

# Project Design and Evaluation Workshop

Elkhorn Slough National Estuarine Research Reserve

October 21-22, 2009

| DAY 1<br>Time   | Topic, objectives, and activities  |
|-----------------|--|
| 8:30            | <b>Introduction, workshop overview and objectives</b><br><u>Participants will:</u> Know other participants, workshop objectives, and logistics.  |
|                 | <b>Instructional Design Theory</b><br><u>Participants will:</u> Understand the big picture of instructional design theory (what it is, what it entails). Correctly identify and describe the steps in the ADDIE <sup>1</sup> Model.  |
|                 | <b>Needs Assessment</b><br><u>Participants will:</u> Describe where needs assessment fits in the process of program and project planning; know the benefits of conducting a needs assessment; discuss the 12-step process for conducting needs assessments.  |
| 10:15-<br>10:30 | <b>Break</b>   |
|                 | <b>Needs Assessment (continued)</b><br><u>Participants will:</u> Describe the first 6 steps (the planning phase) of the Needs Assessment process and how they relate to each other. Briefly explain each of the 6 types of data collection methods/instruments & discuss benefits & limitations of each. |
| 12:00-<br>1:00  | <b>Lunch</b>   |
|                 | <b>Needs Assessment (continued)</b><br><u>Participants will:</u> Review needs assessment instruments and identify common mistakes in writing data collection questions. Describe situations when it may be impractical or unnecessary to conduct a complete, 12-step needs assessment.                   |
|                 | <b>Project Design</b><br><u>Participants will:</u> Describe the general steps of project design, including writing project goals and objectives. Explain the steps in designing a project work structure.  |
|                 | <b>Project Design: Logic Models</b><br><u>Participants will:</u> Define the components of a logic model.   |
| 2:30-<br>2:45   | <b>Break</b>   |
|                 | <b>Project Design: Logic Models, continued</b><br><u>Participants will:</u> Create and review a project logic model.   |
|                 | <b>Project Design continued: Goals and Objectives</b><br><u>Participants will:</u> Define and differentiate between goals and objectives. Write SMART <sup>2</sup> project objectives for their logic model outcomes.  |
| 4:25            | <b>Review and wrap-up (quick exit survey)</b>  |

<sup>1</sup> ADDIE: Assessment and Analysis; Design, Development, Implementation, Evaluation

<sup>2</sup> SMART: Specific, Measurable, Audience-directed, Ambitious, Realistic, and Timebound

|                    |   |
|--------------------|---|
| <b>Day 2</b>       |   |
| <b>9:00</b>        | <b>Review Day 1 and Preview of Day 2</b><br>Review exit survey and discuss use in formative evaluation.   |
|                    | <b>Project Design continued: Evaluation Design</b><br><u>Participants will:</u> Define the types of evaluation that should be considered in the project design phase. Use a logic model to identify the appropriate points in the in the project design process for evaluation to take place.   |
|                    | <b>Project Design continued: Evaluation Design</b><br><u>Participants will:</u> Use a logic model to identify the appropriate points in the in the project design process for evaluation to take place and create an evaluation plan.   |
| <b>10:30-10:45</b> | <b>Break</b>  |
|                    | <b>Project Design continued: Performance Measures</b><br><u>Participants will:</u> Describe performance measures and their use. Explain the relationship between performance measurement and evaluation. Identify and select some performance measures for projects.  |
|                    | <b>Project Development</b><br><u>Participants will:</u> Use the activity-objective matrix to select the most appropriate delivery methods to achieve various objectives. Use the methods variety scale to sequence and vary delivery methods to keep audiences engaged. Use process agendas to manage timing, activity level, and sequencing. |
| <b>12:30-1:30</b>  | <b>Lunch</b>  |
|                    | <b>Project Implementation</b><br><u>Participants will:</u> State the components of project implementation. Discuss the relevance of Needs Assessment results, performance measures, and formative evaluation to implementation.   |
|                    | <b>Evaluation</b><br><u>Participants will:</u> Explain the 5 levels of evaluation and how these apply to program design and delivery. Use the evaluation matrix to select the appropriate types and levels of evaluation for different project and activity types.  |
| <b>2:45-3:00</b>   | <b>Break</b>  |
|                    | <b>Evaluation</b><br><u>Participants will:</u> Discuss, demonstrate, and conduct additional data collection methods (timing and tracking, rubrics, and concept mapping). Select the appropriate data collection methods and techniques for project evaluation.  |
|                    | <b>Program Design and Evaluation</b><br><u>Participants will:</u> Discuss use of logic models for planning at various scales in an organizational hierarchy to ensure consistency of program and project outcomes within the organization's mission.  |
|                    | <b>Discussion of applications to participants' projects</b><br><u>Participants will:</u> Discuss next steps. Complete evaluation forms. Reflect and digest workshop materials.  |
| <b>5:00</b>        | <b>Thank you and Conclude</b>   |