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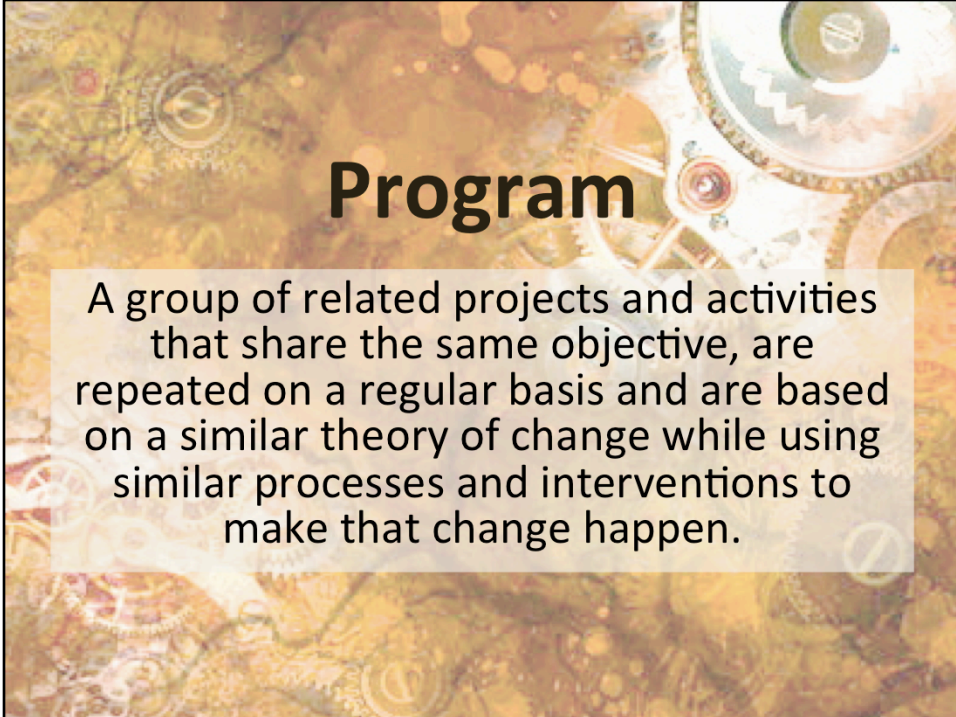


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Products: Scatterplots and comparability data, Continued evaluability assessment and reporting, Evaluation tools and resources, Promising Practice Case Studies

Pathways/Strategies: Learning, Share Space and future Workshop (Portal), Capacity Building, Design Support

The Workshop: Portal contents



Program

A group of related projects and activities that share the same objective, are repeated on a regular basis and are based on a similar theory of change while using similar processes and interventions to make that change happen.

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Characteristics of a Program

- **Shared objective:** a group of related projects and activities that share the same objective / goal
- **Sustained:** a group of related projects and activities that are repeated on a regular basis / that involve a long term commitment
- **Similar Model:** a group of related projects and activities that share a similar theory of change and that use similar processes and interventions to make that change happen

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Program Evaluation

The *systematic* collection of information about the activities, characteristics, and outcomes of programs to find out whether the program is achieving its goals, how to improve the program's effectiveness, and make informed decisions about which programs to fund.



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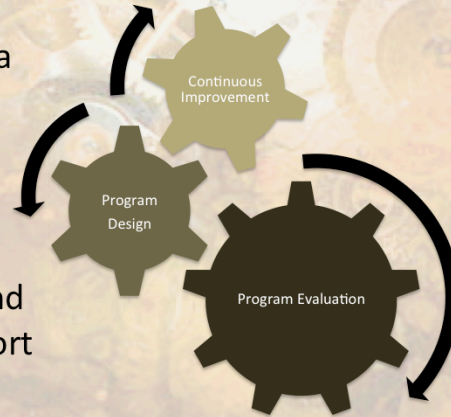
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The Workshop: Portal contents

Why is Evaluation Important?

- Provides information for decisions and for improving/strengthening a program
- Provides accountability to funders and other stakeholders
- Transparency of efforts and outcomes increases support
- Measures progress in meeting goals



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Our Approach

- We're all in this together – this is a *continuous process of learning* for everybody involved
- We're doing this collaboratively (no top-down approach)

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Goals of this Workshop

- Gain a basic shared understanding of program evaluation; share a common language of evaluation
- Work collaboratively to map and prioritize measurable outcomes
- To learn about different sources for data and how to extract data
- Build a community of people who are committed to working on program evaluation

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More about this Workshop

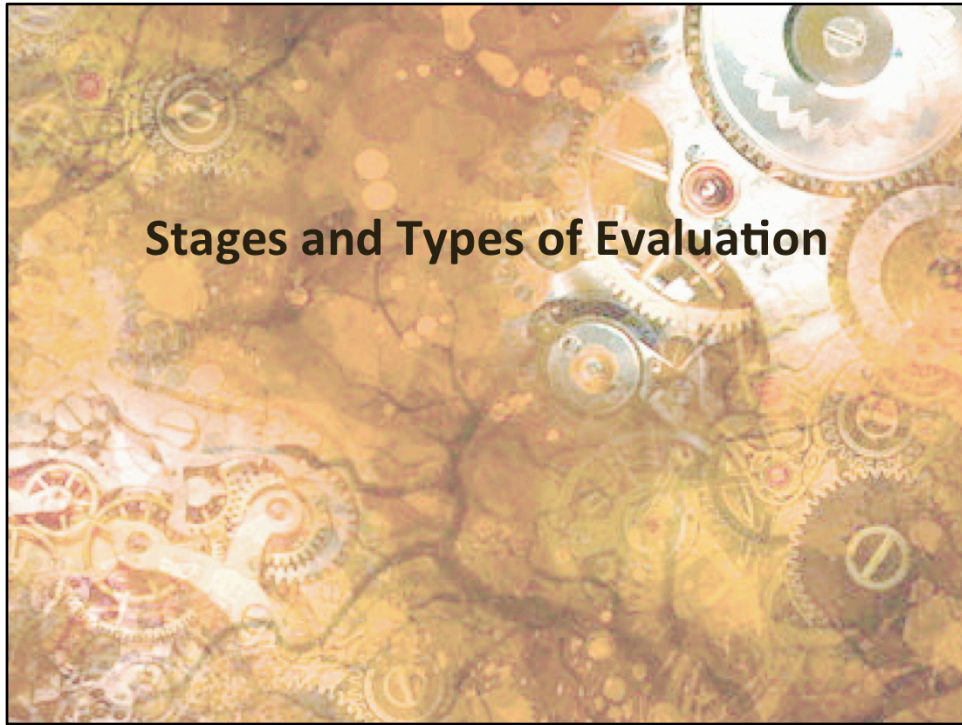
- This is a pilot: we are taking an iterative approach and improve things along the way
- We're listening to your feedback
Materials will be shared online

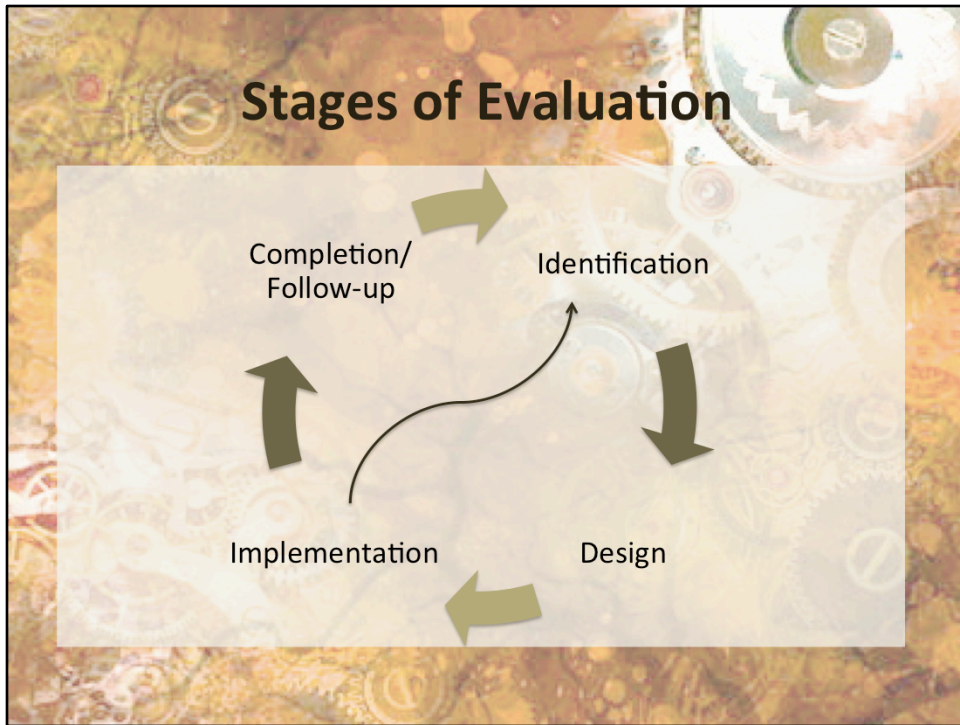
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Pickles



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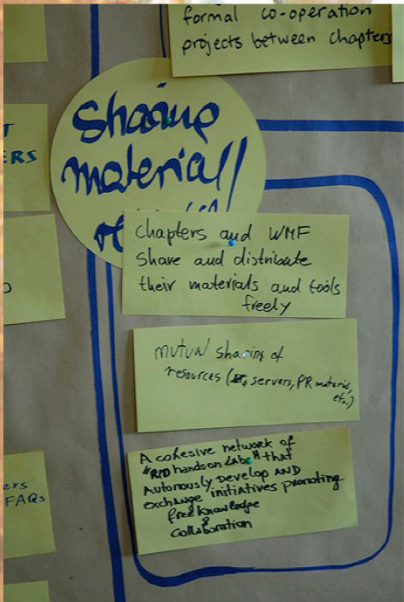


STAGE	Identification	Design	Implementation	Completion/ Follow-up
Monitoring and Evaluation Tasks	<ul style="list-style-type: none"> Identifying what is known from past successes and failures. Providing lessons learned. Identifying assumptions 	<ul style="list-style-type: none"> Capturing the baseline Setting clear objectives Identifying targets, indicators, and benchmarks 	<ul style="list-style-type: none"> Monitoring programming outputs and data capture Assessing progress in delivery and along chain of outcomes 	<ul style="list-style-type: none"> Analyze, report, and use evaluation findings Summative/ Outcomes assessment of results, lessons learned, and next steps

Learning Concept: There are four general stages in any evaluation process which happen in various iterations along the evaluation <-> design path.

Sharing

- Introduction of Glossary
- Participant experiences with different stages of evaluation



The image shows a collage of sticky notes on a grey background, defining the concept of 'Sharing'. A central yellow sticky note has the word 'Sharing' written in blue marker. Below it, several other sticky notes provide definitions and examples:

- A yellow sticky note at the top right says: "formal co-operation projects between chapters"
- A yellow sticky note below the central title says: "Chapters and WMF Share and distribute their materials and tools freely"
- A yellow sticky note below that says: "mutual sharing of resources (eg servers, PR material, etc.)"
- A yellow sticky note at the bottom says: "A cohesive network of WMF handson data that autonomously develop and exchange initiatives prioritizing free knowledge collaboration"

Types of Evaluation


- Needs Assessment
- Feasibility Assessment
- Monitoring
- Context
- Formative/Process
- Summative
- Impact or outcome

Learning Concept: There are many types of evaluation, and evaluation strategies, that answer different types of questions during different stages of evaluation.

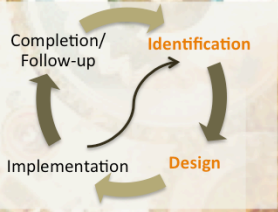
Needs Assessment

- Occurs before the program begins
- Identifies demand or gaps
- Used to establish:
 - baselines (starting point)
 - goals & objectives
 - Resources needed

There is no free picture for this species



Can you donate one?



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graph TD
    Identification --> Design
    Design --> Implementation
    Implementation --> Completion/Follow-up
    Completion/Follow-up --> Identification
  
```

What change is needed?

Examples:

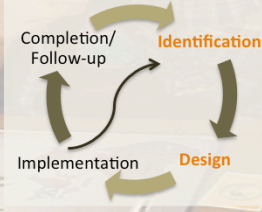
Last year, your country photographed every single monument for Wiki Loves Monuments, each monument with multiple photographs. Does your country really need more photographs of these buildings this year? You decide to do a needs assessment of what types of images Wikimedia needs related to your country. After doing a needs assessment, you realize that Wikipedia and Commons lacks images related to insects from your country so you decide to do Wiki Loves Bugs instead! And perhaps you'll do WLM again the following year.

After you present about Wikipedia at an education conference, a history professor asks how they can get involved in the Wikipedia Education Program. They teach about contemporary history in Hungary. Before agreeing to work with that professor, you do a needs assessment of coverage about Hungarian contemporary history in Hungarian Wikipedia. Therefore, when you go to meet with that professor about being involved, you can present to her a list of articles that need improvement or creation so she doesn't spend her time thinking about content that doesn't need coverage.

Feasibility Assessment

- Examines whether the proposed program and activities are possible
- Assesses whether the proposed objectives are possible within the proposed plan and timeline

What can we reasonably accomplish?



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Marc Majcher, CC BY SA 2.0

Example: Your chapter is thinking about participating in Wiki Loves Monuments this year. Instead of jumping into building a website and announcing your country's involvement, you do a feasibility assessment. You examine your budget - how much money will it take to build and maintain a website, for example. You also examine how many volunteers it will take - do you have enough volunteers who can spend hours working on promoting and producing the event? How will those hours increase in September? Is there enough interest in photography? Do you have the tools and ability to promote the event in your country? Is there a list of monuments produced by your country or do you have to create one? Will you have to spend volunteer hours creating the list on Wikipedia? These are just some of the many questions and concerns you have, and a feasibility study will allow you to, in the end, make the decision to proceed or not with WLM this year.

Monitoring

What did you do?

- Tracks and describes programming inputs and delivery of program activities
- Tracks and describes outputs (i.e., event counts, participant counts)

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Security & Defence Agenda, CC BY 2.0

Example:

You are hosting an edit-a-thon at a local community center. You keep a Google Doc where you are always adding notes about the activities taking place (“it took 1 volunteer 2 hours to create the Wikipedia event page, create a central notice and write a blog about the event”), any problems you ran into and lessons learned (“we forgot to mention people need to bring their own laptops until the day before the event, so we added it last minute, next time - don’t forget this! - We did send a reminder email out though to all participants, let’s hope they bring laptops”), and what the outputs were from the activities (“20 people attended the event, 15 edited Wikipedia. 12 brought laptops, yahoo!”)

Context Evaluation

- Examines the setting and environment of the program
- Assesses how social, political, economic, geographic, and/or cultural factors effect program success

What external factors influenced the program?

Completion/ Follow-up Identification
Implementation Design

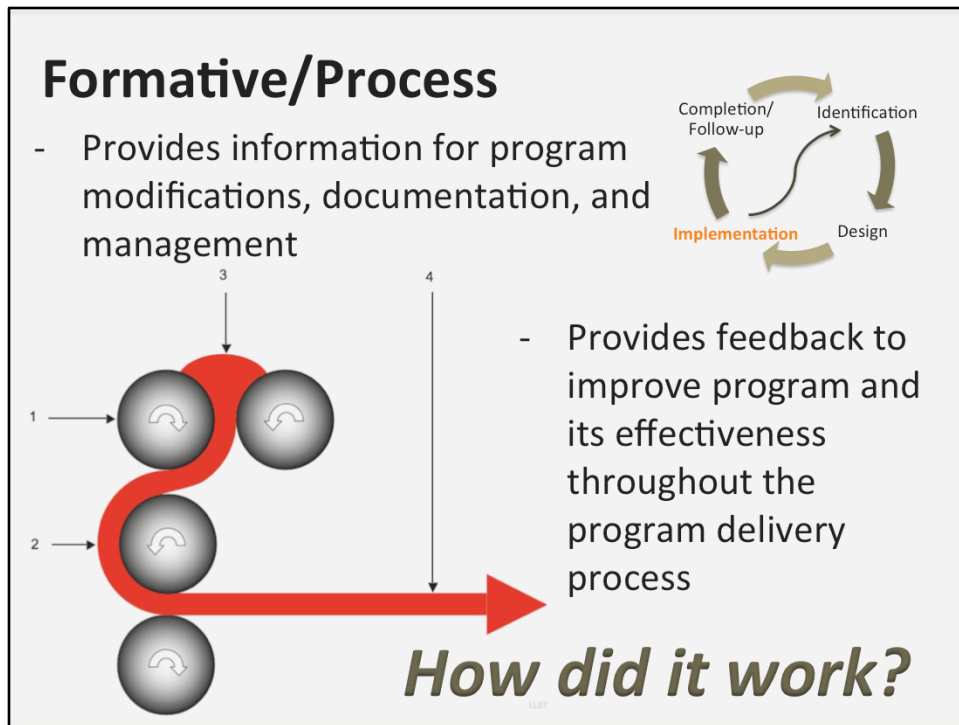
Graphic Attribution: One Laptop Per Child, CC BY 2.0

Example:

You want to start a Wikipedia Education Program in your town, however, you know that most people do not have personal computers or laptops because it's an expensive item to purchase, therefore it will be hard for students to write Wikipedia articles as homework. You will evaluate if there is a way to make the program happen while taking this into context.

You want to work with GLAMs in your town to share images on Commons. However, your town is very small and due to economic trouble and financial cuts by the government, the majority of the GLAMs in your town have not been able to digitize images. Will you be able to proceed with your content donation program? You do a context evaluation to see if it's possible.

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In your process evaluation, you look at if you met your timelines (i.e. “met with staff by 12/5, worked with volunteers to create easy upload tool, with Hungarian & English directions by 20/5, curators selected images by 25/5, uploads started 30/5, etc.), and if the objectives - you did receive 100 images from the historical society but once the images were online they were not disseminated into articles and thus the chapter had to step up to get volunteers to do it last minute - were met. You also had problems with the uploader - was it worth the time to have volunteers create a new tool when volunteers at the historical society (retired people) could have just used the normal Upload Wizard on Commons?

Summative

- Looks at whether the program objectives were met after the program timeline is complete.
- Provides evidence to inform judgments of the programs worth, impact, and merits for continuation

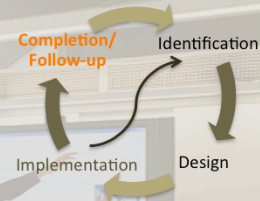
What Happened?

Example:

After your first GLAM content donation is completed, you do an evaluation to see if you met your objectives and if your chapter should continue investing the time, energy, and money into GLAM content donations and partnerships. Your aim was to have 100 high resolution images of important women in Hungarian history, donated by the Hungarian Historical Society. In your process evaluation, you look at if you met your timelines (i.e. “met with staff by 12/5, worked with volunteers to create easy upload tool, with Hungarian & English directions by 20/5, curators selected images by 25/5, uploads started 30/5, etc.), and if the objectives - you did receive 100 images from the historical society but once the images were online they were not disseminated into articles and thus the chapter had to step up to get volunteers to do it last minute - were met. You also had problems with the uploader - was it worth the time to have volunteers create a new tool when volunteers at the historical society (retired people) could have just used the normal Upload Wizard on Commons?

Impact or Outcome

- Measures the extent to which goals and objectives were met
- Examines comparison and/or control groups
- Provides comparable data about programs to inform decisions about continuing, expanding, or reducing funding based on cost of attaining impact.



What led to the most success?

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Example: After you complete an edit-a-thon, you first look at if you made your objectives and goals - your goal was to get more people editing Wikipedia, so your object was to host an edit-a-thon with at least 40 people and give them hands on experience and guidance on how to edit. Did you succeed at that? You compare the attendees in your edit-a-thon versus attendees in a workshop you did the previous month - a workshop where you only lectured and participants did not have a hands on experience - you compare these two groups with the UserMetrics API to see who is still editing and how much content is being added 30 days after each event. You then decide, based on the data, that you are making a bigger impact doing edit-a-thons then you are doing lecture workshops, so you stop doing workshops and keep doing edit-a-thons because people are more prone to editing after the edit-a-thon.

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The current evaluation aims to be...

Empowering

- Foster program leader choice
- Focus on building program leaders capacity to help themselves
- Support and enhance desired outcomes



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The current evaluation aims to be...

Participatory

- Develop program leaders evaluation logic and skills
- Involve program leaders as key participants – *they* make the major focus and design decisions and select and commit to process and outcomes
- Program leaders draw and apply conclusions to the design of their programming.

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Helpameout, CC BY SA 3.0

The current evaluation aims to be...

Utilization-focused

- Focus on intended uses and users
- Actively involve users in all aspects of the evaluation
- Measure the extent to which goals and objectives are met
- Provide comparable data to inform decisions to continue, expand, or reduce funding based on costs and impact.
- Lead to ongoing commitment to using evaluation logic and building a community culture of learning

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Evaluation Roles

Program Leader Roles

- Learn evaluation logic and skills
- Define major focus
- Value each others' expertise
- Participate in design
- Draw and apply conclusions

Evaluation and Design Team Roles

- Build capacity of program leaders as evaluators
- Act as a learning resources
- Facilitate group process
- Support group cohesion
- Support collective inquiry
- Develop tools and pathways for inquiry

Shared Roles

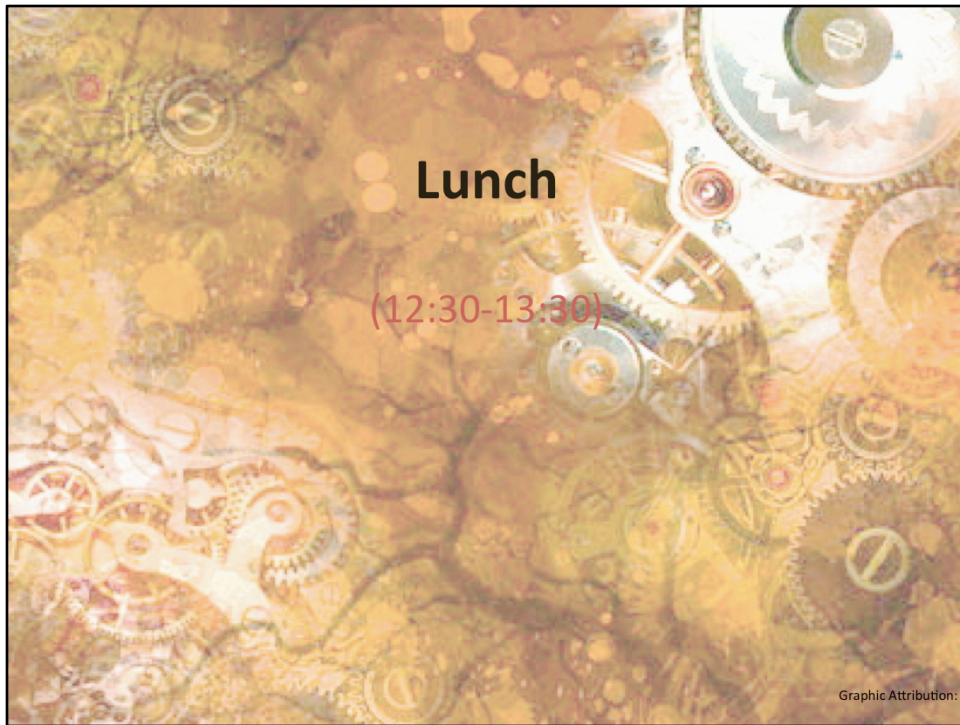
- Develop logic model(s)
- Determine how to measure outcomes
- Design data collection methods
- Analyze and reflect on data
- Draw conclusions
- Plan next steps and report results



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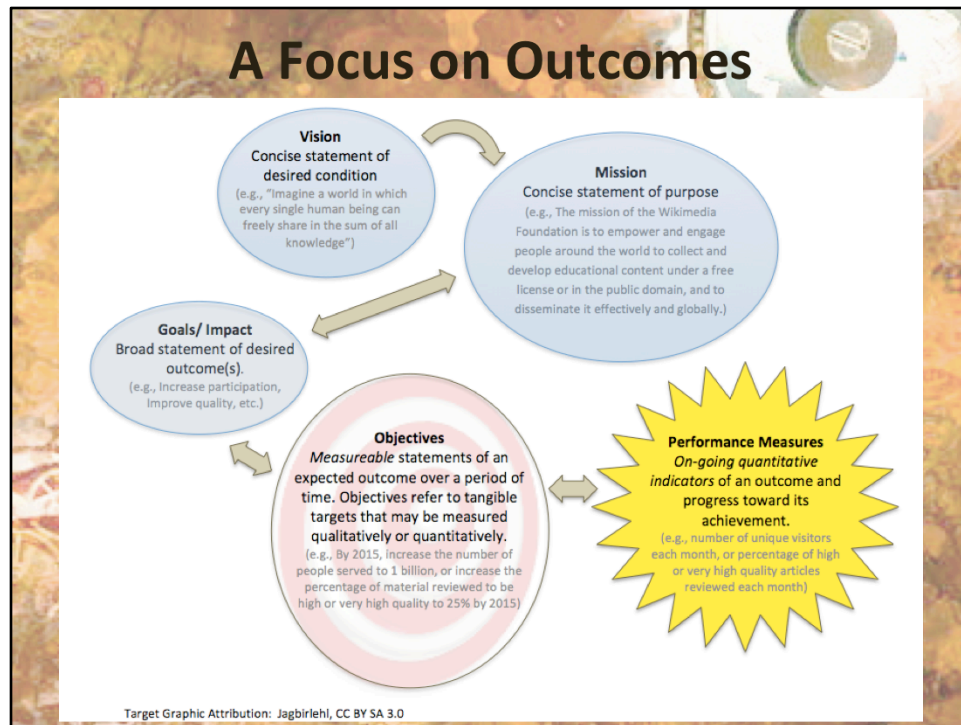


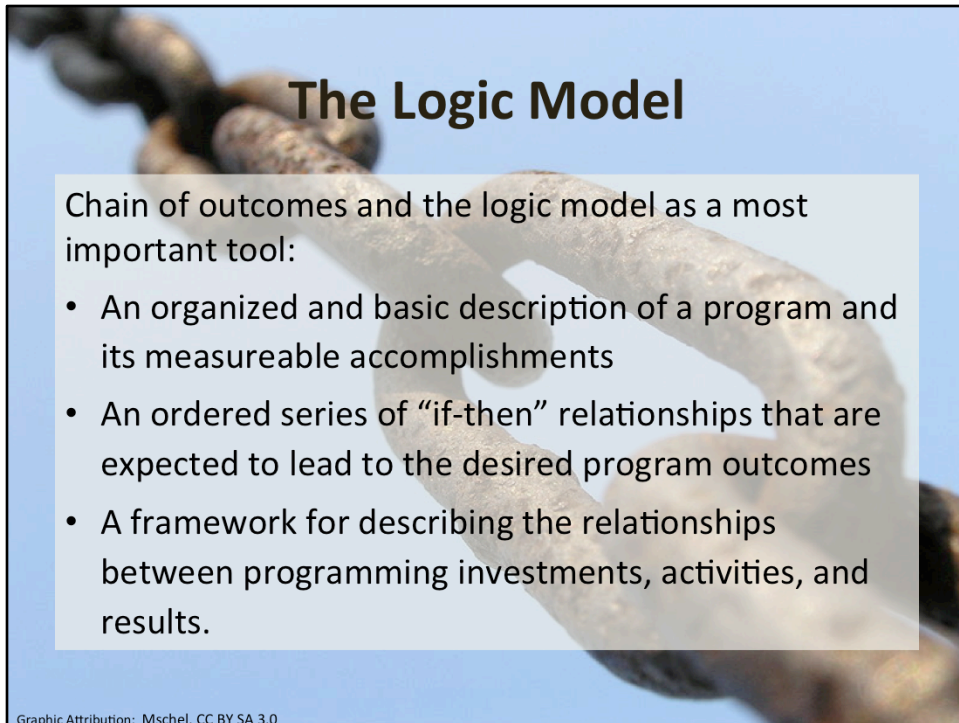
Theory of Change

A theoretical pathway which articulates the action steps that:

- Link your mission and programming activities toward change through logical cause and effect relationships
- Allow for the specification of program outputs and participant outcomes you are trying to effect
- Focuses on key outcomes that are specific, measureable, attainable, realistic, and time-bound

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The Logic Model

Chain of outcomes and the logic model as a most important tool:

- An organized and basic description of a program and its measureable accomplishments
- An ordered series of “if-then” relationships that are expected to lead to the desired program outcomes
- A framework for describing the relationships between programming investments, activities, and results.

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A logic model is NOT:

- A theory
- Reality
- An evaluation framework, model, or method
- Static—it can, *and should*, change over time

Logic models can be applied to:

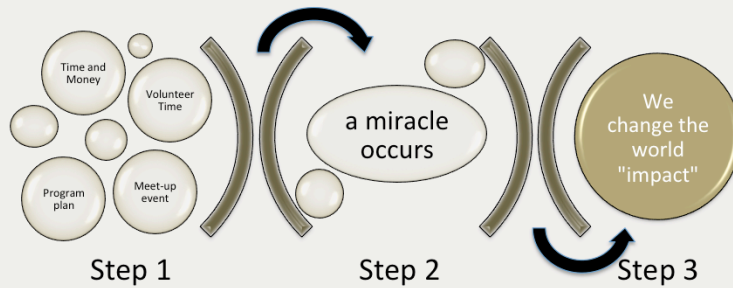
- a small program
- a process (i.e. a team working together)
- a large, multi-component program
- or even to an organization or business

A common problem is that activities and strategies often do not lead to the desired outcomes.

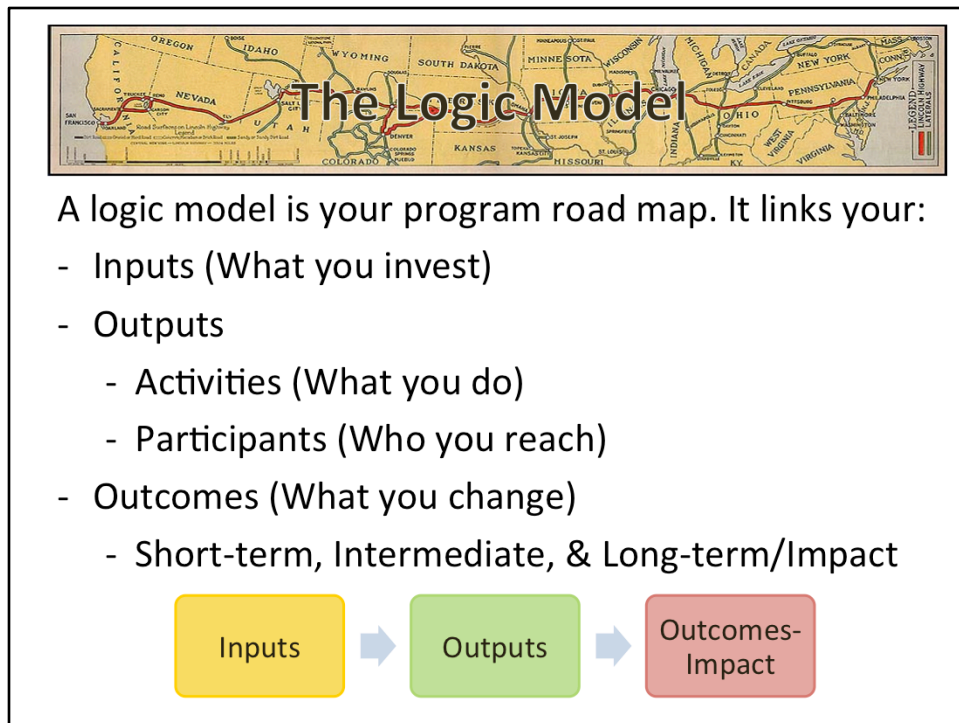
A logic model makes the connections EXPLICIT.

Check your 'if-then' statements:

- *Do they make sense?*
- *Do they align your inputs and activities with the outcomes you want to achieve?*



UW Extension (2003). Program Development and Evaluation Logic Model. Available at: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf> (Retrieved 6/22/2013)



Describe Inputs

What you invest (staff, volunteers, time, space, money, research base, materials, equipment, technology, partners)

Describe Outputs

Activities (What you do)

Participation (Who you reach)

Determine the intended outcomes of the program

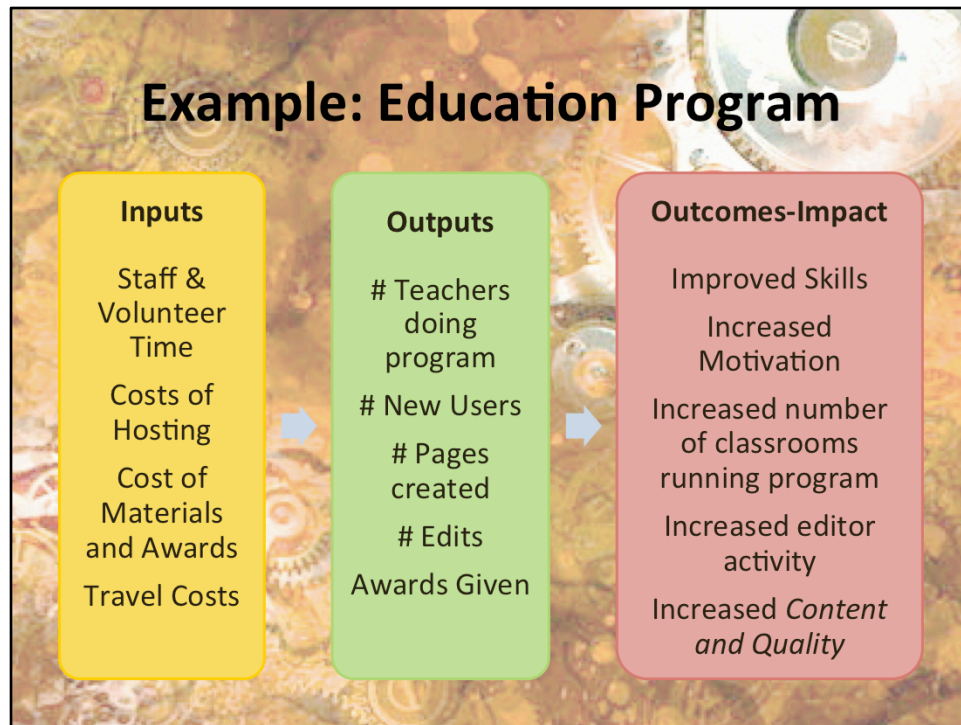
•What are the changes expected for individuals, families, groups, agencies, businesses, communities and/or systems?

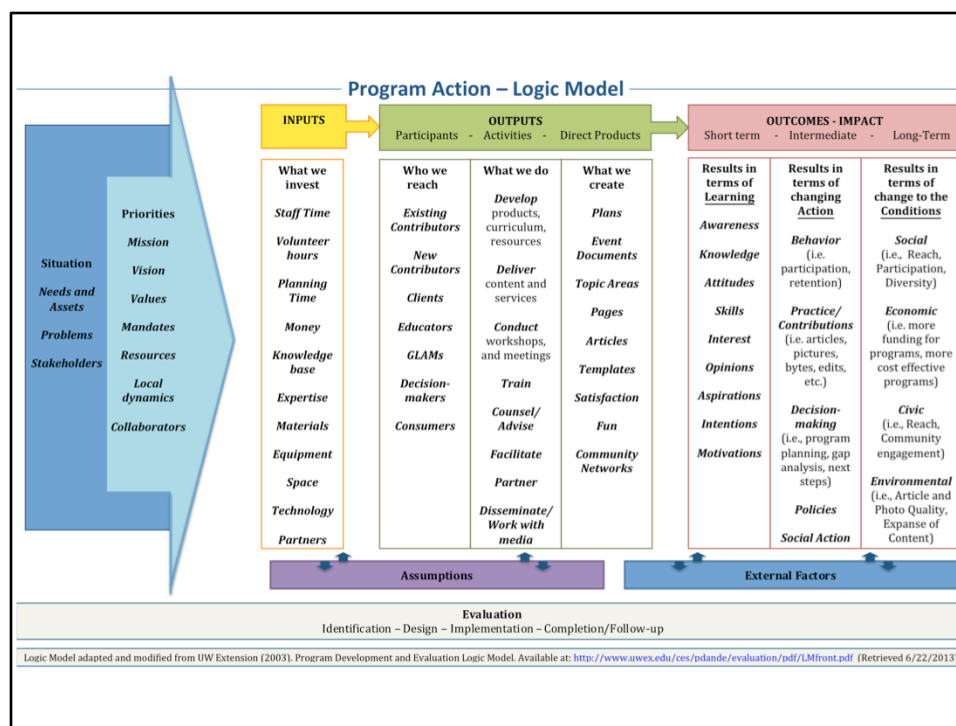
•What does success look like?

Outputs vs. Outcomes

- **Outputs:** direct and measurable products of a program's activities and services; measure of implementation
Example: Number of participants completing the program
- **Outcomes:** results or impact of the program's activities and services; measure of program success
Example: Participants have increased knowledge; participants have changed behavior







•Short Term Outcomes

What change do you expect to occur either immediately or in the near future? (Usually immediately following or within three months upon successful program completion)

Example: Learning (increased knowledge; increased understanding),
 Motivation (increased interest, increased intentions)

•Intermediate Outcomes

What change do you want to occur after short term outcomes are achieved? (Usually within three to twelve months following programming.)

Example: Behavior (action happens from knowledge gained)

•Long Term Outcomes

What do you hope will occur over time? (Usually 1 to 5 years after programming, most often these are 3-5 year impact targets)

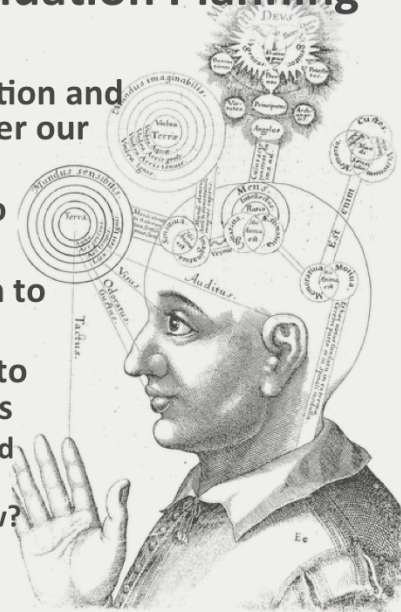
Example: Condition (conditions that changed as a result of those actions)

Consider your assumptions:

- ✦ Beliefs you have about the program, the people, and how you think the program will work
- ✦ Theory of change: set of ideas describing how and why a program will work
- ✦ Describes relationship between program activities and program results
- ✦ Can be based on wisdom and experience; research and evaluation; best

Logic Models and Evaluation Planning

- Provides the program description and process for how we will answer our evaluation question(s)
- Aligns evaluation strategies to the program activities
- Outlines who, what and when to measure
- Gives us perspective in order to prioritize evaluation strategies
 - λ Where will we spend our limited evaluation resources?
 - λ What do we most need to know?



***Revisit the logic model periodically at least annually, any time change in data collection or program personnel or major programming changes, or if outcomes not happening as expected or in the order expected



References:

Holden, D. J. & Zimmerman, M. A. (Eds.) (2009). *A Practical Guide to Program Evaluation Planning*. Sage: Los Angeles, CA., USA

Chen, H-T. (2005). *Practical Program Evaluation: Assessing and Improving Planning, Implementation, and Effectiveness*. Sage: Los Angeles, CA., USA

UW Extension (2003). Program Development and Evaluation Logic Model. Available at: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf> (Retrieved 6/22/2013)

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