

# Outcome-Based Evaluation

**Oh, come on, don't look like that just yet.....**

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# Agenda

- ▶ Welcome and “opening measure”
- ▶ OBE Basic Training
- ▶ Measurement tools/design
- ▶ OBE Experimentation
  - Break Out Group Exercise 1
  - Report Out & Discussion
- ▶ Great, We Have Results. NOW WHAT?
  - Measurement Interpretation
  - Break Out Group Exercise 2
  - Report out and Discussion
- ▶ Closing Measure and Concluding Discussion

Welcome:

Intro self & say howdy to the folks around you.

Have people identify themselves by group/type of librarian—public, academic, school, etc.

Have people identify themselves as topic of interest—technology, collection development, etc.

Have people identify themselves as to whether or not they have a grant or project active right now that needs evaluation.

## The Birth of this Wicked Monster...

•Government Performance and Results Act, 1993; 2000 was the starting point for requirement that “all public dollars are well spent.”

•1995, United Way created this model to “focus on measuring the effects of an institutions’ work on its public outcomes rather than on the services provided.

DON'T LAUGH,  
SKEPTICISM DOES NOT BECOME YOU!

2 purposes of GPRA:

1. Improve confidence of the American people in the capability of the federal government by systematically holding federal agencies accountable for achieving program results.
2. To improve federal program effectiveness and public accountability by promoting a new focus on results, service quality and customer satisfaction.

## Framing the Evaluation

### This IS about...

- ▶ Effective programming
- ▶ How your organization achieves its goals and objectives
- ▶ Stewardship & Transparency

### This is NOT about...

- ▶ Efficiency
- ▶ Staff Performance

People hate the word evaluation. Why? What does your library currently evaluate?

Efficiency: a measure of cost—it's important in that an efficient organization can generate more outcome than otherwise BUT if it's not effective, you're just wasting money efficiently.

Effectiveness: a measure of outcome. Effectiveness can only be determined in relationship to what it is trying to accomplish. How well are you meeting your goals.

## Why OBE?

- ▶ Is what you are doing working?
- ▶ Are you being a good steward of funds?
- ▶ Do you REALLY have the time and resources to waste doing some ineffectual?
- ▶ Clarifies your actual goals so, oh, hey, you can achieve them.

Can you afford not to?

How are you currently measuring? (counting...)

What are those measures telling you?

Are you making decisions based on this?

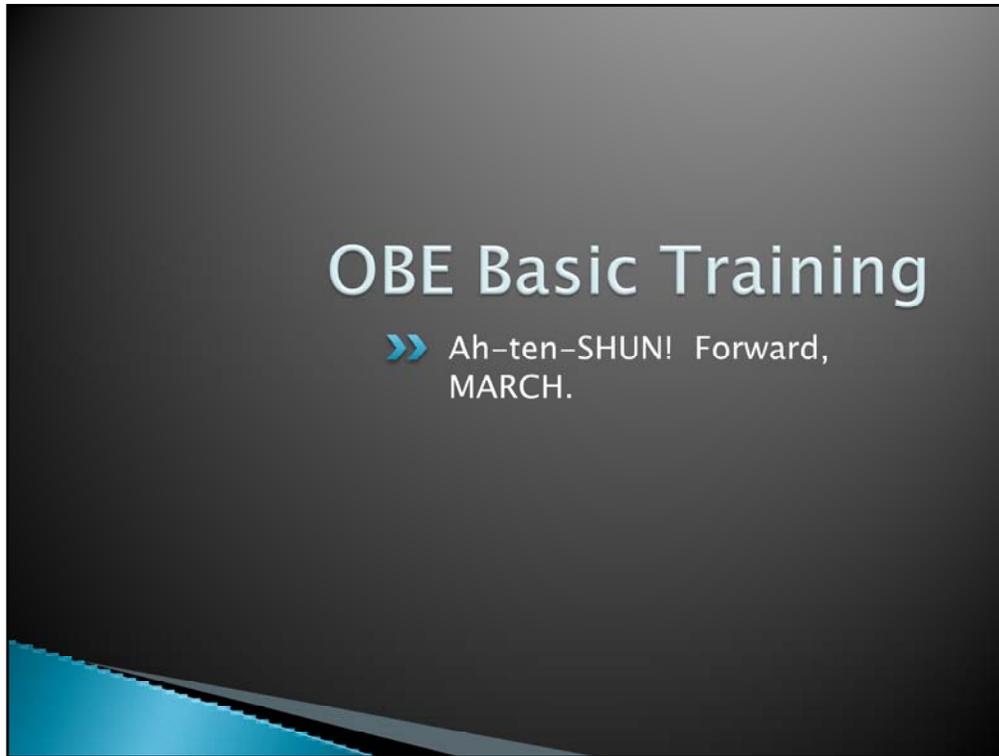
Could it be a self-fulfilling prophecy?

## Why OBE?

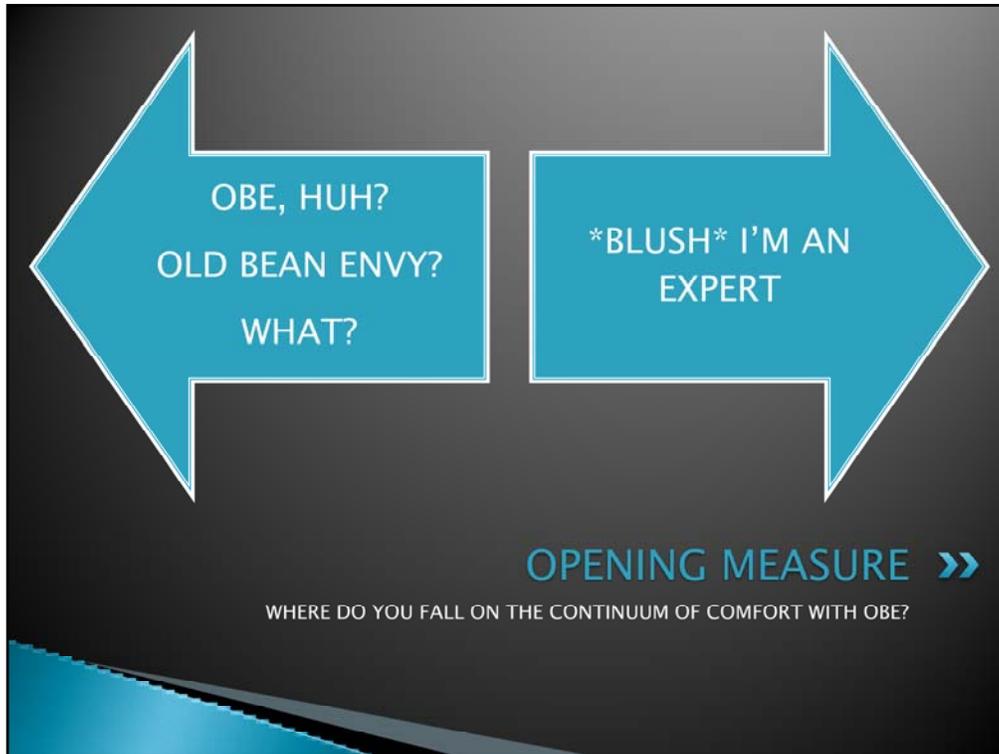
- ▶ Grantors are beginning to require it.
- ▶ Demonstrates concretely to your funders, staff, and the community you are competent and worthwhile and thus worthy of funding?

SHOW ME THE \$\$\$\$\$\$!

And won't you WOW them at your budget presentation!



So, we are going to offer you the opportunity to engage all of your learning styles in OBE training today. First, we are going to OBE **this** workshop so you will be a project participant. Simultaneously, you will receive direct instruction that you hear and see; then you will actively engage in the construction of an OBE project. Sound good? Great, let's get started on the YOU as project participant.



If I said, construct an OBE for me right now, how comfortable would you feel. Go mark your place on the continuum on the wall....whatever mark you make is fine.

## Overview of the Outcome Based Evaluation Process



See? Just 4 steps...not rocket science!

**Framing the Evaluation**

- Identifying needs
- Documenting context
- Taking stock of available resources
- Designing program strategies

- 1. How do you know there is a need? What evidence is there?**
- 2. Does it fit in with your Organizational Mission? How?**
- 3. Do you have the resources to address this need?**
- 4. What factors will influence levels of participation and program success?**
- 5. What interventions might be successful in remedying this need?**

You begin with asking the question—*what problem needs to be solved? You may already know this and you have entered this process with that in mind.*

-This should occur before Program Planning and Implementation. This is when you decide upon your goal; BEFORE you design your objectives! AND, throughout the process, you should be planning how you to evaluate whether you have solved your problem or reached your goal.

-so, let's talk about goals and objectives. Let's take a "premeasure" of your understanding of goal and of an objective. Please write on the chart paper what a goal you have either for your current grant project or for some undertaking in your establishment.

**Defining Goals and Objectives**

- Choosing goals that are consistent with needs
- Defining objectives
- Generating evaluation questions Selecting indicators and outcomes

**A goal** is what you hope to accomplish when your program is complete. What are your goals? What problem are you solving?

**An objective** is a specific event or action that has to occur to meet the goal. There may be several objectives; there is no finite number of objectives. What are your objectives?

OK. So, Raye:

The IMLS funded this grant why? What is THEIR goal? And what is YOUR goal –or that of the state library?

Great, now what is your objective in having this workshop? So we have a hierarchy of goals. That's going to be the case in every circumstance—you have to look up the “food chain” and make sure your goals are aligned with your funding body.



Look at the heirarchy of goals—is it an organizational goal? A program goal?

Either way, keep your eye on the prize, which is **WHAT IS THE NEED!**

On any grant, it is a good idea to begin with your organizational goal...“in pursuit of, blah blah blah,” and continue with your programmatic goal, “we propose to blah blah blah”. And then list your objectives and activities to pursue them. For example, let’s look at CCPLS’s...next slide...

# Campbell Co. Public Library System:

## Our Mission

The Campbell County Public Library System is dedicated to providing the library resources, services, and information technology necessary to anticipate and meet the evolving educational, informational and cultural needs of the public it serves.

## Our Vision

To be the information foundation for a thriving community.

## Our Priorities

- Information Fluency
- Lifelong learning
  - *Early literacy*
  - *Family literacy*
  - *School success*
- Connection to WWW
- Career Choices

My librarians have to make sure that their programmatic goals align with our organizational mission, vision and priorities.

In these lean times, if it does not fit, why are we doing it? Again, it helps us keep our eye on the prize.

Do you know your organizational goal? How does your proposal fit? Have you identified the organizational goal of your funder?

So, from here on out, let's focus on programmatic goals...Let's see how you do...Quiz Time!

## Goals and Objectives

- ▶ To improve basic technologic literacy of county residents.
- ▶ To enhance home reading in county families.
- ▶ To improve access to accurate health information for county residents.
- ▶ Hold twice as many computer literacy classes as last year.
- ▶ Create year long incentive program for family reading
- ▶ Create pathfinders for major medical illnesses for web and in-house use.

Goals

Objectives

Quiz time:

1. To improve basic technologic literacy of county residents.
2. hold twice as many computer literacy classes as last year.
3. Create year long incentive program for family reading.
4. To enhance home reading in county families.
5. To improve access to accurate health information for county residents.
6. Create pathfinders for major medical illnesses for web and in-house use.

Now that you've had some practice, let's get reality checking: Please write on the chart paper what a goal you have either for your current grant project or for some undertaking in your establishment. Afterwards we'll see if you need to tweak your goal and objectives.

---activity---

---group discussion---

---break!----

## Break Out Session 1

- ▶ Define the need of the project. What are you trying to solve?
- ▶ Thus, define the goal.
- ▶ Define objectives
- ▶ Define activities to achieve objectives
- ▶ Begin to identify how you will evaluate your progress.
- ▶ Be prepared to report to large group...

Here are your tasks.

# Lunch, yum!



After lunch we are going to talk about measurement tools and what to do with your data in regards to the projects you just worked on. Let's take 45 minutes.

## Overview of the Outcome Based Evaluation Process



Quick review on where we are...We've done 1 and 2, now we are on to the fun and easy part!

**Activities are**  
**-planned**  
**-premeasured**  
**-implemented**  
**-documented**  
**-post-measured**

Now, is the “fun” part for most of us—the actual DOING!

This involves

- planning the activities in a careful and efficient way; designing measurement tools/methods; etc. What else might you be planning?
- pre-measuring the condition, whatever it may be. Examples?
- implementing the activities and conducting whatever interim measures you may decide on—half way measures, how are we doing measures, etc. This is called formative data. It “forms” a change in direction, a new technique, a revision. Etc..
- documenting their outcomes and outputs. What’s the difference?

## Finding the Evidence

- Expanding the evaluation plan
- Looking at records & documents
- Observing program activities
- Interviewing people
- Conducting surveys

•Be clear about what you want to find out and stick to it!

•What do you want to know and how will you find out that information?

•How will you express that data?

•Quantitative Data: Numeric data that expresses the impact of your program.

**Pulls on the purse strings!**

•Qualitative Data: Information expressed with words, such as open-ended questions, anecdotes. **Pulls on the heart strings.**

You can do this by looking at records and documents, observing program activities, interviewing people and conducting surveys. Some of this information may already exist!

## Outcome vs. Output

<p><b>Outcome:</b> the result of an activity; benefits or changes for individuals or populations after participating in an activity.</p> <ul style="list-style-type: none"> <li>•powerful tool for communicating program and service benefits to the community;</li> <li>•demo accountability to funders/partners;</li> <li>•tool for building partnerships/collaboration;</li> <li>•determine resource allocation</li> </ul>	<p><b>Output:</b> the quantification of direct activities.</p> <ul style="list-style-type: none"> <li>•number of story time sessions;</li> <li>•number of books on a shelf</li> <li>•number of students taught</li> <li>•Number of hits on a database</li> <li>•Number of people surveyed</li> </ul>
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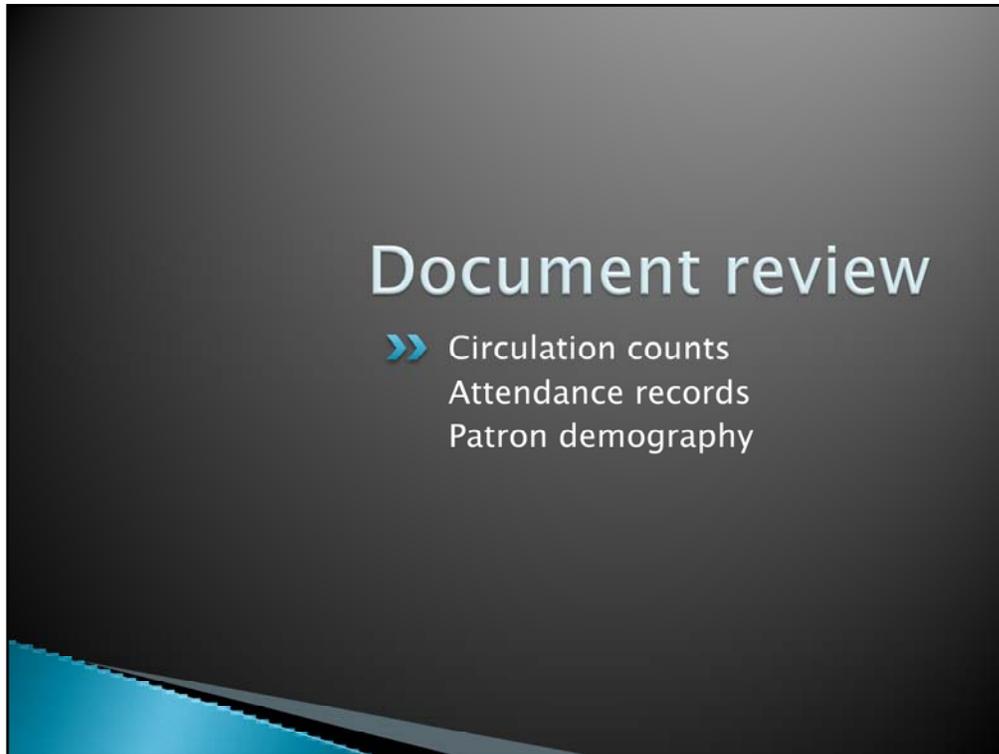
So, just like Goals and Objectives are different, so are OUTPUTS and OUTCOMES.

Let's do another pre-measure and see if you know the difference between them. On the OUTCOMES chart, write down an outcome you hope your grant or program will produce. Then, like the goals and objectives, we'll go through them and see how we do.

**Outcome:** the result of an activity; benefits or changes for individuals or populations after participating in an activity. powerful tool for communicating program and service benefits to the community; demo accountability to funders/partners; tool for building partnerships/collaboration; determine resource allocation; use a tool for awarding excellence.

**Output:** the quantification of direct activities: number of story time sessions; number of books on a shelf as a result of inputs. This requires YOUR resources.

Let's explore some tools you might use to measure and express your outcomes and outputs.



What kinds of documents already exist to help you evaluate formative and summative data? If you are interested in health literacy, how much of that Dewey range or subject heading is circulating? How many reference questions are health-based? How many hits does the health database get from your online service? How many people have attended health related programs in the past? What is the demographic of your population? An aging population will have different health information needs than Gen. Xers.

What documents can you create? Attendance records? Pre and post tests? Pre and post interviews or observations (we'll get to those in a minute)?

What documents does Raye have to evaluate whether this objective is working towards meeting her goal?



Anyone can become a good observer, but an impartial one is best. '

Skills needed: able to take in multiple stimuli at once; good writing skills; attention to detail.

Success improved by being clear about what you are looking for: engagement, conversation, energy level, facial expression, etc...

What observations might Raye make today that will help her evaluate the success of this objective/activity towards her goal?



Formal interviews can be conducted both verbally and in writing. They follow a prescribed question process or protocol. Each person is asked to respond to the same question.

Informal interview is more spontaneous and allows for probing or follow up questions.

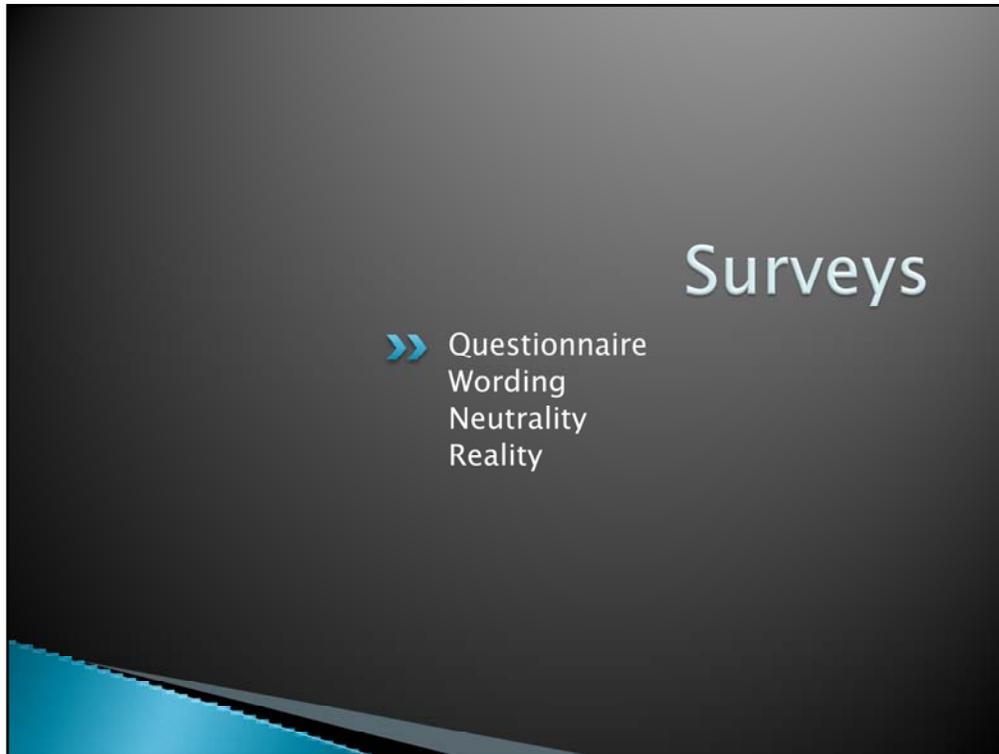
Group or focus group interviews allow participants to spark additional questions related to the topic. Capture important points.

Question design: avoid leading question—brainstorm examples; avoid facial or verbal cues—brainstorm examples. Be patient and friendly. Allow interviewee time to think out their answers.

Offer opportunity for an open-ended question at end of survey.

Short, to the point, keep the eye on the prize!

Finally, be realistic about your resources!



Useful for pre & post activity measuring.

Neutral wording

Offer opportunity for an open-ended question at end of instrument.

Short, to the point, keep the eye on the prize!

Finally, be realistic about your resources! What do you really need to measure? You could measure anything but why would you?

**Making Sense of the Evidence**

- Looking for themes
- Interpreting data
- Putting it together
- Reporting your results

•**What patterns do you see when you review your data?**  
 •**What does that mean?**  
 •**Who needs to know the results?**

-What is most important thing to remember when interpreting your data? YOUR GOALS AND OBJECTIVES

-Use data as a tool for efficiency as well as redirection. Maybe there were unintended consequences or obstacles? What does this mean for you? For your program? How will this data affect what Raye does next?

-Did you achieve desired results or do you need to modify your program or even perhaps your objective?

-Who needs to know this? Brainstorm with group

-How will you tell them? Good news and bad?

- Program report;
- Grant outcome report?
- press release?
- annual report?

-Communication should:

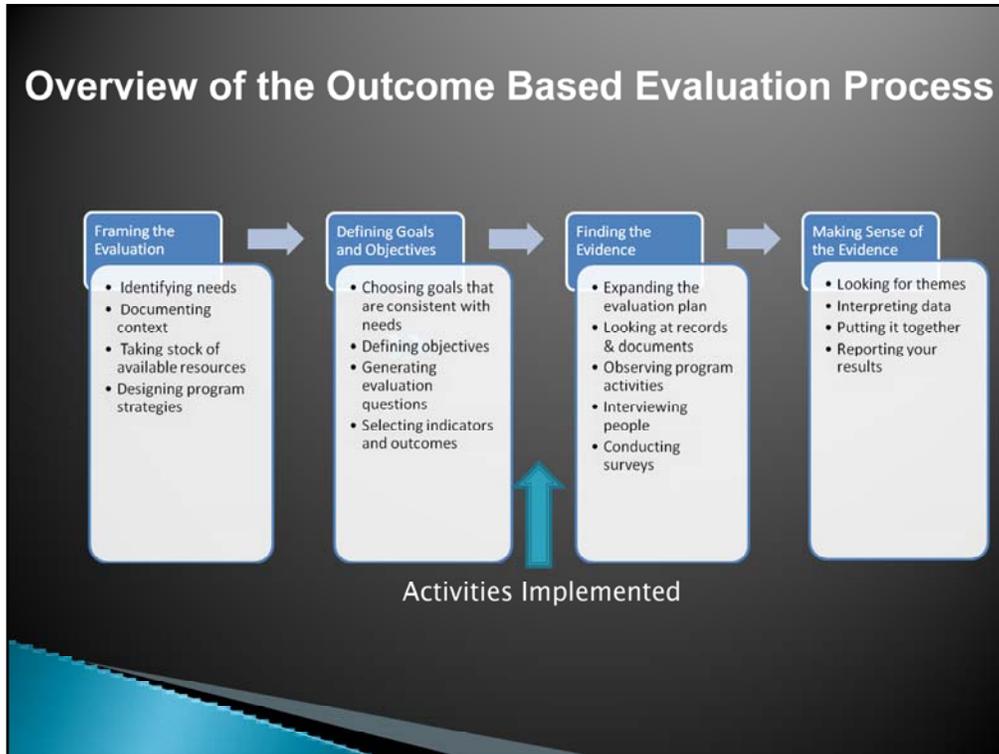
- be targeted to your audience (which may vary from funder, to politician, to potential participant)
- exclude jargon! You don't want to alienate people from the get go.
- balance quantitative and qualitative data: one pulls the purse strings, the other pulls the heart strings.
- be honest.

-Next steps? What are YOU going to do as a result of this data?

## Break Out Session 2

- ▶ Plan your evaluations (both along the way and final evaluation)
- ▶ Fabricate some results for the sake of this exercise.
- ▶ Interpret the results: What's the story/message?
- ▶ To whom is the story important? (identify 3)
- ▶ How will you tell the story?
- ▶ Design story-telling tools for 3 audiences identified
- ▶ Identify what YOU will do next
- ▶ Be prepared to report to large group...

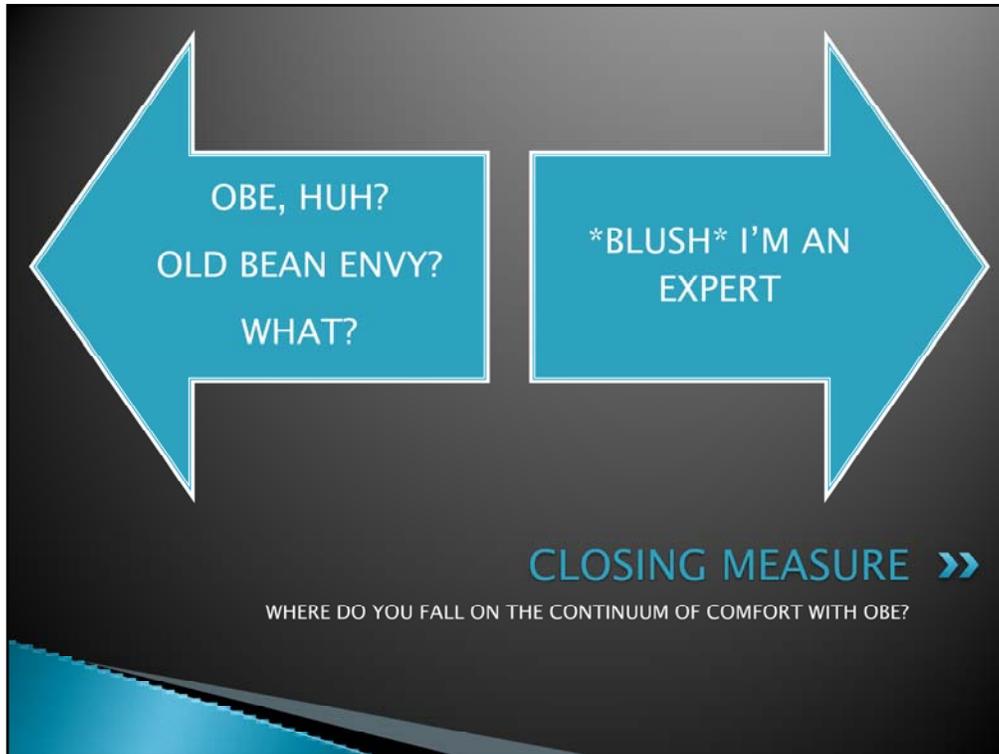
Great, go.



See? Just 4 steps...not rocket science! And now you know how to use them. Any further questions?

Let's our post measure! And afterwards, please complete your evaluation of this program so both Raye and I can continue to gather our "formative data" as well as "summative data."

Thank you so much!



If I said, construct an OBE for me right now, how comfortable would you feel.

# Resource Guide on Evaluation

Search for Common Ground

<http://www.sfcg.org/programmes/ilr/resevaluation.pdf>

