

Program Evaluation

Thank you all so much for being here for our, um, RSE our research webinar.

Tonight, we are looking at program evaluation or program assessment, understanding the basics and best practices for program assessment and evaluation.

We're going to be looking at, lemme mute my phone here.

Uh, we're gonna be looking at some, uh, different resources.

So one, the presentation, of course, but then we'll also look at the dissertation guide and we will look at, um, some dissertations that were done as program evaluation or program assessment.

So let me do a quick technology check.

Can y'all see my PowerPoint? And can y'all hear me okay? Can I see a thumbs up or something in the chat? Okay, perfect. Thank you for the message in the chat.

I appreciate that all. So I am Stella Smith.

I am an associate, uh, research chair for C and uh, C is the Center for Educational and Instructional Research, uh, technol, uh, educational Technology Research.

Uh, and I've also an associate faculty here in the college of doctoral studies.

So I'm excited to have this time, um, to talk to you about program evaluation.

Okay. So the first thing that we always start out with, with these webinars is discussing the CDS Central dissertation Guide.

So if you have not gotten the CDS Central, um, dissertation guide, please use this QR code to go get it.

Um, it changes sometimes it updates sometimes, so if you have downloaded it, you might wanna go to the website and find, make sure that you're using the most recent version.

I believe the last update for the dissertation guide was, it was this year.

I believe it was April 1st, 2024.

Um, but I will show you at the end of this webinar where to go and get that.

So it is really a helpful guide, and not only the information that it, that is shared in the guide related to the different methods, but also the templates at the back that are helpful as you're working on your dissertation.

Uh, and whatever stage you're in, it's important to know what the end goal is.

So looking at the CVS, uh, um, dissertation guide and the alignment guide, as well as the criteria and which are being used in order to evaluate your document is important.

So in our introduction, I just wanna give a brief definition of what, uh, program evaluation or program assessment is.

Those terms will be used interchangeably in this talk.

And often when you look at the literature, they talk about them as being, um, synonymous with each other.

So, program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies, and programs, particularly their effectiveness and efficiency.

So program evaluation is really looking at how effective is a program, um, or practice that is, uh, in place currently.

And often for dissertations, it's used for students that are in education, and it's also used for students that are in healthcare.

That doesn't mean that it cannot be used for other programs or other students, but, um, often in those two areas, program evaluation has been done, um, related to dissertation work.

And the examples that we have, I think two are education and one is healthcare.

So they're important because it helps organizations understand the effectiveness of their programs.

So you wanna know how effective it is, the impact, and also it gives you data to make informed decisions about whether programs should continue, um, whether programs should be ended or rather pro whether, whether programs need to be changed in order to be more effective, depending on who's, um, who's, uh, position you've done the evaluation from.

So whether it's the position of administrators, whether it's position of students, whether it's position of faculty, you know, understanding the effectiveness of your program.

So today what we're gonna cover is basics of program evaluation.

We're gonna talk about some of the different types.

We're gonna give some overall steps for program evaluation and then some best practices.

And as I mentioned before, we will look at a few examples of dissertations that use program evaluation that are available in the, um, university of Phoenix Library.

And they are dissertations that were, um, written by University of Phoenix students.

Um, so they will have additional tailoring to what criteria you might have as once you get into that stage if you're looking at program assessment or evaluation for your dissertation.

Okay. So there are types of program evaluations.

So these are four that I've listed on the screen.

So formative evaluations are conducted with a program develop, um, during program development to improve its design and performance.

So as you are doing the program, you are evaluating it.

So it's a formative assessment.

So as you continue to make adjustments in the program, you're evaluating to see if those adjustments are helpful or not.

So similar to how you might have a formative assignment in a class and you would have, um, the next one, a summative assignment in a class as well.

And so that summative assignment is conducted after the program has been implemented to assess its overall impact and outcomes.

So all of you have summative assignments in your class.

You wanna understand that those summative assignments are to see if the, um, materials that would have been shared in the class, if you have, um, see how you have grasped those materials.

It's the same thing for a program evaluation.

If the program is complete, then you're going and seeing if the program has, um, met the objectives that we, that the, um, creators of that program have said it was gonna, okay.

Process evaluation focuses on the implementation process and whether the program is being delivered as intended.

And so sometimes process evaluations, um, might be done during maybe a grant process where there were some expectations for how a program should be run.

And so there is constant evaluation of that program to ensure that those expectations are being met.

Uh, and so if you are trying to apply this to maybe a program for a dissertation, it might be something where it's not.

Um, the program is continuing to move on, uh, or continuing to go, but there are metrics that it needs to meet along the way.

So you would do a process evaluation, which is different than a summative because the program is continuing to go.

The pro program hasn't, um, been fully implemented by the time you do a process evaluation.

And then the last one is impact evaluation.

So this measures the long-term effects and outcomes of a program.

So how has this program been able to make the impact that you hoped that the program would be? So maybe this is a long-term program at a school or a long-term outreach program and healthcare system, or even at a, in a business, maybe a nonprofit might have an impact evaluation.

So how did the work of that program impact, um, meet the impact that, um, that it intended to? Are there any questions about those four types? None for me. No. Okay. Perfect. Thank you.

Alright, so let's talk about some steps in program evaluation.

So let's just say these are some steps.

There are a lot of different, um, um, authors that have lots of different steps for program evaluation.

Uh, so these are some that you can think of as you are, um, maybe putting together your methodology for, um, your dissertation if program assessment is going to be your fo uh, the type of methods you want to use.

So all of these steps are couched in, uh, or are predicated on the idea that you have talked to whatever program it is or the stakeholders with a program that you're evaluating.

And they understand that you're gonna be doing this research.

So you would need to really talk to them about and get their approval to define the purpose and the scope of the work that you're doing on the program that you're evaluating.

You would develop your, um, evaluation questions.

You would select your evaluation methods, and we're gonna talk a little bit more in detail about that.

Collecting your data.

Then you'd analyze your data, uh, report your findings, and then this is a key part of program evaluation.

So you don't just stop with your recommendations or findings like you do in some other, um, qualitative research, but you actually are wanting the whatever program you're evaluating to implement and use some of those findings for improvement.

So your findings are written in ways to help them be able to use those findings to be more successful and to reach their goals.

So let's talk about this in a little bit more detail.

So, developing your evaluation questions.

So as you are, um, working on your evaluation, these would really be tailored to what are the goals and objectives of the organization that you are doing or the program that you're doing the evaluation for.

So you really would need to understand the key mission and vision for that organization and what they call metrics for success, right? And so there are some, one example of a question that might be used, um, for, um, for, uh, program evaluation is, what are the program strengths and weaknesses? And how effective is the program in achieving its goals? Um, you also wanna make sure these questions are clear and relevant and aligned with the, um, uh, with the evaluations purpose.

And so we'll go into a little bit more detail about research questions when we go into those dissertations, because I wanna show you how they wrote the purpose of the study and then look at their research questions so that you can see the comparison, um, of those and the alignment of those, rather than just some hypothetical questions.

But if you want some additional questions in the dissertation guide and from mine.

So I did print it out and I can't get to my electronic one now, so this might not be the right page, but it's gonna get you close.

Um, on page 31, that's where it talks about the program assessment and it lists several questions.

So the questions they have here as examples are, who are the program stakeholders and what are their roles in the program? What is the context and need for the program? What are the program's, activities and goals? What are the actual program outcomes relative to the intended outcomes? And then finally, what conclusions can be made about the program's effectiveness and what recommendations might potentially improve the program.

So those are just some examples of questions that might be overarching evaluation questions.

Again, you would have different sets of questions that roll up to that in your interview protocols and your focus groups, maybe on your surveys, however you're gathering the data.

Um, and if you have any questions, you can unmute yourself or I have the chat up, so I'm trying to make sure that I keep an eye on the chat, um, as I'm, as I'm going through.

So feel free to ask those questions.

Alright, so one thing about program evaluation, it can be qualitative.

Often it is qualitative, sometimes it can be quantitative, and then sometimes it can actually be mixed methods.

Uh, so your evaluation methods depend on what kind of data that you have, you know, so it could, for qualitative, it could be interviews, it could be focus groups, um, it could be observations, um, it could be document analysis, uh, for quantitative methods, it could be surveys, it.

And when I say surveys, like maybe participant satisfaction surveys or additional surveys with data points that show the effectiveness of the program.

Um, and then for mixed methods, it's a mix of both.

If you, uh, get, um, descriptive statistics for your participants and then do interviews, that is a qualitative study.

So if you've taken, um, res 7 0 9, you know, there's two types of, um, statistics that's ED stats.

So there's descriptive statistics and there's inferential statistics.

So a study is not quantitative unless you do inferential statistics.

So you get numbers and then you do something with them to see if there is a relationship or something moved or something change, or, or you can infer something from those numbers if you are getting data, descriptive data, which is definitely important.

Um, but really it's like, this is the number of people, this is the number of males, this is the number of females, this is the number of participants, this is the number that are, were SE or low SES or high SES or whatever the, um, characteristics that you wanna, um, share about your population or your sample.

That could still be a simply qualitative study, even though you're gathering these numbers related to your data source.

So I always want to make sure to, to say that, 'cause sometimes that's confusing where, um, it's understood that just because I have these numbers, then all of a sudden I'm doing a qualitative, a quantitative study.

But rather you have to actually do something to those numbers, make some kind of connection with them, um, in order for it to be quantitative.

Okay, so, um, again, I talked a little bit about the data collection techniques.

So whether you would do surveys or questionnaires, whether you do inter interviews, whether you do observations, document reviews, um, could be, uh, looking at annual reports, um, looking at organizational memos, um, looking at any kind of, uh, looking at websites, um, looking at social media posts about the organization or the program.

Um, anything that is not a person but is supporting your collection of data related to the program that you studying, right? And so we're looking at qualitative data analysis.

You would be coding the whatever, uh, information that you have.

So whether it's an interview, um, or a focus group, you have that letter that that text and you're coding it to look for themes to answer your research question.

And I always want to make sure to, um, to say that like, as you're doing coding, um, and as you're doing your data analysis, the ultimate goal is to find the themes to answer your research questions.

So do not lose sight of the fact that you have these research questions to answer as you're doing your data analysis.

Um, because that will make it, um, because you have to answer your questions in your dissertation.

You have to answer, um, the research questions.

And I've, I've worked with students that have done a beautiful job at doing analysis, um, but have not answered the research question.

So we have to go back in and kind of look at, okay, all of this data that you analyze, how does it actually answer the question that you posed within the study? If you do quantitative analysis, then you're doing, as I mentioned before, the statistical analysis on the data that you have.

So are you doing an anova? Are you doing a t-test to see correlations? Are you doing regression? You know, what kind of, um, relationships are you looking for? Are you looking for multiple relationships within the, the variables that you have shared to your participants, um, and within? And what's in your data? So looking at that, and then the mixed methods analysis, um, combines both.

And often in, um, real world settings and particularly for program analysis, mixed methods is the way to go.

That's the way in which you really get the, the most information about whether the program is, is functioning as it should.

Now, for your dissertation, uh, we often encourage students to pick one or the other so that you have an opportunity to really focus in on either doing a qualitative study or doing a quantitative study and doing that well.

Um, doing that well within the constraints and the parameters that you have to do for a dissertation.

Um, and then when you come out as doctor, um, putting together maybe more complex research projects in order to get more information about the topic of what you're looking for.

Uh, so because mixed methods does take more time, 'cause basically you're doing two studies, um, you're doing it in a qualitative way and you're doing it in a quantitative way.

Um, and so that's why we ask students to focus in on one and really do the best job that they can on that particular study to make sure that the timeframe that you're in your dissertation process, um, is a feasible one, um, for what you're, what you're trying to do.

Okay. And then reporting the findings.

And this is another thing that's interesting about program evaluation and actually something that I really like.

You know, there are different types of reports that you can use to report your finding.

So of course, if this is part of your dissertation study, then you're doing a dissertation, right? You're writing a dissertation as part of your exercise.

But many times program evaluations are reported back with internal reports.

They're reported back in white papers, they're reported back, um, in shorter pieces in order to, um, promote, um, improvement of the program.

They're, um, reported back in maybe policy pieces, um, and executive summaries, because often in the field, like they don't wanna read a 200 page dissertation, they want maybe a two to five page if that long executive summary of what was found and what needs to be changed in order to help the organization move forward.

So, key elements of a good report, and again, this is a dissertation.

This is kind of, once you get out of dissertation, if you're doing a program evaluation, you're looking at an introduction, you talk a little bit about the methodology because you wanna show that your methods are reliable, um, and rep and, and that they could be replicated.

So you talk a little little bit about your methodology, you talk about the findings, you talk about conclusions, and you talk about recommendations.

So you'll notice that there's nothing in there about literature review.

There's nothing in there about some, some of the other pieces that are in a dissertation that are required in a dissertation.

Um, but that is how you would report out these findings if, if you do a program evaluation and then afterwards you're using that data in order to improve the OR organization.

Um, there's also ways in which you can use charts and graphs and tables to present the data so that it was very clear and effective.

So really it's about what's is the quickest and easiest way to share with people what I found and how the information that I found can improve this organization.

Uh, and so again, this is after you finish your dissertation because there's definitely a way of which University of Phoenix wants your dissertation presented.

So this is just kind of outside in the field.

And the evaluations can be used again to make data-driven decisions, to improve program effectiveness, and also sharing results with stakeholders.

So helping people understand what their part is in improving the organization, and also helping them here know that they've been heard because their opinions and what they shared is included in the findings of the evaluation.

Okay, so let's talk about some challenges that sometimes come with doing program evaluation.

So sometimes there's limited resources.

I mean, if you're doing a true program evaluation, you need access to organizational files, organizational data, organizational people, people are the resources too, in order to do an, uh, an effective, um, and robust evaluation.

So you'll need that. Some people will resist of the outside evaluation or evaluation because they don't want other people to know what might be some challenges that that organization is having.

And so, from the beginning when I was talking about how you wanna make sure that your organization really is on board with you doing a program evaluation or a program assessment, if that's what you're choosing for your dissertation, I would be very, um, um, make sure that they really understand what this process is going to be and where the dissertation will be published.

Because some organizations don't, um, would not want that kind of publicity.

And I've heard of students that have, you know, um, talked to organizations and it seemed like it was gonna work, but towards the end of their, their program, that organization fell through and they had to come up with a plan B.

So just being very careful about the organization that you pick, if you do do a program assessment or evaluation and for your dissertation, and make sure that they, um, know what it's all gonna entail.

The other thing is data collection difficulties.

So again, this is about getting your stakeholders on board as you are trying to, as you are getting to work on this so they know what the commitment is.

And some strategies are, again, engage stakeholders early, ensure clear communication and use appropriate evaluation methods.

So if you have lots of data already available, using that data to help you do the evaluation, whether it's a descriptive statistics kind of data or influential data, um, is important.

If you don't have that data, then trying to create that data while you're trying to do a program assessment might not be the best thing, um, because that could end up causing you to have a challenge as you are working through, um, your program.

Okay, so now we're gonna get into these examples.

So I have three. Um, I'm just gonna go through these slides really quick so I can take this slide deck down and, um, and show the, the actual dissertation.

So the first one we're gonna look at is towards improved inclusion practices, a program evaluation of differentiated instruction in three sixth grade classes.

So this was an educational leadership, um, dissertation.

And then we have one, the Parenting on Purpose program, a qualitative program assessment.

Uh, so this one was again, another educational leadership.

And then we have a qualitative evaluation study of the Army's warrior and transition program.

And so this one was a doctor in healthcare administration.

So give just a moment.

I will, um, I'll get to those quickly after I come outta the slide deck.

So the best practices really engage your stakeholders early, ensure that you, um, have ethical considerations.

They say use mix methods, I agree with that, but not for dissertation.

So if you're doing this for dissertation, I would say choose between either qual or quant and then continuously improve the evaluation process.

So this is an iterative process where you are continuing to improve your evaluation process to ensure that it is serving the needs that you have and actually, um, uh, generating improvement within your program so quickly.

Um, if you are not part of the research methodology group's team site, um, this scan code will get you there.

You could also do the bidding link.

This is where we post all of our, um, recordings for webinars.

And you have an opportunity to meet up, uh, with methodologists that have been, um, that have volunteered their time, uh, related to different methods.

Um, so I might be able to have, we're just at six 30, so I might have some time to show you the research methodology group team site before we log off today.

Uh, and then we'll skip this conclusion so we can go into the dissertations.

So this, this one here is the first one.

Can you still see the dissertations? Yes, yes. Thank you. Thank you.

Uh, so toward improved inclusion practices, a program evaluation of differentiated instruction and three sixth grade classes.

And so this one was from January, 2010.

I tried to get earlier ones, but when I did my search and it was like a really quick search, uh, for program assessments, this was one of the first ones that came up.

So I wanted to, uh, just go through and do this here.

So one, let's just take a a, a gander at the table of contents here in the chapter one, there's the background, the statement of the problem, the statement of the pur purpose, the significance of the study and the significance to educational leadership, the nature hypotheses and research questions, theoretical framework definition of terms, assumptions, and the scope and limitations.

So that's the basic layout for a chapter one.

Look At the statement of the problem.

Okay, I didn't like that.

Okay, so you'll see this one, although I think it said qualitative on the front, on the, on the front page.

This one was a mixed methods program evaluation.

So you'll see that here.

And the purpose of it was to render verifiable conclusions regarding the efficacy of differentiated instruction in sixth grade inclusion classes.

Um, so it's bounded, it's a specific classroom that they're comparing and it's this differentiated, um, instruction within the classroom.

So they had questionnaire responses from teachers provided the needed qualitative data, and they use standardized test analysis to give quantitative indication of the effectiveness.

So that's fantastic. So, um, in education, sometimes we have these large data sets that can help us really understand whether what we're doing within the classroom is actually being effective by outside measures.

And so the evaluation was conducted on three groups of sixth grade teachers who were teaching students with learning disabilities in an inclusive environment in three different schools.

So is there a systematic approach here for that? So I wanna look at the research questions so that we can look at some, some questions here.

Okay. So here are the research questions.

So how do teachers feel about the effectiveness of differentiating instruction and staff development support for the implementation process of differentiated instruction? Okay, so focusing on, on teachers and then what effect if they need, does differentiated instruction have on standardized test results for sixth grade students with learning disabilities who are learning in an inclusive environment? And do teachers observe any impact on social-emotional behavior? Students with special needs after differentiated instruction has been implemented in sixth grade classes.

Um, okay.

And so because this is a mixed methods, they have to have high hypotheses as well.

And I'm scrolling here to the hypotheses that they have, uh, for, uh, for the study.

Um, and they have three hypotheses here that they, that they used for the study.

Are there any questions about these or any thoughts? No. Okay. Let see what we can, what else do we wanna see in this? Let's go to the method real quick and see how they wrote that up.

Hi, Dr. Smith. I have a quick question. Sure.

This is my name is Deborah. Um, hi.

Is there a reason that they have three hypothesis instead instead of just one? I mean, it is the, is it following the questions or? So they are following the questions.

Um, this is an older dissertation, so it was from 2010.

Mm-hmm. I, um, I would, a difference that I would've done with this dissertation is I would've had different questions for the qual part and the quant part.

And the quant part.

I would've had a hypothesis to mirror it, but I would not have had hypothesis to mirror the qual portion.

Oh, okay. Because you don't need the hypothesis for qual.

Okay. Um, and the way that I looked at the questions, or when I just did that reading, it didn't seem like the standardized tests were used in all of those questions.

I think it was really more question two. Mm-hmm.

And so question two seemed to be more of their quantitative question, and that would would've been the one that I would've had a hypothesis for.

Okay. Gotcha. Thank you. You're welcome.

Um, so they talked through how they are using them, both the quantitative qual and qualitative research, and of course you can, you can come back and look at this at your, at your leisure if this is of interest to you.

Um, but it was really, um, an example of, of how this has, how this has been done, and we can learn, you know, lessons from how it was done in this one.

Uh, so lemme go to this next one.

Alright, so the Parenting on Purpose program, um, a qualitative program assessment.

Let's see how they set their stuff up.

This is relatively, well, this is very new.

It was approved in 23.

So this is a newer dissertation.

Lemme get to the table of contents here.

Sometimes I like to look, um, when I'm looking at other dissertations just in how they set them up.

So that's why I'm presenting this here.

It often, um, allows me to determine sometimes the, the, um, the organization helps me understand, um, the quality of the dissertation.

So when you go into dissertations and thesis, you'll find dissertations from all over the country and the world.

And so sometimes different institutions have different ways in which they do their dissertation process.

And so this helps me understand whether the dissertation is done similar to what I'm used to, or if they use some kind of different system and how they put it together.

So it's helpful for me to kind of evaluate it early on.

So if you're looking at the background of the problem, problem statement, purpose of study population and sample significance of the study, nature of the study, research questions, theoretical framework, assumptions, limitations, the limitations, and then the summary.

So this looks very similar to the outline that I believe that y'all will be working on because it's so new within, um, within the University of Phoenix.

And there are some of the questions here.

So let's get to the purpose.

Uh oh, trying to fax it.

Okay. Purpose of the study.

So the purpose of this qualitative program assessment was to assess the attended program outcomes of a POP program in South Florida by describing the experiences of active facilitators and program leaders.

So when we were looking at the different kinds of assessments, what kind of assessment would you think that this one is? Do you remember what those were? So we talked about having formative assessments, summative assessments, process, um, assessments or impact.

What do y'all think? You can put it in a chat or you can unmute, it's up to you.

I would say impact just because I'm just being vulnerable.

Yeah.

Could be impact depending on when it's, when it's happening.

Uh, it could be, I was thinking first, like maybe go in another direction.

I was thinking first maybe summative because it is, um, the per, because it's looking at, at assessing the intended program outcomes of the POP program.

So could be that. Any other thoughts? Okay. We'll see in here, we'll put in, um, we'll see if they tell us what type it is.

Um, but they are looking at, uh, participant perceptions of their experiences.

The program's, um, pedagogy and engagement were evaluated, uh, to determine whether intended outcomes were being achieved.

It might be formative because maybe the program isn't over.

Let's see.

Um, let's see.

Let's, let's go to the questions here real quick.

I had 11 participants.

They discussed that qualitative, um, method cannot be generalized, so that's good.

Talking about two participants, there's a significance.

I'm gonna run into these research questions. Okay.

It's the nature of the study.

Okay. Questions? Okay. Here took a while. What pages? Okay, so the research questions are, what is the context and need for the program? What are the experiences of active facilitators in the POP program? And what are the experiences of participant completers in the POP program? So, very general questions to real, to figure out the overall impact of the program itself.

Since this is a qualitative study, there are also, there's also frameworks that this individual was using, um, in order to look at the responses and the framework that you use could also be something that is like the guiding framework for creating the program, um, and what they are founded on, or what their core beliefs are to ensure that those beliefs are actually, um, being shared throughout the program itself.

And they are actually impactful and useful for the, um, to the experience of both facilitators and participants in the program.

And so they talk about those, those here.

Now I wanna know what kind of programs you just see if I can find out what they said.

It was rotations.

I don't know if they named what type it was.

I think they just said program assistant. That's okay.

So that, that's that one as an example.

And again, this one was from 2023.

And so of these examples that I'm showing, this is probably the best one to look at, um, just to see what has been approved within the University of Phoenix related to this.

And again, this is a separate program, but this was for the, um, educational leadership degree.

Any questions about that one? Oh, I see something, what design was used? So this is a qualitative program assessment.

They did not say, I didn't see where they said if it was formative summative process or impact.

Um, so I'd have to do probably a little bit more searching in there if they named it at all.

But they did say it was program assessment. And again, Stella, this is Karen Johnson.

Could, could I make a comment please? Absolutely. Hi, how are you? Good, good.

Um, could we look at the research questions again? I, I just wanted to point out the difference because I sometimes students are, um, are looking for ways to differentiate one research design from another.

And in the program assessment you can see that, as you said, these questions are more general.

The dissertation guide even tells us that, you know, the kinds of questions that we would ask in a program assessment, uh, are, um, I lost my screen.

How did I do that? Um, sorry. No, it's fine.

No, but anyway, so, so you see how these are more general, they're really looking at things like, who are the stakeholders? What's the, what's the concept that you're looking at? What's the content of what's going on now and or, or when you began, and then what's it like when the finish, that's what you're assessing.

That's what progress has been made.

And I just wanted to point out how different these research questions are from case study research questions.

Oh. Because I think a lot of the students are maybe doing case studies and in case studies you need multiple sources of data and there needs to be a research question that can be answered by each of those re sources of data.

And, and you don't have that, um, clarification or restriction, however you wanna look at it in program assessment.

I think in program assessment, you know, you really are just working with the stakeholders and, and it's to me, easier to, um, tie all those pieces together between the purpose and the research questions.

I think a program assessment done, you know, correctly and well, it can also be done somewhat easier than a case study.

I just wanted to toss that out there in case anybody was comparing the two.

So Dr. Johnson, like the way the questions would be, you would have one question that, um, because of the triangulation, you'd have one question for each data source, basically, Right. In a case study.

But yeah, in case study, you don't necessarily have that requirement here.

Mm-hmm. Yeah.

All of your data could come from, you know, whatever group of stakeholders that you're working with to complete the program.

Assessment. Assessment.

Mm-hmm. I'm sorry, this is, um, Maya Miller, I just have a question.

Um, so as you're talking about the program assessment, so that would be, as you're saying, it's more general questions versus if, if I were doing a case study in my dissertation and my research questions.

So my, my, um, focus is on, uh, the competencies for leaders when dealing with a crisis.

So are you stating that because this is more of a case study that I would need to have research questions? Um, that comes from, for example, I have one for the key stakeholders that are involved and, and I'm looking at one company and how they dealt with the crisis.

So would it, am I on the right track with looking at the stakeholders that are involved, then also the competencies? Um, and then I have questions as it relates to, um, the communication and the things that were needed to address this particular crisis.

And you're currently using a case study design? Yes. Right.

So, so, so I think you just explained what I was trying to say much better than I did.

Oh, I don't think I would be able, so, so yes.

So yes, you're right. That, okay.

That would be how you would approach that.

Okay. Alrighty. Sorry, Stella.

Oh, no, no, that was helpful because that, that, um, that comparison is, is important.

And I, I just have one more.

So as we're looking at this one, we can look at how the, the questions are, are, are done as well.

So anything you wanna add? Um, this one qualitative evaluation study of the Army's warriors in transition program.

And this one was for the doctor in healthcare administration.

So let me see if I can get to this a little bit faster this time.

Okay. So we're gonna purpose, really.

Okay. Oh, there it go. There. It's alright.

Okay, here we go. So I highlighted the problem here too.

So the specific problem is that, is that the results yielded from the Americans current pro, uh, armies, excuse me.

Current program evaluation procedures are not comprehensive and ascertaining if injured soldiers are ready to reenter the army civilian workforce or tran, uh, and or transition out of the arc.

So they are looking at a program, it's current evaluation process is not, in their opinion, not adequate.

So they're doing a, a subsequent evaluation process.

So it's a qualitative evaluative study focusing on the perceptions of wounded soldiers who participated in the program, um, and may provide leaders with a better understanding of the perceived achievement of the established objective of helping soldiers

transition to a new normalcy outside of the military and re and reveal the perceived effectiveness of the program as discern, as determined by past participants until they're talking about what the significance or what the hope is for this study.

Um, so here's the, the actual purpose statement right here.

So the purpose of the qualitative evaluative study was to reveal the overall perceptions of army's warriors in transition program.

So that program was the subject of this work.

And it looks like they use patient satisfaction questionnaires to gather information and looked at the themes and patterns of effectiveness.

Let's get to these research questions and there's a significance and they broke it down.

I actually really like this. So significance to the healthcare committee, but then also to the actual army medical leadership.

Let's get to, I don't see the question.

Ah, okay.

Research questions.

Yeah, there it is. What is it there? They're, yeah.

Are these them to address? Okay, here, here's one.

Oh, is it just one? To address the perceived effectiveness of the Warriors in transition program, the following research sub-question was asked, what is the perceived effectiveness of the Army Warriors in Transition program as determined by past participants? And then I think this is the other one.

So here's one of them and then here's another one.

So again, um, as like you were saying Dr. Johnson, very general questions that you can get information about in a whole bunch of different ways, ways, but a very general objective that you're trying to meet, which makes it, I agree with you, it makes it easier data analysis because you have this large, broad question that you're trying to answer, um, with, with your dissertation, Right? Clearly the specific interview questions would need to be, you know, much more detailed, much more targeted.

But, but the overall overarching research questions they're trying to answer to me seem more general.

Let me see. I know we're running out of time, but I wonder if I could, if this one has an interview protocol, um, so that we can see that comparison.

Oh, they said they used a questionnaire though, so they might not have, oh, that's entered back.

So this one might not have an interview protocol, but you would have the specifics of what you're looking for, like what makes, what makes it effective or what makes it not effective.

Right. Um, within those, those subsets of, of, of either interview protocols, survey questions, whatever it is that you use to analyze your data.

Mm-hmm. And it looks like here they have a visualization of how they did their themes.

So the information that they found within their survey helped them to put together this visualization of both what is perceived achievement and then what is perceived effectiveness in the organization.

So there's still a whole lot that you can do with the program assessment.

Um, it just gives you a little bit more, uh, leeway to tailor that to the organization and the focus of mission of that organization and what they want to achieve.

So again, what are their goals? Are they meeting those goals? Exactly. And so I wanted to jump here real quick.

So I did mention the program assessment and the new one, uh, program assessment starts on page 30.

Again, it's usually used with, um, education programs and healthcare programs.

They're, um, this is a live document.

So these links will take you to other resources and support that you can use.

So if you're in an educational program, you're thinking about program assessment, there's additional, um, resources here that can assist you.

If you're in a healthcare program and you're thinking about it, there's resources there.

There's an examples of what you would put your problem, your purpose, your significance, um, your proposed methodology, and then those research questions that I was reading.

And then also there's dissertation guide readings for program assessment.

So again, more resources that can support you, um, with that, with this.

And if you have not found this, um, document, if you go to the new CDS Central under student resources, um, this is dissertation resources.

There's a, a, a video that that shares or dissertation resources and support.

And then the, um, alignment chart is there, the change matrix, the dissertation guide, which we were looking at.

And then there are also resources for each chapter that you're working on.

So, um, the new, um, um, dissertation or, or, uh, college of doctoral studies, CVS Central has been, uh, revamped in order to try to get you the resources that you need, um, in an organized, in an organized way.

So I'm going to stop sharing my screen.

We have about five uh, minutes left.

Are there any other questions that you might have? Um, I'm also gonna post the evaluation survey, the link to that survey in the chat, if you wouldn't mind giving me your feedback on the presentation.

I really appreciate that.

Let me know what was helpful, what wasn't helpful, how we can improve in order to make these, uh, webinars better for you.

Um, I just put that link in the chat.

And this one is a, it says research tools and skills, but it's actually a research design.

I didn't change that 'cause I'm, because I'm presenting and not only hosting today.

So any, uh, Dr. Smith, do we have time for you to show us, uh, the teams? Oh, yes, yes, of course, of course. Let me open that up.

Okay, lemme uh, lemme share screen.

Which screen is that screen to? Okay.

Alright, so you should see my teams up.

Um, so, so the research methodology group, um, is where you can go to get additional information.

So I'm not sure how yours looks, but if you can get to the homepage, sometimes it's here, sometimes the homepage is up on the top.

But if you click on the homepage, this will give you information.

The first thing that it has is a quick link to schedule an office hours appointment.

So if you want a one-on-one appointment to talk about your specific dissertation, um, research, um, you can click on there and schedule an office hours appointment.

It will allow you to do either, um, I'm gonna drag it over so we can see, uh, it will allow you to, um, select either a quantitative or qualitative office hours appointment.

And then it'll give you times.

Um, I'm updating this 'cause it's not just me that does office hours appointments.

Now it's Dr. Johnson does office hours appointments, also Dr. Lane.

And then Dr. Jim Rice does our quantitative appointments.

So you can schedule, um, an appointment there to ask specific one-on-one questions.

Um, this is a link to the UOP calendar because there are other webinars that happen, not just the ones that we do with on methods, but other webinars on writing, uh, webinars within your actual, um, your, your, uh, departments and your programs that are supportive of you and your success.

So we suggest if you, if you have the time, um, that you attend some of those, they'll provide you with some additional support.

Um, then there are three kind of buckets here that will help you with different information.

So this is the calendar, again, this is to schedule your one-on-one appointments.

This is where you would go to get recordings for all of the webinars that we have had.

So since January every webinar has both a recording and a, uh, um, power, A PDF of the PowerPoint.

And then all of those will be listed here on our, uh, on the front page back, go back to homepage.

And we have a couple of sections that are in process.

So we have a section with blogs and a second section with short burst learning videos that will allow you to see like a really quick, less than five minute, um, ex, um, experience or example about different, um, methodology.

So that's a new section that we're putting together.

So I, I guess my internet is slow 'cause this is still going.

But the other part that we wanted to show is these channels.

So like if you have a question about case study, you could click this channel, send a question, Dr.

Um, Manura Cabrice.

So you know, I'm sure you all know teams now because you have to use it so much.

You would do an at sign and the name so that it sends a message to that person to let them know that they have a question in teams.

But Dr. Ricci, who is the, the, the chair of our center, um, she is the methodologist that works with case study action and mixed research.

So if you had a question, you can post it here at her and she will respond to that question.

So Dr. Johnson, who was on the call with us, um, is the contact and myself for Delphi.

So if you ask a question here, then we would send you a response to that.

Uh, Dr. Johnson also does, uh, phenomenology.

And so if you put a question here, we would respond to that question as well.

And so you don't always have to get an office hours appointment, if you just have a quick question, you can post it here and we can respond to that.

Um, or you could, um, also look at maybe some prior webinars and some prior PowerPoints to get some resources as well about the method that you chose, um, and that you need more assistance with.

But you're always welcome to do an office hours appointment.

We're happy to speak with you and talk with you and then point you in the right direction for, uh, resources that you might, um, might be helpful to you.

Thank you Dr. Smith. This was absolutely wonderful.

Thank you. You're welcome. I'm so glad. I'm so glad.

And, uh, thank you all for being here.