

**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**

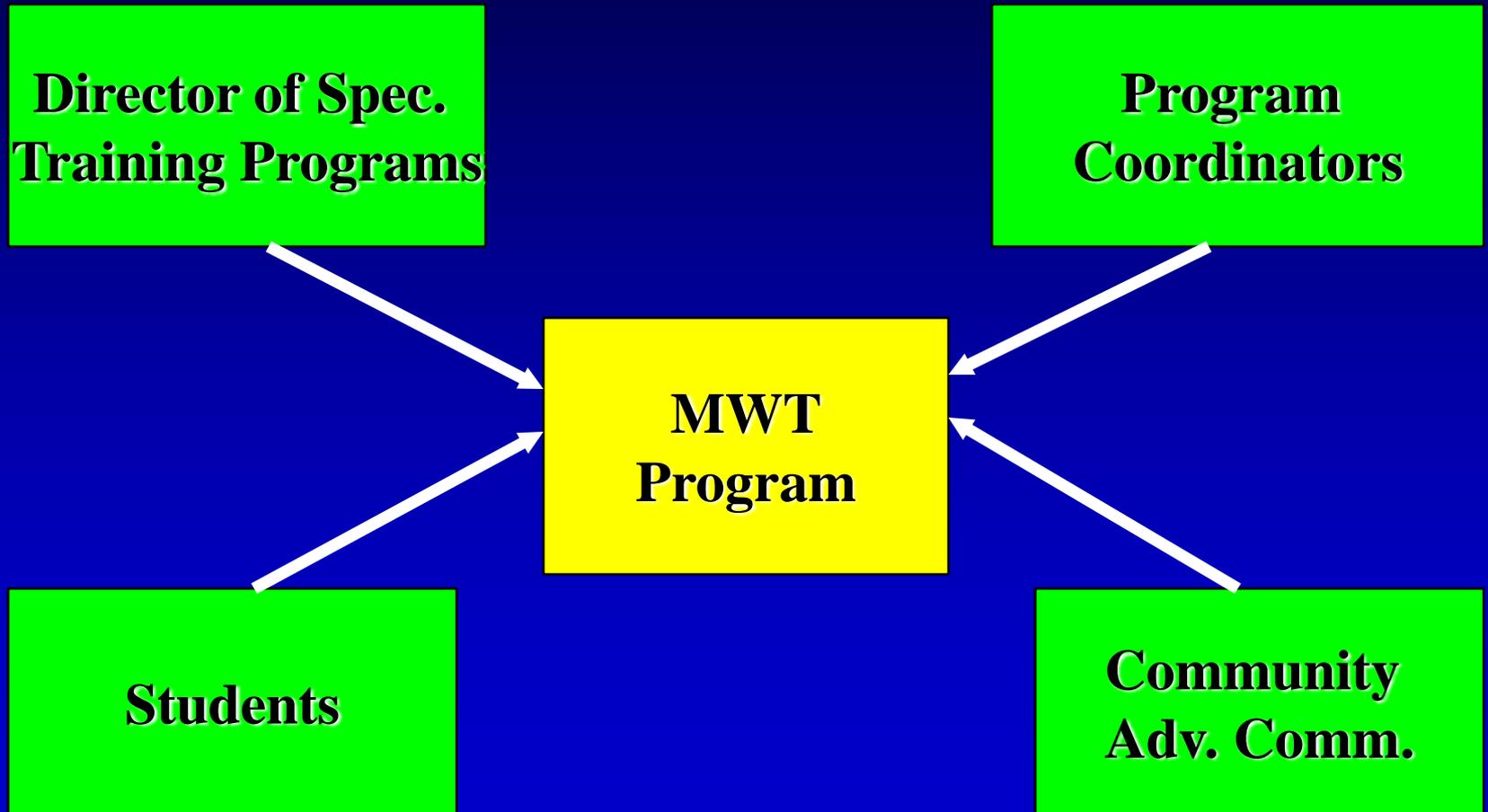
Integrated Programmatic Evaluation

- **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



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

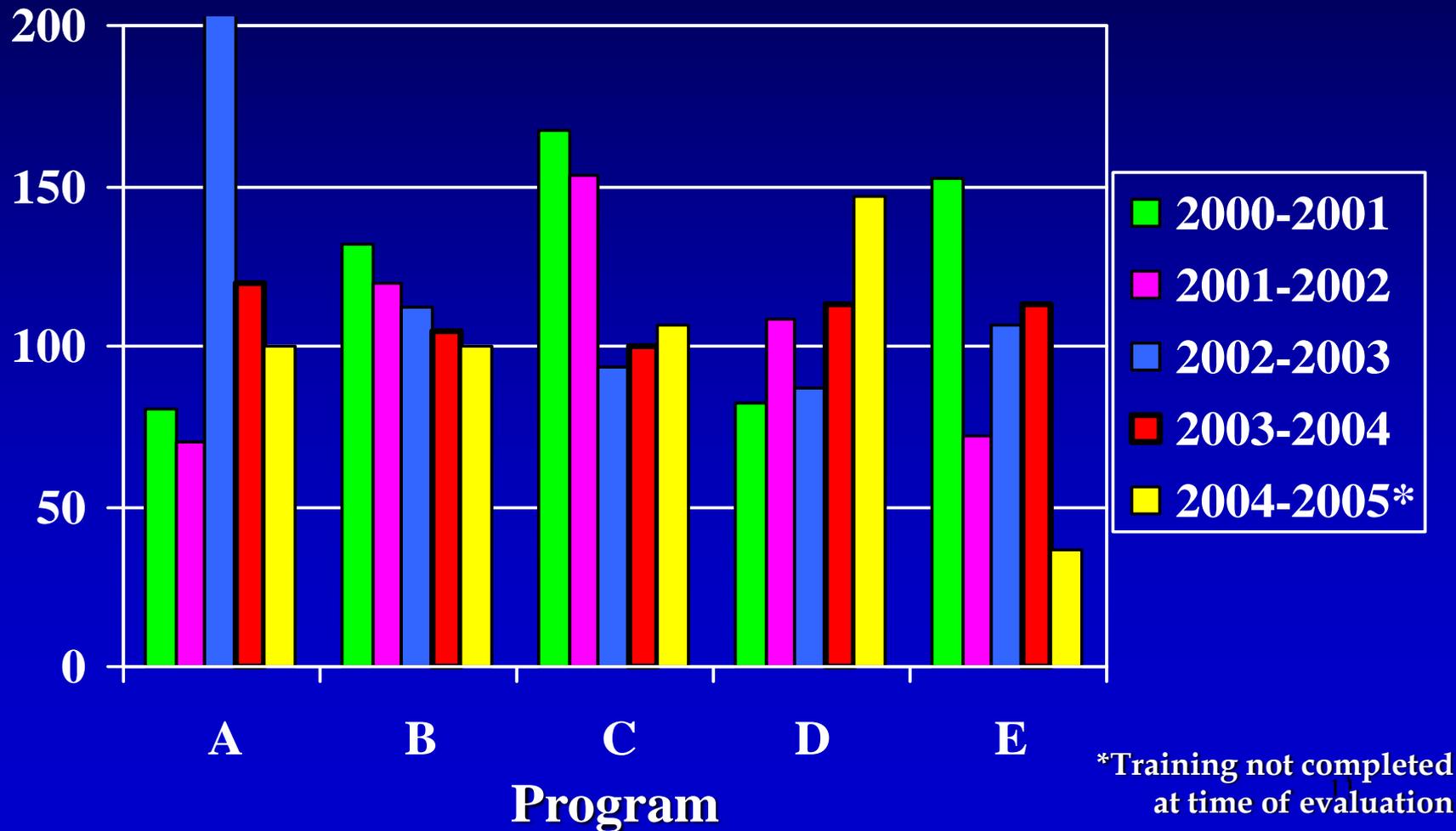
Job skills, life skills, and worker health and safety training

- 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			
	Number Trained		% Goal
	Goal	Actual	Attained
Program A	15	31	207%
Program B	10	14	140%
Program C	15	19	127%
Program D	25	28	112%
Program E	30	32	107%
Program F	25	25	100%

Percentage of Training Goal Attained Across Program Years



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

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

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**

Percent of Programs Using Strategy

Employability Skills Enhancers	% Prog. Reporting	Previous % Prog. Reporting
Develop and maintain an up-to-date resume	100%	100%
Emphasize the importance of attendance and punctuality	100%	100%
Emphasize manners, how to dress, and etiquette	100%	88%
Provide instruction in how to fill out a job application	100%	88%
Conduct mock interview to develop “soft skills”	100%	75%
Provide instruction in general life survival skills	100%	75%

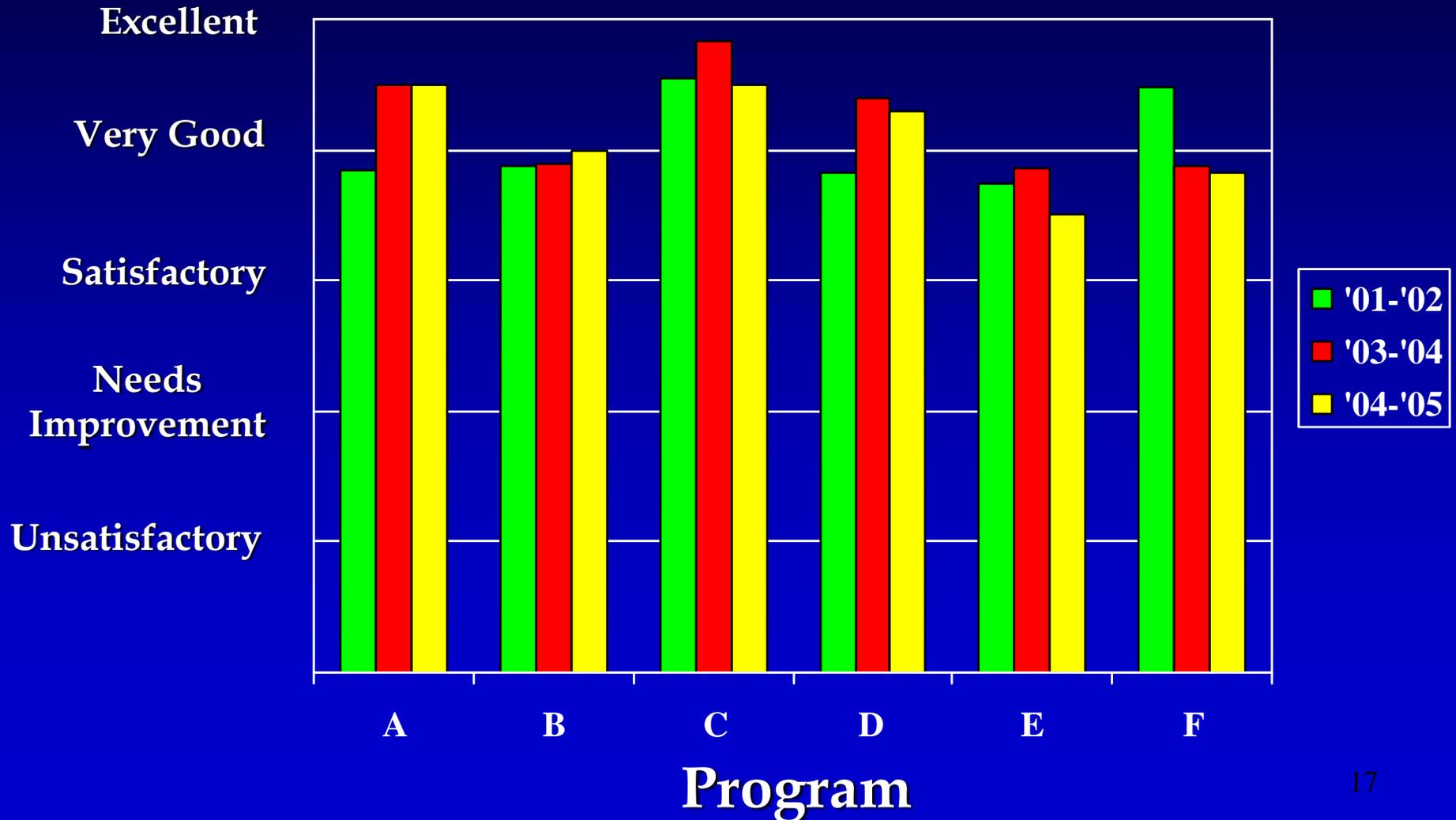
Sample Item Gathered Across Stakeholders

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



Mean Ratings of Overall Program Effectiveness Across Sources

Program	Prog. Coord.	Prog. Dir.	Comm. Adv. Comm.	Current/ Grad. Students	Overall Mean
Location A	4.50	5.00	4.83	5.00	4.83
Location B	4.00	5.00	4.00	5.00	4.50
Location C	4.50	5.00	4.00	4.50	4.50
Location D	3.50	4.00	3.67	4.40	3.89
Location E	4.00	3.00	4.50	4.00	3.88

Likert scale ranging from 1 'Unsatisfactory' to 5 'Excellent'²⁸

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

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