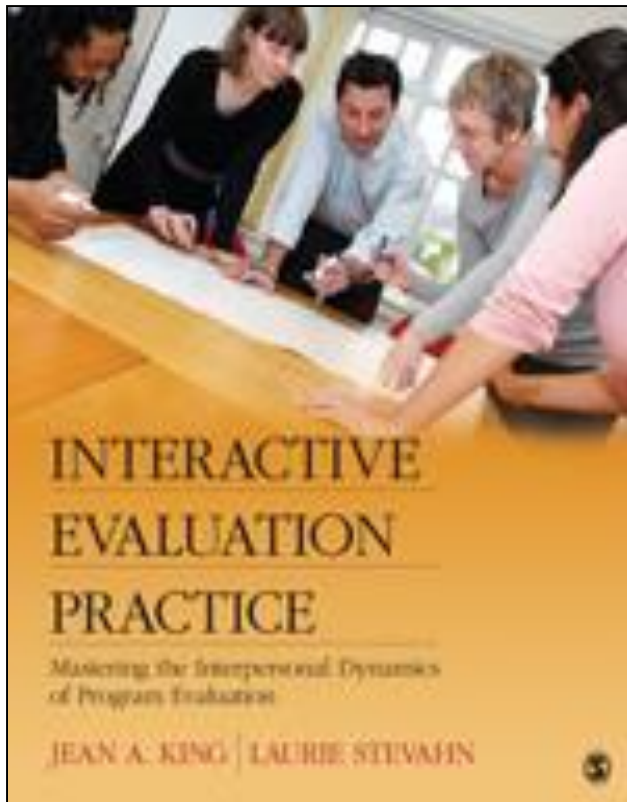


# ***Evaluation Practice: Utilization of Evaluation Findings***



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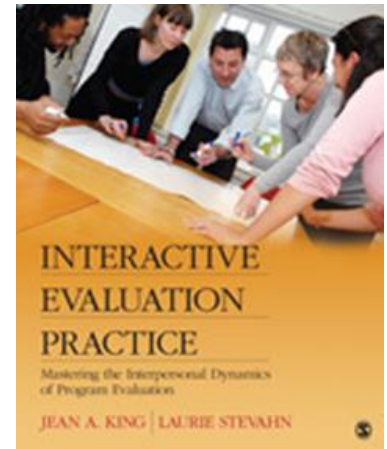
# Definitions

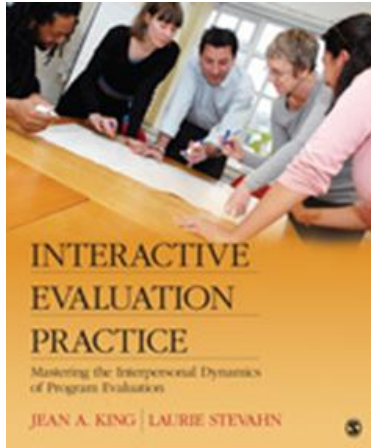
## Program Evaluation

*“A process of systematic inquiry to provide sound information about the characteristics, activities, or outcomes of a program or policy for a valued purpose” (King & Stevahn, 2013, p. 13).*

## Interactive Evaluation Practice (IEP)

*“The intentional act of engaging people in making decisions, taking action, and reflecting while conducting an evaluation study” (King & Stevahn, 2013, p. 14).*





## *IEP is Informed by . . .*

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Patton's (2008) ***personal factor***—

“An identifiable individual or group of people who personally care about the evaluation and the findings it generates” (p. 66).

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King and Stevahn's (2013) ***interpersonal factor***—

- First, the ability of an evaluator to interact constructively with a variety of players to further the success of an evaluation study.
- Second, the ability to structure activities conducive to promoting mutual success among people who participate in the evaluation (p. 15).

# IEP Principles

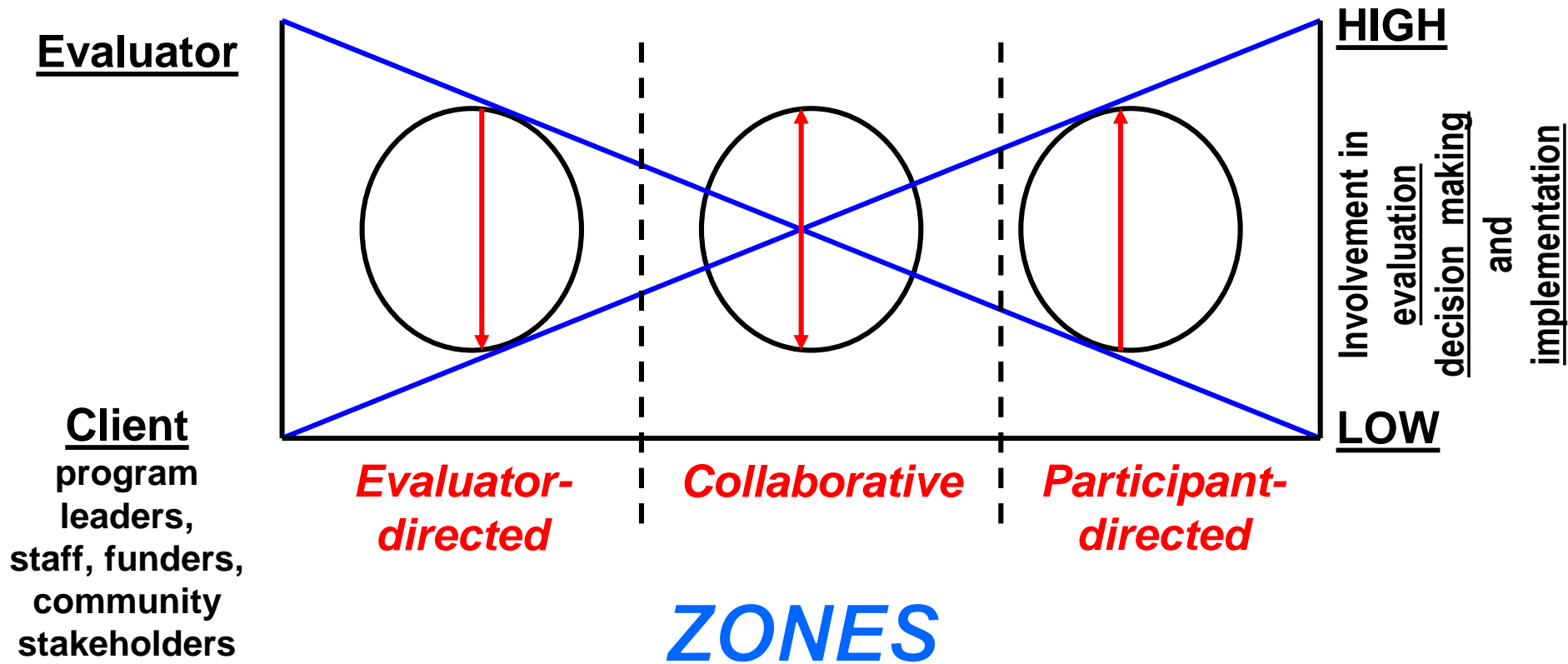
1. **Get personal**—the *personal* and *interpersonal factors* matter; find people/leaders/stakeholders who care; involve people meaningfully.
2. **Structure interaction**—facilitate cooperative tasks that create positive interaction among participants.
3. **Examine context**—identify the situational/organizational/cultural context—it will influence the evaluation.
4. **Consider politics**—political forces always are at play, for better or worse—pay attention.
5. **Expect conflict**—it will occur; recognize its virtue when managed constructively; take steps to make it positive.
6. **Respect culture**—know thyself and honor the diversity of others; clarify cultural assumptions, values, perspectives, expectations.
7. **Take time**—interpersonal processes take time; relationships develop through interaction over time; time is required when relationships matter.

**FIRST FRAMEWORK — Exhibit 2.1 (p. 23)**  
**Basic Inquiry Tasks (BIT)**

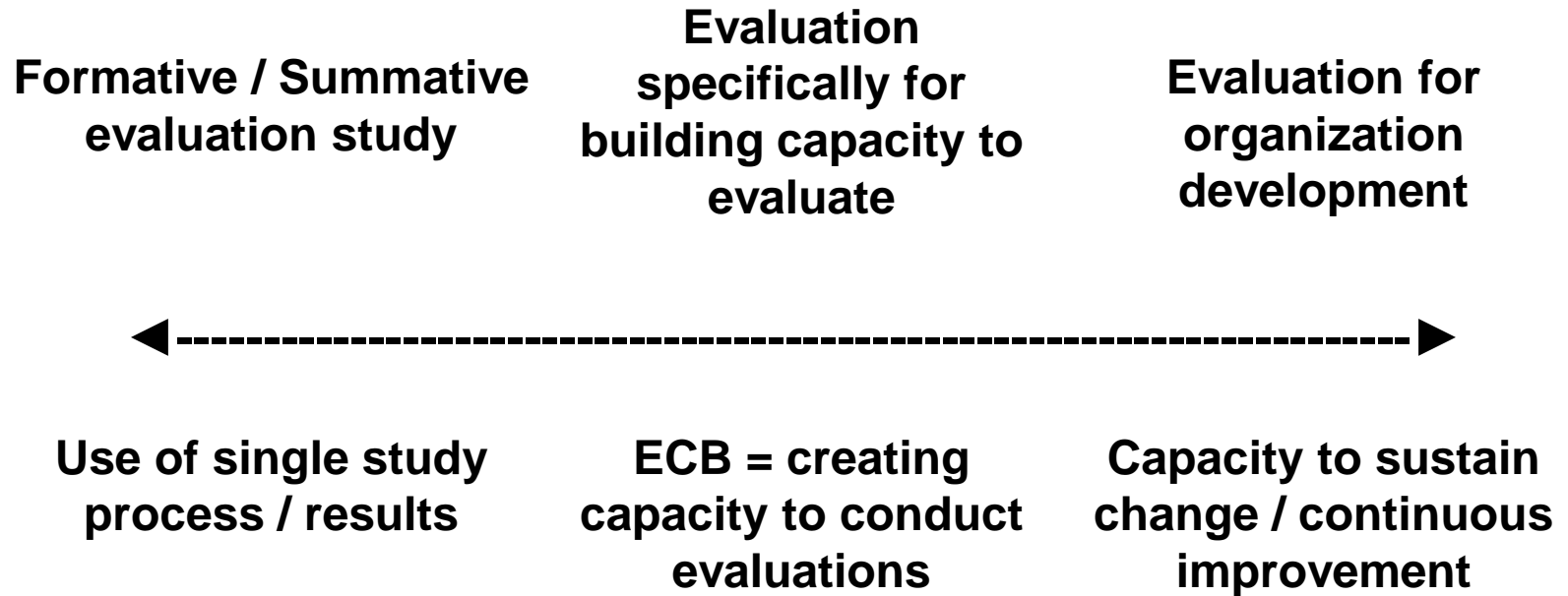
1. Framing questions (focusing the study)
2. Determining an appropriate design
3. Identifying samples (sources of information)
4. Collecting data
5. Analyzing data (providing results)
6. Interpreting results (making meaning)
7. “Reporting” (in ways that support use)

# SECOND FRAMEWORK — Exhibit 2.3 (p. 27)

## Interpersonal Participation Quotient (IPQ)



**THIRD FRAMEWORK — Exhibit 2.6 (p. 35)**  
**Evaluation Capacity Building (ECB)**



# ***An evaluator's dozen of interactive strategies . . .***

- #1. Voicing Variables
- #2. Voicing Viewpoints/Beliefs
- #3. Choosing Corners
- #4. Cooperative Interviews
- #5. Round-Robin Check-In
- #6. Making Metaphors
- #7. Data Dialogue
- #8. Jigsaw
- #9. Graffiti/Carousel
- #10. Concept Formation / Cluster Maps
- #11. Cooperative Rank Order
- #12. Fist to Five
- #13. Dot Votes / Bar Graphs

