4	0	1	2	3	4
6 Discussing the utility of formative and summative evaluation data in making program decisions.	0	1	2	3	4	0	1	2	3	4
7 Stating alternatives to be considered in making decisions about program modifications.	0	1	2	3	4	0	1	2	3	4
8 Providing a rationale supporting your recommendation to continue or discontinue a program	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Communicate and Use Evaluation-Based Decisions	0	1	2	3	4	0	1	2	3	4

Comments:

Trainer's Assessment Questionnaire

Trainer: ________ Date: ________ Module Number: ________

Title of Module: ________

Training Time to Complete Workshop: ________ hrs. ________ min.

Participant Characteristics

Number in Group ________ Number of Males ________ Number of Females ________

Distribution by Position

________ Elementary School	________ Youth Services
________ Secondary School	________ Business/Industry Management
________ Postsecondary School	________ Business/Industry Labor
________ College/University	________ Parent Group
________ JTPA	________ Municipal Office
________ Veterans	________ Service Organization
________ Church	________ State Government
________ Corrections	________ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2 *Materials:* (Compare to those suggested in Facilitator's Outline)

3 *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

Group's Degree of Mastery

	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

Outstanding: If more than 75% of learners mastered the content as expected

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	______	1 = score (1-4)	______
2 = score (1-4)	______	2 = score (1-4)	______
3 = score (1-4)	______	3 = score (1-4)	______
4 = score (1-4)	______	4 = score (1-4)	______
Total (add up)	______	Total (add up)	______

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = ______. Actual Total Score ______ Compared to Maximum Total* ______.

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Communicate and Use Evaluation-Based Decisions*

Module Number: CG E-2

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Identify decisions that will be made as a result of a program evaluation.	1. Can participants list three audiences for evaluation reports. • Funding agency • Staff • Community 2. List kinds of things each group would like to know as a result of an evaluation. 3. List two decisions which each group might make as a result of an evaluation report.
Group Activity Number 2:	
Discuss various approaches for communicating evaluation results.	1. List items to be considered prior to disseminating evaluation findings. • Number of audiences • Time and funds available 2. List dissemination techniques. • Formal report • Executive summary • News releases • presentations
Group Activity Number 3:	
Brainstorm questions that can and cannot be answered as a result of formative and summative evaluations.	1. Can participants articulate the difference between formative and summative evaluation. 2. Examine list of questions which formative evaluation answers. 3. Examine list of questions which summative evaluation answers. 4. Can the participants identify the data sources needed to answer the above questions?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 4	
Analyze the results of program evaluations and making decisions whether or not they should be continued	1. Given an evaluation report, the group should be able to identify program strengths and weaknesses. 2. Follow the logic to see if solid prograr modifications can be suggested as a result of evaluation report. 3. Should certain components be discontinued? Which ones? On what basis?

REFERENCES

California State Department of Education. "Conducting Evaluation." *A Planning Model for Developing A Career Guidance Curriculum.* Sacramento: California State Department of Education. 1978.

Roberts, Sarah. "Communicating Evaluation Results." Module 12 of *Developing Career Guidance Programs.* Palo Alto. CA: American Institutes for Research. 1975.

Davis. Helen M.. and Drier, Harry N. *Deciding Via Evaluation.* Columbus. OH: The Center for Vocational Education. The Ohio State University. 1977

Young. Malcolm B. and Schuh. Russell G. *Evaluation and Education Decision-Making: A Functional Guide to Evaluating Career Education.* Development Associates. Inc., 1975.

Wolman. Jean. "Conducting Product Evaluations." Module 11 of *Developing Comprehensive Career Guidance Programs.* Palo Alto. CA: American Institutes for Research. 1975.

ADDITIONAL RESOURCES

"Communicating Evaluation Results." Module 12 of *Developing Career Guidance Programs.* Sarah Roberts. American Institutes for Research. 1975. 70 pages.

This competency-based module is the final component of an extensive series focusing on the development of sound career guidance programs. It contains learning experiences that allow it to be used as a self-instructional tool or within a group setting.

Deciding Via Evaluation. Helen M. Davis and Harry N. Drier. The Center for Research in Vocational Education. The Ohio State University. 1960 Kenny Road. Columbus. Ohio 43210-1090. 1977. 100 pages

This document is described as a decision-making guide for improving guide for improving career guidance through evaluating program processes and outcomes Although it is part of the *Rural America Series.* its value is not limited to rural settings.

Evaluation and Education Decison-Making: A Functional Guide to Evaluating Career Education. Malcolm B. Young and Russell G. Schuh. Development Associates. Inc., 1975. 88 pages.

This guide. which was developed under funds provided by U.S.O.E.'s Office of Career Education. is intended to aid specifically in the evaluation of career education programs. In addition to providing a step-by-step model for evaluation, it lists the Summary of Results of a Career Education Instrument Review conducted in 1974-75.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier .... Consortium Director
Robert E. Campbell .... Project Director
Linda A. Pfister .... Former Project Director
Robert Bhaerman .... Research Specialist
Karen Kimmel Boyle .... Program Associate
Fred Williams .... Program Associate

American Institutes for Research

G. Brian Jones .... Project Director
Linda Phillips-Jones .... Associate Project Director
Jack Hamilton .... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers .... Project Director

American Association for Counseling and Development

Jane Howard Jasper .... Former Project Director

American Vocational Association

Wayne LeRoy .... Former Project Director
Roni Posner .... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard .... Project Officer
Holli Condon .... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

BEST COPY AVAILABLE

Developed By

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

Competency-Based Career Guidance Modules

CATEGORY A: [illegible]

- A-1 Identify and [illegible] Change
- A-2 Organize Guidance [illegible] Team
- A-3 [illegible]
- A-4 Establish a Career [illegible]
- A-5 Build a Guidance Program [illegible]
- A-6 [illegible]

CATEGORY B: [illegible]

- B-1 [illegible]
- B-2 [illegible]
- B-3 Improve Public [illegible] Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill [illegible]
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use [illegible] Career [illegible]
- C-13 Provide Career Guidance [illegible]
- C-14 [illegible]
- C-15 [illegible]
- C-16 [illegible]
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

Published and distributed by Bell & Howell Publication Systems Division,
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666.

BELL HOWELL

Publication Systems Division
Publication Products

ISBN 0-934425-3

40