

# Evaluating Processes

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## What are Processes?

Processes are “*the mechanisms that are involved in achieving the outcomes.*” (Baudouin et al, 2007, pg 148)

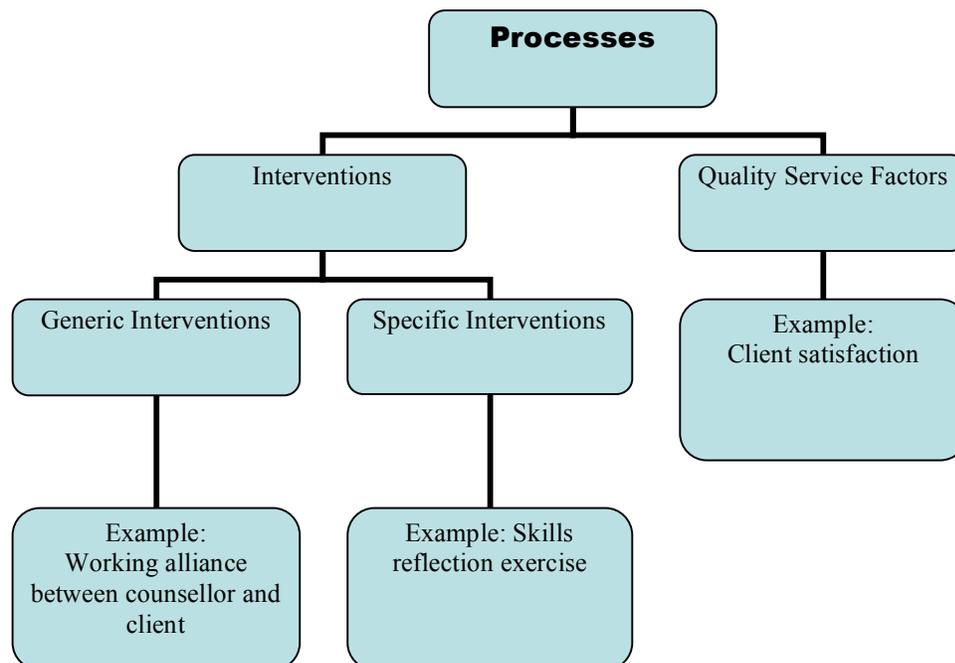
The CRWG Framework breaks Processes down into two main categories: **interventions** and **quality service factors**.

Interventions are activities that are intentionally undertaken as a way to foster client change (ie activities that influence client outcomes). There are two types of interventions: **generic interventions**, such as creating a strong working alliance between counsellor and client, that are a part of most interactions between the career centre and its clients, and **specific interventions**, which are activities for particular services, programs, or client goals, such as giving students a skills reflection exercise.

Interventions are activities that impact (or are meant to impact) client outcomes. Measuring interventions allows you to look at relationships between process and outcome variables.

Quality service factors may be of interest to measure, and may affect the operation of the career centre, but within this framework they are not seen as variables that influence specific client outcomes. One popular quality service factor is client satisfaction. Quality service factors can also include outputs such as number of clients served, percentage of student body registered with the career centre, and other measures of usage (but not outcomes).

## Processes at a Glance



## Possible Processes to Measure

There are a variety of potential processes to measure – any of which may be relevant for a comprehensive look at evaluation.

Examples of Generic Interventions	Examples of Specific Interventions	Examples of Quality Service Factors
Working alliance	Skills reflection exercise	Client satisfaction (students, employers, other clients)
Reframing	Career assessment tool interpretation	Usage numbers (such as number of clients served, number of library books signed out, number of hits to the website)
Goal setting	Interview feedback	Number of services used per client
Microskills (eg reflection, summarizing)	Mini-lecture on resume strategies	Centre or program reputation

## Uses of Process Metrics

Processes data can be used to:

- **report popular, and possibly expected, variables to stakeholders.**
  - Variables such as usage numbers and client satisfaction are common process variables (specifically, quality service factors). Sometimes these variables are thought of as outputs (eg number of students served, number of books taken out of the library, number of hits to the website) but they are considered process measurements within this framework.
- **compare process variables over time.**
  - It may be of value to track and compare how process variables change (or don't change) over time. For example, you may want to be able to answer questions like the following
    - Are student traffic numbers to the career centre increasing or decreasing?
    - What are the trends in student traffic numbers to the career centre website?
- **assess student satisfaction with other career centre processes**
  - You may be interested in measuring other aspects to students' experience with the career centre, beyond specific interventions and outcomes. For example, you might be interested in students' experiences with other career centre processes such as:
    - students' experiences with reception
    - students' satisfaction with an online registration system
    - the length of time students waited before receiving an appointment
- **relate process variables to outcome variables**
  - You may want to be able to look at how student outcomes are linked to particular process variables. For example, you may want to try to answer a question like "What are the outcomes from x intervention?"
- **compare interventions and their outcomes**
  - There may be times when you want to compare the outcomes from different interventions. For example, you may want to answer a question like "which intervention (a process variable) has a stronger outcome (an outcome variable)?"
- **look at program adherence**
  - You can track process variables to determine whether a program was delivered as laid out in the program plans. This can be important in order to be confident that the results of other measures reflect the effectiveness of the program as designed. An example of this was presented at the CACEE 2008 National Conference by staff from Career Services at the University of Victoria.

- **relate input and process variables**
  - You may be interested in looking at the relationship between input and process variables. For example you may want to answer a question like “what amount of resources (input variables) do these particular interventions (process variables) use?”

### General Considerations Regarding Processes

Here are a few things to consider to help you strategize about how to incorporate documenting and assessing processes into your evaluation practices:

- Process and outcome variables can sometimes be misidentified. Variables such as client satisfaction and usage numbers are often used as if they are program outcomes. But they are really indicators of the process of the program. Outcomes (which are discussed in Section 3C) are the changes that the program has facilitated in clients.
- While there are a lot of different process variables that could be monitored, not all will be relevant for any given time or program. To determine which you would like to document and assess, you can start by determining what questions you want to be able to answer, and then evaluate those variables that will help you answer those questions.
- Some process variables require getting feedback from students (such as student satisfaction), while others can be collected by staff (such as tracking website usage numbers). Others may involve other stakeholders, for example if you want to assess your centre’s reputation amongst staff, faculty or employers.
- As noted in the section on Inputs, sometimes a variable may appear both as an Input variable, and a Process. For example, the recruitment activities used for getting internship job postings can be tracked as an input (how many resources are used for recruitment) and as a process (how successful are our recruitment activities?)

### Example Tools for Measuring Processes

Here are several tools that have been used to look at inputs:

Each section of this guide contains tools that allow you to document and evaluate a specific component – either inputs, processes, or outcomes. However, often a single tool can in fact be used for multiple assessment purposes. For example, a post-service questionnaire can capture information about both processes and outcomes. The tools below are designed for measuring processes, but may overlap with inputs and outcomes.

<b>Processes Planning Worksheet for Proposed Employment Prep Program for International Students, Centre for Career Education, University of Windsor</b>	Overview	
	Worksheet	
<b>VIP Process Flow for Volunteer Internship Program Admitted Students, Centre for Career Education, University of Windsor</b>	Overview	
	Worksheet	
<b>VIP Participation Data Tracking, Centre for Career Education, University of Windsor</b>	Overview	

	Worksheet	
<b>Past Participant Follow Up Survey for Volunteer Internship Program, Centre for Career Education, University of Windsor</b>	Overview	
	Worksheet	
<b>Career Counselling Evaluation Form, Career Centre, Trent University</b>	Overview	
	Worksheet	
<b>Interview Workshop Evaluation Form, Career Centre, Trent University</b>	Overview	
	Worksheet	
<b>Mock Interview Evaluation, The Student Success Centre, The University of Western Ontario (coming)</b>	Overview	
	Worksheet	

### Processes 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.
- Robertson, I., Poithier, P., Hiebert, B., & Magnussen, K. (2008) Measuring career program effectiveness: making it work. Presentation at CACEE National Conference, June 2008.