Front-end framework

I. Clear description
Detailed description of the program or “It” as articulated in key documents

II. Conceptualization
(Selected tools & approaches)
1. If-then statement*
2. Logic model*
3. Program theory
4. Document model(s)
5. Conceptual framework

III. Purpose
1. Rationale for the evaluation
   • behind the scenes thinking
2. Reasoning
   • inductive / deductive / abductive
3. Evaluand
   • object of interest
4. Evaluation questions
   • descriptive / normative / impact

IV. Design
1. Focus the evaluation design:
   • Pre-experimental
   • Quasi-experimental
   • Experimental

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Template: “If-then”

If we implement:  

Then, ________ will be able to:  

Which should result in:
Logic model: University of Wisconsin Extension

Inputs

What we invest

Outputs

Activities

What we do

Participation

Who we reach

Outcomes – Impact

Short Term

Medium Term

Long Term

Adapted from UW Extension: http://www.uwex.edu/ces/pdande/
Logic Model: NASPA Student-Athlete Knowledge Community

Inputs
- Membership
- $
- Staff
- Time
- Etc.

Activities
- Stimulate research
  - Outreach: Workshops, Conference sessions, Webinars
  - Website
- Maintain technology
- Research agenda # of publications
- Educational plan
  - Type(s) of events, the frequency / attendance / evaluations
- Contacts / frequency
- Up-to-date content, resources, web-links, etc.

Outputs
- Increase visibility & awareness of student-athlete issues
- Focus dialogue & creation of new knowledge about campus integration, between athletics & student affairs specifically
- Engage NASPA members in learning & networking on issues in athletics & with student-athletes
  - Enhance campus integration on significant issues that affect all students
  - Inform professional preparation

Outcomes / Impacts
- Short / Intermediate
- Longer-term

Assumptions

External Factors
- Well-being and success of all students, including student athletes

Conditions / Environment
Contact Information

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<table>
<thead>
<tr>
<th>Evalubility Assessment Step</th>
<th>Questions Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1. Selecting the Program to be Evaluated</td>
<td>• What program activities and objectives are the main focuses of the evaluation?</td>
</tr>
<tr>
<td>Step 2. Collecting Information on the Intended Program</td>
<td>• What are [SA Administration’s] program objectives and expectations? (What resources, activities, objectives, and causal assumptions make up management’s intended program?)</td>
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<td>• What are the objectives and expectations of those at other management and policy levels?</td>
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<td>• What measures of program performance have been selected by those in charge of the program?</td>
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<tr>
<td>Step 3. Modeling: Synthesizing Information on the Intended Program</td>
<td>• What is the logic of causal assumptions that link resource inputs, program activities, outcomes and impacts (from the point of view of the intended users of the evaluation)?</td>
</tr>
<tr>
<td>Step 4. Analysis: Identification of Users’ Measures of Program Performance</td>
<td>• For which of the anticipated resource inputs, program activities, outcomes, and impacts (including important side-effects) are there agreed-on measures acceptable to the intended users of the evaluation?</td>
</tr>
<tr>
<td>Step 5. Collecting Information on Program Reality</td>
<td>• What are the actual program inputs, activities and outcomes?</td>
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<td>• What measurements and comparisons are feasible?</td>
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<tr>
<td>Step 6. Modeling: Synthesizing Information on Program Reality and Analyzing the Plausibility of Program Objectives</td>
<td>• What data are obtainable on program performance? (Are there data sources for management’s agreed-on measures?)</td>
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<tr>
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<td>• Is there a program in place that is likely to achieve [SA Administration’s] objectives and expectations for the program?</td>
</tr>
<tr>
<td>Step 7. Identification of Evaluation/Management Options</td>
<td>• What portion of the intended program is ready for useful evaluation?</td>
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<td>• How would management use information on program performance?</td>
</tr>
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<td></td>
<td>• What evaluation/management options would enhance program performance?</td>
</tr>
<tr>
<td>Step 8. Presentation to [SA Administration] and their Administrative Response</td>
<td>• What are the likely uses of the evaluation information? What range of actions might the intended user take or consider as a result of various possible findings?</td>
</tr>
<tr>
<td></td>
<td>• What level of confidence would the user require before acting on the information?</td>
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<tr>
<td></td>
<td>• To what extent is the intended user inclined or able to change program activities or objectives?</td>
</tr>
</tbody>
</table>

REFERENCES

Black Boxes, Program Theory, Evaluability Assessment


Logic Models


**Program Evaluation & Performance Measurement**


**Impact**


MORE REFERENCES

Conceptualization, Understanding, Planning


Evaluation Approaches

Evaluation Design & Methodology


Evaluation Journals & Websites

Journals


Websites

6. Western Michigan University; The Evaluation Center: http://www.wmich.edu/evalctr/home/