

# Setting Your Steps and Framework for Evaluation

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### Steps for Evaluation

As you consider (or re-consider) how to approach evaluation at your office, it can be helpful to have a sense of possible steps for creating and implementing an evaluation plan.

Green, Jones, and Aloï (2008) reviewed major works exploring assessment in student affairs and from that literature created a summary of an “ideal assessment process.” This process has the following steps:

1. Create and articulate student-learning outcomes
2. Develop or select assessment measures
3. Select assessment participants
4. Implement assessment
5. Analyze assessment results
6. Report assessment results
7. Use results to enhance student learning experiences
8. Evaluate the assessment process and suggest improvements

They argue that “for assessment to result in improvements to student learning, these key elements must be in place” (p. 136). They also acknowledge though, that different settings will have varied approaches and that this list of steps is “iterative and continuously improving, but not linear nor prescriptive” (p. 136).

[sidebar: to see several examples of how the process can be adapted to individual settings, see the case studies in Section 7 – hyperlink]

While the steps articulated by Green, Jones, and Aloï were specific to evaluating **learning outcomes**, one of several components of evaluation that will be explored in this guide), they can be broadened to apply to any program of evaluation.

These steps could be rewritten with a broader evaluation context:

1. Create and articulate goals and objectives
2. Develop or select evaluation measures & select evaluation participants
3. Implement evaluation
4. Analyze evaluation results
5. Report evaluation results
6. Use results to enhance career centre activities
7. Evaluate your evaluation process and suggest improvements

### Theoretical Framework for Evaluation

In creating your evaluation plan, it is helpful to employ a framework– a structure to help you understand **what you can evaluate**, and **how those elements fit together**.

The [Canadian Research Working Group on Evidence-Based Practice in Career Development](#) (CRWG) has created a comprehensive framework for evaluation which is specific to organizations providing career-related services. We have chosen to use their framework to structure this evaluation guide.

The full [CRWG framework](#) is available online. To give you an introduction to this framework, here is a brief summary of its components.

### *The CRWG Framework at a Glance*

This framework breaks evaluation information into three elements: Inputs, Processes and Outcomes. We believe that this is a useful framework to help structure our evaluations, and are creating our metrics within this framework.

(request permission to reproduce Figure 1 from <http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/view/334/179>)

Table 1: The CRWG Framework at a Glance

	<b>Definition</b>	<b>For example</b>
Inputs	resources available	Staff, funding, facilities, equipment
Processes	activities and mechanisms used to achieve outcomes	Interventions such as skills exercises or quality of service indicators such as client satisfaction
Outcomes	indicators of client change	Learning, personal attribute or impact

The next three sections of the guide will further examine Inputs, Processes, and Outcomes.

- Section 3A     Evaluating Inputs
- Section 3B     Evaluating Processes
- Section 3C     Evaluating Outcomes

### **Setting Your Steps and Framework References**

Baudouin, R., Bezanson, L., Borgen, B., Goyer, L., Hiebert, B., Lalande, V., Magnusson, K., Michaud, G., Renald, C., & Turcotte, M. (2007). Demonstrating value: A draft framework for evaluating the effectiveness of career development interventions, *Canadian Journal of Counselling*, 41(3), 146-157.

Green, A. S., Jones, E., & Aloï, S. (2008). An exploration of high-quality student affairs learning outcomes assessment practices. *NASPA Journal*, 45(1).