

Evaluating the CPWR MWT Programs: Using Evaluation Results to Ensure Continuous Quality Improvement

**NIEHS WETP Workshop
Evaluation Tools and Methods**

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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**

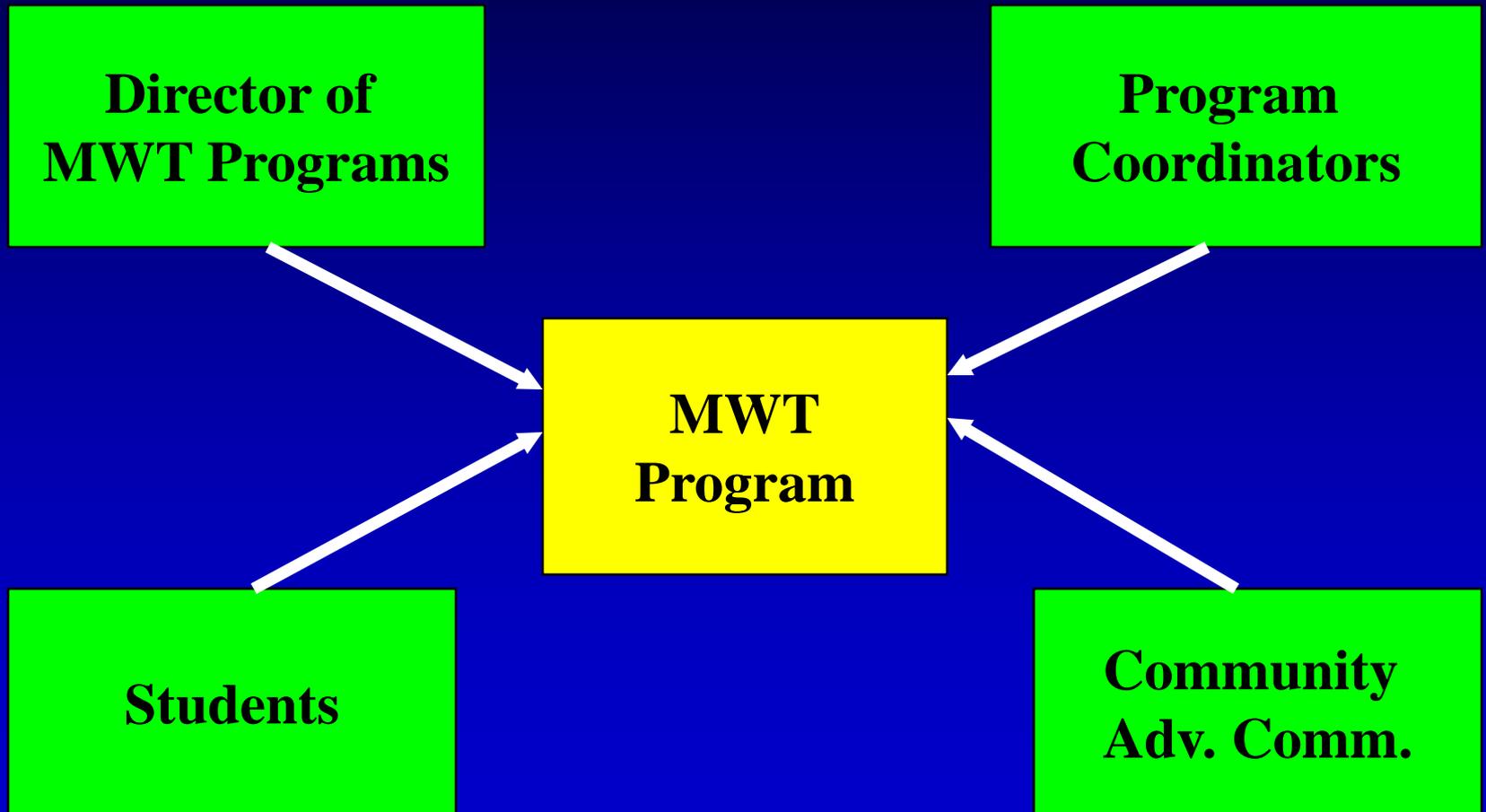
Integrated Programmatic Evaluation

- **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 MWT 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

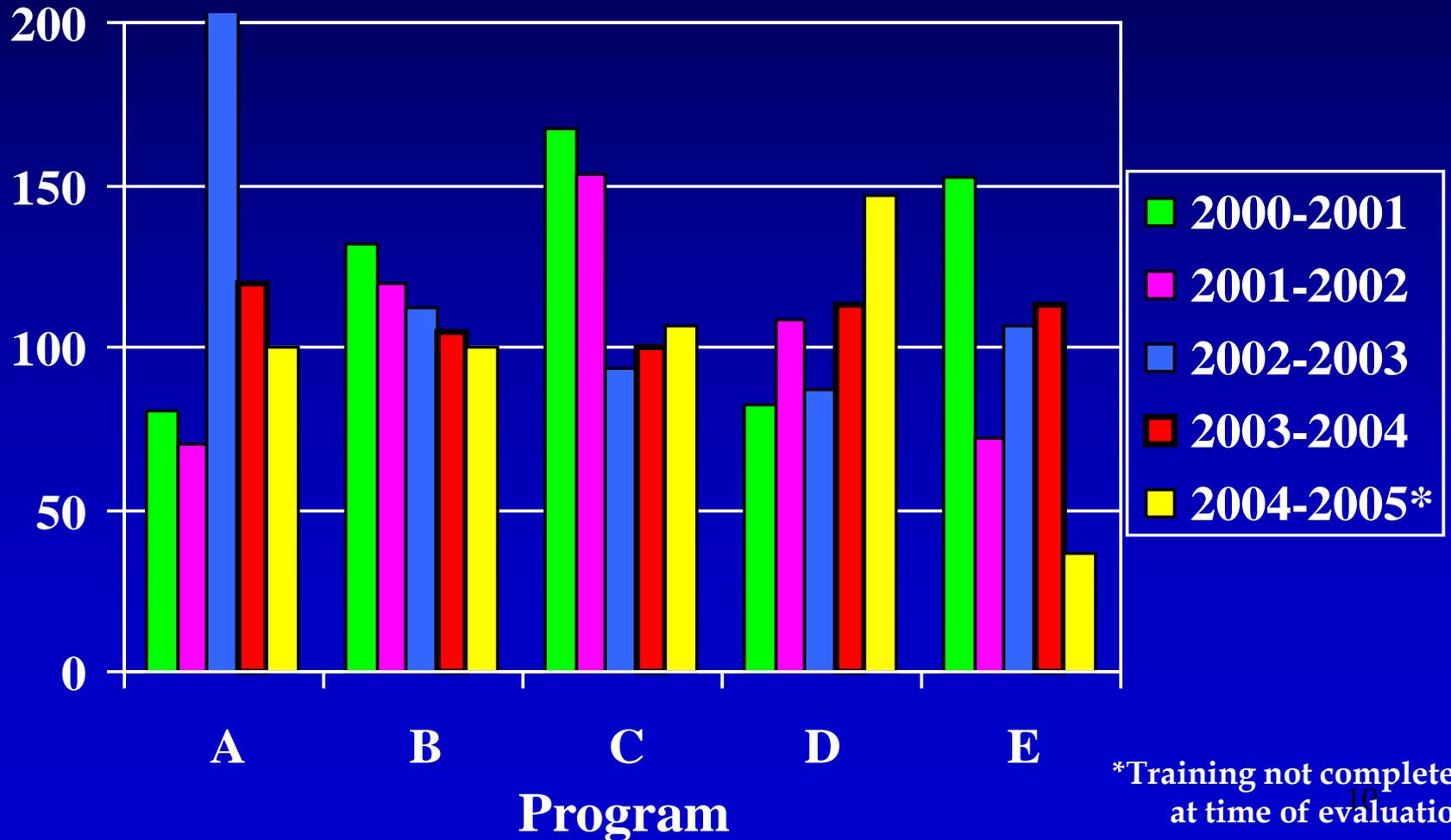
Job skills, life skills, and worker health and safety training

- Please indicate the number of students this program **projected to train** in job skills, life skills, and worker health and safety training for **Years 2011-2012** _____
- Please indicate the number of students **actually trained** in job skills, life skills, and worker health and safety training for **Years 2011-2012** _____

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. MWT.; 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 MWT; 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 MWT; 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% |

General Recommendations for Continuous Improvement

- Develop a **logic model** of the CPWR Minority Working Training Programs
- Identify **measures of program impact** that demonstrate influence with respect to **intermediate-** and **long-term** outcomes using the CPWR MWT program logic model
- Examine and support **social networking development** and **maintenance** among program stakeholders
- Communicate examples of **success stories** among program stakeholders

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**

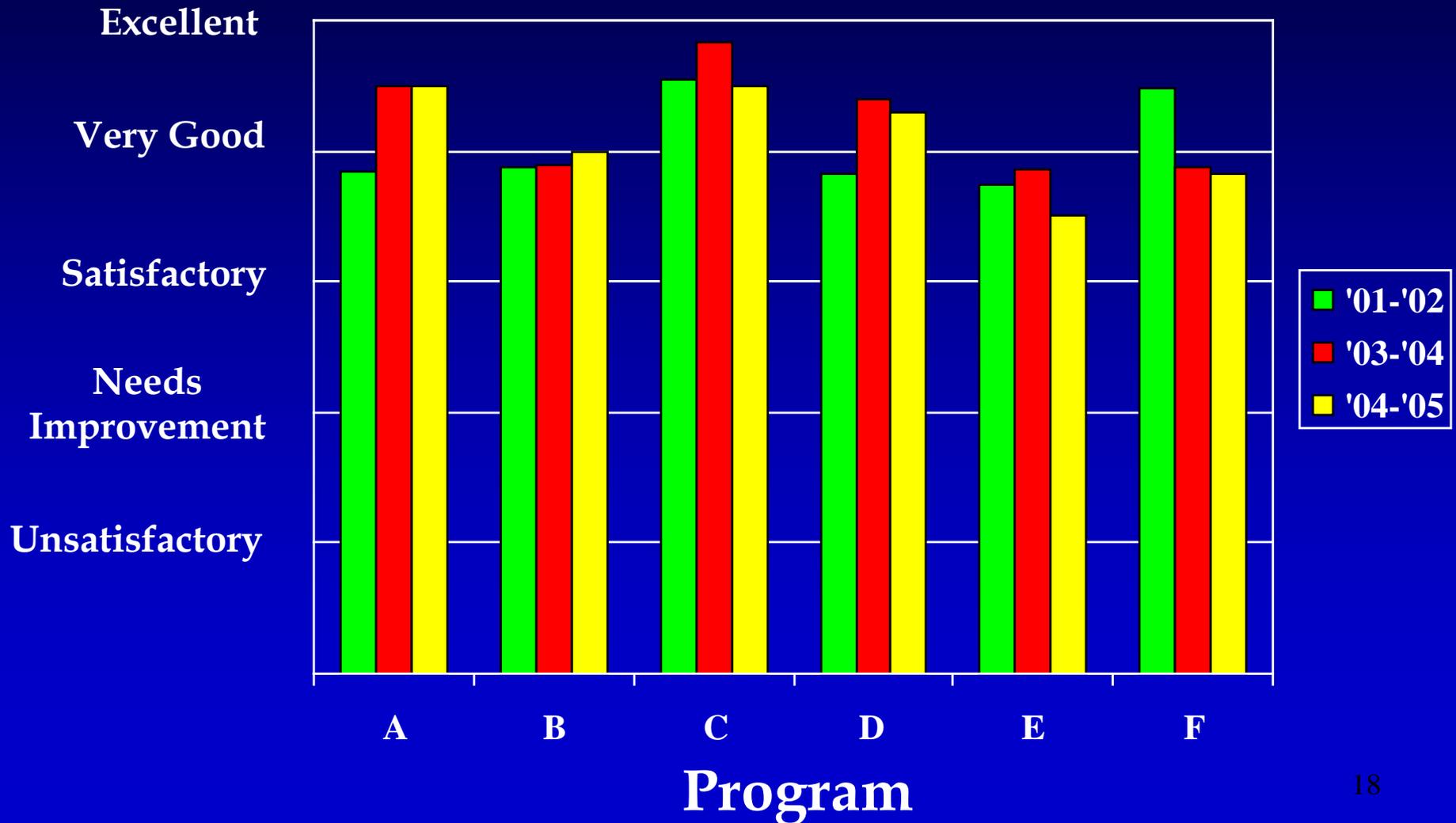
Sample Item Gathered Across Stakeholders

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



Questions

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