Using a Multi-Source Evaluation and Feedback Process for Continuous Improvement

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Learning Objectives

• Present an **overview** of the evaluation process
• Review **results** of the evaluation process
• Discuss how to **use** the results to ensure **continuous improvement** of the programs
• Review **lessons learned** for 360 Degree Evaluations of MWT programs
General Purpose of Evaluation Process

- Evaluate the MWT Programs **effectiveness** in meeting the five **NIEHS** worker training criteria
- Evaluate the MWT Program **impact** on students, community, and field of environmental work
- Results provide **Best Practices** and **General Recommendations** for continuous improvement
Integrated Programmatic Evaluation

• **Impact evaluations** - designed to measure *what* effects the program had on its intended goals and objectives (quantitative)

• **Process evaluations** - designed to measure *how and why* a given program achieved these effects (qualitative)
360 Degree Evaluation/Feedback

- Very popular in private industry
- Multiple rater (multi-source) system
- Information from one source is supplemented with another source
- Qualitative (process) and quantitative (outcome) data gathered
- Results are integrated
- More thorough and accurate depiction
Sources for 360° Evaluation

- Director of Spec. Training Programs
- Program Coordinators
- Students
Multiple Stakeholder Evaluation

- **Program Coordinators**: questionnaire (written and electronic) and site visit
- **Director of Spec Training Programs**: interview
- **Community Advisory Committee**: questionnaire (written and electronic)
- **Current/Graduated Students**: focus group during site visit
Schedule of Evaluation Process

Conducted Across Several Program Years

- **Year 2**: Evaluation Initiated
- **Year 4**: Follow-up Evaluation Conducted
- **Year 5**: Final evaluation conducted
Sample Item: Training Goals Attained

Job skills, life skills, and worker health and safety training

• Please indicate the number of students this program *projected to train* in job skills, life skills, and worker health and safety training for *Years 2002-2003* ______

• Please indicate the number of students *actually trained* in job skills, life skills, and worker health and safety training for *Years 2002-2003* ______
## Percent of Training Goal Attained

**Program Year: 2002-2003**

<table>
<thead>
<tr>
<th>Program</th>
<th>Number Trained</th>
<th>% Goal Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal</td>
<td>Actual</td>
</tr>
<tr>
<td>Program A</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Program B</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Program C</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Program D</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Program E</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Program F</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
Percentage of Training Goal Attained Across Program Years

Program

*Training not completed at time of evaluation
Sample Open-ended Item
Gathered Across Stakeholders

• **Which aspects** of the training provided by this program are the **MOST effective** in preparing graduates for employment in environmental clean-up?

• **Why** do you feel these **techniques are effective** in enhancing training? Please provide specific examples.
### Comments Regarding Training Process Across Sources

<table>
<thead>
<tr>
<th>Strategy Identified</th>
<th>Why Effective?</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Skills: Training</strong> related to general life skills (i.e., personal and work-related issues)</td>
<td>Develops <em>coping skills</em> and promotes <em>effective performance</em> in training, on the job and in the home following the <em>principles of adult learning and education</em></td>
<td>Program Coor.; Adv. Comm.; Dir. Spec. Train.; Students</td>
</tr>
<tr>
<td><strong>Hands-on: Training</strong> involving work simulation and ability to “do” rather than simply reading about a topic</td>
<td>Allows students to learn by <em>doing</em>, which increases and maintains interest; typically involves <em>observation</em> and <em>feedback</em> of results</td>
<td>Program Coor.; Adv. Comm.; Dir. of Spec. Training; Students</td>
</tr>
<tr>
<td><strong>Student Support:</strong> Support from program staff, students, and instructors</td>
<td>Helps students overcome various personal and work-related <em>obstacles</em> and learn to <em>work well with others</em></td>
<td>Program Coor.; Adv. Comm.; Dir. of Spec. Training; Students</td>
</tr>
</tbody>
</table>
Best Practices for Increasing Employability Skills

• Develop and maintain an up-to-date resume
• Conduct mock interview to develop “soft skills”
• Provide instruction in general “life survival” skills
• Emphasize manners, how to dress, and etiquette
• Emphasize work ethic (using case study problem-solving)
• Incorporate conflict management skills into activities/exercises
• Emphasize the importance of attendance and punctuality
## Employability Skills Enhancers

<table>
<thead>
<tr>
<th>Employability Skills Enhancers</th>
<th>% Prog. Reporting</th>
<th>Previous % Prog. Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and maintain an up-to-date resume</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Emphasize the importance of attendance and punctuality</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Emphasize manners, how to dress, and etiquette</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Provide instruction in how to fill out a job application</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Conduct mock interview to develop “soft skills”</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>Provide instruction in general life survival skills</td>
<td>100%</td>
<td>75%</td>
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</table>
Sample Item Gathered Across Stakeholders

How would you rate the **OVERALL effectiveness** of this program?

Please consider the recruitment, screening, training, partnerships, formal arrangements, placement, retention, and tracking processes together in your **overall assessment** according to the following rating scale:

1 = The program is **Unsatisfactory**
2 = The program **Needs Improvement**
3 = The program is **Satisfactory**
4 = The program is **Very good**
5 = The program is **Excellent**
Mean Ratings of Overall Effectiveness Across Program Years

Program

Excellent
Very Good
Satisfactory
Needs Improvement
Unsatisfactory

A   B   C   D   E   F

'01-'02
'03-'04
'04-'05
### Mean Ratings of Overall Program Effectiveness Across Sources

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location A</td>
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<td>5.00</td>
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<td>Location D</td>
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<td>4.40</td>
<td>3.89</td>
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<td>3.00</td>
<td>4.50</td>
<td>4.00</td>
<td>3.88</td>
</tr>
</tbody>
</table>

Likert scale ranging from 1 ‘Unsatisfactory’ to 5 ‘Excellent’
Stakeholder Feedback

“If it was taught to us like this in high school, we would have been there everyday.” - Student (New Orleans)

“This program has helped me make my career decision of what to do and I'm going to take it and do everything I can with it” - Student (St Paul)

“Project Build is revitalizing East Palo Alto’s environment, not just in the soil and groundwater, but in people’s hearts and lives.” - Advisory Committee member (East Palo Alto)
General Recommendations for Continuous Improvement

- Enhance practices that provide a realistic job preview
- Develop mentoring programs for current students using graduated students
- Continue to emphasize Life Skills component
- More fully develop and make better use of community advisory committee
- Increase communication among programs and their respective communities
Using Evaluation Results

• **Reviewing results** with Director of Specialized Training Programs and Program Coordinators
  – Initial feedback meetings
  – Monthly conference calls
  – Annual meetings

• **Making plans** and taking **action**
Lessons Learned

• Gives all program stakeholders a voice in system
• Encourages communication among stakeholders
• Great deal of cooperation and buy-in needed
• Multiple stakeholders = Multiple methods
• Qualitative (Process) and Quantitative (Outcome) results are integrated
• Use the results for program improvement
• Monitor program progress over time
Questions