

Improve Your International Student Programs and Services Through Evaluation Planning

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Goals for Today



- Find out about the importance of program evaluation.
- Identify important characteristics of a successful program evaluation plan.
- Learn about two sample evaluation plans resulting in positive outcomes.
- Determine next steps to implement an evaluation plan.
- Get excited about this initiative.



About UC San Diego

Students

- 30,310 undergraduate & graduate students
- More than 80,000 undergraduate applications for Fall 2013 admission.
- Average admitted high school GPA was 4.09

Fields of Study

UC San Diego offers more than 100 undergraduate majors in six disciplinary areas:

- Social Sciences (37.8%)
- Biology (21.7%)
- Engineering (18.3%)
- Science/Math (9.4%)
- Special/Undeclared (5.9%)
- Humanities (3.6%)
- Arts (3.2%)



International Students at UC San Diego

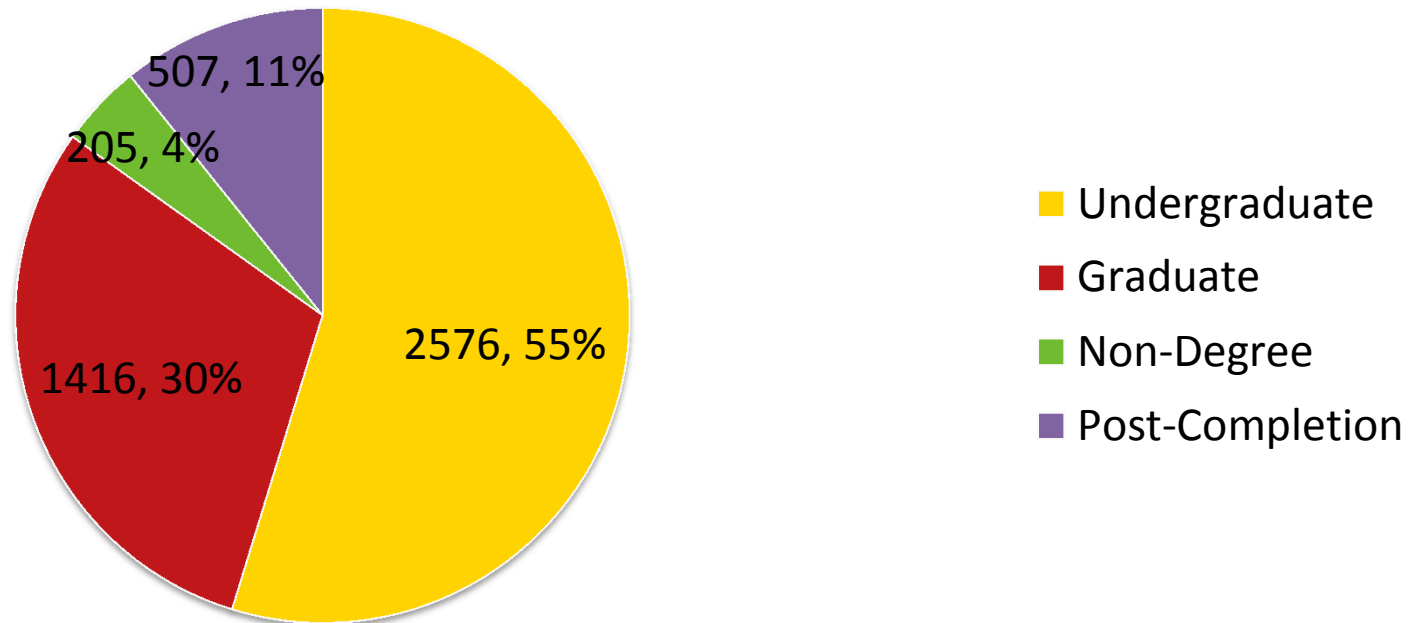
Fall 2013 (Week 3 Final Data)

- Total UCSD student population=30,310
- Undergraduates=23,805
 - 2,740 international students or 11.5% of the total UG population
- Graduate Students=4,247
 - 1,416 international students or 33.3% of the total GR population



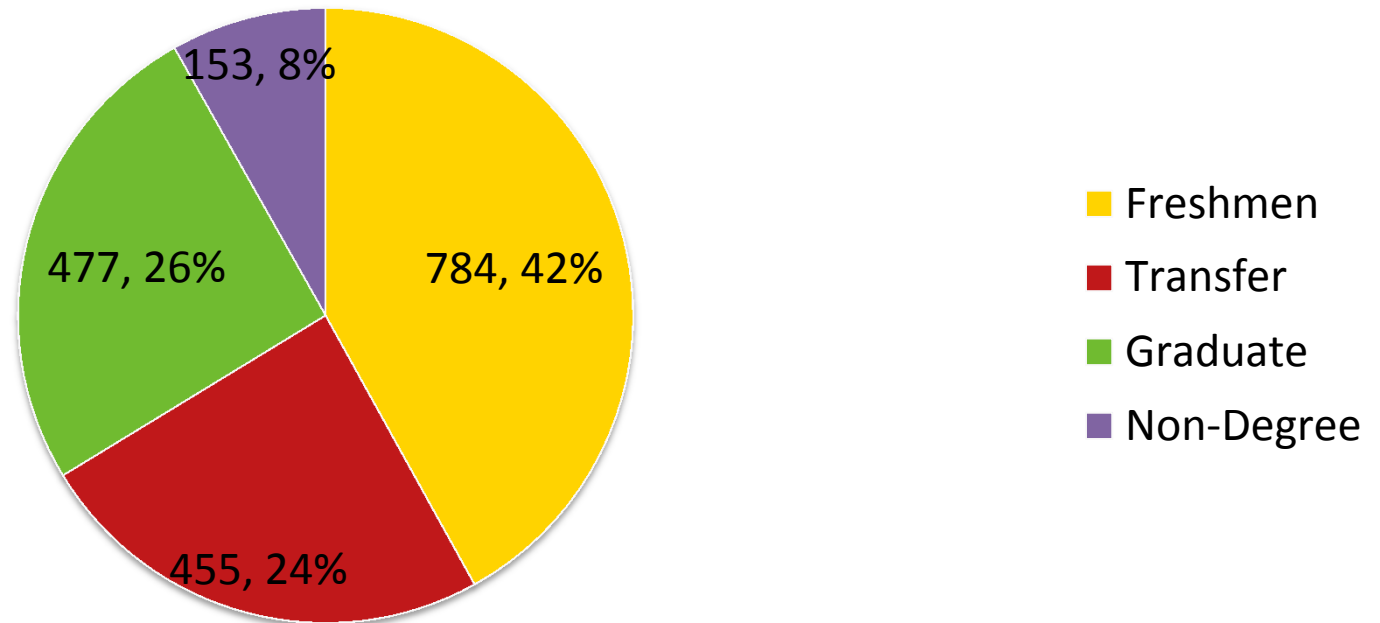
Demographics: International Students at UC San Diego

Fall 2013: Total International Student Population Served by the International Center=4,704



Demographics: International Students at UC San Diego

Fall 2013: Total New Registered International Student=
1,869



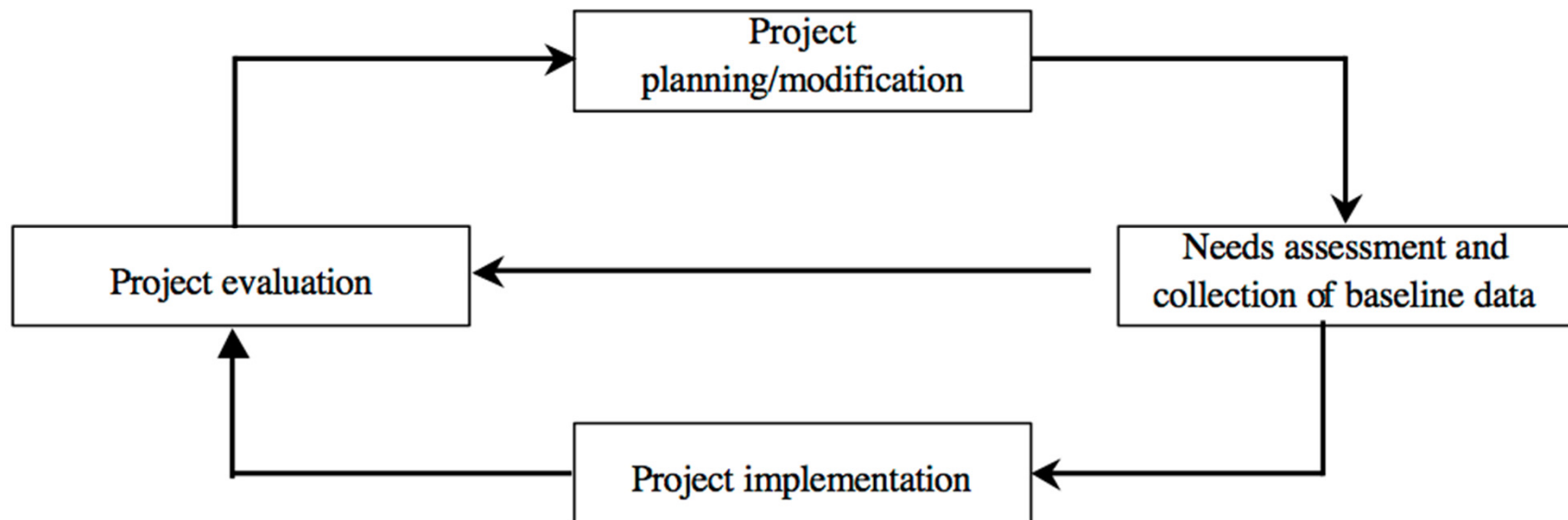
Program Evaluation



What is Evaluation?

“Evaluation is not separate from, or added to, a project, but rather is part of it from the beginning. Planning, evaluation, and implementation are all parts of a whole, and they work best when they work together.”

Exhibit 1.—The project development/evaluation cycle



What is Evaluation?

Assessment, evaluation, research, and measurement are all essentially the same (Myth). Our view is that although these activities are complementary, they are not synonymous. Dary Erwin has observed, “Assessment is oriented toward practice and usually toward some action. . . . Research may contribute new knowledge, but it may not suggest that programs need improvements or are functioning well” (1993, p. 231). We define *assessment* as any effort to gather, analyze, and interpret evidence that describes institutional, departmental, divisional, or program effectiveness, while *evaluation* is any effort to use this evidence to improve effectiveness. *Research* is about studying, developing, or testing a theory by gathering data in a systematic way. It may or may not have anything to do with determining effectiveness or bringing about change. Measurement refers to the two overarching but not mutually exclusive methods used to conduct assessments: quantitative and qualitative.

Put another way, assessment is focused on determining the extent to which services and programs achieve their stated objectives. It borrows from selected research tools and uses quantitative or qualitative methodologies or a combination of both. The results of this process are data, which when systematically analyzed become the basis for determining policy and practice.

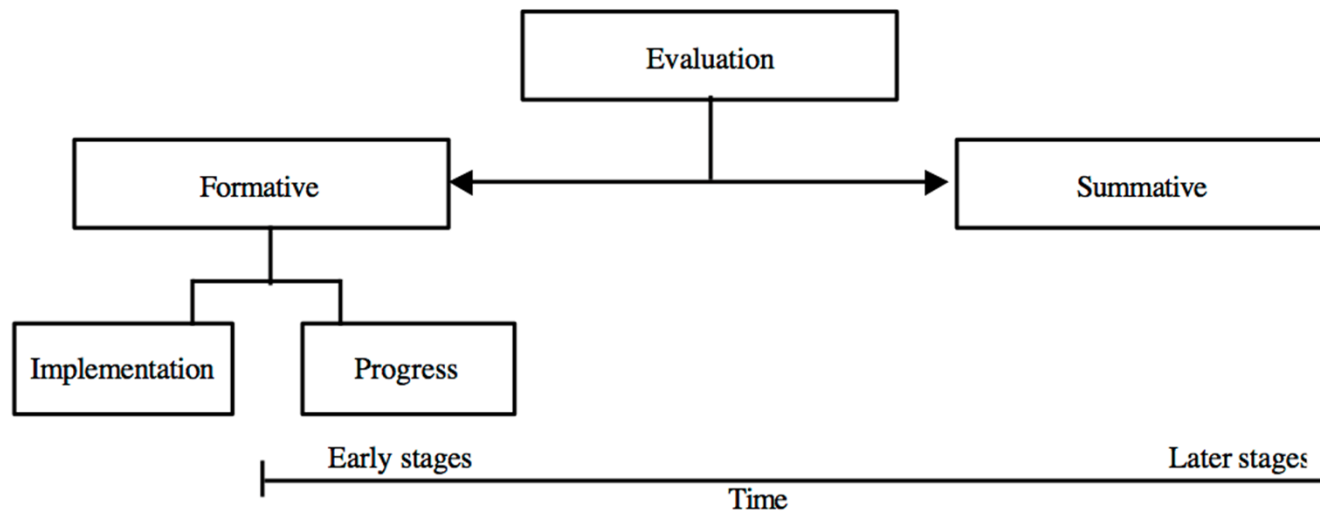
Student affairs practitioners can easily move from assessment projects, using appropriate measurement methodologies, to evaluation and research.



What Is Evaluation?

- Summative v Formative Evaluation
 - Summative: Outcome evaluation that is conducted for the purpose of documenting the results of a program.
 - Formative: Process or implementation evaluation that is performed to examine various aspects of an ongoing program in order to make changes/improvements as the program is being implemented.

Exhibit 3.—Types of evaluation



Summative Evaluation

When Conducted	Examples of Summative Evaluation Questions
After a program has been implemented and completed	What did the program accomplish? Did the program reach its goals and objectives? What impact did the program have on its recipients? What were the outcomes? Who benefited from the program? How much was the benefit? Was the benefit greater with this program as compared with another program? Did all types of students or clients benefit from the program? What were the positive outcomes? What were the negative outcomes? What should be improved/changed in the program? Does the benefit of the program warrant the cost?



Formative Evaluation

When Conducted	Examples of Formative Evaluation Questions
While the program is ongoing – perhaps several times	Is the program being implemented as it was designed? Do the students or clients understand the program’s concepts? What are the misconceptions about the program? Are all program implementers implementing the program in the same way? Is the program being implemented on schedule? Is there sufficient time to implement all aspects of the program? What aspects of the program do not seem to be working as well as you intended? Do program implementers need additional training on the program? Are there any negative outcomes surfacing?



Benefits of Evaluation

- Support budget request process
- Ensure program objectives are met
- Ensure student learning outcomes are met
 - Determine the effectiveness of programs for participants
- Provide information about service delivery that will be useful to program staff and other audiences; and
 - Resource allocation
 - Advocacy
- Enable program staff to make changes that improve program effectiveness.
 - address "burning" research questions



What is Evaluation?

evaluation models in education - Google Search

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evaluation models in education

Sign in

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The collage contains several diagrams and text snippets related to educational evaluation:

- A systems approach program evaluation model:** A complex flowchart showing the relationship between a social system, an educational system, and a managerial system, leading to various outcomes and feedback loops.
- LOGIC MODEL FOR IPM PROGRAM EVALUATION:** A linear flowchart showing the progression from inputs to outputs, short-term outcomes (knowledge change), medium-term outcomes (behavior change), continuous measurements, and finally long-term outcomes (program impacts).
- CPE Program:** A diagram showing the flow from a proposed change through a social system to behavior change and client outcomes, with individual and professional components.
- Dick and Carey Design Model:** A detailed process diagram for instructional design, starting with analysis and leading through design, development, implementation, and evaluation.
- Cyclic model for knowledge production and improvement of practice in undergraduate STEM education:** A circular diagram showing the iterative process of creating new learning materials, assessing them, and implementing improvements.
- Other diagrams:** A 'Key Evaluation Quest' diagram with indicators, a 'Design & Develop' process flow, and a 'Student Thought & Behavior' model.



What is Evaluation?

educational program evaluation models – Google Search

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educational program evaluation models

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About 4,780,000 results (0.23 seconds)

[Scholarly articles for educational program evaluation models](#)

[Program evaluation, particularly responsive evaluation](#) - Stake - Cited by 580
[... of Naturalistic Inquiry in Educational Evaluation, CSE ...](#) - Guba - Cited by 943
[The CIPP model for program evaluation](#) - Stufflebeam - Cited by 339

[PDF] [PROGRAM EVALUATION MODEL 9-STEP PROCESS](#)
[region11s4.lacoe.edu/.../\(7\)%209%20Step%20Evaluation%20Model%20...](#)
PROGRAM EVALUATION MODEL. 9-STEP The Joint Committee on Standards for Educational Evaluation's Program Evaluation Standards suggests that "all ...

[PDF] [The ABCs of Program Evaluation](#)
[www.ncpublicschools.org/docs/21cclc/.../abc-program-evaluation.pdf](#)
Why is Program Evaluation Important? • What Are You Evaluating? • How Do You Conduct a Program Evaluation? ... Choose an Appropriate Evaluation Model.

[DOC] [Lecture Two: Evaluation Models - University of South Alabama](#)
[www.southalabama.edu/coe/bset/johnson/660lectures/Lect2.doc](#)
Designing educational project and program. evaluations: A practical ... in education.
The CIPP Model is a simple systems model applied to program evaluation.

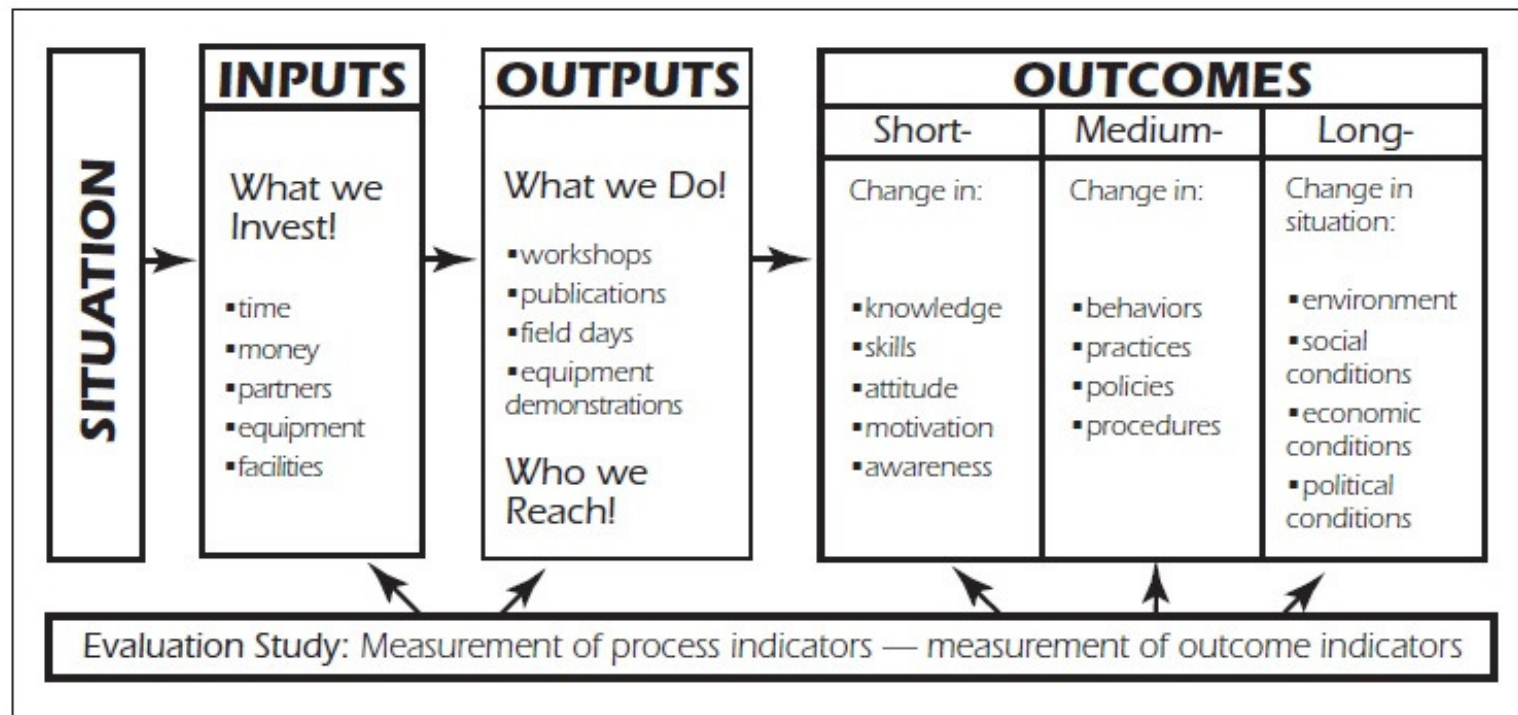
[Evaluation Logic Model - University of Wisconsin-Extension](#)
[www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](#)
In UW-Extension, we use the logic model in planning, implementation, evaluation and communication. While the term "program" is often used, we find a logic ...



What is Evaluation?



Program Planning and Evaluation Using the Logic Model



¹ McLaughlin, J.A. and G.B. Jordan. 1999. Logic models: a tool for telling your program's performance story. *Evaluation and Planning* 22:65-72.

² Millar, A., R.S. Simeone, and J.T. Carnevale. 2001. Logic models: a systems tool for performance management. *Evaluation and Program Planning* 24:73-81.

³ Adapted from Taylor-Powell, E. 1999. *Providing leadership for program evaluation*. University of Wisconsin Extension, Madison.

⁴ Ladewig, Howard. 1998-1999. Personal communication during sessions on "building a framework for accountability" with ECOP Program Leadership Committee (Tannersville, PA, 1998) and the Association of Extension Directors/ECOP (New Orleans, LA, 2000). Dr. Ladewig was a professor at Texas A&M University at the time of communication; he now is at the University of Florida.

⁵ Glanz, K. and B.K. Rimer. 1995. *Theory at a glance: a guide for health promotion practice*. NIH pub. 95-3896. National Institutes of Health-National Cancer Institute. Bethesda, MD.



Getting Started



Program Evaluation Model: 9-Step Process

- 1. Define the Purpose and Scope of the Evaluation**
2. Specify the Evaluation Questions – What Do You Want to Know?
3. Specify the Evaluation Design
4. Create the Data Collection Action Plan
5. Collect Data
6. Analyze data
7. Document Findings
8. Disseminate Findings
9. Feedback to Program Improvement



Developing an evaluation plan

- Shared understanding of purpose
- Maintain scope of project
- Increase buy-in for project
- Identify adequate resources to conduct evaluation activities
- Respond to changes and priorities
- Facilitate common standards and best practices guide to program-related activities
- Shared leverage for budgeting
- Documentation



Action Items for Your Evaluation Plan

Key action items BEFORE developing evaluation questions

- Clarify goals and objectives
- Tie to campus mission
- Determine measurable outcomes
- Identify and meet with key stakeholders to gain buy-in and recommendations
- List data sources
- Specify available tools and methods
- Determine timeline
- Set milestones
- Determine how will share data with stake holders and campus community



Sample Evaluation Plans



Evaluation Template

EVALUATION PLAN TITLE

EVALUATION QUESTION	SPECIFIC QUESTION	DATA SOURCE	RESPONSIBLE PERSON(S)	DUE DATE
1	1.1 1.2 1.3 ...			
2	2.1 2.2 2.3 ...			
3	3.1 3.2 3.3 ...			
...				



Evaluation Plan: Example #1

EVALUATION OF UC SAN DIEGO INTERNATIONAL CENTER'S (IC) PROGRAMS AND EVENTS— MONTHLY STATISTICS

EVALUATION QUESTION	SPECIFIC QUESTION	DATA SOURCE	RESPONSIBLE PERSON(S)	DUE DATE
1 What recurring monthly events does the IC host?	1.1 What events does ISPO host? 1.2 What events does IFSO host?	<ul style="list-style-type: none"> • ISPO event coordinators • IFSO event coordinators 	• BF-H	• One week after event
2 What recurring monthly programs does the IC host?	2.1 What programs does ISPO host? 2.2 What programs does IFSO host?	<ul style="list-style-type: none"> • ISPO program coordinators • IFSO program coordinators 	• BF-H	• One week after program
3 Who was the event's intended audience?	3.1 What individuals does ISPO want? 3.2 What individuals does IFSO want?	<ul style="list-style-type: none"> • ISPO event coordinators • IFSO event coordinators 	• BF-H	• One week after event
4 Who was the program's intended audience?	4.1 What individuals does ISPO want? 4.2 What individuals does IFSO want?	<ul style="list-style-type: none"> • ISPO program coordinators • IFSO program coordinators 	• BF-H	• One week after program
5 What were the relevant statistics for each event?	5.1 Where did the event happen? 5.2 When did the event happen? 5.3 What was the expected attendance? 5.4 What was the desired attendance? 5.5 What was the optimal attendance? 5.6 What was the actual attendance?	<ul style="list-style-type: none"> • ISPO event coordinators • IFSO event coordinators 	• BF-H	• One week after event
6 What were the relevant statistics for each program?	6.1 Where did the program happen? 6.2 When did the program happen? 6.3 What was the expected attendance? 6.4 What was the desired attendance? 6.5 What was the optimal attendance? 6.6 What was the actual attendance?	<ul style="list-style-type: none"> • ISPO program coordinators • IFSO program coordinators 	• BF-H	• One week after program



Evaluation Plan: Example #1

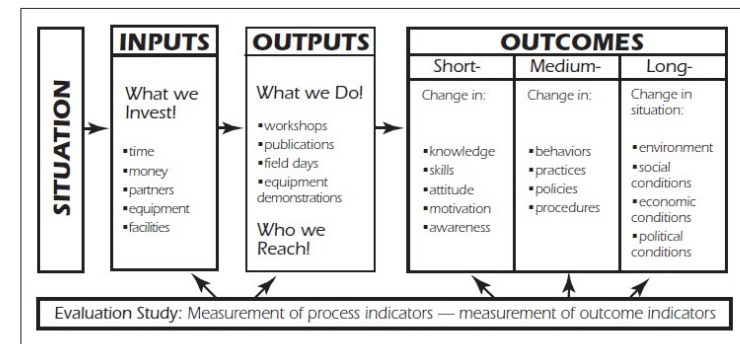
Events From 9/1/2013 To 11/4/2013

Event Date	Event	Audience Type						Total
		Admins	Dependents	Scholars	Students	US	Volunteers	
1 9/19/2013	Fall 2013 orientation for new EAP reciprocity students				156			156
2 9/17/2013	Fall 2013 orientation for new freshmen students				665			665
3 9/16/2013	Fall 2013 orientation for new graduate students				396			396
4 9/18/2013	Fall 2013 orientation for new transfer students				443			443
5 10/21/2013	H-1B orientation			4				4
6 10/4/2013	International mixer				88	48		136
7 9/4/2013	J-1 scholar orientation			35				35
8 9/11/2013	J-1 scholar orientation			27				27
9 9/18/2013	J-1 scholar orientation			35				35
10 9/25/2013	J-1 scholar orientation			28				28
11 10/2/2013	J-1 scholar orientation			25				25
12 10/9/2013	J-1 scholar orientation			26				26
13 10/16/2013	J-1 scholar orientation			16				16
14 10/23/2013	J-1 scholar orientation			9				9
15 9/24/2013	J-1 UNEX orientation			27				27
16 9/25/2013	J-1 UNEX orientation			40				40
17 10/2/2013	Makeup new students orientation				50			50
18 10/8/2013	Makeup new students orientation				72			72
19 10/11/2013	Makeup new students orientation				17			17
20 10/22/2013	OPT day				3			3
21 10/29/2013	OPT day				3			3
22 9/26/2013	Permanent residence workshop			10				10
23 10/5/2013	San Diego bus tour				69			69



Outcomes

1. Increase/Decrease staffing depending on number of participants.
2. Increase/Decrease room capacity depending on number of participants.
3. Schedule events depending on availability of facilities and staff.



¹ McLaughlin, J.A. and G.B. Jordan. 1999. Logic models: a tool for telling your program's performance story. *Evaluation and Planning* 22:65-72.

² Miller, A., R.S. Simeone, and J.T. Carnevale. 2001. Logic models: a systems tool for performance management. *Evaluation and Program Planning* 24:73-81.

³ Adapted from Taylor-Powell, E. 1999. *Providing leadership for program evaluation*. University of Wisconsin Extension, Madison.

⁴ Ladewig, Howard. 1998-1999. Personal communication during sessions on "building a framework for accountability" with ECOP Program Leadership Committee (Tannersville, PA, 1998) and the Association of Extension Directors/ECOP (New Orleans, LA, 2000). Dr. Ladewig was a professor at Texas A&M University at the time of communication; he now is at the University of Florida.

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Evaluation Plan: Sample #2

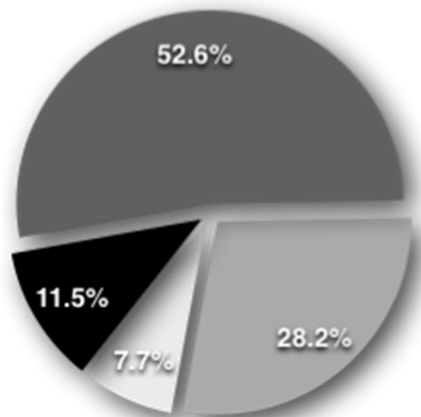
FA13 INTERNATIONAL TRITON TRANSITION PROGRAM (ITTP)

EVALUATION QUESTION	SPECIFIC QUESTION	DATA SOURCE	DATA COLLECTOR	TIMELINE
1. What are FA13 ITTP participants' strengths in English before the program?	1.1 What are FA13 ITTP participants' strengths in English writing before the program? 1.1.1 grammar 1.1.2 spelling 1.1.3 presenting own viewpoints 1.1.4 persuasion 1.2 What are FA13 ITTP participants' strengths in English reading before the program? 1.2.1 comprehension 1.2.2 critical thinking 1.3 What are FA13 ITTP participants' strengths in English speaking before the program? 1.3.1 conversation with domestic students 1.3.2 conversation with staff members 1.3.3 conversation with TAs 1.3.4 conversation with professors	Pre-ITTP questionnaire Pre-ITTP writing test Conversation skills rubric	CampusLabs ITTP TAs ITTP TAs	August 2013
2. What are FA13 ITTP participants' weaknesses in English before the program?	2.1 What are FA13 ITTP participants' weaknesses in English writing before the program? 2.1.1 grammar 2.1.2 spelling	Pre-ITTP questionnaire Pre-ITTP writing test	CampusLabs ITTP TAs	August 2013

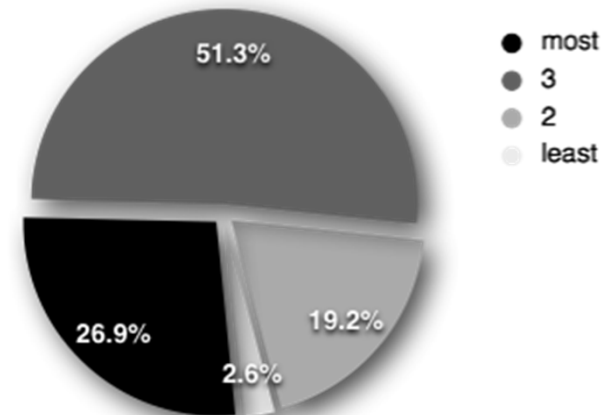


FA13 ITTP PARTICIPANTS' PRE-PROGRAM CONFIDENCE IN OWN ENGLISH SKILLS

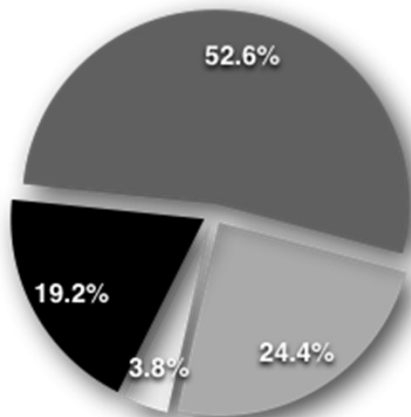
Participants' confidence writing in English



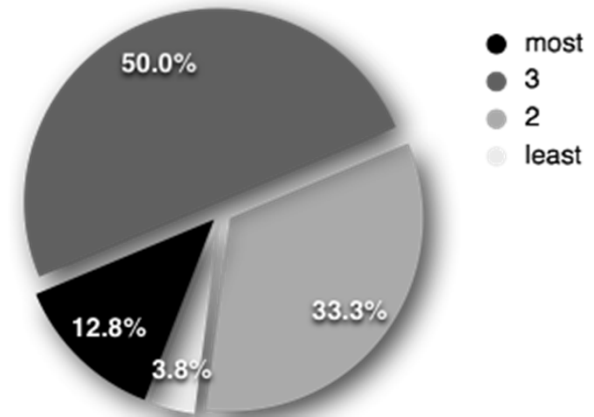
Participants' confidence listening in English



Participants' confidence speaking in English

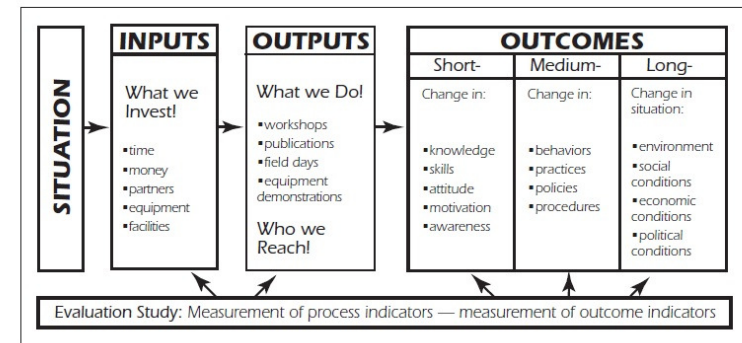


Participants' confidence critical reading in English



Outcomes

1. Revise English writing curriculum to more accurately reflect expectations in the Basic Writing and College Writing Program.
2. Include more TA office hours and hold them at the Writing Center.
3. Directly link to College writing program and Writing Center resources.
4. Identify additional stakeholders and methods for sharing data and results of studies.
5. Incorporate more peer mentor interaction with the participants.



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² Millar, A., R.S. Simeone, and J.T. Carnevale. 2001. Logic models: a systems tool for performance management. *Evaluation and Program Planning* 24:73-81.
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⁵ Glanz, K. and B.K. Rimer. 1995. *Theory at a glance: a guide for health promotion practice*. NIH pub. 95-3896. National Institutes of Health-National Cancer Institute. Bethesda, MD.



Summary

1. Clarify goals and objectives.
2. Tie to campus mission.
3. Determine measurable outcomes.
4. Identify and meet with key stakeholders to gain buy-in and recommendations.
5. Identify data sources and obtain access if needed.
6. Specify available tools and methods.
7. Determine reasonable timeline and set key milestones.
8. Determine how will share data with stakeholders and campus community.
9. Leverage data to advocate for your office and students.



Questions



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Thank You!

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