

Questions-Answers

1. *When planning an evaluation, there are several steps an evaluator must take. One of the final steps in the planning process is to present a written proposal. What should the written proposal include, and why is it important to get the details of the evaluation in writing?*

The crucial factor of the effective writing the proposal is representation of the detail information. It is important to start the written proposal with the firm introduction that will help to make the proposal more useful and purposeful. The importance of the detail information is comprised in the representation of background information that will help to open the core of the proposal (Noble & Smith, 2015). The other stage is representation the problem getting into the body of the work. It is important to emphasize on the need to solve the problem that will affect the audience. The other stage is proposition the solution that is the most important part of the proposal. The solution part will show how the individual will address the problem and in what way that will be done. The details in this part are very important because they show how the individual will act making it in the persuasive way (Posavac & Carey, 2010). It would be effective to discuss the large impact of the ideas addressing the issues why the further action are necessary. It would be rational to be ready that the readers can have skeptical attitude to the ideas. Thus, it would be necessary to improve its core. The other stage is representation the budget and schedules to convince the reader that it is a good investment (Noble & Smith, 2015). Such approach requires numerous details including the peculiar information about the budget and timeline to show the seriousness and thoughtfulness of the intentions. The pre-final stage is writing the conclusions that will mirror the introduction wrapping the general message. It is important to summarize the benefits outweighing the costs that in case of more detail description

can attract the investors (Noble & Smith, 2015). The final stage is editing and proofreading of the work that will represent the serious and grounded intentions.

2. According to the text, after evaluators and stakeholders have agreed on criteria that would indicate successful implementation and outcome, evaluators face the task of developing methods to measure those criteria. Measures should have both reliability and validity. Describe the difference between reliability and validity and explain why they are important concepts when performing an evaluation.

Both reliability and validity are technical properties of the test that represents their quality and effectiveness. Their crucial task is performance of examining through assessment the suitability of the test for personal using. Reliability shows how consistently or dependably the tests evaluate the characteristics (Marczyk, Dematteo & Festinger, 2005). Validity in its turn, is an important issue in the selecting the test. Validity concerns the factors and characteristics of the test measurement and how efficiently the test evaluates those characteristics. Validity shows how the characteristic measurement concerns the job qualification and requirements. There is a great difference between reliability and validity measures. When the replications provide the different result it is impossible to represent the final data, even highly reliable experiment may have lack of validity (Posavac & Carey, 2010). There are several ways how to measure the reliability. Test-retest reliability comprises re-running the study multiple times and checking the correlation between the results. Split half reliability is the same and is basing on the random selection the half of the data comparing with the other half. There is no qualitative measure of validity. Validity is gauged by the discussing the access with the experts taking into consideration the close details how the evaluation relates to the hypothesis making the comparison of the result with the other tests created to measure the same outcome (Posavac & Carey, 2010). The crucial factor is viewing of validity and reliability as independent factors (Marczyk, Dematteo &

Festinger, 2005). The measurement cannot be valid unless it is reliable. Knowledge of reliability and validity not only help the researcher to design and evaluate the work, it also raises the ability to measure research literature and help in choosing among the alternative research interventions and designs (Marczyk, Dematteo & Festinger, 2005). Application of these standards will ensure that study results are credible to individual's key constituents.

3. *Describe the difference between closed-ended and open-ended questions when conducting a qualitative interview.*

Closed-ended questions can be represented in the multiple forms but are identified by their necessity to have the options for the respondent to choose the form. There are numerous types of closed-ended questions that include multiple choice, drop down, semantic differential, check boxes, and ranking ("Comparing closed-ended and open-ended questions," 2013). Every type does not let to respond the anticipated and unique answer. However, the individual has to choose the answer from the range of pre-selected options. Open-ended questions have exploratory nature. The significant issue that differs the open-ended question from the closed-ended is providence the rich qualitative data. The closed-ended questions are conclusive and created with the aim to design the easily quantifiable (Posavac & Carey, 2010). Thus, conducting the qualitative interview it would be more efficiently to select the specific question, the answer to which will predict descriptions of the qualitative information. Besides, the information received by the closed-ended questions lets the researchers to rank the respondents into the groups basing on the options ("Comparing closed-ended and open-ended questions," 2013). The crucial shortcoming is that for gaining the effective answer it is important to clear the topic of the question before asking it. The open-ended questions are the best for the qualitative interview because they provide the interviewed individual with the opportunity to insight into all options of the theme they are not familiar with. Nevertheless, the qualitative nature of the questions lacks

the statistical significance that will be necessary for the conclusive research (“Comparing closed-ended and open-ended questions,” 2013). The experts prove that open-ended questions are perfect for receiving the data from the specialists in the field the researcher has low qualification.

4. *Experimental and quasi-experimental designs are discussed in Chapter 11 of the text (7th Edition). What is the difference between these two designs? Hint: Discuss experimentation in general and the assignment of participants to groups.*

The experimental design is based on the random assignment to series for various treatment levels. The design of quasi-experimental is not assigned in the dissimilar way to the treatment. Random assignments help to control the differences for participants and do not make warranty that there are no participant differences especially that concerns the sample sizes. Consequently, the individual will have to control the participant differences even after their random assignment to the treatment levels (Lynn & Lynn, 2003). In some experimental design, the experts can match participants across treatment and control in such way that every group of members can be treated as one virtual participant (Posavac & Carey, 2010). The randomized experimental design with post-test and pre-test controls for the threats to inner validity from characteristics of participants but has some not controlled threats caused by the selective attrition and specifically testing effects. For example, testing results means possible occurrence of attrition that takes the pre-test with help of both treatment and control group participants that do more efficiently on the post-test (Lynn & Lynn, 2003). Such technology leads to the obscuring the effect of actual treatment that is controlled by the Solomon four group design. Such design means presence of both control and treatment groups. Thus, only treatment and control groups take pre-test when the other does not that allow teasing out of the potential testing effect.

The crucial factor is that the main constituent parts of experimental condition are always randomized and have high probability of gaining the intervention because of getting the control condition (Lynn & Lynn, 2003). Quasi-experiments are also called observation studies. However, in that case the core aspect is that study is usually conducted retrospectively and the individual can adjust the data to the randomized trial using only observed data (Lynn & Lynn, 2003). The most frequently used approach is matching, where the group of control is found among the untreated population with the similar observed basic characteristics as the treated group has.

5. According to the text, an Institutional Review Board (IRB) is not necessarily required for a program evaluation. Please describe a situation where it would be appropriate to convene an IRB prior to conducting a program evaluation.

There are number of situations when Institutional Review Board (IRB) is not necessarily required for the evaluation of the program. However, there are also situations when the IRB has a great necessity. For example, IRB of universities assured the federal regulatory agencies that the institution should review all researches that concern the federal definition of human subjects study (Green, Lowery, Kowalski & Wyszewianski, 2006). The review of IRB is not required in case the project does not match the definition of research. In case the project matches the definition of research, the further step will be work on the subject analysis. In case the research does not involve the human subjects as it was identified in three regulations, the activity of the researcher does not fall under the purview of the IRB (Green, Lowery, Kowalski & Wyszewianski, 2006). In addition, the individual will not have to submit the application. However, when it would be identified that the research meats federal definition for the human subjects research the individual will have to apply the IRB review and approval before to begin the work of the project.

6. What are the strengths of using a Balanced Scorecard approach? Hint: Discuss the four perspectives of the Balanced Scorecard and why this is better than just looking at the bottom line (financial measures).

The balanced score card is a tool for the performance measurement that was developed in 1992 by Robert S. Kaplan and David P. Norton who proved that the traditional financial measures like return on the investment cannot describe the exact data and effectiveness of the company's performance in the modernized and developed business environment. They expropriated the managers of the need to choose between the hard financial measures and soft operation measures by proposing the new method that allowed them both types of the measurement in a balanced way ("Balanced scorecard," 2008). The new methodology was elaborated for complementing the financial measures on the customer satisfaction, organizational innovations, internal process, and improvement activities that drive to the future financial performance. Consequently, the balanced scorecard provides a framework for the managers to use the various kinds of measurement together ("Balanced scorecard," 2008). Besides, the scorecard helps the managers to clarify their vision and translate the vision into the measurable actions that can be understood by the employees. Additionally, the scorecard is basing on the simple principles.

The four perspectives include financial, customer, internal process, and learning and growth. Financial perspective is focusing on the performance of organization covering the revenues and profits of the commercial companies additionally analyzing the cost-saving and budget targets of not for profit companies (Posavac & Carey, 2010). The crucial object of tracking is financial health of the organization. The customer perspective is basing on the work with the performance targets in correlation with markets and customers. It regards the growth of customers and services emphasizing on the branding objectives and market share. The internal

process perspective is focusing on the internal operational goals, which concern the processes that are needed for the delivery of customers' objectives ("Balanced scorecard," 2008). The learning and growth perspectives concentrate on such drivers as human capital, information capital, and organization capital. The KPI of these perspectives include assessment of skills, engagement of staff, score of the performance management, and audits of corporate culture.