

## Evaluating Driver Education Programs



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How - To Guide

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## GLOSSARY OF ACRONYMS



<b>AAA</b>	Formerly American Automobile Association
<b>AAAFTS</b>	AAA Foundation for Traffic Safety
<b>ADTSEA</b>	American Driver and Traffic Safety Education Association
<b>CAA</b>	Canadian Automobile Association
<b>DSAA</b>	Driving School Association of the Americas
<b>MADD</b>	Mothers Against Drunk Driving
<b>MPI</b>	Manitoba Public Insurance Corporation
<b>NHTSA</b>	National Highway Transportation Safety Administration
<b>NIDB</b>	National Institute for Driver Behavior
<b>RSEA</b>	Road Safety Educators' Association
<b>SADD</b>	Students Against Drunk Driving
<b>TIRF</b>	Traffic Injury Research Foundation
<b>TRB</b>	Transportation Research Board
<b>TTI</b>	Texas Transportation Institute
<b>UMTRI</b>	University of Michigan Transportation Research Institute
<b>UNC-HSRC</b>	University of North Carolina Highway Safety Research Center



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## PREFACE

This *How-To Guide* is intended to help improve driver education programs through formative evaluation. It provides hands-on, step-by-step guidance especially for driving school operators and owners, program developers, and managers.

There are two companion documents:

*Evaluating Driver Education Programs: Comprehensive Guidelines*, a more extensive and detailed evaluation manual; and

*Evaluating Driver Education Programs: Management Overview*, a concise introduction to evaluating driver education programs.

The *Comprehensive Guidelines* provide a detailed background for planning, conducting, and integrating effective evaluation into beginner driver education program development and policy. A range of evaluations from simple to complex are covered, primarily for program evaluators, researchers, and other technical audiences. The *Guidelines* include actual tools, such as questionnaires, focus group guides, and log books that can be used or adapted for evaluating beginner driver education programs.

The *Management Overview* is intended for driving school owners, driver educators, program managers, administrators, and others with limited experience in research. The *Overview* provides a general introduction to the art and science of program evaluation, with a specific focus on how program evaluation concepts and methods can be applied to driver education evaluation.

The three documents together are intended to meet the needs of different people in the driver education field and to support better, more focused evaluations. They provide a set of tools that can be used to carefully and rigorously examine beginner driver education programs. It is hoped that their use will result in a growing body of evaluation data that can be built upon, leading to better driver education programs and, ultimately, safer young drivers.

The three documents and related evaluation resources are also available on the web site of the AAA Foundation for Traffic Safety, [www.aaafoundation.org](http://www.aaafoundation.org).



## Purpose of the *Guide*

Most driver education program managers and administrators have at least a subjective feel for the strengths and weaknesses of their products and operations. More objective and systematic evaluation, however, can provide a broader, deeper, and more reliable understanding—the foundation for continuous improvement. This *Guide* has been developed to assist driver education program managers and administrators get started in systematic program evaluation. It can be used for relatively basic evaluations that don't require large budgets, long planning horizons, or substantial outside technical expertise.

The manual provides a step-by-step guide for evaluating small- to medium-size programs whose managers or sponsors want to know how their program is performing and how it can be improved. In education evaluation, this is known as formative evaluation. It is called “formative” because its function is to help form a program into a more effective operation. Formative evaluation allows you to strengthen your program by providing information on program delivery, the quality of its implementation, and the assessment of instructional procedures and materials.

Formative evaluation should be an ongoing part of program management. It can help improve the quality of all aspects of a driver education program. Virtually any organization capable of delivering a driver education program can and should carry out at least a modest formative evaluation. As will be seen later, a variety of methods, both qualitative (in-depth, word-based research) and quantitative (broad, number-based research), are available for non-specialists to carry out formative evaluations.

Formative evaluations ask the following types of questions:

- Do we know enough about how our program functions?
- Do we have specific objectives for our program?

- What aspects of our program need improvement?
- How well is the program delivered?
- How effective are the instructional materials?
- How much do we know about the users of our program?

The formative evaluation processes outlined in this *Guide* can be used whether your program is new or mature, small or large. The *Guide* is intended for program staff who may have little or no experience with formative evaluation.

The *Guide* does not address statistical evaluation of safety impacts (such as crashes) because this is generally beyond the technical capability of many driver education organizations. Readers interested in considering more comprehensive evaluations should consult the companion documents *Evaluating Driver Education Programs: Management Overview*, and *Evaluating Driver Education Programs: Comprehensive Guidelines*.

## How to Use the *Guide* to Conduct a Formative Evaluation

You may find the idea of carrying out an evaluation somewhat daunting. As with many things that are good for us in the long term, there may be some short-term discomfort in undertaking an objective evaluation. The prospect of doing so may raise questions like:

- I know research is good, but isn't it complicated and expensive?
- What will happen if I find the program isn't as effective as I thought?
- I could use help from an expert, but can I keep proprietary information confidential while I improve my program?

If you are committed to building a more effective program, systematic, objective evaluation is essential, and these concerns can be overcome. The purpose of evaluation is to identify ways to improve programs, and issues that may seem to be problems or weaknesses can also be viewed as opportunities for improvement. In driver education, as in other realms, building upon strengths and addressing weaknesses is the path to more effective and successful programs.

The *Guide* is organized so that anyone interested in implementing a formative evaluation will understand where to begin, how to carry out a successful evaluation, and how to act on the findings. The evaluation process is presented as a series of logical steps. This does not mean, however, that an evaluation must always follow this linear path—in reality, the path may look more like a series of loops rather than a straight line. You may decide that a different order of activities fits better with your program and evaluation needs. Efforts may be required in certain areas, for example, locating and collecting some types of data, before a more complete evaluation can be undertaken. The important point is that wherever you start and end your evaluation, these stepped guidelines will help you understand how to conduct the most effective evaluation possible.

*. . . these stepped guidelines will help you understand how to conduct the most effective evaluation possible.*



## Setting the Scene

Before taking you through these steps and describing the tasks that will help you successfully complete each one, there are some important factors and evaluation concepts to consider. The evaluation team and resource levels are important considerations, as is a basic understanding of what program evaluation is and why it is important. Some definitions are provided to help you understand a few key evaluation concepts. You can refer to the Glossary of Terms in Appendix A for additional definitions as you work through your evaluation.

### *Your Key Resource—The Evaluation Team*

One of the first tasks to consider is who will do the evaluation work. Depending on the size of your program, you may want to create an evaluation team. If you have a larger program, you are going to need help from a group of people within your organization to plan and implement the evaluation. A variety of people can be involved, including operations personnel, and classroom and in-car instructors, and their roles on the team can vary. Team members can assist with some of the evaluation tasks, such as organizing the evaluation, scheduling activities, helping with the planning, supervising staff that are collecting the data, and entering data into a spreadsheet.

There may also be stakeholders in your community who might be willing to help in an advisory role. These include school board and high school representatives, youth groups, AAA, CAA, MADD, and SADD representatives, police, public health practitioners, and representatives from injury prevention organizations.

**T***his Guide will help you identify which parts of the evaluation can be managed in-house and where outside expertise is needed.*

If there isn't any evaluation expertise available in-house, you may want to hire an outside evaluator to assist with some of the more complex tasks, such as designing the evaluation and analyzing the data. This *Guide* will help you identify which parts of the evaluation can be managed in-house and where outside expertise is needed. It also provides basic evaluation information to help you make good decisions about the type of person to bring on board, and identify questions to ask and important resources. Appendix F provides detailed information on when and how to hire an external evaluator.



## *Resources*

It is important at the outset to have some idea of the resources available for your evaluation. Before you finalize your team's time commitments, determine what your budget is. This will help you decide how comprehensive your initial evaluation will be and how much outside help, if any, you can afford to hire. We will discuss hiring outside help again in Step 2 of the evaluation process.

## *Some Key Concepts*

A brief introduction to some key evaluation concepts will assist you in understanding the basics of evaluation and discussing them with evaluation team members. A more detailed discussion of these concepts can be found in the *Management Overview* and *Comprehensive Guidelines*.



## *What is Program Evaluation?*

There are many definitions of program evaluation, but they all have a common theme—evaluation is the “systematic determination of the quality or value of something” (Scriven, in Davidson 2004). The goal is not to simply label the program as good or bad but to look at specific aspects of the program, such as in-class and on-road instruction, materials, or student and parent satisfaction. This will provide a more objective understanding of your program and help you identify ways to improve it. After you’ve completed the first evaluation and made improvements, you will want to repeat the evaluation to look at what has been improved and what more can be done.

## *Why is Program Evaluation Important?*

Evaluation is an essential part of the life of a program. Evaluating is just as important as carefully planning, developing, and delivering a program. It is essential to know what a program is accomplishing and how it is doing relative to its plan. This means identifying program goals and objectives and determining how effective and efficient the program is in achieving them. Along with identifying program strengths, weaknesses, and opportunities for improvement, you may also want to measure progress, assess efficiency, or strengthen program accountability. Information from your evaluation will allow you to share what works and what doesn’t work with other program managers and partners.

Evaluation can also help with decisions about expansion, or help prepare your program for an expansion in the future. Program improvements may attract more students, and a higher quality program may justify increased fees.

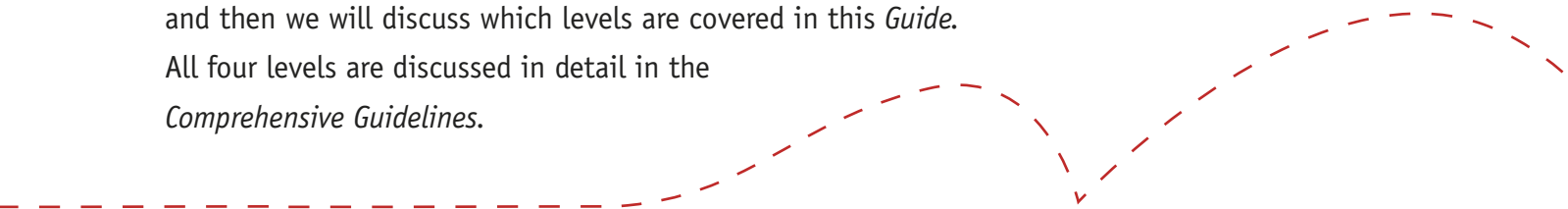
## *Who are the Evaluation’s Target Groups and Stakeholders?*

Target groups and stakeholders are the individuals and groups, both internal and external to the program, who have an interest in the program and its evaluation. They are the people who are involved in or affected by the evaluation. Target groups are the people affected by the program, that is, students, their parents, and staff. Other stakeholders include community members and organizations, decision makers, and sponsors.

## Evaluation Levels—The Scope of Your Evaluation

Four broad levels of evaluation effort have been developed to help evaluation teams decide the appropriate scope of their evaluation. A brief description of each level follows, and then we will discuss which levels are covered in this *Guide*.

All four levels are discussed in detail in the *Comprehensive Guidelines*.



**Level 1** is the most basic level of evaluation, and requires the fewest resources. It includes the program and evaluation planning activities that provide the foundation for moving on to a more extensive evaluation, at a time when fewer constraints exist. Activities can include describing the program, setting program goals and objectives, developing a logic model that shows how the program is expected to meet its objectives, and identifying evaluation objectives and questions. Benchmarking the program against industry standards, or surveying students and parents to determine satisfaction levels can also be undertaken.

**Level 2** builds upon Level 1, working toward a more comprehensive evaluation. It adds the assessment of student knowledge and skill outcomes to the planning activities of Level 1. Level 2 requires more resources than Level 1, and is appropriate for teams that have completed all or most of the Level 1 activities and are prepared to undertake a more active evaluation process.

**Levels 3 and 4** expand the focus to broader outcome evaluations beyond the scope of this *Guide*. They are introduced in the *Management Overview*, and outlined in detail in the *Comprehensive Guidelines*. These levels involve activities that are more demanding technically and financially. They include quality management certification, instrumented vehicles and simulators, and sophisticated statistical methods for assessing safety impacts. These levels can be undertaken by large organizations, such as major program providers; large materials suppliers; industry associations; state, provincial, or national governments; and large research organizations.

This *Guide* includes formative evaluation that is part of Levels 1 and 2 and the ongoing formative evaluation that carries on through the other levels as programs continue to grow and improve.

Having identified all the available options, evaluation teams can effectively assess their present capability to evaluate their programs. Each team will choose priority activities that are within its resource and evaluation capabilities. It is also important, however, to look beyond immediate program evaluation capabilities and establish longer-term evaluation goals. In this way, evaluation becomes a progressive and ongoing part of your program.

### *Logic Models—A Key Planning and Evaluation Tool*

When planning an evaluation, it is important to identify and clearly spell out the goals and objectives of your program. You should also look at how well your program activities are linked to program goals and objectives. A tool that can help is called a logic model. A logic model is usually a graphic representation, such as a flowchart, table, or block diagram, of the relationships between program goals, objectives, assumptions, activities, target and stakeholder groups, and outcomes. It helps to provide a common understanding of what the program is trying to achieve and how its components fit together. A logic model is an excellent tool to help determine whether the connections do, in fact, exist among program objectives and activities and to identify where these connections are missing.

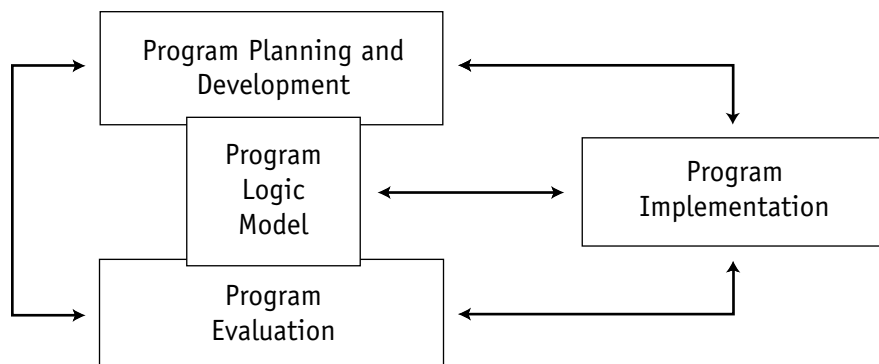
#### **How Logic Models Help Evaluations**

A logic model will help you plan your evaluation by:

- Summarizing the key program components;
- Explaining the program’s rationale;
- Helping to explain how the program’s activities contribute to its goals and outcomes;
- Helping to identify stakeholders to involve in the evaluation;
- Assisting in the identification of important evaluation questions; and
- Helping program staff and stakeholders understand and comment on the evaluation plan (Porteous, Sheldrick, and Stewart 1997; The Health Communication Unit 2006).

Figure 1 shows the relationships between a program’s logic model and program planning, implementation, and evaluation. Note that the processes are cyclical and interdependent.

**Figure 1. Planning and Evaluation Cycle**



A generic program logic model is presented in Figure 2, and an example of a driver education program logic model is found in Table 2, page 31.

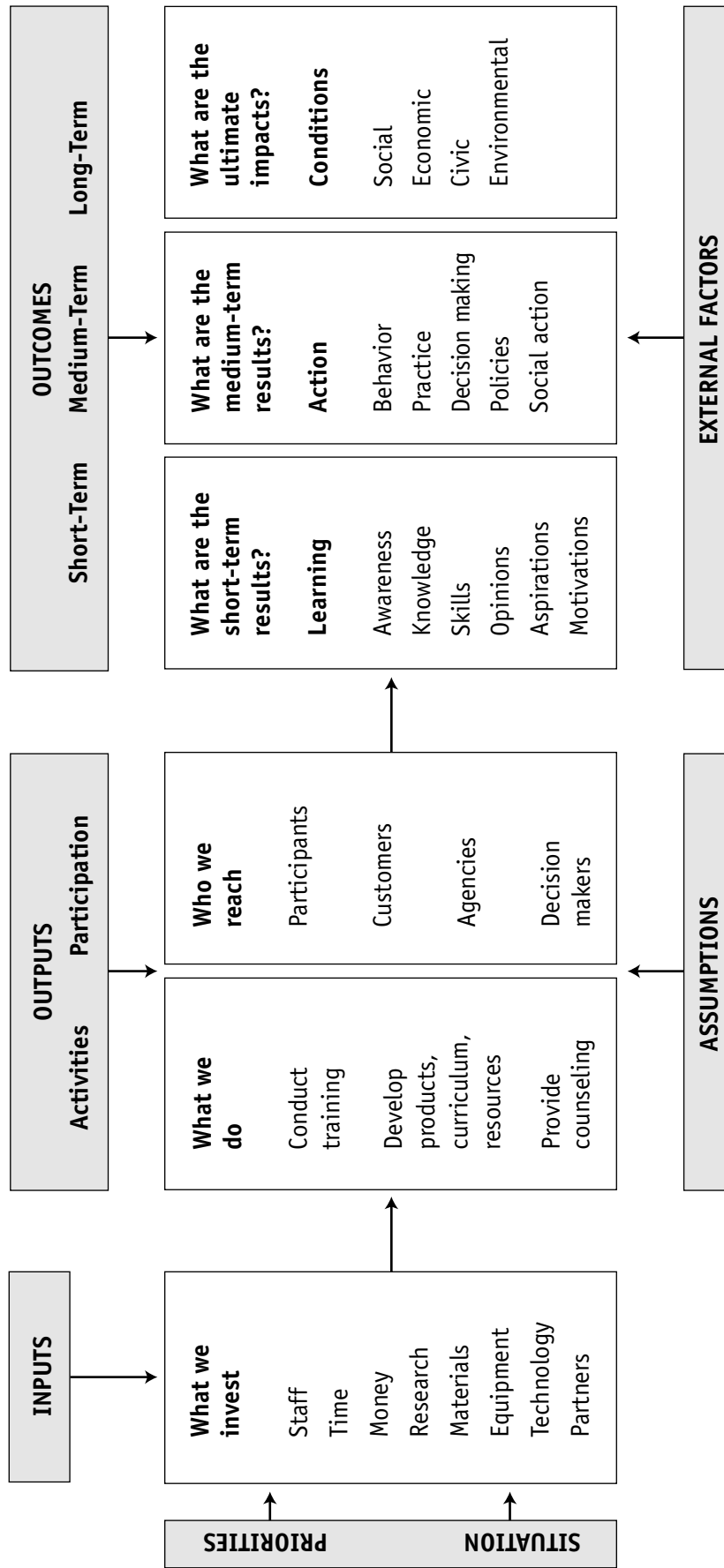
### *Program Evaluation Standards*

Ensuring the adequacy and quality of the evaluation itself is as critical as evaluating the program. Evaluation standards are used throughout the evaluation as benchmarks against which to check the quality of your evaluation. The standards used in this *Guide* and the *Comprehensive Guidelines* were developed by the Joint Committee on Standards for Educational Evaluation (1994), and have been widely adopted in many fields, including education, public health, injury prevention, and human services.

The standards are grouped into four categories:

1. **Utility**—Is the evaluation useful? Utility standards ensure an evaluation will serve the information needs of the intended users.
2. **Feasibility**—Is the evaluation viable and practical? Feasibility standards ensure an evaluation will be realistic, prudent, diplomatic, and frugal.
3. **Propriety**—Is the evaluation ethical? Propriety standards ensure an evaluation will be conducted legally, ethically, and with regard for the welfare of those involved in the evaluation, as well as those affected by its results.
4. **Accuracy**—Is the evaluation correct? Accuracy standards help ensure an evaluation will reveal technically adequate information about the features that determine the worth or merit of the program being evaluated.

**Figure 2. Generic Program Logic Model**



Adapted from *Enhancing Program Performance with Logic Models*, Taylor-Powell, Jones, and Henert 2002.

These standards can help avoid an unbalanced evaluation; for example, an evaluation might be feasible but not useful, or it could be useful and accurate but too costly or time-consuming. In addition, the standards can be applied while planning your evaluation and throughout implementation to help assess its quality. The specific standards within each category and their definitions are found in Appendix B.

Keep in mind that evaluation should not be a one-shot effort but an ongoing part of improving your program. You should also make sure that as the evaluation proceeds, its quality is frequently assessed.

## **How to Evaluate Your Program—An Introduction to the Five Steps of Evaluation**

This *Guide* identifies five major steps to help you plan, implement, and use the findings of your formative evaluation. At the beginning of each step, the tasks are summarized in a chart that helps you understand what’s involved. Each broad activity area and a related set of detailed actions are then explained. Every step concludes with a task called “Apply the Evaluation Standards.” As mentioned previously, paying attention to quality is important. This will ensure your evaluation is appropriate and effective.

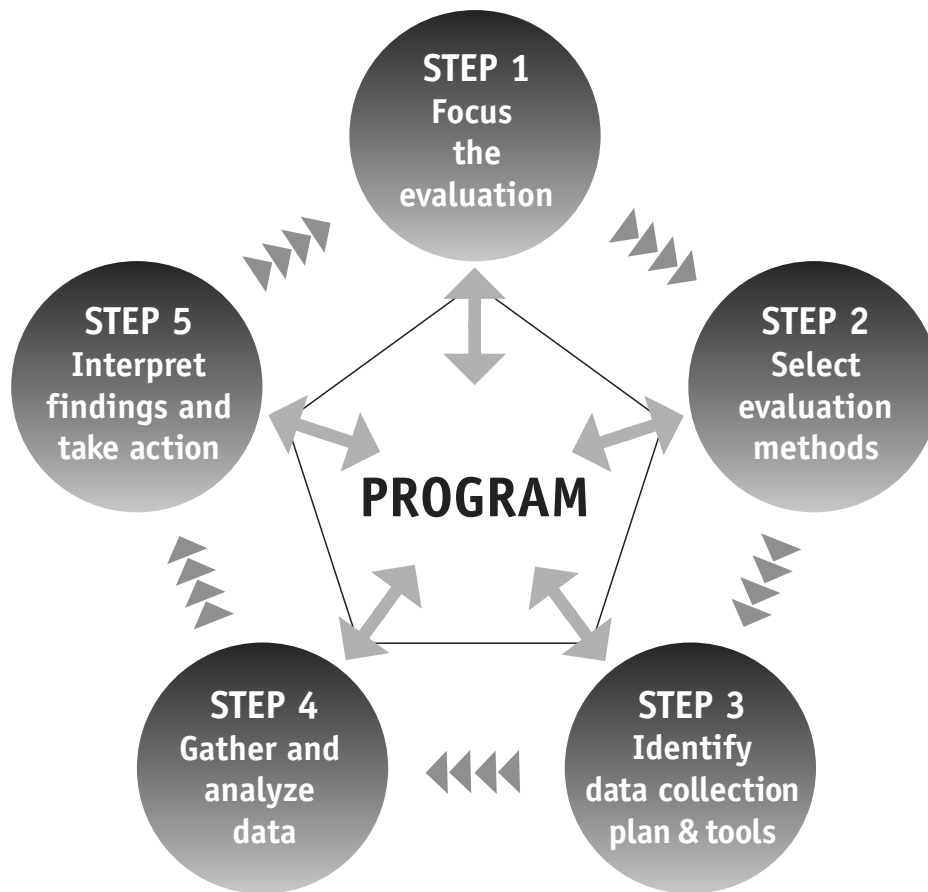
The five evaluation steps have been developed using examples of program evaluation processes from other fields, most notably public health. The steps include the fundamental activities that an effective formative evaluation should address. They are based on a driver education evaluation model and framework specifically developed for the *Comprehensive Guidelines*. The steps address the following key questions that an evaluation should answer:

1. What exactly is being evaluated?
2. What are the evaluation methods, and how will they be used?
3. What tools will be used to gather the evaluation information?
4. How will this information be gathered and analyzed?
5. How will the evaluation findings be interpreted, and how will they be distributed and acted upon to ensure continuous improvement?

These five questions lead to organizing the evaluation process into five major steps illustrated in Figure 3 and described in detail next. Using these guidelines helps ensure a robust and informative evaluation.

These steps may appear complicated as you read through them, but just take it one step at a time, and your evaluation will be straightforward and manageable.

**Figure 3. The Five Steps of Effective Driver Education Program Evaluation**









# STEP 1: Focus the Evaluation

Step 1 explains the initial documentation that will help you focus and plan your formative evaluation. It is important that you give careful attention to documenting program details, as well as considering the key decisions your evaluation team is going to face. These include determining expectations of the evaluation, setting specific evaluation targets, and determining who will use the evaluation results. Step 1 has three major tasks—describing your program, planning your evaluation, and applying the evaluation standards.

## STEP 1A DESCRIBE THE PROGRAM

At the very beginning of the evaluation, it is important to establish a common understanding of your program’s goals, objectives, activities, and outcomes. Describing your program and agreeing on its mandate will help develop a plan for your evaluation.

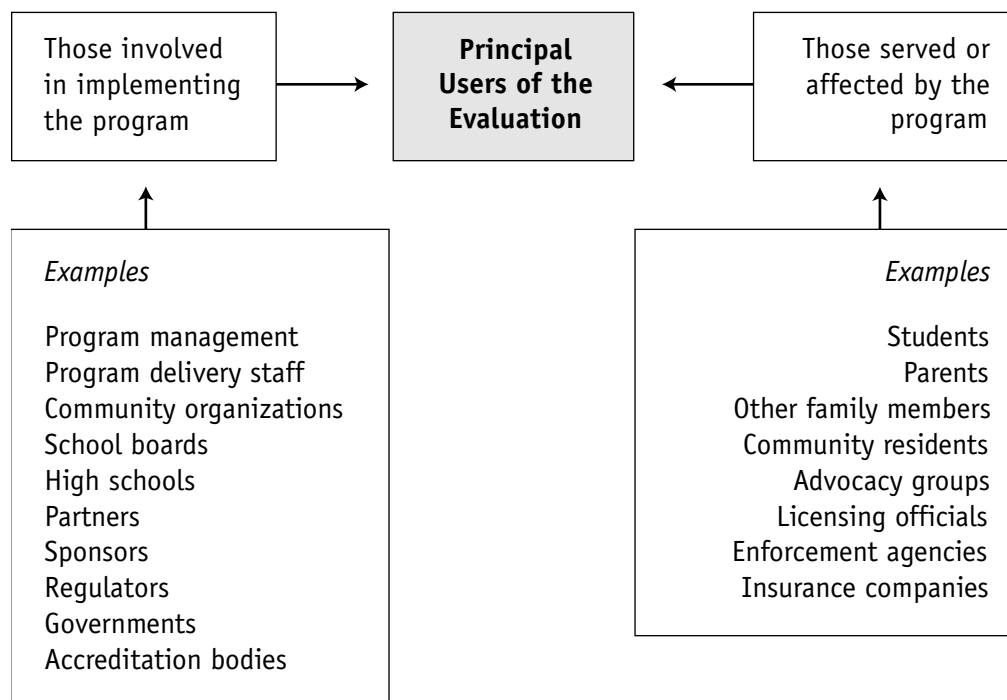
The program description summarizes your program, explains what it is trying to accomplish, and documents how it goes about doing this. Look at who is involved in your program and whom it affects. Identify user and program needs, and think about program activities and resources. If a logic model for your program doesn’t exist, create one to help organize program information. The following chart summarizes the key activities in Step 1A.

1A. DESCRIBE THE PROGRAM	1B. PLAN THE EVALUATION	1C. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"><li>➤ <i>Identify stakeholders, and user and program needs</i></li><li>➤ <i>Identify the program’s vision, goals, and objectives</i></li><li>➤ <i>Identify and document program activities and resources</i></li><li>➤ <i>Develop a program logic model</i></li><li>➤ <i>Assess program readiness to be evaluated</i></li></ul>	<ul style="list-style-type: none"><li>➤ <i>Identify the purpose of the evaluation</i></li><li>➤ <i>Learn from existing driver education evaluations</i></li><li>➤ <i>Identify potential users and uses of the evaluation</i></li><li>➤ <i>Identify key evaluation questions and targets</i></li></ul>	<ul style="list-style-type: none"><li>➤ <i>Apply relevant standards</i></li></ul>

➤ *Identify Stakeholders, and User and Program Needs*

It is important that you identify the program’s stakeholders at the beginning of the evaluation process. These are the individuals and groups of people who are interested in your program for varying reasons. They include the program’s users or client groups—driver education students and their parents. Also consider who else in your community has an interest in your program, such as school boards, schools, insurance companies, community agencies, police, and potential partners or sponsors. The types of stakeholders can be divided into three groups—those involved in implementing your program, those served or affected by it, and the primary users of the evaluation. As shown in Figure 4, users are typically drawn from those involved in the program and those served or affected by the program.

**Figure 4. Types of Stakeholders**



Adapted from *An Evaluation Framework for Community Health Programs*, The Center for the Advancement of Community Based Public Health 2000.

Documenting the needs of your program’s users and other stakeholders is also an important activity to undertake at the outset. This ensures not only that you are fully aware of current needs, but are also looking for changes over time. This process is called a “needs assessment.” Student and parent needs can be monitored through regular

feedback requests incorporated into course activities. A short feedback form and discussion, for example, can be included as part of every course so that your students routinely have opportunities to provide input. A similar form can be sent home to parents or handed out at a parent meeting.

Other stakeholders may also have important input to provide. One way to obtain this information is to contact stakeholders either individually or in groups, and carry out face-to-face meetings to talk about their needs related to the program. Other aspects of a needs assessment include examining the program's needs and identifying additional information required to accurately describe the program. It may be that some types of program information are not being tracked or documented. Processes may need to be put in place to gather information as part of this initial activity; for example, knowing how students and parents learn about the program, which aspects they find attractive, and the reasons they decide to take your course will help describe and evaluate program marketing and promotion activities. Thinking about program needs helps identify information gaps and suggests actions to fill them.

### ➤ *Identify the Program's Vision, Goals, and Objectives*

Being clear about the program's vision, goals, and objectives is essential. As well, you should identify the expectations of management, staff, and stakeholders, and find out what is already known about the program; for example, what do you expect students who attend your program to achieve? What do you know about the quality of your program's processes and products? This analysis will lead to identifying and clarifying the program's vision, goals, and objectives in specific, concrete terms. Understanding these fundamental aspects of your program will help determine the purpose and expectations of the evaluation.

### ➤ *Identify and Document Program Activities and Resources*

The program's activities should flow directly from its goals and objectives. Consider what is being done currently and what could be done differently as program activities are documented. It may be possible to identify weak program content and activities at this stage, and weaknesses can be corrected before further evaluation is undertaken.

Table 1 provides a sample worksheet to help organize program information. In this case, a program goal is to increase the driving safety of students. A more specific program objective of improving students' knowledge and skill in hazard perception has been agreed upon. The expectations, activities, and resources required to meet this objective have been documented as part of the program's logic model. This type of worksheet helps you be specific in documenting information related to each program objective. A blank worksheet is provided in Appendix C.

**Table 1. Organizing Program Information**

<i>Program Goal:</i> <b>Teach novice drivers how to drive safety</b>		
<i>Objective:</i> <b>Improve instruction of hazard perception and avoidance</b>		
<b>Expectations</b>	<b>Activities</b>	<b>Resources</b>
<b>Classroom Instruction</b>		
<ul style="list-style-type: none"> <li>• Up-to-date lesson on hazard perception and avoidance will be included in curriculum.</li> <li>• Students will be able to demonstrate understanding of importance of hazard perception.</li> </ul>	<ul style="list-style-type: none"> <li>• Two-hour classroom session that includes video, class discussion, and a role play with feedback</li> <li>• Reading assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook, videos</li> <li>• Worksheets</li> <li>• Role-play outline</li> </ul>
<b>In-Car Instruction</b>		
<ul style="list-style-type: none"> <li>• Hazard perception and avoidance training will be included in in-car lessons.</li> <li>• Students will be able to demonstrate ability to recognize and avoid hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• In-car training and practice in hazard perception and training</li> </ul>	<ul style="list-style-type: none"> <li>• Driving instructors who are experienced in teaching hazard perception and avoidance</li> <li>• Parents trained as coaches to reinforce hazard perception skills during practice driving sessions</li> <li>• Log books</li> <li>• Vehicles</li> </ul>

Pay particular attention to creating specific and measurable objectives for your program. Clear objectives help ensure that the evaluation activities are also clear, specific, and focused on the most appropriate aspects of the program.

Assessing the resources available for your evaluation early in the planning process is also important. Otherwise you may run out of time or money before the evaluation is finished. Consider the following questions at this point:

- How much money can be spent on the evaluation?
- How much time and how many people can be assigned to the evaluation?
- What is the time frame for the evaluation, and should it be limited due to resources?
- Who can participate in the evaluation, and what skills do they have? Are volunteers available to help?
- Are resources available from a partner or sponsor?
- Are the required supplies, equipment, and space, such as stationery, postage, audio- and videotapes, computers, software, photocopiers, phones, and meeting rooms, available, or can they be purchased or obtained?
- Do you have the resources to make changes as a result of your evaluation?

Next, identify the skills required of the people involved in your evaluation. The following list outlines the types of skills a formative driver education evaluation requires. Staff can be involved in almost all of these evaluation functions, except perhaps evaluation design, data analysis, and statistical expertise.

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### Skill Set

- Leadership, project management, team membership
- Evaluation design
- Data collection training and supervision
- Data collection and entry
- Data analysis
- Report writing

Finalizing the resource requirements for the evaluation will depend on the selection of evaluation methods, and a final cost estimate will be made after Step 2. A resources worksheet to help determine requirements and costs is found in Appendix C.

## ➤ *Develop a Program Logic Model*

As explained previously, a logic model is useful for organizing and depicting your program's critical components and their relationships. Where you start to create a logic model depends on whether the program is new or has existed for some time.

An existing program will use a top-down approach, starting with goals and objectives, working through activities, and ending with outcomes and impacts. The evaluation team asks, "What is the program doing, and why do we think it will create the planned-for change?" For example, first determine what the program is trying to achieve. Then, link

*. . . the logic model shouldn't be too detailed or burdensome, and ideally will fit on one or two pages.*

the goals and objectives to the available resources, to the program's activities and products, and finally to its expected outcomes. The logic model for a new program that is just being planned will more likely take a bottom-up approach. In this case, the team asks, "What change is the program trying to bring about, and how will it be achieved?" This means starting with the expected program outcomes, working back through to activities, and ending with goals and objectives.

Use all available information about your program to develop the logic model. A document review will help you collect important program information. Look at work plans, strategic and operational plans, manuals, training materials, organization charts, budgets, statements of goals and objectives, and any previous evaluation reports. You may also want to consult with some of the program's stakeholders to ensure that, from their perspectives, nothing critical has been omitted. But remember, the logic model shouldn't be too detailed or burdensome, and ideally will fit on one or two pages.

As you create or revise your logic model, refer to the generic model on page 21, and look at the example of a driver education program logic model in Table 2. This chart provides examples of the types of information that can be included in a logic model for a driver education program undertaking a formative evaluation. The model for your program will be much more specific in identifying exact program processes and activities and making outcomes clear and measurable. Use the blank worksheets in Appendix C to help develop your logic model.

**Table 2. Example of a Driver Education Program Logic Model**

Program Goals and Objectives	Program Processes and Activities	Outcomes	Target Groups
<i>Goal: PROGRAM VIABILITY</i>			
<i>Objective:</i> Economic competitiveness	Marketing	Program sales	Management, students, parents
	Operations management	Efficiency	Management, students, parents
		Financial control	Management
	Quality control	Documented quality	Management, students, parents
	Government relations	Regulatory compliance	Management
	Customer service	Customer satisfaction	Management, students, parents
<i>Goal: DRIVER MOBILITY</i>			
<i>Objective:</i> Starting independent driving career	Classroom teaching	Basic knowledge	Students
	In-car practice	Basic skill	Students
		Student and parent confidence	Students, parents
<i>Goal: DRIVER SAFETY</i>			
<i>Objective:</i> Capable driving performance	Knowledge teaching	Rules	Students
		Expectations	
	Skills training	Vehicle handling	Students
		Attention control	
		Hazard perception	
	Risk appreciation		

➤ *Assess Program Readiness to be Evaluated*

It is important to be sure that everything is in place before time and resources are spent even on the initial stages of a program evaluation. Assessing whether the program is ready to be evaluated is referred to as evaluability assessment.

In some cases, although the program is established and operating, there may not be enough documented information to immediately plan an evaluation. The information required to describe the program may not be available and organized so that it is accessible and usable. This information should be obtained prior to further evaluation planning. Another factor to consider is the resources available to undertake or support an evaluation. When carefully assessed, resources may not be adequate; therefore, planning is needed to budget the required time and money for an evaluation sometime in the future.

## **STEP 1B** PLAN THE EVALUATION

Once your program is well defined and documented, it is time to focus more specifically on the evaluation, and identify the additional information needed to plan it effectively. Carefully think through this second part of Step 1. This will help ensure that your evaluation meets its objectives and that your expectations about what can be achieved are realistic. After all, you want the evaluation to be a positive experience that everyone will be willing to incorporate into program activities on an ongoing basis. The activities involved in this step are identified in the following chart.

<b>1A. DESCRIBE THE PROGRAM</b>	<b>1B. PLAN THE EVALUATION</b>	<b>1C. APPLY EVALUATION STANDARDS</b>
<ul style="list-style-type: none"> <li>➤ <i>Identify stakeholders, and user and program needs</i></li> <li>➤ <i>Identify the program’s vision, goals, and objectives</i></li> <li>➤ <i>Identify and document program activities and resources</i></li> <li>➤ <i>Develop a program logic model</i></li> <li>➤ <i>Assess program readiness to be evaluated</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Identify the purpose of the evaluation</i></li> <li>➤ <i>Learn from existing driver education evaluations</i></li> <li>➤ <i>Identify potential users and uses of the evaluation</i></li> <li>➤ <i>Identify key evaluation questions and targets</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

### ➤ *Identify the Purpose of the Evaluation*

It is important for your team to think clearly about and document the evaluation’s purpose and key goals. What is the overall intent of the evaluation? In general terms, what do you want to accomplish as a result of the evaluation?



Some examples of broad goals for an evaluation are to:

- Determine whether the program content is linked to the program’s objectives.
- Determine customer satisfaction levels.
- Identify specific areas for program improvement.
- Gain understanding about the outcomes of program activities on student knowledge and attitudes.
- Determine whether expanding the program or opening another location is a good idea.

These goals will be translated into specific evaluation objectives and targets as the evaluation planning activities proceed next.

### ➤ *Learn from Existing Driver Education Evaluations*

If your program or parts of it have been evaluated before, look at the information from these evaluations. Guidance can also be found in previous evaluations of other driver education programs and evaluation reviews. Information on previous evaluation approaches as well as their findings and how they were used can provide ideas of what to do and what not to do as your evaluation is planned. If you want more background information on current and past driver education evaluations, read the literature review in Appendix A of the *Comprehensive Guidelines*.

### ➤ *Identify Potential Users and Uses of the Evaluation*

Think about who will use the evaluation findings and how they will use them. Some users may be individuals outside your program, such as community agencies concerned about youth safety. If so, obtain their views on the evaluation. Consider this information as you plan the evaluation. Also think about what you will do with the findings from your evaluation, for example:

- Will the findings be used to make changes to existing instructional materials, such as handouts, pamphlets, or tests?
- Would you consider changing the emphasis on certain areas of the curriculum if the findings suggest it is warranted?

- Would you be willing to use different audiovisual materials?
- Will the findings be used by an external community agency to decide whether to partner with you, for instance, in support of impaired driving education or responsible citizenship on the road?

➤ *Identify Key Evaluation Questions and Targets*

Determining the purpose of your evaluation may lead you to review your program description in Step 1A. This helps determine which parts of your program need to be targeted in the evaluation; for example, if your evaluation’s main purpose is to learn more about the effectiveness of the classroom materials in increasing student knowledge, then these materials will be the evaluation’s focus. Or if you primarily want to know how satisfied your customers are, then feedback from students and parents will be the focus.

*... assess the importance of each question by deciding the priority it should have in the current evaluation cycle—high, medium, or low.*

Having identified the program areas that are going to be evaluated, the next task is to develop your evaluation questions. These questions help specify the aspects of the program that are going to be evaluated. An example of a formative evaluation question is, “Does the in-class instruction result in increases in students’ knowledge?” From this question, even more specific aspects of the in-class curriculum can be identified for the evaluation. A checklist can help you identify evaluation questions and assign priority to the information from the answers. Table 3 presents an example to illustrate how you might assign priorities to a general set of formative evaluation questions.

Once you have agreement on your evaluation questions, assess the importance of each question by deciding the priority it should have in the current evaluation cycle—high, medium, or low. Priorities may change in later evaluation cycles. You can then sum the number of questions in each priority, and decide how many questions can be included in this evaluation cycle. Start with the high-priority questions, and then move on to the medium and low ones if time and resources allow. The Evaluation Questions worksheet in Appendix C will help you develop your questions.

**Table 3. Sample Formative Evaluation Questions Checklist**

<b>Activities and Processes</b>	<b>How important are the answers to these questions for this evaluation?</b>
Are program activities being implemented as intended?	High
Do staff think they are well prepared to teach the course?	High
What factors limit the implementation of the program?	Medium
How are partnerships working?	Low
How well do the program activities work?	High
How are program resources being expended?	High
Are current resources sufficient?	High
Is the program at the point where it could be expanded?	Low
<b>Target Groups</b>	
How many students attend the course each year?	High
What is the potential market for the program?	Medium
Are potential participants aware of the program?	High
What is known about customer satisfaction?	High
What is known about the program's reputation?	Medium
How do participants find out about the program?	Medium
<b>Outcomes</b>	
What has the program achieved?	
• Increased knowledge?	High
• Improved car-handling skills?	High
• Improved attitudes toward safe driving?	Medium
How can the program be improved?	High

Adapted from *A Program Evaluation Tool Kit*, Porteous, Sheldrick, and Stewart 1997.

Several factors need to be considered when determining the priority of questions, including what the need for the information is, why it is important, and how it will be used. Be clear on the rationale for your decisions. Some evaluators use the “SMART” principle to check the feasibility and adequacy of evaluation questions. These criteria are also a good way to check the priority assigned to your questions.

## THE SMART PRINCIPLE

**S** pecific  
**M** easurable  
**A** ctionable  
**R** elevant  
**T** imely

Ensure that the questions are:

**Specific** Evaluation questions must be specific, clear, and easily understood.

**Measurable** There must be specific measures established that will provide the answers to all the questions.

**Actionable** The answers must provide the information that is needed to make decisions you want to make about the program.

**Relevant** The high-priority questions must provide needed rather than nice-to-have information. Knowing who needs the information, why it is needed, and what will be done with it, will help decide if each question is a high priority.

**Timely** Make sure that it is important to ask each question now. You may want to delay answering some questions until others are answered.

Adapted from *A Program Evaluation Tool Kit*, Porteous, Sheldrick, and Stewart 1997.

If a question fails to meet any of these five criteria, revise it or eliminate it as a high priority for this evaluation cycle. Also, think about your expectations about each of the questions. Ask what the program is expected to accomplish and how the outcomes can be measured.

These questions lead to identifying the evaluation targets—the specific aspects of

the program you are going to evaluate. Formative evaluation is appropriate to use when your evaluation addresses any of the following program areas:

- Program logic—the program’s logical bases
- Program context—the external environments that influence the program
- Program standards—the principles and regulations that govern the program
- Products—the content of instructional materials
- Processes—the instructional delivery methods, and management operation
- Outcomes—the direct educational effects of the program on students, such as increased knowledge and skills




Table 4 presents a list of general targets for formative evaluation areas of a driver education program. Here is an example of how to use this list. If one of the questions the evaluation team asks is, “How satisfied are our customers with our program?” then customer service (under the program area “Business Processes”) becomes an evaluation target. In this case, however, both the question and the evaluation target are very general and need to be made more specific. Which aspects of customer satisfaction do you really need to know about? Let’s continue with our example. As you work through this process, it becomes clear that there are two important customer satisfaction issues that you want to know more about:

- 1) student satisfaction with in-car lesson scheduling; and
- 2) parent satisfaction with feedback intended to keep them informed of their teenager’s progress.

As a result, four specific evaluation targets are established:

- 1) percentage of students dissatisfied with in-car lesson scheduling;
- 2) student recommendations for improvement;
- 3) percentage of parents dissatisfied with feedback processes; and
- 4) parent recommendations for improvement.

**Table 4. Driver Education Formative Evaluation Targets**

Program Area	General Targets
Program Logic	User needs
	Program logic model
	Evaluability
Program Context	Stakeholder expectations
Business Processes	Operations management
	Quality management and control
	Marketing
	Customer service
Program Standards	Benchmarking
Instructional Products	Curriculum materials
	Tests and measurement
Instructional Processes	Instructor preparation
	Curriculum delivery; in-car practice
	Instructional facilities
Student Outcomes	Knowledge outcomes
	Skill outcomes
	Attitude outcomes
Evaluation Quality	Evaluation effectiveness

Benchmarking under Program Standards in Table 4 refers to looking critically at your program’s quality and seeing how it compares to one of the industry’s benchmark program standards. You can use any of three sets of benchmarking standards currently available:

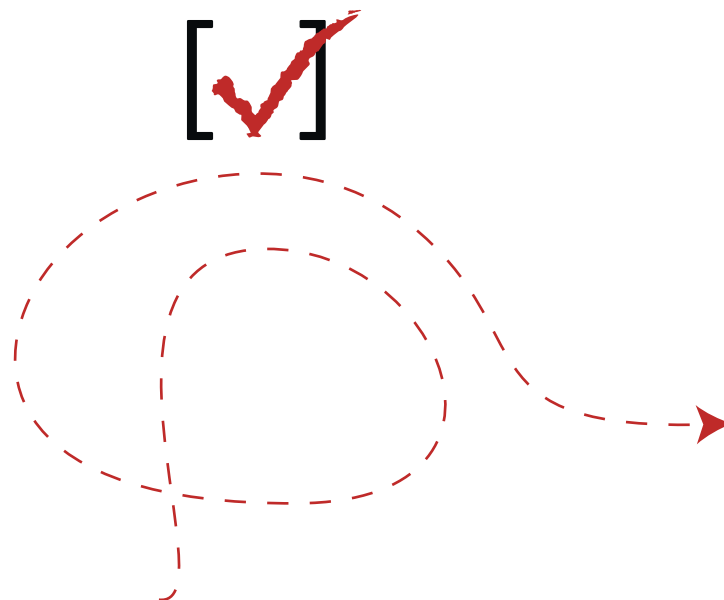
1. The American Driver and Traffic Safety Education Association (ADTSEA) standards (Highway Safety Center 2002).
2. The Driving School Association of the Americas (DSAA) standards (RSEA 2005).
3. The National Institute for Driver Behavior (NIDB) standards.

Appendix E provides the DSAA standards and the web addresses for the ADTSEA and NIDB standards. These standards are also referred to in other tasks where you need to check your program against industry standards (e.g., Steps 2A and 2B, Evaluation Approach and Design; Step 3A, Data Collection Plan; and Step 3B, Data Collection Tools). Having your program certified as meeting the standards of one of these organizations may be possible.

You can use the Evaluation Targets Worksheet in Appendix C to specify what is going to be evaluated. It lists possible evaluation targets and important questions to ask as you work through this task.

## **STEP 1C** APPLY THE EVALUATION STANDARDS

As explained earlier, it is important to consider the evaluation standards described on page 20 as your evaluation planning takes place. As you work through this step, refer to the questions in the following checklist. Similar checklists are found at the end of each evaluation step. They help ensure that the standards are an integral part of your evaluation process. Definitions of the standards are found in Appendix B.





## **STEP 1** Evaluation Standards Checklist

- Have individuals and organizations that will be affected by the evaluation been identified and, if appropriate, included in the evaluation team?
- Are the participants on the evaluation team trustworthy and competent?
- Have political interests and the needs of relevant groups been considered?
- Has the evaluation been planned to assist with addressing the needs of the program's target groups and stakeholders?
- Has the evaluation been planned to ensure its completeness and fairness to build on program strengths and address problem areas?
- Has conflict of interest been identified and dealt with openly and honestly to ensure that the evaluation processes and results are not compromised?
- Do the resources allocated to the evaluation reflect sound accountability, and are they prudent and ethically responsible?
- Has the program been described and documented clearly and accurately?
- Has the purpose of the evaluation been described in enough detail that it can be identified and later assessed?

Now it's time to determine evaluation methods and the sources from which to gather the evaluation information or data. Evaluation methods are discussed in Step 2, and data collection and analysis are found in Steps 3 and 4. You should also begin thinking about how evaluation findings will be used and how to ensure they are used to positively affect the program. Step 5 deals with this in detail.





# STEP 2: Select the Evaluation Methods

Step 2 is a critical point in your evaluation. Here you will carefully determine how to carry out the evaluation and your team’s capabilities. This step involves working out the details of the evaluation approach and design, ensuring appropriate methods are selected. Important methodological and ethical issues will be addressed, and the relevant evaluation standards applied.

## STEP 2A DETERMINE THE EVALUATION APPROACH

You will make some of the most important decisions about the evaluation as you work through this step. The overall approach to the evaluation will be agreed upon, and the research methods finalized. The following chart describes the Step 2A tasks.

2A. DETERMINE EVALUATION APPROACH	2B. DETERMINE EVALUATION DESIGN	2C. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ Determine evaluation level</li> <li>➤ Select research methods</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop research design</li> <li>➤ Determine samples</li> <li>➤ Develop ethics and rights of human subjects procedures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply relevant standards</li> </ul>

### ➤ Determine Evaluation Level

Now, carefully assess the resources and time available to undertake your evaluation, and determine its specific details. We call this process determining the evaluation “level.” You will answer the question, “Given the size of our program, the resources available, and what we already know about the program, what is the best level of evaluation to undertake right now?” You will probably not be able to do everything that you would like all at once, so try to be very realistic as you proceed.

There are different evaluation levels, all of which can be useful. As mentioned earlier, this *Guide* deals with evaluation levels 1 and 2. These general levels can be used to help determine the scope of your evaluation, taking into consideration program goals, objectives, size, number of students, needs, and resources. Table 5 provides a summary of the formative evaluation activities that can be included in each of the two levels.

**Table 5. Suggested Activities for Formative Evaluation Levels**

ACTIVITIES	<i>Evaluation Level</i>	
	<i>1</i>	<i>2</i>
• Take steps to build program evaluation and development capability	X	X
• Describe the program structure and environment	X	X
• Build a logic model for the program	X	X
• Benchmark the curriculum structure and materials to industry standards	X	X
• Evaluate student and parent satisfaction levels	X	X
• Evaluate student reactions to materials and instruction methods	X	X
• Evaluate student knowledge outcomes and skills through testing		X
• Commit to continuous improvement through the evaluation and development cycle		X

### *Level 1*

Local program providers or school authorities can readily undertake a Level 1 evaluation, which is the least demanding of resources. It starts with good record keeping and monitoring program operations and includes program and evaluation planning activities. It provides a foundation for moving on to more extensive evaluation in the future. Even if this is not likely, the Level 1 activities will provide important information that can be used to guide program improvements.

### *Level 2*

Once the first steps of evaluation planning have been completed, resources can be freed to build on these achievements. Work can begin on the next activities leading

toward a more comprehensive evaluation. Evaluation teams that have resources to handle some quantitative data, such as test scores, can consider Level 2 activities. These activities add two important formative evaluation targets to those of Level 1—evaluating student knowledge outcomes and skills through testing and committing to continuous improvement through evaluation and development cycles.

Determining in advance that the resources required for the evaluation are available and committed is also important. Then proceed to the next task in the development of the evaluation—looking at research methods and finalizing the evaluation design.

### ➤ *Select Research Methods*

A wide range of qualitative or quantitative research methods can be used to obtain data for your evaluation. Qualitative methods involve collecting information from relatively small groups of people. The results from small groups usually cannot be considered representative of what most people would say or think, but rather provide a picture of a range of possible views. Qualitative methods primarily use words as data to provide richness of understanding and meaning with respect to people’s opinions, feelings, and beliefs. These methods go beyond “yes” and “no” or multiple choice and ask in-depth questions of “what?” and “why?”

Quantitative methods, in comparison, typically use numbers to answer questions of “how much?” Even though they provide a shallower understanding of the meaning of human traits, they provide an understanding of how many people share the same opinions, feelings, and beliefs. Table 6 summarizes the differences between these two research approaches.

**Table 6. Comparing Qualitative and Quantitative Research**

Qualitative	Quantitative
Richer, deeper understanding	Broader understanding
Verbal information from a small number of people	Numerical information from a relatively large number of people
Identifies what people think (i.e., range)	Identifies how many people think what (i.e., distribution)
Not readily quantifiable	Quantifiable, permits statistical analysis
Not representative of wider populations	May be generalized to whole populations

A variety of qualitative and quantitative methods that can be considered for formative evaluations are shown in Table 7.

**Table 7. Examples of Qualitative and Quantitative Methods for Formative Evaluations**

Qualitative Methods	Quantitative Methods
Focus groups	Sample surveys
In-depth interviews	Log book surveys
Diaries	Testing
Checklists	
Benchmarking	

No single evaluation will use all of these methods, but you should consider using a manageable number of different approaches. Using several approaches can lead to stronger, more reliable results, in which you can be more confident.

Both qualitative and quantitative methods can be appropriately applied to formative evaluations in most areas of your program. The checklist in Table 8 identifies methods that can be considered for different program areas. Select the ones that best meet the purpose and targets of your evaluation. Make sure they are manageable within your resources and evaluation capability and that they reflect the priorities you identified in Step 1B.

*No single evaluation will use all of these methods, but you should consider using a manageable number of different approaches. Using several approaches can lead to stronger, more reliable results...*

**Table 8. Research Methods Checklist**

Program Area	Qualitative Methods	Quantitative Methods
Program Logic	<input type="checkbox"/> Needs assessment <input type="checkbox"/> Logic model development	
Program Context	<input type="checkbox"/> Stakeholder analysis	<input type="checkbox"/> Stakeholder surveys
Business Processes	<input type="checkbox"/> Customer satisfaction interviews and focus groups	<input type="checkbox"/> Quality control processes <input type="checkbox"/> Customer satisfaction surveys
Program Standards	<input type="checkbox"/> Benchmarking	
Instructional Products	<input type="checkbox"/> Interviews <input type="checkbox"/> Focus groups	<input type="checkbox"/> Pilot testing <input type="checkbox"/> Student surveys
Instructional Processes	<input type="checkbox"/> Quality control checks <input type="checkbox"/> Student and parent interviews <input type="checkbox"/> Observation	<input type="checkbox"/> Pilot testing <input type="checkbox"/> Student surveys
Student Outcomes	<input type="checkbox"/> Focus groups	<input type="checkbox"/> Testing <input type="checkbox"/> Surveys
Evaluation Quality	<input type="checkbox"/> Utilization of Program Evaluation Standards <input type="checkbox"/> Usefulness of findings	

Your team will need to consider available skills and other resources for a feasibility check on the research methods you have chosen. It is important to recognize when help from experts is needed in areas beyond the team’s expertise. Appendix F provides guidance on how and when to hire an external evaluator.

## **STEP 2B DETERMINE THE EVALUATION DESIGN**

This step includes decisions about the evaluation methods and the details of the design. The activities are listed in the following chart. For more complex evaluations, these activities may require assistance from an evaluator or statistician. Simpler evaluations may not need to consider all these activities in detail.

2A. DETERMINE EVALUATION APPROACH	2B. DETERMINE EVALUATION DESIGN	2C. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ <i>Determine evaluation level</i></li> <li>➤ <i>Select research methods</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Develop research design</i></li> <li>➤ <i>Determine samples</i></li> <li>➤ <i>Develop ethics and rights of human subjects procedures</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

### ➤ *Develop Research Design*

An evaluation is a research project, and its design must meet certain standards if it is to produce credible and reliable results. Valid comparisons are the core of evaluation research design. As seen in Step 1, description is part of preparing for evaluation, but it is not evaluation; for example, it might be found that a group of students produces a certain average score on a test, or a school’s instructors might have a certain number of hours of instruction. To make information meaningful for evaluation purposes, an appropriate comparison is needed. The student scores can be compared to those of students using a different curriculum or perhaps to scores of previous students who used an earlier version of the curriculum. The instructor qualifications can be compared to a regulatory requirement or to a benchmark based on other programs. Comparisons for driver education evaluation data in Levels 1 and 2 can be made using a few basic methods, as Table 9 indicates.

**Table 9. Data Comparison Methods for Formative Driver Education Evaluations**

Comparison Methods	Definition
Benchmarking	Comparing data to an established standard
Longitudinal studies	Comparing new data to data from repeated measurements on the same subjects taken at different points in time
Quasi-experiments	Comparing new data to similar data gathered from a preexisting comparison group

### ➤ *Determine the Samples*

Assuming your program is large enough that you won’t be studying all your students, having a systematic and well-thought-out plan for selecting study participants is important.

This selection process is known as sampling. Two aspects of sampling are important—sample selection and sample size.

**Sample selection:** This is who you choose to be in your study group (or groups). Usually you want the study sample to be representative of some larger population, such as every student who completed your new course or every student who took the old one. You would like to see the study sample be reasonably representative both for qualitative and quantitative methods. Some things that make a sample unrepresentative include selecting only people who are convenient to include or those who volunteer. Ideally, the study sample must be selected at random from the larger groups you want it to represent. If samples are to be drawn from more than one population, such as students who took a new curriculum and those who took the old one, they should both be selected the same way.

**Sample size:** Aside from selecting representative samples from the population(s) to be studied, the other major issue in evaluation samples is size—the number of people selected. This is especially important in quantitative studies, so let's consider a typical quantitative evaluation example. You want to measure a population characteristic, such as student satisfaction with various aspects of your program. A single sample of students is surveyed, and the results are used to estimate the real opinion of the wider student population. We call it an estimate because even a random sample will usually have some differences by chance from the population it represents. Larger samples, on average, provide estimates closer to the true value.

In your survey, you find that 50% of students surveyed were happy with your school's facilities. The range of opinions likely in the whole population of students needs to be estimated for the sample value, 50%. To see how close your sample value is to the real population, statisticians can calculate a "confidence interval." If the sample size was 20 people, we could be 95% sure that the "real" percentage is within 22 points on either side of the sample value. This range (28% to 72%) is known as the 95% confidence interval for the true population value. To put it another way, if samples of 20 were repeatedly surveyed, 95% of the estimates would fall between 28% and 72%.

To show the importance of sample size, if the sample size were 200 students, the 95% confidence interval would be 43% to 57%. We could be much more comfortable saying the true value in our population is "about half."

Additional assistance on research design and sample sizes can be found in evaluation texts and general texts on research methods for the health and social sciences as well as business management. Several sources are provided in the Evaluation Resources section on page 85. Both the size of the sample and how it is chosen are critical to an evaluation's quality and credibility. Making sure they are correct, therefore, is important, and may require outside technical help.

While sample selection and size are important, you may not be able to completely control who participates in your evaluation if some action on the participants' part is required in providing data. As mentioned previously, the most appropriate sample will depend on the design, but practically, it may also depend on your program's size. If the number of students who take your course, for example, is small, say 2 classes of 20 students per session, you may want information from as many as are willing to complete a questionnaire or attend a focus group (a research method that brings a small group of people together to discuss their views on a particular issue). In this case, sampling is not relevant; however, a large program with hundreds or thousands of students should definitely use a carefully designed sampling procedure.

Validity and reliability are two important research concepts to understand as you think about your evaluation's design. These concepts are also important to the data collection tool activities. Validity refers to the extent a measuring tool (say a test) measures what you think it is measuring. It asks the question, "Are we actually measuring what we're supposed to be measuring?" Your evaluation measures must have high validity for you to be confident that the conclusions drawn about student knowledge, skills, attitudes, and behaviors are correct, trustworthy, and appropriate for making decisions.

Reliability refers to the extent the evaluation tools measure consistently whatever they are measuring. The questions "Are we measuring consistently?" and "How stable is our measure?" reflect concerns with the issue of reliability; for example, is a survey question likely to elicit the same answer for the same person each time he or she is asked? Or, would it elicit the same answer for different people who have had similar experiences? A measure can be reliable without being valid, but it cannot be valid unless it is reliable.

### ➤ *Develop Ethics and Rights of Human Subjects Procedures*

Documenting ethical procedures for your evaluation and ensuring the rights of people who provide information are adequately protected are also important. These steps should be



undertaken fairly early in the evaluation planning. The review criteria and actions outlined in Table 10 provide guidance, although not all criteria will necessarily apply to your evaluation. This document is important to have available to share with stakeholders or sponsors, and as a reference if questions come up about the evaluation’s ethics procedures.

**Table 10. Ethics and Protection of Human Rights Checklist**

Ethics Review Criteria	Required Action
Evaluation purpose	<input type="checkbox"/> Prepare a brief summary of the evaluation’s purpose.
Evaluation methodology	<input type="checkbox"/> Prepare a description of the evaluation approach and design, including participant recruitment procedures and data collection and analysis procedures.
Benefits of evaluation	<input type="checkbox"/> Describe the potential benefits of the evaluation.
Informed consent measures	<input type="checkbox"/> Ensure informed consent of participants. <input type="checkbox"/> Prepare and distribute cover letters and consent forms to all participants. <input type="checkbox"/> For telephone surveys, prepare a statement of introduction. <input type="checkbox"/> Prepare informed consent procedures to be used with participants who are under the legal age of consent (18 years of age), including consent forms for parents or legal guardians with provision for permitting or not permitting the participation of their teenagers. <input type="checkbox"/> Ensure that informed consent procedures include the right of participants to withdraw from the evaluation at any time without penalty of any kind.
Anonymity and confidentiality	<input type="checkbox"/> Outline the procedures to be used to guarantee confidentiality and anonymity for participants, such as using ID numbers instead of names on questionnaires. This is particularly important for students, who may be concerned about the power of the evaluator in a context related to, but not part of, the evaluation.
Storage of data	<input type="checkbox"/> Ensure the collected data will be stored for a specified period of time in a secure location.
Evaluation partners	<input type="checkbox"/> State who will be involved in the evaluation from outside the organization, and provide evidence that these parties have agreed to your ethics procedures.
Dissemination of results	<input type="checkbox"/> State how the evaluation findings will be distributed and how the participants will be made aware of these findings.

Note the evaluation standards also address ethics in the “Rights of Human Subjects” and “Human Interactions” standards of the Propriety category (see Appendix B). Although these standards overlap with some of those already discussed, they focus on the specific parts of the evaluation where additional effort is needed to ensure that ethics are considered.

## **STEP 2C** APPLY THE EVALUATION STANDARDS

Use the following checklist to ensure Step 2 activities meet the relevant standards. If gaps are identified, address them before proceeding to Step 3.



### **STEP 2** Evaluation Standards Checklist

- Have user and stakeholder needs been considered in the evaluation design?
- Has the evaluation been designed to ensure efficiency, the value of the information, and justification of the expended resources (staff and money)?
- Has the evaluation been designed to respect and protect the rights and welfare of participants, and are the necessary procedures in place?
- Does the evaluation design include sound, ethical, and consistent procedures to ensure the findings are correct?
- Does the evaluation design ensure the evaluation is complete and fair in its assessment of the program’s strengths and weaknesses?
- Have the evaluation design and methods been described in enough detail that they can be assessed and possibly replicated?



# STEP 3: Develop the Data Collection Plan and Select the Data Collection Tools

In Step 2, you have carefully considered and finalized the details of the evaluation approach and design. Step 3 moves the evaluation process along by focusing on the types of information to be gathered and the development of a data collection plan, as well as selecting the data collection tools and ensuring their quality.

## STEP 3A DEVELOP THE DATA COLLECTION PLAN

The data collection plan documents the decisions your team makes about which data will be collected, from whom, and how they will be obtained. These activities are identified in the chart below.

3A. DEVELOP DATA COLLECTION PLAN	3B. SELECT AND ASSESS DATA COLLECTION TOOLS	3C. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ Determine appropriate data types and data gathering methods</li> <li>➤ Specify data and sources</li> <li>➤ Identify indicators for program success</li> <li>➤ Assess feasibility of data collection plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Select, modify or develop tools</li> <li>➤ Conduct quality assessment of tools and revise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply relevant standards</li> </ul>

### ➤ Determine Appropriate Data Types and Data Gathering Methods

The data collected during your evaluation will be valuable information that must be documented and preserved. Table 11 provides examples of useful data across the range of relevant program areas and evaluation methods. Refer to this list as you think about which types of data to collect in your evaluation.

**Table 11. Formative Evaluation Data Types**

Program Area	Qualitative Data Types	Quantitative Data Types
Program Logic	<ul style="list-style-type: none"> <li>• Review of previous evaluation findings</li> <li>• Needs statements</li> <li>• Logical links among program components</li> </ul>	
Program Context	<ul style="list-style-type: none"> <li>• Stakeholder expectations</li> </ul>	
Business Processes	<ul style="list-style-type: none"> <li>• Quality control faults</li> <li>• Customer complaints</li> <li>• Staff input</li> </ul>	<ul style="list-style-type: none"> <li>• Customer satisfaction survey data</li> <li>• Accounting data</li> </ul>
Program Standards	<ul style="list-style-type: none"> <li>• Benchmark failures</li> </ul>	<ul style="list-style-type: none"> <li>• Operations data</li> </ul>
Instructional Products	<ul style="list-style-type: none"> <li>• Content benchmarks</li> <li>• Interview transcripts</li> <li>• Focus group transcripts</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot test data</li> <li>• Student survey data</li> </ul>
Instructional Processes	<ul style="list-style-type: none"> <li>• Quality control faults</li> <li>• Student complaints</li> <li>• Observed actions</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot test data</li> <li>• Student survey data</li> </ul>
Student Outcomes	<ul style="list-style-type: none"> <li>• Interview transcripts</li> <li>• Focus group transcripts</li> <li>• Attitudes and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Test data</li> <li>• Survey data</li> </ul>
Evaluation Quality	<ul style="list-style-type: none"> <li>• Program Evaluation Standards</li> <li>• Usefulness of findings</li> </ul>	

While many types of data are relevant to evaluating driver education programs, relatively few basic methods exist for generating and gathering data. These are shown in Table 12.

**Table 12. Definitions of Data Gathering Methods for Formative Evaluations**

Method	Definition
Interviews, focus groups	Individuals or groups answering verbal questions in depth, in their own words
Survey	Groups answering questions in a standardized, structured format, such as multiple choice or yes/no
Testing	Recording performance

Data gathering can be organized in many different ways; for example, interviews can be conducted on the phone with a random sample of new drivers or with a volunteer sample of driving instructors in a focus group. Who is selected to provide the data and how the data gathering is administered will vary depending on the evaluation design. Data collection always has costs, usually for both the evaluators and those who provide the data, so careful choices are important to avoid collecting less-important data or data that will not actually be used.

Data collection must be carried out in a systematic way. Document all the data collection procedures that are going to be used so they can be replicated by another evaluation team or at another time. Be clear about how data are obtained and organized, regardless of whether they are qualitative or quantitative. The methods for processing qualitative data from interviews or focus groups should also be precisely documented. In quantitative methods there are usually missing data, such as survey questions left unanswered. Missing data can be a source of error, which should be dealt with consistently and documented. Similarly, if people drop out of the study or do not complete certain portions of it, keep track of this and, if possible, find out why. If that's not possible, at the end of the study, you'll at least want to compare data to see whether those completing the study are different from those who dropped out.

➤ *Specify Data and Sources*

The data collection plan must also clearly identify the specific information that is to be collected (the data), where and from whom the information will be obtained or collected (data sources), and when to collect it. Using your evaluation targets from Step 2, you can now identify the corresponding data sources. Be as specific as possible when determining what data are needed, where they are located, and how or from whom they can be obtained. Although the availability and accessibility of data are important factors to consider, they should not be the only factors that determine what to evaluate. If you decide that the evaluation needs data that are not available, then finding a way to access this data can be integrated into the next evaluation cycle. Also, identify data that are essential to the evaluation versus data that would be nice to obtain but are not critical.

Table 13 provides a framework for identifying data sources.

**Table 13. Identifying Data Sources for Formative Driver Education Evaluations**

Program Area	Evaluation Targets	Qualitative Data	Quantitative Data	Data Sources
Program Logic	User needs	<ul style="list-style-type: none"> <li>Needs identification from interview and focus group transcripts</li> </ul>		Students, parents, stakeholders
	Program logic model	<ul style="list-style-type: none"> <li>Review of previous evaluation findings</li> <li>Logical links among program components</li> </ul>		Driver education evaluations and evaluators, program developers, staff
Program Context	Stakeholder expectations	<ul style="list-style-type: none"> <li>Stakeholder expectations</li> </ul>		Stakeholders
Business Processes	Operations management	<ul style="list-style-type: none"> <li>Errors, breakdowns</li> <li>Staff input</li> </ul>	<ul style="list-style-type: none"> <li>Operations and accounting data</li> </ul>	Instructors, managers, regulators, business records
	Quality management	<ul style="list-style-type: none"> <li>Errors, mistakes, breakdowns</li> <li>Staff input</li> </ul>	<ul style="list-style-type: none"> <li>Operations and accounting data</li> </ul>	Students, parents, instructors, managers, regulators, business records
	Marketing		<ul style="list-style-type: none"> <li>Participation rates</li> </ul>	Business records
	Customer service	<ul style="list-style-type: none"> <li>Customer complaints</li> </ul>	<ul style="list-style-type: none"> <li>Customer survey data</li> </ul>	Students, parents, instructors
Program Standards	Benchmarking	<ul style="list-style-type: none"> <li>Benchmark shortcomings</li> </ul>		Managers, regulators
Instructional Products	Curriculum materials	<ul style="list-style-type: none"> <li>Content benchmarks</li> <li>Interview transcripts</li> <li>Focus group transcripts</li> </ul>	<ul style="list-style-type: none"> <li>Student survey data</li> </ul>	Students, parents, instructors, managers, regulators
	Tests and measurement		<ul style="list-style-type: none"> <li>Pilot test data</li> <li>Student survey data</li> </ul>	Students
Instructional Processes	Instructor preparation	<ul style="list-style-type: none"> <li>Quality control faults</li> </ul>	<ul style="list-style-type: none"> <li>Pilot test data</li> <li>Student survey data</li> </ul>	Staff, managers, students, regulators
	Curriculum delivery; in-car practice	<ul style="list-style-type: none"> <li>Instructor feedback</li> <li>Observed actions</li> </ul>	<ul style="list-style-type: none"> <li>Student and parent survey data</li> </ul>	Students, parents, staff, managers
	Instructional facilities	<ul style="list-style-type: none"> <li>Instructor feedback</li> <li>Student and parent complaints</li> </ul>	<ul style="list-style-type: none"> <li>Student and parent survey data</li> </ul>	Students, parents, staff, managers, regulators
Student Outcomes	Knowledge outcomes	<ul style="list-style-type: none"> <li>Focus group transcripts</li> <li>Interview transcripts</li> </ul>	<ul style="list-style-type: none"> <li>Test data</li> <li>Survey data</li> </ul>	Students, parents, instructors, licensing authorities
	Skill outcomes	<ul style="list-style-type: none"> <li>Focus group transcripts</li> <li>Interview transcripts</li> </ul>	<ul style="list-style-type: none"> <li>Test data</li> <li>Survey data</li> </ul>	Students, parents, instructors, licensing authorities
	Motivation outcomes	<ul style="list-style-type: none"> <li>Attitudes and beliefs from focus group transcripts</li> </ul>	<ul style="list-style-type: none"> <li>Survey data</li> </ul>	Students, parents
Evaluation Quality	Evaluation effectiveness	<ul style="list-style-type: none"> <li>Program Evaluation Standards checklists</li> </ul>		Staff, managers, evaluators, stakeholders

➤ *Identify Indicators for Program Success*

Next, identify the success indicators associated with evaluation targets, preferably with input from those closest to it—the program staff. These are the criteria that you will use to determine program effectiveness. Well-defined indicators will help ensure you collect high-quality, reliable, and useful data. General examples that can be considered as your data collection plan is developed are shown in Table 14.

**Table 14. Examples of Formative Evaluation Indicators for Program Success**

Program Area	Evaluation Targets	Indicators
Program Logic	User needs	• Needs are linked to objectives
	Program logic model	• Objectives are linked to content
Program Context	Stakeholder expectations	• Expectations are identified and addressed
Business Processes	Operations management	• Staff are retained • Staff are motivated and have few concerns • Program runs well
	Quality management	• Program is consistent; few concerns
	Marketing	• Number of students stable or growing
	Customer service	• Number of complaints minimal and concerns addressed
Program Standards	Benchmarking	• Applicable benchmarks met
Instructional Products	Curriculum materials	• Up-to-date, user friendly, effective, marketable
	Tests and measurement	• Tests are reliable, valid, and practical
Instructional Processes	Instructor preparation	• Meets benchmarks
	Curriculum delivery; in-car practice	• Students complete/pass course
	Instructional facilities	• Customers and staff are satisfied
Student Outcomes	Knowledge outcomes	• Knowledge gains meet targets
	Skill outcomes	• Skill acquisition meets targets
	Motivation outcomes	• Attitude change meets targets
Evaluation Quality	Evaluation effectiveness	• Evaluation meets Program Evaluation Standards

➤ *Assess Feasibility of Data Collection Plan*

Next, carefully consider the feasibility of collecting the data. It would be rare to be able to collect as much or as many different data sets as you would like. It is better to keep your initial evaluation simple and manageable. Data quality depends on a number of factors including the design of the data collection tools, the training of data collectors, data source selection, data coding, data management, and routine error checking. Identify how you are going to organize and manage these factors in the data collection plan. They will influence the activities to be undertaken next in Step 3B.

**STEP 3B SELECT AND ASSESS THE DATA COLLECTION TOOLS**

A wide range of data collection tools can be used to produce and gather data for your evaluation. As discussed in Step 2, they can be: 1) qualitative tools such as reviews, checklists, open-ended interviews, and focus groups; and 2) quantitative tools such as tests and questionnaires.

Different tools are appropriate for different types of evaluations. Formative evaluations can use both qualitative and quantitative tools. As the following chart outlines, first select, modify, or develop your tools. Then assess their quality before beginning the data collection phase of the evaluation.

3A. DEVELOP DATA COLLECTION PLAN	3B. SELECT AND ASSESS DATA COLLECTION TOOLS	3C. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ <i>Determine appropriate data types and data gathering methods</i></li> <li>➤ <i>Specify data and sources</i></li> <li>➤ <i>Identify indicators for program success</i></li> <li>➤ <i>Assess feasibility of data collection plan</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Select, modify or develop tools</i></li> <li>➤ <i>Conduct quality assessment of tools and revise</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

➤ *Select, Modify or Develop Tools*

Examples of existing tools are found in Appendix D. In many cases, items or measures



from different tools can be combined to create a new tool that meets the needs of a specific evaluation.

Ideally, there will eventually be well-established, reliable, and valid standardized tests and other tools, with established norms for comparison, but these are yet to be developed. Nevertheless, there are benefits to using existing tools where possible. Because these tools have been used before, information may be available on their validity and reliability. They may also have gone through revisions and been improved over time, which means the data they provide will be of higher quality.

To find help with developing tools or modifying existing ones, talk to colleagues, and contact any driver education evaluators that you know or have heard of. The following research organizations may have information that will be helpful:

- AAA Foundation for Traffic Safety (AAAFTS)
- American Driver and Traffic Safety Education Association (ADTSEA)
- National Highway Transportation Safety Administration (NHTSA)
- Texas Transportation Institute (TTI)
- Traffic Injury Research Foundation (TIRF)
- Transportation Research Board (TRB)
- University of Michigan Transportation Research Institute (UMTRI)
- University of North Carolina Highway Safety Research Center (UNC-HSRC)

Refer to the Evaluation Resources section on page 85 for web addresses of these organizations. Industry standards can be obtained from ADTSEA, DSAA, and NIDB (see Appendix E).

Table 15 provides a checklist to help determine the type of tools to look for. Review existing tools to make sure they will collect all the data needed for your evaluation.

**Table 15. Data Collection Tools Checklist**

Program Area	Evaluation Targets	Qualitative Tools	Quantitative Tools
Program Logic	User needs	<input type="checkbox"/> Interviews and focus groups	
	Program logic model	<input type="checkbox"/> Assessment of program linkages	
Program Context	Stakeholder expectations	<input type="checkbox"/> Interviews	
Business Processes	Operations management	<input type="checkbox"/> Interviews <input type="checkbox"/> Staff meetings	<input type="checkbox"/> Accounting and operations records
	Quality management	<input type="checkbox"/> Interviews	<input type="checkbox"/> Questionnaires <input type="checkbox"/> Operations records
	Marketing		<input type="checkbox"/> Business records
	Customer service	<input type="checkbox"/> Interviews and focus groups	<input type="checkbox"/> Questionnaires
Program Standards	Benchmarking	<input type="checkbox"/> Documentation of standards and shortcomings	
Instructional Products	Curriculum materials	<input type="checkbox"/> Critical review of curriculum <input type="checkbox"/> Interviews and focus groups	<input type="checkbox"/> Questionnaires
	Tests and measurement		<input type="checkbox"/> Pilot test <input type="checkbox"/> Questionnaires
Instructional Processes	Instructor preparation	<input type="checkbox"/> Standards, benchmarks	<input type="checkbox"/> Records <input type="checkbox"/> Pilot test <input type="checkbox"/> Questionnaires
	Curriculum delivery; in-car practice	<input type="checkbox"/> Observation	<input type="checkbox"/> Questionnaires
	Instructional facilities	<input type="checkbox"/> Benchmarks <input type="checkbox"/> Interviews	<input type="checkbox"/> Questionnaires
Student Outcomes	Knowledge outcomes	<input type="checkbox"/> Focus groups and interviews	<input type="checkbox"/> Tests <input type="checkbox"/> Questionnaires
	Skill outcomes	<input type="checkbox"/> Focus groups and interviews	<input type="checkbox"/> Tests <input type="checkbox"/> Questionnaires
	Motivation outcomes	<input type="checkbox"/> Focus groups	<input type="checkbox"/> Questionnaires
Evaluation Quality	Evaluation effectiveness	<input type="checkbox"/> Documentation of Program Evaluation Standards	

You may also decide to develop tools to supplement existing ones. Table 15 can help determine which tools need to be developed as well. Start by identifying the main categories of information that the tool is to be used for; for example, if increasing students' knowledge of the "rules of the road" is an evaluation target, a tool will include questions to determine whether the students have learned and remembered this information from the course. A written questionnaire is an appropriate tool to collect this type of information. Similarly, a student satisfaction questionnaire will ask students to rate the course and ask for more in-depth information about their views on specific aspects of the course such as quality of instructional materials and teaching.

Developing good questions is also important and not always easy. How questions are worded influences the answers, and thus, the quality and meaningfulness of the evaluation data. The following suggestions can help you develop questions that will provide high-quality data.

### Developing Good Questions

- Pay attention to the language being used in each question and the literacy levels of the people from whom the data are being collected. Use simple, unambiguous, and familiar words.
- Use standard wording used by other evaluations for common questions such as demographics.
- Make sure the questions are short, straightforward, and direct.
- Consider the need for translation of the data collection tools into other languages.
- Avoid using judgmental language.
- Avoid common mistakes, such as leading questions, loaded questions, double-barreled questions, asking more than one question at a time, using technical terms or jargon, and using slang or acronyms.

Adapted from *A Program Evaluation Tool Kit*, Porteous, Sheldrick, and Stewart 1997.

Once the questions for each data collection tool are drafted and refined, the tool can be organized and formatted. Group questions with common themes or intent together to help the flow of the questions, and consider the tool's appearance. Examples of other

evaluation tools from driver education evaluations and other fields can be used as references. Also consider details such as the content of the introduction, an easy-to-read font for questionnaires, not splitting questions over pages, and completion time.

### ➤ *Conduct Quality Assessment of Tools and Revise*

The best way to know how well the data collection tools will work is to assess them before finalizing and actually using them “in the field.” Consider using some or all of these three checks:

1. Ask 2 or 3 knowledgeable driver education or traffic safety experts to review your data collection tools and provide feedback using the questions in Table 16 as a guide.
2. Have a small number of people who are representative of the target group for each tool complete and then answer follow-up questions about the tool. Again, refer to Table 16 for sample questions.
3. Consider a more sophisticated test, called a “stability reliability” test, if resources and time are available. This test examines a tool’s consistency, that is, the likelihood that it results in consistent data over time; for example, a sample of the target group who are asked to complete a data collection tool, say a questionnaire, will do so twice. The second time will be weeks or even months after the first. If the two sets of data are similar, you can conclude that the tool is reliable. Significantly different results suggest there are problems with the tool. Revise and retest it before use. This test may require assistance from an evaluation specialist or researcher (Porteous, Sheldrick, and Stewart 1997).

Use the information from these checks to revise your tools, and then begin preparations for data gathering. Keep in mind that you should also routinely check how well your tools are working “in the field.” If you find problems with their actual use, such as a large number of missing responses on particular questions, they should be revised before the next evaluation cycle. If several students, for example, indicate they don’t understand one of the questions in a user satisfaction questionnaire they are completing, then clarify the problem, and revise and pilot test the question before including it in the questionnaire again.

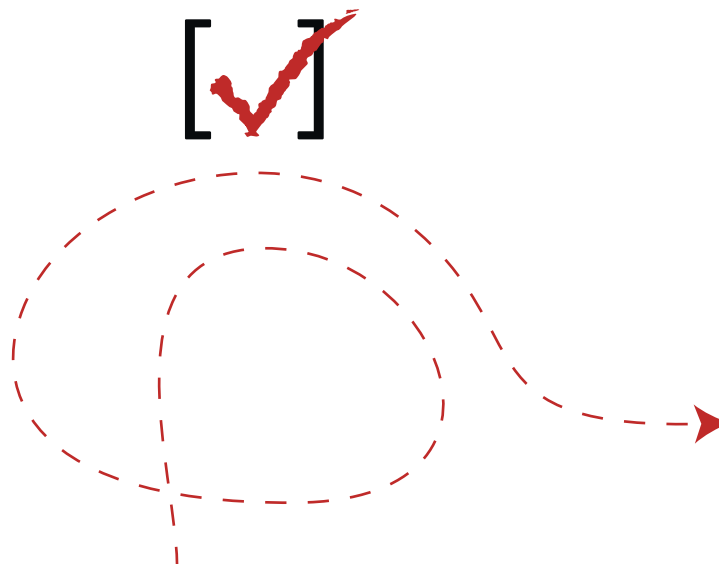
**Table 16. Questions to Help Assess the Quality of Data Collection Tools**

Assessment	Sample Questions
<b>Expert Review</b>	<ul style="list-style-type: none"><li>• Are there questions missing?</li><li>• Are any unnecessary items included in the tool?</li><li>• Are the questions clear, and is the language straightforward?</li><li>• Would you recommend any format or design changes?</li><li>• Are the response categories appropriate?</li><li>• Do you think the tool measures what it is supposed to measure?</li><li>• Is it a reasonable length?</li><li>• Is the tool culturally appropriate?</li></ul>
<b>Pilot Test</b>	<ul style="list-style-type: none"><li>• Could you understand all the questions?</li><li>• Were you able to answer all the questions? Which did you have trouble with and why?</li><li>• Are the questions clear, and is the language straightforward?</li><li>• Were you able to follow the instructions?</li><li>• What is the quality of the translation? (if appropriate)</li><li>• Is the tool easy to read and follow (e.g., font size, order of questions and skips, format)?</li><li>• Did you get bored as you were completing the tool? Where?</li></ul>

Adapted from *A Program Evaluation Tool Kit*, Porteous, Sheldrick, and Stewart 1997.

### **STEP 3C APPLY THE EVALUATION STANDARDS**


During Step 3, review the following evaluation standards checklist, and keep in mind the importance of answering these questions. Ensure the evaluation standards are applied, and then move on to Step 4.





### **STEP 3** Evaluation Standards Checklist

- Are the data to be collected clearly related to the evaluation questions and user and stakeholder needs?
- Are the data collection tools clearly linked to the data collection methods?
- Are the data collection tools practical so that disruption to daily activities of participants is minimized?
- Have user and stakeholder needs been considered as the data collection tools are developed?
- Have the data collection tools been designed to ensure efficiency, the value of the information, and justification of the expended resources?
- Have the data sources been described in enough detail to assess the adequacy of the information?
- Have the data collection tools been selected or developed to ensure a valid interpretation for the evaluation's intended use?
- Have the data collection tools been selected or developed to ensure sufficiently reliable information for the evaluation's intended use?



# STEP 4: Gather, Analyze, and Summarize the Data

With the completion of Step 3, the data collection tools are now finalized, and it is time to prepare to collect the data and then proceed with data gathering, entering, and analysis.

## **STEP 4A** DEVELOP THE DATA COLLECTION LOGISTICS PLAN AND TRAINING PROCEDURES

You can now begin to work out the details of how to gather the data that form the core of the evaluation. You need to determine when, where, and who will collect this information. The following chart identifies the activities involved in this evaluation task.

4A. DEVELOP LOGISTICS PLAN AND TRAINING PROCEDURES	4B. GATHER AND ENTER DATA	4C. ANALYZE AND SUMMARIZE DATA	4D. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ <i>Develop data collection logistics plan</i></li> <li>➤ <i>Develop procedures to train data collection personnel and conduct training</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ensure timely and consistent data collection</i></li> <li>➤ <i>Enter data and ensure accuracy</i></li> <li>➤ <i>Ensure confidentiality and security of data</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Identify data analysis procedures and conduct data analysis</i></li> <li>➤ <i>Assess, synthesize, and summarize data analysis results</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

### ➤ *Develop Data Collection Logistics Plan*

The first thing you need to do in this step is develop a logistics plan to guide the data collection activities. Table 17 provides a sample of the types of activities and information to include. This plan helps track progress and keeps the data collection activities on schedule. If any data are to be collected from people outside your program, such as parents or community organizations, decisions about how to reach them should be made as part of this activity. A blank logistics worksheet is provided in Appendix C.

**Table 17. Sample Data Collection Logistics Plan**

Activity	Details	Suggested Timing	Who is Responsible
Prepare for and schedule activities required to collect data	<ul style="list-style-type: none"> <li>• Set up meetings with evaluation target groups to explain and schedule the evaluation, and recruit participants</li> <li>• Organize participation in focus groups</li> <li>• Obtain addresses/phone numbers for surveys</li> <li>• Determine telephone interview/mail-out questionnaire schedules</li> <li>• Prepare overall schedule for data collection activities, and obtain agreement</li> </ul>	8 weeks prior to initiation of data collection	Evaluation team member responsible for data collection
Verify ethics and human rights procedures	<ul style="list-style-type: none"> <li>• Verify procedures appropriate to data collection tools, such as informed consent forms and provisions for confidentiality and privacy</li> </ul>	8 weeks prior to initiation of data collection	Evaluation team member responsible for data collection
Organize tools and plan data entry	<ul style="list-style-type: none"> <li>• Identify tools, such as ID numbers on questionnaires, interview forms, and records</li> </ul>	4 weeks prior to initiation of data collection	Assigned evaluation team or staff person
Order supplies	<ul style="list-style-type: none"> <li>• Pens, pencils, envelopes, labels, paper, reminder postcards, and postage</li> </ul>	4 weeks prior to initiation of data collection	Assigned evaluation team or staff person
Produce addressed materials	<ul style="list-style-type: none"> <li>• If conducting a mail survey, produce labels, envelopes, and covering and reminder letters with appropriate salutations and addresses</li> </ul>	4 weeks prior to initiation of data collection	Assigned evaluation team or staff person
Produce data collection tools	<ul style="list-style-type: none"> <li>• Make copies of data collection tools, such as questionnaires, interview guides, focus group formats, covering letters, informed consent forms, and reminder letters</li> </ul>	4 weeks prior to initiation of data collection	Assigned evaluation team or staff person



Checking and updating the plan regularly as the data collection activities proceed can help you make changes and keep activities on track. If the scale of the evaluation warrants it, a separate plan for each type of evaluation tool can be developed.

At this point, check to see that the data collection includes the appropriate ethics and rights of human subjects procedures. As explained in Step 2, ensuring privacy, confidentiality, and ethical procedures as the data are collected are essential to a good evaluation. Furthermore, protection of human subjects is often a requirement of an evaluation by law or organizational or program standards. Your evaluation should not proceed without the appropriate procedures in place. As a safeguard, the evaluation standards for this step include rights of human subjects and human interactions standards (see Appendix B).

➤ *Develop Procedures to Train Data Collection Personnel and Conduct Training*

With the data collection logistics in place, the people who are going to collect the data, and therefore have direct contact with participants, must be trained to follow predetermined procedures. These are the data collectors who will, for example, moderate focus groups, conduct telephone interviews, or administer questionnaires. Training staff how to carry out these tasks is very important. Each tool needs to be administered in exactly the same way each time it is used.

Make sure every effort is made to ensure that all participants receive the same information about the evaluation and the same instructions for completing the tool. Participants should also have as similar an understanding as possible of each question in, for example, an interview or a questionnaire. Data collectors must be clear that improvisation and interpretation of the information they are providing to participants is not acceptable.

Consider developing a training guide to assist data collectors to ensure this does not happen. Then hold training sessions for carrying out the data collection activities. Include role playing for focus group moderators and interviewers, as well as practice sessions for those administering surveys. These activities can also generate positive attitudes among the people taking on this important task.

## STEP 4B GATHER AND ENTER THE DATA

As the following chart indicates, data gathering is the next step and involves obtaining the data, putting it into a format appropriate for analysis (data entry), and ensuring its confidentiality and security.

4A. DEVELOP LOGISTICS PLAN AND TRAINING PROCEDURES	4B. GATHER AND ENTER DATA	4C. ANALYZE AND SUMMARIZE DATA	4D. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ <i>Develop data collection logistics plan</i></li> <li>➤ <i>Develop procedures to train data collection personnel and conduct training</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ensure timely and consistent data collection</i></li> <li>➤ <i>Enter data and ensure accuracy</i></li> <li>➤ <i>Ensure confidentiality and security of data</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Identify data analysis procedures and conduct data analysis</i></li> <li>➤ <i>Assess, synthesize, and summarize data analysis results</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

### ➤ *Ensure Timely and Consistent Data Collection*

The data collection logistics plan will help ensure that the data collection activities are well organized, carefully scheduled, and administered in a timely manner. Set realistic completion dates for the data collection, and appoint someone to be responsible for tracking progress and deadlines. The team member responsible for the data collection should be regularly monitoring the schedule for data collection activities, such as interview appointments, focus group meetings, and questionnaire completions, and ensure everything is progressing smoothly. Make sure you have backup people in case someone cannot attend his or her session.

### ➤ *Enter Data and Ensure Accuracy*

Prior to beginning the analyses, the data have to be transferred from the completed data collection forms into a format that is useable for the analysis. Answers from a written questionnaire, for example, must be assigned codes before they can be transferred into a format that allows you to analyze them, and recorded responses from individual interviews

and focus groups have to be transcribed and summarized either manually or by using qualitative data analysis software. You will want help from an evaluator if you are going to use computer software. Although transcribing discussions and interviews can be time-consuming, most often the focus group moderator or interviewer can listen to the recordings and, without transcribing them word for word, identify and document the main points of the discussion and organize them into categories. Include actual quotes to provide examples and support for your interpretation of the data.

Quantitative data can be entered into spreadsheet or analysis software; for example, multiple choice answers on a questionnaire can be entered into software that will count the number of responses and calculate the percentages in each category. Make sure the information is converted carefully and accurately. The person entering the data must check to ensure that no mistakes have been made.

#### ➤ *Ensure Confidentiality and Security of Data*

As explained in Step 4A, actions to ensure data confidentiality must be in place as the data collection tools are being developed. They must also be carefully implemented as the data are being gathered and entered. The data collectors are responsible for obtaining informed consent forms and for communicating privacy, confidentiality, and security procedures at the beginning of data collection sessions. They are also responsible for gathering the data and safely transporting it back to the office—be it focus group or interview tapes, completed questionnaires, or student diaries.

At the beginning of the data entry, any personal identifiers on the data collection tools or data sets must be removed. ID numbers are assigned to ensure individuals' responses cannot be identified.

## **STEP 4C** ANALYZE AND SUMMARIZE THE DATA

Data analysis is the process of compiling or aggregating your data and understanding it. It involves systematically applying numerical calculations, statistical techniques, and categorization of themes to describe, summarize, and compare the data. Different types of data require different analysis approaches and techniques. Make sure the analysis addresses your evaluation questions and targets from Step 1. In addition, the evaluation

methods agreed upon in Step 2 should direct your decisions about the types of analysis to use and the analysis procedures that need to be put in place. The following chart outlines this step's tasks.

4A. DEVELOP LOGISTICS PLAN AND TRAINING PROCEDURES	4B. GATHER AND ENTER DATA	4C. ANALYZE AND SUMMARIZE DATA	4D. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ <i>Develop data collection logistics plan</i></li> <li>➤ <i>Develop procedures to train data collection personnel and conduct training</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ensure timely and consistent data collection</i></li> <li>➤ <i>Enter data and ensure accuracy</i></li> <li>➤ <i>Ensure confidentiality and security of data</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Identify data analysis procedures and conduct data analysis</i></li> <li>➤ <i>Assess, synthesize, and summarize data analysis results</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

➤ *Identify Data Analysis Procedures and Conduct Data Analysis*

Several factors determine the types of data analysis you undertake. These include the methods being used (qualitative and quantitative), and the type of data collected, such as interviews, surveys, and focus groups. The resources available for the data analysis and the analytical capability of your team are also important considerations. Consider the following questions as you plan the analysis. Which types of analysis were discussed during work on Step 2, and which will be used? Who is going to do the analysis, and what in-house resources are available?

Table 18 provides a summary of the range of analysis options. In many quantitative and some qualitative data sets, there will be too much data to handle the analyses manually. Spreadsheet software, such as Microsoft Excel, is relatively user-friendly, and does not require a lot of training. It will be adequate for many evaluation plans. With larger evaluations, however, data analysis software will be required to conduct the analysis. If no one on the evaluation team is familiar with computer analysis programs, obtain assistance from an evaluation specialist, a statistician, or a graduate student with expertise in health or social science research methods.

**Table 18. Data Analysis Options for Qualitative and Quantitative Data**

Data Category	Data Source	Analysis Options
<b>Qualitative</b>	<ul style="list-style-type: none"><li>• Individual interviews</li><li>• Focus groups</li></ul>	<ul style="list-style-type: none"><li>• Identification of response categories, trends, and themes</li><li>• Descriptive information related to specific program issues</li><li>• Qualitative software analysis</li></ul>
<b>Quantitative</b>	<ul style="list-style-type: none"><li>• Mail-out or telephone survey</li><li>• In-class survey</li></ul>	<ul style="list-style-type: none"><li>• Descriptive statistics—counts, differences, cross-tabulations, averages</li><li>• Statistical procedures—correlations, significance tests</li></ul>

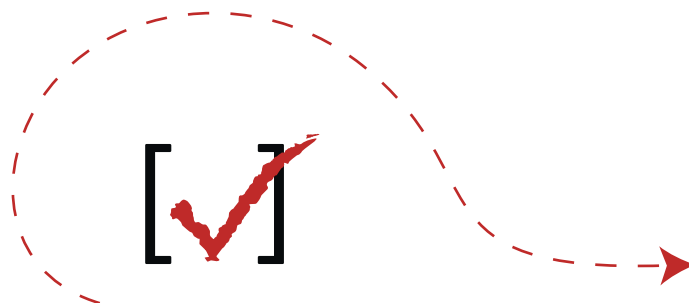
➤ *Assess, Synthesize, and Summarize Data Analysis Results*

Once the data analysis is completed, you will decide how to organize, classify, compare, and display your findings. If more than one evaluation method has been used, you will have different sets of information to assess and combine or synthesize. Look for common themes. Ask what the different sets of information show, whether they support or contradict each other, and whether any of the findings are surprising or unexpected.

The full details of the analysis will be of interest to the evaluation team, but they should be summarized and displayed in straightforward, clear, easily understandable formats for other specific audiences. Charts, bar graphs and histograms will help make the findings easily understandable by the widest possible audience.

**STEP 4D APPLY THE EVALUATION STANDARDS**

As the work in this step proceeds, the following questions will assist in understanding and achieving the evaluation standards. Ensure that they are an integral part of your evaluation process.





## **STEP 4** Evaluation Standards Checklist

- Are the data collection procedures practical so that disruption to daily activities of participants is minimized?
- Have the data collection procedures been designed to respect and protect the rights and welfare of participants?
- Do the data collection procedures respect human dignity and worth to ensure participants are not threatened or harmed?
- Is there a system in place for checking and identifying errors in data entry?
- Have the quantitative and qualitative data been appropriately and systematically analyzed so that the evaluation questions are effectively answered?



# STEP 5: Interpret and Act Upon the Evaluation Findings

Step 5 includes the evaluation activities that link the findings of your data analysis to what you decide they mean, and how your program can be changed as a result of the evaluation. Here, all the effort you have put into conducting a good evaluation comes together and makes a difference to your program. Other program managers and evaluators will also be interested in your evaluation findings and what happens next.

## **STEP 5A** INTERPRET AND DOCUMENT EVALUATION FINDINGS

With the results of the data analysis complete, it is time to assess and synthesize the results and decide what they mean. You will arrive at conclusions and consider the implications for your program, and document the evaluation process and findings in a report that can be used to recommend next steps. You may also want to ask a knowledgeable outside person to review your findings or undertake a small peer review to assess the evaluation and identify initial interpretations or limitations. Peer review is a review process by qualified outside experts. It is used to provide a wider check on your evaluation methods, validity of findings, and conclusions that can be drawn. The activities in this step are shown in the following chart.

<b>5A. INTERPRET AND DOCUMENT FINDINGS</b>	<b>5B. MAKE RECOMMENDATIONS AND TAKE ACTION</b>	<b>5C. APPLY EVALUATION STANDARDS</b>
<ul style="list-style-type: none"> <li>➤ <i>Interpret findings</i></li> <li>➤ <i>Prepare conclusions and make judgments</i></li> <li>➤ <i>Document evaluation process and findings in evaluation report</i></li> <li>➤ <i>Undertake peer review</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Prepare recommendations</i></li> <li>➤ <i>Ensure feedback, follow-up, and dissemination of evaluation results</i></li> <li>➤ <i>Undertake actions to ensure use of evaluation and share lessons learned</i></li> <li>➤ <i>Determine changes to implement in next evaluation cycle and prepare action plan</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

## ➤ *Interpret Findings*

Depending on the research methods that you have used, the evaluation data can be quite different, and the approach to interpreting the findings will also differ. If, for example, quantitative data from a large survey have been analyzed by an evaluator or statistician, you will want this person to help you understand what these data mean and how to present them. An in-house evaluator or program staff person will be more comfortable interpreting results obtained from smaller-scale evaluations, such as a student survey or a series of parent interviews. Questions to ask include:

- What new information has been gained to help answer our evaluation questions, and what do we know about our evaluation targets that we didn't know before?
- What new information is available about the program's products, processes, and outcomes?



## ➤ *Prepare Conclusions and Make Judgments*

With answers to these questions in mind, document your conclusions about the outcomes of the evaluation and the implications for your program. These conclusions can also be reviewed with stakeholders. It is important to judge the usefulness of the findings that have been gathered through the evaluation. Be clear about justifying your conclusions. Consider alternative explanations for evaluation findings, and determine whether there is evidence to support them. Are all of your conclusions consistent? If not, examine the underlying data and assumptions, and try to understand the inconsistencies.

## ➤ *Document Evaluation Process and Findings in an Evaluation Report*

Although writing an evaluation report may seem unnecessary to those directly involved in the evaluation, it is an essential part of the process. It provides a complete overview of how the evaluation was conceived, implemented, and concluded.



## An Evaluation Report Should Document:

- Who was consulted;
- What decisions were made about how the evaluation was to be conducted;
- Who was involved;
- How the evaluation was carried out;
- What the data analysis consisted of; and
- What the findings and conclusions were.

The report is the principal source to describe the methods; their strengths and limitations; and the evaluation's findings, conclusions, and recommendations. Moreover, going through the process of writing the report will help you make sense of the data and the findings. It will also help with future evaluations. Documenting details about how the evaluation was conducted will simplify the next evaluation, allowing you to build upon and improve future evaluations, and compare results over time.

### ➤ *Undertake Peer Review*

As mentioned previously, you may want to have your evaluation report reviewed by at least one outside expert in the driver education field. This review can provide feedback on your findings and the report and suggest improvements for your program and your next evaluation. Peer reviewers are often able to identify important findings that someone closer to the evaluation may have missed, spot erroneous conclusions, and provide insights on recommendations.

**D**ocumenting details about how the evaluation was conducted will simplify the next evaluation, allowing you to build upon and improve future evaluations, and compare results over time.

## STEP 5B MAKE RECOMMENDATIONS AND TAKE ACTION

This step, outlined in the following chart, focuses on what happens after the evaluation process and results are documented. This is one of the most important aspects of the entire evaluation. Here, you make critical decisions about the implications of the evaluation for your program, and recommend what to do as a result of your findings. Creating an action plan ensures appropriate changes are incorporated into the next evaluation cycle, and next steps to improve your program are identified and implemented. Disseminating information about the evaluation and sharing what has been learned can increase awareness about improving driver education programs and evaluations.

5A. INTERPRET AND DOCUMENT FINDINGS	5B. MAKE RECOMMENDATIONS AND TAKE ACTION	5C. APPLY EVALUATION STANDARDS
<ul style="list-style-type: none"> <li>➤ <i>Interpret findings</i></li> <li>➤ <i>Prepare conclusions and make judgments</i></li> <li>➤ <i>Document evaluation process and findings in evaluation report</i></li> <li>➤ <i>Undertake peer review</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Prepare recommendations</i></li> <li>➤ <i>Ensure feedback, follow-up, and dissemination of evaluation results</i></li> <li>➤ <i>Undertake actions to ensure use of evaluation and share lessons learned</i></li> <li>➤ <i>Determine changes to implement in next evaluation cycle and prepare action plan</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Apply relevant standards</i></li> </ul>

### ➤ *Prepare Recommendations*

With the evaluation results documented, you can now develop recommendations about decisions and actions that need to be considered as a result of the evaluation. Review your preliminary recommendations with program personnel and key stakeholders to ensure the implications for all affected are carefully considered. Assess the pros and cons of all the recommendations before they are finalized. This will help ensure the relevance, credibility, and usefulness of the evaluation results and increase the chances that the recommendations will be acted upon.

### ➤ *Ensure Feedback, Follow-Up, and Dissemination of Evaluation Results*

The main audiences for the evaluation report are your program staff and management,

users, stakeholders, peers and colleagues, and others who may have been part of or assisted with your evaluation. The evaluation report may be more detailed than necessary for the general community or users such as students and parents. Shorter, simplified communications pieces, such as a brief summary in a newsletter or on a web site, should be considered for these audiences.

➤ *Undertake Actions to Ensure Use of Evaluation and Share Lessons Learned*

It's important and not always easy to avoid misuse of the evaluation findings. Having a clear and understandable report that includes all findings (good and bad), releasing the report in a timely fashion, and being committed to undertaking the identified program changes will enhance your credibility. You have already thought about how the evaluation results will be used during the early planning activities, and now it is time to make sure they are used effectively.

### Using Evaluation Results

Types of activities that help ensure positive use of the evaluation results include:

- Ensuring the evaluation team is fully informed;
- Informing program users about the evaluation results and what actions are being taken in response to the findings;
- Making stakeholders aware of the evaluation results and seeking feedback;
- Using the findings as input into program change decisions;
- Demonstrating how the results will be used to improve the program; and
- Promoting the benefits of evaluation to users, stakeholders, and interested community organizations.

Widely sharing evaluation results validates the time and resources invested and reinforces the need to incorporate evaluation activities into ongoing planning and improving your program. This process also provides support to and acknowledgement of everyone's efforts.

➤ *Determine Changes to Implement in the Next Evaluation Cycle and Prepare Action Plan*

The final activity of your evaluation is to determine which changes you will make in your next round of evaluation. What was learned in this evaluation, and which questions are still unanswered? Answering these questions can guide your planning of a new set of evaluation objectives, which then become the basis for ongoing program evaluation and improvement. Making evaluation and program improvement a routine part of your program management is an important activity for program managers, staff, and possibly users and other stakeholders.

## **STEP 5C** APPLY THE EVALUATION STANDARDS

As the work in Step 5 proceeds, use the following checklist questions to ensure the standards are an integral part of the evaluation process.



### **STEP 5** Evaluation Standards Checklist

- Have the perspectives, procedures, and rationale used to interpret the evaluation findings been carefully described, so that the basis for value judgments is clear?
- Does the evaluation report clearly describe the program so that essential information is provided and easily understood?
- Have interim and final findings and reports been prepared and distributed so that they can be used in a timely manner?
- Has the evaluation been reported in such a way that it will encourage follow-through by stakeholders?
- Has the evaluation team ensured that the full set of evaluation findings, along with limitations, are made accessible to those affected by the program and others who have a right to receive the findings?
- Does the evaluation report impartially and fairly reflect the findings?



# Evaluation Scenario and Conclusion

## Sample Formative Evaluation Scenario

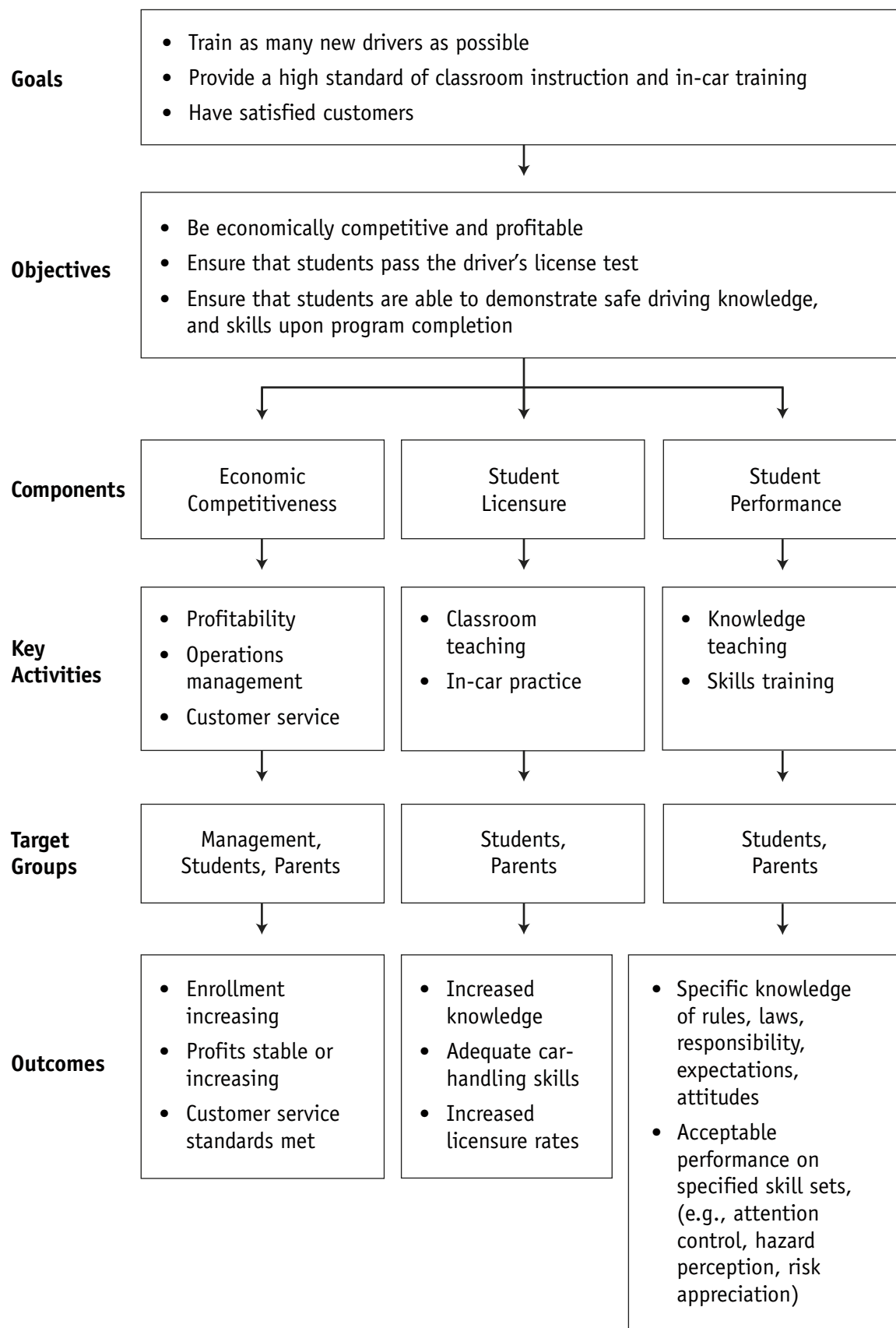
To help you better understand how a small formative evaluation can be initiated using this *Guide*, an evaluation scenario for a small driver education operation is described next. This scenario assumes there has been no previous evaluation of the program, there is no in-house evaluation expertise to help out, and a minimal budget (~\$2,000) has been established to get things going. This will cover administrative and operational expenses such as supplies and reproduction costs, facility rental if needed for focus groups and interviews, and possibly some outside assistance with data analysis and interpretation.

Using the five evaluation steps outlined in the *Guide* to provide direction and ideas, the operator of this hypothetical program asks a senior staff person to help in planning a small ongoing evaluation activity. Because time and resources are limited, they agree that only certain aspects of the five steps are feasible to undertake initially.

Both share an interest in improving their program, and agree that developing a one-page logic model chart is the first thing to be carried out. They think it is important to document the program's goals and objectives, and to make sure they understand the relationships between the intended and actual program operations and outcomes.

The two decide to form an evaluation working group and invite others to join. They hold a session for all staff and review the logic model. The usefulness of the logic model is explained, and comments and improvements are requested. The following logic model in Figure 5 is the result of this work.

**Figure 5. Program Logic Model for a Formative Evaluation Scenario**



The members of the working group next think about the purpose of the evaluation and use the logic model to help decide which program areas and key activities to evaluate. They also discuss the scope of the evaluation and what they are able to do, based on their limited resources. The key decisions are organized by program goals and objectives. For each of the three main goals and objectives of the program (program viability, student mobility and student safety), evaluation targets are identified using the evaluation structure presented in the *Guide*. Altogether, five areas are targeted: program logic model, user needs, customer service, curriculum materials, and knowledge teaching and outcomes. Table 19 summarizes the rationale for choosing these evaluation targets.

Although it seems that this plan will require more time and effort than available, the next step helps working group members see how the evaluation can assess the targets quickly and efficiently, within their limited resources. The evaluation design is developed using the *Guide* examples to help identify options and make decisions. It becomes clear that a small number of research methods and data collection tools can be used to gather information on the evaluation targets.

*Although it seems that this plan will require more time and effort than available, the next step helps working group members see how the evaluation can assess the targets quickly and efficiently, within their limited resources.*

The group decides that the evaluation will use the logic model to focus on the most important evaluation areas, and that the evaluation design will include:

1. Two or three focus groups with students to learn about their views on the course and what they would like to see changed;
2. A short survey questionnaire given to students at the end of the course, and another sent home for parents, to learn more about user needs, course materials and instruction, and customer satisfaction;

**Table 19. Evaluation Decisions for a Formative Evaluation Scenario**

<i>Goal:</i> <b>Operate a viable driver education program</b>		
<i>Objective:</i> <b>Be economically competitive, profitable, and manage a quality program</b>		
<b>Program Areas</b>	<b>Program Activities and Evaluation Targets</b>	<b>Reasons</b>
Program Logic	Program logic model	The development of a program logic model is completed as part of initiating the evaluation process.
	User needs	Not much is known about student or parent needs related to the program, and it is decided that this is important information to begin collecting.
Business Processes	Customer service	Input from students and parents should be obtained to help identify areas where customer service and satisfaction can be improved.

<i>Goal:</i> <b>Operate a program that successfully prepares students for independent driving</b>		
<i>Objective:</i> <b>Ensure that students are able to start independent driving by passing the driver's license test</b>		
<b>Program Areas</b>	<b>Program Activities and Evaluation Targets</b>	<b>Reasons</b>
Instructional Products	Curriculum materials	It is decided that feedback on the course content and materials is important and needed.

<i>Goal:</i> <b>Operate a program that successfully prepares students to be safe drivers</b>		
<i>Objective:</i> <b>Ensure that students are able to demonstrate safe driving knowledge and skills upon program completion</b>		
<b>Program Areas</b>	<b>Program Activities and Evaluation Targets</b>	<b>Reasons</b>
Student Outcomes	Knowledge teaching and outcomes	It is decided it is important to understand how much the students learn during the course, to see whether this is increasing over time, and whether there are any areas where there is relatively weak gain in knowledge. To measure changes as a result of the course content, the final test will also be given at the beginning of the course.



3. Interviews with instructors to get their input on customer service issues; and
4. Administering the knowledge test twice, at the beginning and the end of the course to track knowledge gain.

Table 20 shows how information on the evaluation targets is going to be collected using both qualitative and quantitative methods.

**Table 20. Evaluation Design for a Formative Evaluation Scenario**

Program Target	Qualitative Methods	Quantitative Methods
User needs	<ul style="list-style-type: none"> <li>• Student focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Parent survey</li> </ul>
Customer service	<ul style="list-style-type: none"> <li>• Interviews with instructors to identify improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Student exit survey</li> <li>• Parent survey</li> </ul>
Curriculum materials	<ul style="list-style-type: none"> <li>• Student focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> </ul>
Student outcomes		<ul style="list-style-type: none"> <li>• Knowledge test</li> </ul>

Some methods will be repeated with different content; for example, the student focus groups on user needs and curriculum materials will use the same format, but ask different questions. Depending on how much information the working group wants to collect, one set of focus groups could cover both areas. Similarly, the student survey can cover more than one area of the evaluation.

Once the group agrees on what the evaluation is going to consist of, members take on the various tasks of organizing and conducting the focus groups, and developing the student and parent questionnaires. The example tools in the *Guide* are modified and no new tools are needed. Finally the data collection activities are organized and carried out, and the data are analyzed and summarized. A short report is prepared which identifies program areas for immediate and future improvement, and an action plan specifying next steps, including subsequent evaluation activities.

This first evaluation will take more time to organize and implement than subsequent ones, but the time is well worth the results. Careful planning and attention to detail will pay off in the longer term.

# Conclusion

Objective, systematic evaluation is needed to help driver education programs improve and to maximize the likelihood of having a measurable safety impact. Systematic evaluation consists of an ongoing series of stepped evaluation actions used to improve driver education programs and raise the bar of program performance and outcomes. It is based upon a foundation built from evaluation models, program logic, a comprehensive evaluation framework, and program evaluation standards.

You now understand what is involved in a formative evaluation of a driver education program. Once you embark upon this process, it can become a regular and ongoing part of your program. The usefulness of your evaluation findings will become more important over time. Each evaluation cycle will provide more information about how the program is doing, and you will be able to compare improvements from one year to the next. Evaluation will become a critical link in a process of continuous improvement as you make your program better and better.

Remember, when you are ready to consider more comprehensive evaluations, consult the companion documents *Evaluating Driver Education Programs: Management Overview*, and *Evaluating Driver Education Programs: Comprehensive Guidelines*. They will provide an understanding of more extensive evaluations of the “bottom-line” effects of your program. They outline the benefits and provide guidance for the practical requirements of the more complex evaluations of student outcomes and safety performance, and provide additional detail on most of the material presented in this *Guide*.

Until then, use this *Guide* to help carry out effective, ongoing formative evaluation activities. Good luck!

*Systematic evaluation consists of an ongoing series of stepped evaluation actions used to improve driver education programs and raise the bar of program performance and outcomes.*



## REFERENCES

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# EVALUATION RESOURCES\*

## 1. Examples of Program Evaluation Guidelines, Tools, and Resource Materials

*A Program Evaluation Tool Kit—A Blueprint for Public Health Management*

Nancy L. Porteous, Barbara J. Sheldrick, and Paula J. Stewart.

Public Health Research, Education and Development Program, Ottawa-Carleton Health Department, Ottawa, Ontario. 1997

<http://www.phac-aspc.gc.ca/php-ppsp/toolkit.html>

*An Evaluation Framework for Community Health Programs*

The Center for the Advancement of Community Based Public Health. 2000

<http://www.cdc.gov/eval/evalcbph.pdf>

*Basic Guide to Program Evaluation*

Carter McNamara. 2000

[http://www.mapnp.org/library/evaluatn/fnl\\_eval.htm](http://www.mapnp.org/library/evaluatn/fnl_eval.htm)

*Evaluating Health Promotion Programs Workbook*

Centre for Health Promotion, University of Toronto. 2006

<http://www.thcu.ca/infoandresources/publications/EVALMasterWorkbookv3.6.03.06.06.pdf>

*Key Evaluation Checklist*

Michael Scriven

<http://www.wmich.edu/evalctr/checklists/kec.htm>

*Knowledge Required to Perform the Duties of an Evaluator*

D. J. Caron

The Canadian Journal of Program Evaluation, 1993, V. 8, No. 1, 59-78

*Professional Development Modules on Key Topics in Evaluation*

Online Evaluation Resource Library

<http://oerl.sri.com>

*Program Evaluation Kit*

First 5 LA (Los Angeles County Children and Families First Proposition 10 Commission)

Research and Evaluation Department. 2003

[http://www.first5.org/docs/Community/CommRsrc\\_EvalKit\\_0603.pdf](http://www.first5.org/docs/Community/CommRsrc_EvalKit_0603.pdf)

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\*The websites listed in this section were correct at time of printing and are for informational purposes only. AAA Foundation does not endorse any particular organization or website.

*Programme Manager's Planning, Monitoring, and Evaluation Toolkit*  
The United Nations Population Fund (UNFPA)  
<http://www.unfpa.org/monitoring/toolkit.htm>

*Project STAR—Support and Training for Assessing Results*  
*A comprehensive guide to decisions involved in the evaluation process.*  
[http://nationalservicerresources.org/resources/online\\_pubs/perf\\_meas/ac\\_pm\\_worksheets.php](http://nationalservicerresources.org/resources/online_pubs/perf_meas/ac_pm_worksheets.php), and [http://nationalservicerresources.org/resources/online\\_pubs/perf\\_meas/usersguide.php](http://nationalservicerresources.org/resources/online_pubs/perf_meas/usersguide.php)

#### *Resources*

Information about evaluation or assistance in conducting an evaluation project  
CDC Evaluation Working Group  
<http://www.cdc.gov/eval/resources.htm>

*Taking Stock—A Practical Guide to Evaluating Your Own Programs*  
Sally L. Bond, Sally E. Boyd, and Kathleen A. Rapp  
Horizon Research, Inc. 1997  
<http://www.horizon-research.com/publications/stock.pdf>

*The Community Toolbox, Part J, Evaluating Community Programs and Initiatives*  
Work Group on Health Promotion and Community Development University of Kansas  
[http://ctb.ku.edu/tools/en/part\\_J.htm](http://ctb.ku.edu/tools/en/part_J.htm)

*Utilization-Focused Evaluation Checklist*  
Michael Quinn Patton  
<http://www.wmich.edu/evalctr/checklists/ufecchecklist.htm>

*W.K. Kellogg Foundation Logic Model Development Guide*  
<http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

## **2. Evaluation Methodology Resources**

Bourque, L. B., and E. P. Fielder. 1995. How to conduct self-administered and mail surveys. In *Survey Kit Series, Volume 3*. A. Fink (ed.). Thousand Oaks, CA: Sage Publications.

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Trochim, W. M. K. 2001. *The research methods knowledge base*. Cincinnati, OH: Atomic Dog Publishing. Available from <http://www.socialresearchmethods.net>

*Using Excel for Evaluation Data*

<http://www.metrokc.gov/health/APU/healthed/emanual.htm>

*What Is a Survey? Series*

American Statistical Association

<http://www.amstat.org/sections/srms/whatsurvey.html>

### **3. Research Organizations**

AAA Foundation for Traffic Safety (AAAFTS)

<http://www.aaafoundation.org>

American Driver and Traffic Safety Education Association (ADTSEA)

<http://adtsea.iup.edu/adtsea>

National Highway Transportation Safety Administration (NHTSA)

<http://www.nhtsa.dot.gov>

National Institute for Driver Behavior (NIDB)  
<http://www.nidb.org>

The Driving School Association of the Americas (DSAA)  
<http://www.thedsaa.org>

Transportation Research Board (TRB)  
<http://www.trb.org>

University of Michigan Transportation Research Institute (UMTRI)  
<http://www.umtri.umich.edu>

University of North Carolina's Highway Safety Research Center (UNC-HSRC)  
<http://www.hsrb.unc.edu>

## 4. Evaluation Consultants

### *Getting and Working with Consultants*

Carter McNamara

Management Assistance Program for Nonprofits

Links to information to help organizations find, hire, and work with evaluation consultants

<http://www.mapnp.org/library/staffing/outsrcng/consult/consult.htm>

### *Resume Bank*

American Evaluation Association

Links to resumes of AEA members who are available as evaluation consultants

[http://www.eval.org/find\\_an\\_evaluator/evaluator\\_search.asp](http://www.eval.org/find_an_evaluator/evaluator_search.asp)

## 5. Evaluation Training

### *Building Evaluation Capacity. 72 Activities for Teaching and Training*

H. Preskill and D. Russ-Eft. 2005

Thousand Oaks, CA: Sage Publications.

### *Events Directory*

American Evaluation Association

<http://www.eval.org/Training/eventsdirectory.asp>

The Evaluators' Institute

<http://www.evaluatorsinstitute.com>



## APPENDIX A: Glossary of Terms

The following glossary of terms is a compilation of definitions from several evaluation sources, listed on pages 99-100. A more complete glossary of evaluation and research terms is contained in *Evaluating Driver Education Programs: Comprehensive Guidelines*.

### A

**Analysis:** Systematically applying statistical techniques and logic to interpret, compare, categorize, and summarize data collected in order to draw conclusions.

**Assumptions:** Hypotheses about conditions necessary to ensure that: (1) planned activities will produce expected results; and (2) the cause-effect relationship between the different levels of program results will occur as expected. Achieving results depends on whether the assumptions made prove to be true. Incorrect assumptions at any stage of the results chain can become an obstacle to achieving the expected results.

**Auditing:** An independent, objective, systematic process that assesses the adequacy of an organization's internal controls, and the effectiveness of its risk management and governance processes, to improve its efficiency and overall performance. It verifies compliance with established rules, regulations, policies, and procedures, and validates the accuracy of financial reports.

### B

**Benchmark:** A reference point or standard against which program effects can be assessed. A benchmark refers to the performance achieved in the recent past by this or other comparable organizations, or what can be reasonably inferred to have been achieved in similar circumstances. A benchmark is a referenced behavior for comparing observed performance at a given level.

**Bias:** A constant error or any systematic influence on measures, judgments, or statistical results, unrelated to the evaluation's purpose. Statistical bias is inaccurate representation that produces systematic error in a research finding. Bias may result in overestimating or underestimating certain characteristics of the population. It may result from incomplete information or invalid data collection methods and may be intentional or unintentional.

## C

**Closed-ended Question:** A question followed by predetermined response choices, such as multiple choice, scales, and yes/no. Many closed-ended questions have “other” as the last alternative with a space for respondents to specify their answer in words.

**Coding:** The process of transforming data, evidence, information, judgments, notes, and responses to numeric or alphabetic codes for data analysis.

**Comparability:** The similarity of phenomena, such as attributes, performances, assessments, and data sources, being examined. The amount or degree of comparability often determines the appropriateness of using one phenomenon in lieu of another, and helps ensure fairness.

**Confidentiality:** The obligation not to disclose respondents’ identities. Confidentiality can also refer to the obligation of persons to whom private information has been given, not to use the information for any purpose other than that for which it was given.

**Consent:** The voluntary agreement of a person or group to participate in research. This should be obtained in conjunction with the person or group being given adequate information that has to be fully understood by the subjects; hence “informed consent.”

**Content Analysis:** A set of procedures for collecting and organizing non-structured information into a standardized format that allows one to make inferences about the characteristics and meaning of written and otherwise recorded material.

**Control Group:** A group as closely as possible equivalent to an experimental treatment group (one that is exposed to a program, project, or instructional material), and exposed to all the conditions of the investigation except the program, project, or instructional material being studied.

## D

**Data:** The information produced by or used in the evaluation. Data are numbers, words, pictures, ideas, or any type of information used.

**Data Analysis:** The process of organizing, summarizing, and interpreting numerical, narrative, or artifact data, so that the results can be validly interpreted.

**Data Source:** Identifies the origin of the information you plan to collect.

**Demographic Information:** Descriptive data that include race/ethnicity, gender, age, grade level, socioeconomic status, and similar kinds of information. This information can help analyze a program's impact on different groups of participants, and in proving that you reached the audience your program targeted.

**Document Review:** Examining records or documents that reveal information about the context in which a program occurs, about people's behaviors, and about other conditions or events. Evaluators can use existing records, such as test results, or develop forms especially for the evaluation, such as participant journals, and attendance sheets.

## E

**Effectiveness:** A measure of the extent to which a program achieves its planned results (outputs, outcomes, and goals), or of how economically or optimally inputs (financial, human, technical, and material resources) produce outputs.

**Evaluability:** The extent to which an activity or a program can be evaluated in a reliable and credible fashion.

**Evaluation:** A time-bound exercise that attempts to assess systematically and objectively the relevance, performance, and success, or the lack thereof, of ongoing and completed programs. Evaluation is undertaken selectively to answer specific questions to guide decision makers and program managers, and to determine what worked and didn't work, and why. Evaluation commonly aims to determine the relevance, validity of design, efficiency, effectiveness, impact, and sustainability of a program.

**Evaluation Design:** A blueprint developed to answer questions about a program. It includes a clear statement about the purpose and plans for gathering, processing, and interpreting the information needed to answer the questions. More specifically, it represents the set of decisions that determine how an evaluation is to be conducted.

**Evaluation Methods:** Data collection options and strategies selected to match or fit the overall design and answer the evaluation questions. Methods depend on knowing who the information is for, how it will be used, what types of information are needed and when, and the resources available.

**External/Independent Evaluation:** An evaluation conducted by individuals or entities free of control by those responsible for the design and implementation of the program being evaluated.

# F

**Feasibility:** The coherence and quality of a program strategy that makes successful implementation likely. The extent to which resources allow an evaluation to be conducted.

**Feedback:** The transmission of findings of monitoring and evaluation activities organized and presented in an appropriate form for dissemination to users to improve program management, decision making, and organizational learning. Feedback may include findings, conclusions, recommendations, and lessons learned from experience.

**Finding:** A factual statement about a program based on empirical evidence gathered through monitoring and evaluation activities.

**Focus Group:** A qualitative technique developed by social and market researchers in which 6-12 individuals are brought together and interactively give their views and impressions on a specified topic. Included are sharing insights and observations, obtaining perceptions or opinions, suggesting ideas, or recommending actions on a topic of concern. Focus groups are often homogeneous with members being generally the same age, gender, and status to encourage participation. This method provides in-depth and insightful information from a relatively small number of people.

**Formative Evaluation:** A type of evaluation undertaken during program implementation to furnish information that will guide program improvement. A formative evaluation focuses on collecting data on program operations so that changes or modifications can be made to the program in its early stages. Formative evaluations provide feedback to program managers and other personnel about the program aspects that are working and those that need to be changed.

# G

**Goal:** A higher order objective to which a program or intervention is intended to contribute.

## I

**Indicator:** A specific, measurable item of information that specifies progress toward achieving a result. More specifically, a quantitative or qualitative measure of program performance used to demonstrate change and which details the extent to which program results are being or have been achieved. For indicators to be useful for monitoring and evaluating program results, identifying indicators that are direct, objective, practical, and adequate, and regularly updating them are important.

**Informed Consent:** A written or verbal agreement in which potential participants agree to participate in the study after receiving adequate information about the study to make a reasoned decision.

**Inputs:** The resources used to conduct a program.

**Instrument:** A tool used to measure or study a person, event, or other object of interest. Examples are topic guides for focus groups (qualitative instrument) and questionnaires for surveys (quantitative instrument).

**Internal Evaluation:** Evaluation conducted by a staff member or unit from within the organization being studied.

**Interview:** A series of orally delivered questions designed to elicit responses concerning attitudes, information, interests, knowledge, and opinions. Interviews may be conducted in person or by telephone, and with an individual or a group. The three major types of interviews are: (1) structured, where all questions to be asked by the interviewer are specified in advance; (2) semi-structured, where the interviewer can ask other questions and prompts in addition to the specified questions; and (3) unstructured or open-ended, where the interviewer has a list of topics (topic guide), but no or few specified questions, but rather allows the respondent to tell his or her own story, thereby shaping the direction of the interview.

## K

**Knowledge Construction:** A methodological approach that assumes knowledge is not available, and therefore, needs to be built or constructed, as well as acquired. Knowledge construction can be contrasted with knowledge acquisition.

# L

**Learning Outcomes:** The products of instruction or exposure to new knowledge or skills. Examples include the mastery of a new skill or successful completion of a training program.

**Logic Model:** A systematic and visual way to present perceived relationships among the resources available to operate the program, planned activities, and the changes or results to be achieved. This planning and evaluation tool most often takes the form of a graphic representation, such as a flowchart, diagram, or table, that depicts the relationships among program assumptions, goals, objectives, activities, target and stakeholder groups, and outcomes.

**Longitudinal Study:** A quasi-experimental study in which repeated measurements are obtained prior to, during, and following the introduction of an intervention or treatment to reach conclusions about the intervention's effect.

# M

**Measure:** An instrument or device that provides data on the quantity or quality of the performance being evaluated.

**Methodology:** A description of how something will be done. A set of analytical methods, procedures, and techniques used to collect and analyze information appropriate for evaluating the particular program, component, or activity.

**Monitoring:** A continuous management function that aims primarily at providing program managers and key stakeholders with regular feedback and early indications of progress, or lack thereof, in achieving intended results. Monitoring tracks the actual performance against what was planned or expected according to predetermined standards. It generally involves collecting and analyzing data on program processes and results, and recommending corrective measures. It can also include checking on a process or a person to verify that progress is being made, required activities are occurring, assessment and evaluation procedures are being implemented, suggested practices are being tried, prior information is still applicable, earlier decisions can still be justified, and standards are being met.



**Objectives:** Specific desired program outcomes.

**Observation:** A research method, in which the investigator systematically watches, listens to, and records the phenomenon of interest.

**Open-ended Question:** A question in a semi-structured questionnaire or topic guide that allows respondents to answer in their own words. Occasionally open-ended questions may appear in a structured interview using a “closed question” instrument. This is not that common, however, due to the difficulties of analyzing these quantitatively.

**Outcome:** The intended or achieved short- and medium-term effects of an intervention’s outputs. Outcomes represent changes in conditions that occur between the completion of outputs and the achievement of impact.

**Outcome Evaluation:** Examining a related set of programs, components, and strategies intended to achieve a specific outcome. An outcome evaluation gauges the extent of success in achieving the outcome, assesses the underlying reasons for achievement or nonachievement, validates the contributions of a specific organization to the outcome, and identifies key lessons learned and recommendations to improve performance.

**Outputs:** Products and services resulting from the completion of activities within a program or intervention.

## P

**Pilot Study/Test:** A small, preliminary test, dress rehearsal, or trial run, which should be a mirror image of the research evaluation to be done, only on a much smaller scale. Interviews, questionnaires, sampling, and initial analysis should all be considered. The results of the pilot are used to improve the program or evaluation procedure being piloted before it is used on a larger scale.

**Population:** The whole group from which the evaluator wants to draw conclusions. All the members of a population are potential subjects. Usually we cannot gather information from

everyone in a population, so a sample needs to be created or drawn. A sample is a subgroup taken from the population often meant to be representative of the population.

**Post-test:** A test to determine performance after administering a program, project, or instructional material.

**Process Evaluation:** A type of formative evaluation that assesses ongoing program evaluations to determine the extent to which a program is operating as intended. A process evaluation helps program managers identify which changes are needed in design, strategies, and operations to improve performance.

**Product Evaluation:** Similar to process evaluation, with a focus on products rather than processes, a product evaluation helps program managers and consumers identify which changes are needed in the design and utility of their products to improve performance.

**Program Logic:** Synonymous with program theory. Normally used when program theory is very simple or straightforward.

**Program Theory:** An approach for planning and evaluating programs or interventions. It entails systematic and cumulative study of the links between inputs, activities, outputs, outcomes, impacts, and contexts of interventions. It specifies how activities will lead to outputs, outcomes, and longer-term impact and identifies contextual conditions that may affect the achievement of results.



**Qualitative Data:** Information gathered from evaluation methods such as personal interviews, focus groups, observations, and documents such as case histories, correspondence, and records. This type of data can include detailed descriptions of situations, events, people, interactions, observed behaviors, and people's own thoughts about their experiences, attitudes, beliefs, and behaviors.

**Qualitative Evaluation:** A type of evaluation primarily descriptive and interpretative and may or may not lend itself to quantification.

**Qualitative Research:** The approach advocated as a means to understanding social phenomena. Generally viewed as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification, and includes in-depth interviews, observations, and participant observation.



**Quantitative Data:** Information presented and summarized in numerical form.

**Quantitative Evaluation:** A type of evaluation involving the use of numerical measurement and data analysis based on statistical methods.

**Quantitative Research:** The approach that measures social phenomena and obtains numerical values that can be analyzed statistically.

**Quasi-experiment:** A research method that compares naturally occurring or other groups which are not randomly assigned. Carefully matching treatment and control groups greatly reduces or may eliminate the likelihood that the groups were different in important ways at the outset.

**Questionnaire:** An instrument consisting of a series of questions and statements used to collect data and information.

## R

**Random Sampling:** Selecting a number of individuals from a larger group or population, so that all individuals in the population have the same chance of being selected.

**Reliability:** The questions, “Are we measuring consistently?” and “How stable is our measure?” reflect concerns of reliability. It is the extent to which the measure is consistent and accurate, or the degree to which an instrument consistently measures an attribute.

**Research:** The general field of disciplined investigation.

**Result:** The output, outcome, or impact (intended or unintended, positive or negative) derived from a cause-and-effect relationship set in motion by a program or intervention.

## S

**Sample:** A subset of people, documents, or things that is characteristically similar to the larger group from which it is selected.

**Sample Size:** The number of individuals selected or drawn from a population for research purposes.

**Sampling:** Techniques used to obtain a subset of a population. This includes “probability sampling” where each subject has a known statistical chance of selection (often used in quantitative studies), and “non-probability sampling” where subjects do not have a known statistical chance of selection (used for qualitative sampling).

**Self-Selection Bias:** The ways in which individuals who choose to expose themselves to a program or interventions differ from those who do not.

**Stakeholders:** People, groups, or entities that have a role and interest in the aims and implementation of a program. They include: the community whose situation the program seeks to change; field staff members who implement activities; program managers who oversee implementation; donors and other decision makers who influence or decide the course of action related to the program; and supporters, critics, and other persons who influence the program environment. They are the individuals or groups who may affect or be affected by a program evaluation.

**Strategies:** Approaches and modalities to deploy human, material, and financial resources and implement activities to achieve results.

**Successful Outcome:** A favorable program result assessed in terms of effectiveness, impact, and sustainability.

**Summative Evaluation:** Evaluation designed to present conclusions about the merit or worth of an object and recommendations about whether it should be retained, altered, or eliminated. It includes outcome and impact evaluation that assesses a program’s overall effectiveness.

**Survey:** A method of collecting information from a sample of the population of interest. This is usually a quantitative method which allows statistical inferences to be drawn about the population from the sample taken.

## T

**Target Group:** A program’s main stakeholders who are expected to gain from that program’s results. Population sectors a program aims to reach in order to address their needs.

**Transparency:** Carefully describing and sharing information, rationale, assumptions, and procedures as the basis for value judgments and decisions.

# U

**Utility:** The value of something to someone or to an institution. The extent to which evaluations meet the information needs of their users.

# V

**Validity:** Refers to the extent a measure captures the dimension of interest. It is the soundness of a measure's use and interpretation. The question, "Are we measuring what we're supposed to be measuring?" reflects concerns of validity.

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[www.sachru.sa.gov.au](http://www.sachru.sa.gov.au)

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## APPENDIX B: Program Evaluation Standards

Utility Standards	Feasibility Standards	Propriety Standards	Accuracy Standards
U1 Stakeholder identification	F1 Practical procedures	P1 Service orientation	A1 Program documentation
U2 Evaluator credibility	F2 Political viability	P2 Formal agreements	A2 Context analysis
U3 Information scope and selection	F3 Cost effectiveness	P3 Rights of human subjects	A3 Described purposes and procedures
U4 Values identification		P4 Human interactions	A4 Defensible information sources
U5 Report clarity		P5 Complete and fair assessment	A5 Valid information
U6 Report timeliness and dissemination		P6 Disclosure of findings	A6 Reliable information
U7 Evaluation impact		P7 Conflict of interest	A7 Systematic information
		P8 Fiscal responsibility	A8 Analysis of quantitative information
			A9 Analysis of qualitative information
			A10 Justified conclusions
			A11 Impartial reporting
			A12 Metaevaluation

### Definitions

#### Utility Standards

The following utility standards ensure that an evaluation will serve the information needs of intended users.

##### *U1 Stakeholder Identification*

Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed.

##### *U2 Evaluator Credibility*

The persons conducting the evaluation should be both trustworthy and competent in performing the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.

##### *U3 Information Scope and Selection*

Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders.

#### *U4 Values Identification*

The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear.

#### *U5 Report Clarity*

Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.

#### *U6 Report Timeliness and Dissemination*

Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion.

#### *U7 Evaluation Impact*

Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.

### **Feasibility Standards**

The following feasibility standards ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.

#### *F1 Practical Procedures*

The evaluation procedures should be practical, to keep disruption to a minimum while needed information is obtained.

#### *F2 Political Viability*

The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted.

#### *F3 Cost Effectiveness*

The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified.

## Propriety Standards

The following propriety standards ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.

### *P1 Service Orientation*

Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants.

### *P2 Formal Agreements*

Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it.

### *P3 Rights of Human Subjects*

Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.

### *P4 Human Interactions*

Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.

### *P5 Complete and Fair Assessment*

The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and the problem areas addressed.

### *P6 Disclosure of Findings*

The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation and any others with expressed legal rights to receive the results.

### *P7 Conflict of Interest*

Conflict of interest should be handled openly and honestly, so that it does not compromise the evaluation processes and results.

### *P8 Fiscal Responsibility*

The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accountable and appropriate.

## Accuracy Standards

The following accuracy standards ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

### *A1 Program Documentation*

The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.

### *A2 Context Analysis*

The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.

### *A3 Described Purposes and Procedures*

The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.

### *A4 Defensible Information Sources*

The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.

### *A5 Valid Information*

The information-gathering procedures should be chosen or developed and then implemented, so that they will assure that the interpretation arrived at is valid for the intended use.

### *A6 Reliable Information*

The information-gathering procedures should be chosen or developed and then implemented, so that they will assure that the information obtained is sufficiently reliable for the intended use.

### *A7 Systematic Information*

The information collected, processed, and reported in an evaluation should be systematically reviewed, and any errors found should be corrected.

### *A8 Analysis of Quantitative Information*

Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.

### *A9 Analysis of Qualitative Information*

Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.



### *A10 Justified Conclusions*

The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.

### *A11 Impartial Reporting*

Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.

### *A12 Metaevaluation*

The evaluation should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.

Reproduced from *The Program Evaluation Standards*. 2nd ed. Joint Committee on Standards for Educational Evaluation. 1994.



# APPENDIX C: Worksheets

## Worksheet #1: Organizing Program Information

Program Goal:
Objective:

Expectations	Activities	Resources
1.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
3.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
4.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
5.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



(Worksheet #2 continued)

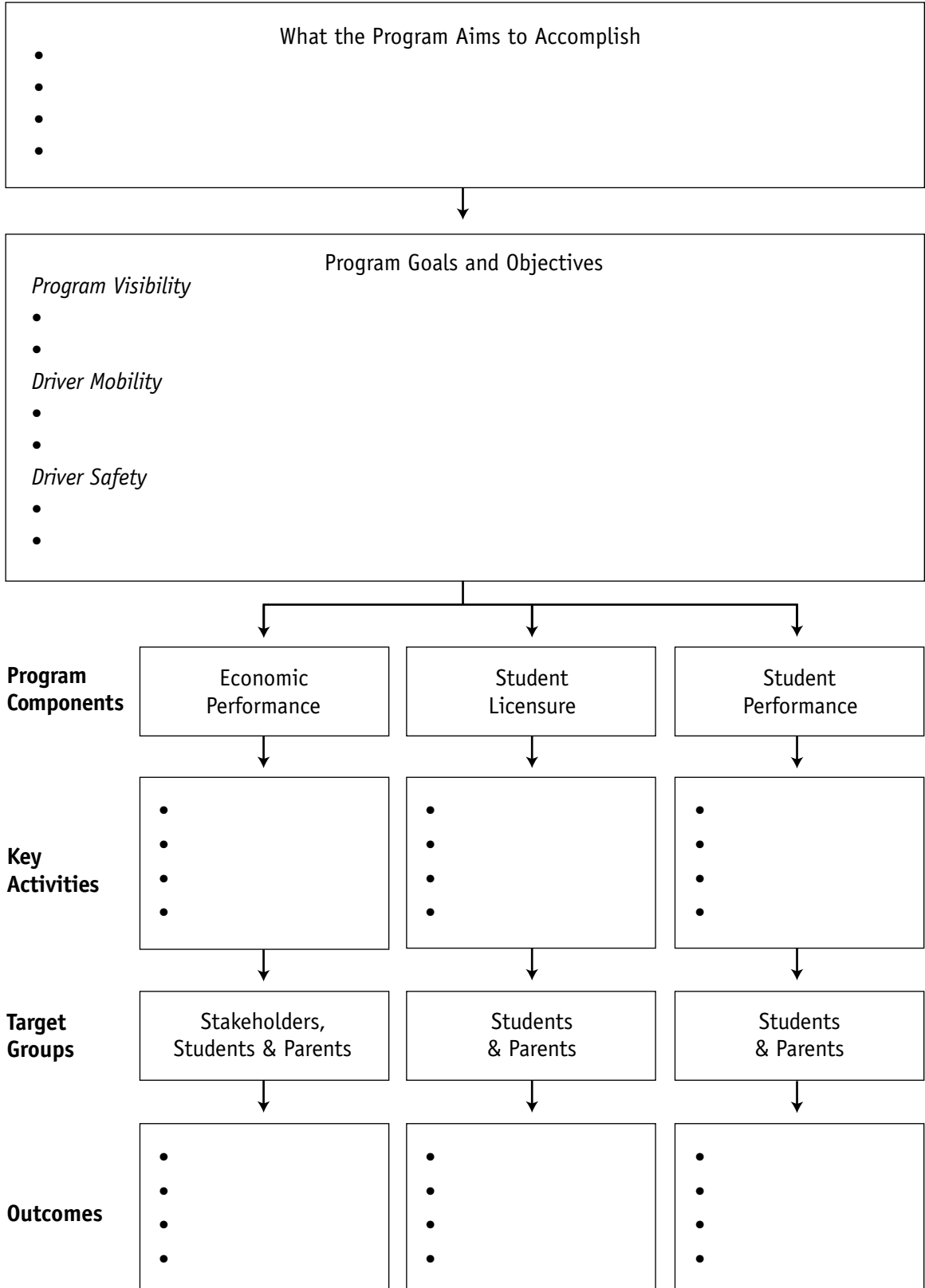
continued from page 108

OTHER EXPENSES			TIME		FEASIBILITY
Equipment, Supplies, Space	Cost	Funds	Date Required	Meet Deadline?	Yes/No

**Worksheet #3A: Driver Education Program Logic Model**

Program Goals and Objectives	Program Processes and Activities	Outcomes	Target Groups
<b>PROGRAM VIABILITY</b>			
Economic competitiveness			
<b>DRIVER MOBILITY</b>			
Starting independent driving career			
<b>DRIVER SAFETY</b>			
Performance capability			

## Worksheet #3B: Program Logic Model



Adapted from *A Program Evaluation Tool Kit*, Porteous, Sheldrick, and Stewart 1997.





<p><b>Outcomes</b></p> <p><i>Think about which outcomes are crucial. Which outcomes are the most difficult to achieve?</i></p>	<p><b>How important are the answers to these questions for this evaluation?</b></p> <p><i>High Medium Low</i></p>		
Have the program's outcomes listed below been achieved?			
•			
•			
•			
•			
•			
•			
•			
•			
•			
•			
•			
<p>How can the program be improved? List the aspects of the program that are to be evaluated.</p>			
•			
•			
•			
•			
•			
•			
•			
•			
•			
•			
•			
•			

Adapted from *A Program Evaluation Tool Kit*, Porteous, Sheldrick, and Stewart 1997.

### Worksheet #5: Evaluation Targets

Program Areas	Possible Evaluation Targets	Important Questions to Ask *	Answers	Evaluation Target? Yes or No
Logic	User needs	What is known about the users of my program? What is known about their needs?		
	Logic model	Has a logic model been developed for the program?		
	Evaluability	Is the program ready to be evaluated?		
Program Context	Stakeholder expectations	How much is known about the program's stakeholders and their expectations of the program?		
Business Processes	Operations management	How much information is available about program operations?		
	Quality management and control	Is enough known about quality control of the program delivery and operations?		
	Marketing	Are marketing activities working well?		
	Customer service	Is enough known about customer service and satisfaction?		
Program Standards	Program benchmarking	Is the program benchmarked against industry standards?		

<b>Program Areas</b>	<b>Possible Evaluation Targets</b>	<b>Important Questions to Ask*</b>	<b>Answers</b>	<b>Evaluation Target? Yes or No</b>
Instructional Products	Curriculum materials	Is enough known about how effective the classroom materials are in increasing student's knowledge?		
	Tests and measurement	Do we want to measure changes in knowledge?		
Instructional Processes	Instructor preparation	Do we want to evaluate a change in how instructors are trained?		
	Curriculum delivery; in-car practice	Do we want to evaluate the effectiveness of how the curriculum is delivered?		
	Instructional facilities	Do we want to assess the adequacy of program facilities?		
Student Outcomes	Knowledge outcomes	Do we want to know about knowledge changes as a result of the program?		
	Skill outcomes	Do we want to know about driving skills gained as a result of the program?		
	Motivation outcomes	Do we want to know about students' motivations and attitudes towards safe and responsible driving?		

\*These questions build on the evaluation questions from Worksheet 3, and their answers will help determine which evaluation targets are the most important ones for the evaluation.

**Worksheet #6: Data Collection Logistics Plan**

Data Collection Activities*	Details	Timing	Who is Responsible

\* After the data collection methods have been determined, a data collection logistics worksheet should be created for each one.

## APPENDIX D: Data Collection Tools



- Quality Control Interview Guide
- Guide for Stakeholder Interviews
- Student Focus Group Guide
- Instructor's Classroom Observation Logbook
- Instructor's In-Car Observation Logbook
- Parent/Guardian Satisfaction Survey
- Student Knowledge Test
- Student Exit Survey
- Parent Feedback Sessions
- Oregon Driver and Traffic Safety Education Self-Study  
Assessment Tool for Driver Education Program Coordinators
- Oregon Driver Education Program Evaluation Forms

# Quality Control Interview Guide

## Introduction

- Explain the reason for the interview with instructor.
- Indicate the type of information that is being gathered.
- Indicate that the information will be kept confidential, and no individual comments will be identified without permission.
- If applicable, request permission to record or videotape the interview.

## Discussion Areas Related to Quality Control of Program Materials and Delivery Processes

- Identify and describe the specific program processes for which information is being gathered, and ask about how each process is implemented.
  - Course outline
  - Session/class outlines and content
  - Textbook
  - Audiovisual aids such as videos, tapes, overheads, slides
  - Handouts
  - Exercises
  - Tests
  - Log books
  - Instructor's manual
  - Record keeping
- For each process, ask the instructor to talk briefly about how consistent its use is, and if not consistent, to explain the obstacles or barriers to consistency.
- Ask the instructor for his or her views on the consistency of curriculum delivery and methods.
- Ask the instructor for views on quality of materials and delivery processes.
- Ask the instructor to identify areas where quality and consistency need the most improvement.
- Ask the instructor for suggestions on how to improve identified areas.
- Assess information against program standards.

# Guide for Stakeholder Interviews

## Introduction

- Explain the reason for the interview and length of time required.
- Indicate the type of information being gathered.
- Explain that the information will be kept confidential, and no individual comments will be identified without permission.

## Discussion Areas Related to Stakeholder Expectations of Program

- Identify the program aspects that you would like to talk about. A list of possible topics includes:
  - Overall course content and materials
  - Course availability and accessibility
  - Instructor qualifications
  - Customer service and satisfaction
  - Marketing and business processes
  - Program uptake
  - Program effectiveness
- Ask stakeholders for additional views on overall program issues they feel are important or need more attention.
- Ask stakeholders for suggestions on improvements.

Use this input to identify key issues that can be further addressed at the Stakeholder Workshop.

# Student Focus Group Guide

## Introduction

- Provide introduction and explain the purpose of the focus group, e.g., to obtain input from students on the quality of instruction and materials, both classroom and in-car. Emphasis is on what they have learned and how it helps them become good drivers.
- Explain confidentiality of information provided, no individual comments are identified with the student.
- Describe the process: informal discussion, guided by facilitator, everyone encouraged to participate, no censoring of individual comments, will take about 1.5 hours.
- Request permission to record or videotape the session.
- Express appreciation of students' willingness to participate.
- Have students introduce themselves.

## Discussion Guide

### 1. Classroom Course

- What were your expectations about what you would learn at the beginning of the course?
- Which sections were most informative and useful? Why?
- Which sections were most interesting? Why?
- Which sections were most important? Why?
- What could be improved and how? What would you like to see done differently?
  - Materials including textbook, handouts, audiovisuals, charts, pictures, logs
  - Instruction methods, for example, lectures, group work, projects, group discussion, role playing, guest speakers, student presentations, length of classes
  - Time allotted to sections of course
  - Subject areas covered
  - Pace of instruction- Too fast? Too slow?
- What was missing?
- What should the course spend more or less time on?
- What didn't you like and why?



- What was least useful? Most informative?
- Will the course help you to be a safe driver? Responsible driver?
- Insights from the course?
- What was the single most important thing you learned? Peak moments?

## **2. In-Car Sessions**

- What were your expectations about what you would learn from the in-car lessons?
- Which lessons were most informative, useful? Why?
- Which lessons were most important? Why?
- What could be improved and how? What would you like to see done differently?
- What was least useful? Most informative?
- What didn't you like and why?
- Pace of instruction -Too fast? Too slow?
- Reaction to having other students in car (where appropriate)?
- Will the in-car lessons help you to be a safe driver? Responsible driver?
- What was the single most important thing you learned?
- How much practice driving did you do between lessons and with whom? Provide time frames to help students answer, such as none, an hour a week, 2-3 hours, 4-5 hours, more than 5 hours?
- How confident are you in your driving ability as a result of taking this course?

## **3. User Needs**

- Why did you decide to take driver education and this course in particular?
- What were your parents' expectations for you taking this course?

## **4. Attitudes**

- Do you think it is important to be a safe driver?
- How important is it to be responsible to others when you are driving?
- How confident are you in your ability to drive? How good a driver are you?
- Do you think it is OK to take risks when you are driving?
- Do your friends influence how you drive?
- Do you think how you drive will help you avoid crashes?

## Instructor's Classroom Observation Logbook

During every class, instructors can keep track of things that work and don't work; of areas where students have more difficulty understanding and learning, taking note of approaches and processes that are effective or less so; and of materials that catch students' attention and those that appear boring or outdated. This log provides instructors a way to regularly capture important information about the classroom lessons.

This log should be maintained on an as-needed basis but regularly referred to so that important areas for attention are not forgotten or overlooked. For the first few courses in which the log is used, the instructors can be asked to complete one sheet for each classroom session. This will help instructors look for and note areas that need attention and possibly improvement.

The instructors' entries can be discussed at monthly meetings, and solutions and actions identified. Not taking on too many changes simultaneously is important. If several things need addressing, their relative importance should be determined and a priority list developed. Changes should also be checked against other evaluation activities for consistency and possible duplication and overlap before being implemented.

### Logbook Format

Date and Session	Priority Tracking Areas	Rating
Session #: Date:	Information concepts	<ul style="list-style-type: none"><li>• Easy, about right, difficult.</li><li>• Identify the most difficult concepts.</li></ul>
	Materials used	<ul style="list-style-type: none"><li>• List and identify which worked well and which need improvement.</li><li>• Identify improvements that can be done on own and those that require discussion with management.</li></ul>
	Instructional processes used	<ul style="list-style-type: none"><li>• List and identify which worked well and which need improvement.</li><li>• Identify improvements that can be done on own and those that require discussion with management.</li></ul>
	Students' needs	<ul style="list-style-type: none"><li>• Identify what works and what doesn't for different students, (e.g., fast vs. slow learners, different learning styles, males vs. females).</li></ul>
	Students' reactions	<ul style="list-style-type: none"><li>• Identify those aspects of session that were most and least interesting.</li><li>• Identify ways to improve interest levels.</li></ul>
	Instructor's needs	<ul style="list-style-type: none"><li>• Identify aspects of session that need improvement from instructor's perspective, (e.g., behavior control, time allocations, resources available).</li></ul>

## Instructor's In-Car Observation Logbook

Instructors can also keep track of things that work and don't work during the in-car lessons. Maneuvers that students have most difficulty executing, the amount of practice students get outside of lessons, and teaching methods that are more or less effective are examples of important information that can be kept track of by using a logbook. It is similar to the one created for instructors to note important classroom information.

The log should similarly be maintained on an as-needed basis but regularly referred to so that important areas for attention are not forgotten or overlooked. For the first few courses in which the log is used, instructors can be asked to complete a sheet for each in-car lesson.

The instructors' entries can be discussed at monthly meetings, and solutions and actions identified. Again, too many changes should not be taken on simultaneously. Develop a priority list, check for consistency and avoid duplication.

### Logbook Format

Date and Session	Priority Tracking Areas	Rating
Session #: Date:	Information concepts	<ul style="list-style-type: none"><li>• Easy, about right, difficult.</li><li>• Identify the most difficult concepts.</li></ul>
	Instructional methods used	<ul style="list-style-type: none"><li>• List and identify which worked well and which need improvement.</li><li>• Identify improvements that can be done on own and those that require discussion with management.</li></ul>
	Students' needs	<ul style="list-style-type: none"><li>• Identify what works and what doesn't for different students, (e.g., fast vs. slow learners, different learning style, males vs. females, different levels of experience with vehicles).</li></ul>
	Students' reactions	<ul style="list-style-type: none"><li>• Identify those aspects of lesson that were most and least interesting.</li><li>• Identify ways to improve interest levels.</li></ul>
	Instructor's needs	<ul style="list-style-type: none"><li>• Identify aspects of each lesson that need improvement from instructor's perspective, (e.g., behavior control, time allocations, scheduling).</li></ul>
	Licensing information	<ul style="list-style-type: none"><li>• When instructor accompanies students to the license test, outcome is to be recorded.</li></ul>

# Parent/Guardian Satisfaction Survey

## Introduction

Provide a brief introduction at the beginning of the survey to explain its purpose, provide assurance of confidentiality, and encourage parents to complete it.

For example:

*Knowing what you think of the driver education course your son or daughter has just finished is important to us. We would appreciate your time to complete this questionnaire. Your answers will be kept confidential and will never be associated with you directly. We will use your input to improve our course. Thank you.*

## Questionnaire Items

The questionnaire is divided into four parts, as follows:

### Part 1: Demographics

1. Gender
2. Highest level reached in school
3. Number of vehicles in family
4. Number of family members who are licensed to drive

### Part 2: Needs and Reasons for Son/Daughter Taking the Course

1. What are your needs relative to your son or daughter taking our course?

Choose as many answers as appropriate from the following list:

- Excellence in teaching students how to drive in order to pass the licensing test
- Excellence in teaching students how to be safe and good drivers
- Convenience of location
- Convenience of classroom schedule
- Convenience of in-car schedule
- Qualification of instructors
- Quality of instruction methods
- Affordability
- Other (specify)

2. Why did you decide that your son or daughter should take our course?

Choose as many answers as appropriate from the following list:

- Price
- Location

- Word of mouth recommendation
- Marketing
- Reputation of excellence
- Qualifications of instructors
- Timing/schedule of classes
- Other member of family has taken the course
- Insurance discount
- Other (Specify)

### Part 3: Overall Opinions of Course

1. Overall, the course has met my expectations.  Yes  No  
Please explain your answer.

2. Ask parents their opinions about the course using agree-disagree scales with the following format:

Put an **X** in the box that best describes **how much you disagree or agree** with each statement:

- |   |   |   |  |  |
|---|---|---|--|--|
| <input type="checkbox"/> Completely<br>1 Disagree | <input type="checkbox"/> Somewhat<br>2 Disagree | <input type="checkbox"/> Undecided<br>3 | <input type="checkbox"/> Somewhat<br>4 Agree | <input type="checkbox"/> Completely<br>5 Agree |
|---|---|---|--|--|

#### Questionnaire Items\*

- I think the program is valuable for training new drivers.
- I believe my teenager thinks the course is valuable for training new drivers.
- I think that young drivers who take the course are more skilled than those who do not take the course.
- I think that if my son or daughter did not take the course, he or she would have more accidents once he or she gets licensed.
- If I knew a high school student who was planning to get a driver's license soon, I would recommend he or she take the course.
- The course has increased my confidence in my son or daughter's driving.
- The course will help my son or daughter be a more cautious driver.
- I think the course is better than lessons from another driving school.
- I think the course has been a good preparation for my teenager taking his or her driver's license test.

\*Some of these items are taken from questionnaires developed for the study, *A Longitudinal Analysis of Manitoba Public Insurance Driver Education Program*, Lonero et al. 2005.

#### Part 4: Input on Specific Aspects of Course

1. Ask parents to rate each aspect of the course on a scale from 1-5 where 1 represents complete dissatisfaction and 5 represents complete satisfaction, using the following format:

Put an **X** in the box that best describes **how much you are dissatisfied or satisfied** with each program component:

- |   |   |   |  |  |
|---|---|---|--|--|
| <input type="checkbox"/> Completely<br>1 Dissatisfied | <input type="checkbox"/> Somewhat<br>2 Dissatisfied | <input type="checkbox"/> Undecided<br>3 | <input type="checkbox"/> Somewhat<br>4 Satisfied | <input type="checkbox"/> Completely<br>5 Satisfied |
|---|---|---|--|--|

#### Questionnaire Items

- Classroom instruction
- Course materials such as textbook and handouts
- Instructional processes that they are aware of, such as lectures, group discussions, group work, role playing, videos, and guest presentations
- In-car instruction
- In-car practice log
- Work load, assignments, quizzes, and tests
- Parent involvement and participation

2. Provide specific comments you have about any of these aspects of the course.

#### Part 5: Things to Change

1. What are the three most important things about the course that you would like to see changed and why?
2. Do you have any suggestions on how to make these changes?

# Student Knowledge Test

## Pre-Post Knowledge Test

Students will be given this test at the beginning of the first class of the course and then again in the last class. The subject areas for each program may differ, as the test will be directly based on the knowledge areas of the program's curriculum.

General subject areas for questions\* include:

### Introduction

- State traffic laws
- Vehicle familiarization
- Driver readiness
- Vehicle control
- Establishing vehicle position

### Traffic Entry Skills

- Basic vehicle maneuvering tasks
- Roadway characteristics
- Roadway signs and signals
- Roadway markings
- Basic vehicle control tasks

### Space Management Skills

- Space management system development
- Turnabouts
- Speed management
- Lane changes
- Perpendicular, angle, and parallel parking

### Developing Space Management Skills

- Traffic flow situations

\*Taken from *Traffic Safety Education Life Long Learning Processes*, Highway Safety Center, Indiana University of Pennsylvania 2002.

- Space management situations
- Intersection entry
- Curve entry/exit
- Passing on multiple lanes

### **Dealing with Complex Environments**

- Traffic flow situations up to maximum speed limit
- Space management situations to maximum speed limit
- Merging/driving on/exiting limited access highway
- Passing
- Passing on multiple lanes

### **Affecting Driver Performance**

- Driver fitness
- Chemical use/abuse information

### **Adverse Conditions**

- Adverse conditions preparation
- Occupant protection
- Traffic flow situations under limited conditions of visibility/traction
- Space management assessment

### **Vehicle functions/malfunctions**

- Vehicle functions/malfunctions



# Student Exit Survey

## Introduction

Provide a brief introduction at the beginning of the survey, explaining its purpose, providing assurance of confidentiality, and encouraging students to complete it.

For example:

*Knowing what you think of the driver education course you have just finished is important to us. We would appreciate your time to complete this questionnaire. Your answers will be kept confidential and will never be associated with you directly. We will use your input to improve our course. Thank you.*

## Questionnaire Items

The questionnaire is divided into four parts, as follows:

### Part 1: Demographics

1. Gender
2. Birth date
3. Highest level reached in school

### Part 2: Reasons for Taking the Course

2. Why did you and your parents decide that you should take our course?  
Choose as many answers as appropriate from the following list:

- Price
- Location
- Word of mouth recommendation
- Marketing
- Reputation of excellence
- Qualifications of instructors
- Timing/schedule of classes
- Other member of family has taken the course
- Insurance discount
- Other (Specify)

### Part 3: Overall Opinions of the Course

1. Ask students for their opinions about the course, using an agree-disagree scale for each item, where 1 represents completely disagree and 5, completely agree, as follows:

Put an **X** in the box that best describes **how much you disagree or agree** with each statement:

Completely  
1 Disagree

Somewhat  
2 Disagree

Undecided  
3

Somewhat  
4 Agree

Completely  
5 Agree

#### Questionnaire Items\*

- I think the program is valuable for training new drivers.
- I would be a good driver even if I hadn't taken the course.
- I think that young drivers who take the course are more skilled than those who do not take the course.
- If I hadn't taken the course, I think I would have more accidents once I get my license.
- If I knew a high school student who was planning to get a driver's license soon, I would recommend he or she take the course.
- The course has increased my confidence in my driving.
- The course will help me be a more cautious driver.
- I think the course is better than lessons from another driving school.
- I think the course has been a good preparation for taking my driver's license test.

#### Part 4: Input on Specific Aspects of Course

1. Ask students to rate each aspect of the course on a scale from 1-5, where 1 represents complete dissatisfaction and 5 represents complete satisfaction, using the following format:

Put an **X** in the box that best describes **how much you are dissatisfied or satisfied** with each program component:

Completely  
1 Dissatisfied

Somewhat  
2 Dissatisfied

Undecided  
3

Somewhat  
4 Satisfied

Completely  
5 Satisfied

#### Questionnaire Items

- Textbook
- Course handouts
- Lectures
- Group work
- Presentations

- Audiovisual materials (specify)
- In-car instruction
- In-car log
- Work load, assignments etc.

2. Provide specific comments you have about any of these aspects of the course.

### Part 5: Things to Change

1. What are the three most important things about the course that you would like to see changed and why?
2. Do you have any suggestions on how to make these changes?

### Part 6: Attitudes\*

1. Ask students to indicate how much they agree or disagree with the following statements\*, using an agree-disagree scale for each item, where 1 represents completely disagree and 5, completely agree, as follows:

Put an **X** in the box that best describes **how much you disagree or agree** with each statement:

- |   |   |   |  |  |
|---|---|---|--|--|
| <input type="checkbox"/> Completely<br>1 Disagree | <input type="checkbox"/> Somewhat<br>2 Disagree | <input type="checkbox"/> Undecided<br>3 | <input type="checkbox"/> Somewhat<br>4 Agree | <input type="checkbox"/> Completely<br>5 Agree |
|---|---|---|--|--|

- I am confident that I know all the rules of the road.
- I feel like the one place where I am totally in control is in my car.
- I live my life for today rather than worrying about the future.
- Even with all the thousands of cars on the roads, there's a lot I can do by myself to avoid a crash.
- I don't mind taking risks. Otherwise, life is too boring.
- If friends told me to drive faster, I would probably not do so.
- Lots of drivers are careless, and I can't do anything about it if they crash into me.
- It doesn't really matter if I drive recklessly, because I'm still better than most drivers.
- I guess I take more driving risks when I am with my friends, but who doesn't?

\*Some of these items are taken from questionnaires developed for the study, *A Longitudinal Analysis of Manitoba Public Insurance Driver Education Program*, Lonero et al. 2005.

- If I was a more cautious driver, some of my friends would laugh at the way I drive.
- Today's cars are built safe and most have airbags, so going faster or cornering fast is OK.

### Part 7: Practice Driving

1. How much practice driving did you do per week while you were taking the course?  
Choices: none, 1 hour/week, 2-3 hours/week, 4-5 hours/week, more than 5 hours/week?
2. With whom did you practice?  
Mother, father, stepmother or stepfather, sibling, relative, friend?

### Part 8: Getting Licensed

1. Please complete the attached postcard (with pre-paid postage), and return it to us after you have completed your driver's license test.

Sample Postcard

To: (Name of School)
From: (Name of Student)
Address:
I took my driver's license test on _____ (D/M/Y)
Circle the appropriate answers for the following questions: The result of my test was:    Passed    Failed If you failed the test, do you intend to retake it?    Yes    No

## Parent Feedback Sessions

At the end of each course, parents are invited to attend a feedback session to provide feedback on the program. These sessions also give program staff an opportunity to reinforce the important role that parents play in the driving experiences of their teenagers, even after they get licensed. The evaluation team also sees these sessions as an opportunity to obtain information from parents about their views on what their teenagers learned during the course.

Discussion areas that are added to the agenda for these sessions include:

- How much did your teenagers know about driving before they started the course?
- How much did they learn from the classroom component of the program?
- Can you think of some specific knowledge areas?

# Oregon Driver and Traffic Safety Education Self-Study Assessment Tool for Driver Education Program Coordinators

This tool was developed by the Oregon Department of Transportation, Transportation Safety Division, Driver Education Office to assist program coordinators self-assess their driver education programs. (Reproduced with permission.)

The initial Driver and Traffic Safety Education (DTSE) self-study process shall begin by the start of a semester, and be completed by the school (public/private) DTSE coordinator by the end of the semester. The self-study process shall emphasize the following areas:

1. The participation of staff, parents, community members, and students where appropriate.
2. A comprehensive assessment of the instructional program, staff services, learning resources, student activities, and facilities.
3. The development of a plan for program improvement.

## Curriculum

The curriculum must provide learning experiences, which equip students with knowledge, thought processes, insights, and motivations needed to become safe and efficient drivers. These qualities are instilled through classroom and laboratory learning activities, which are guided by measurable objectives. The best results are obtained when student experiences in the classroom and behind-the-wheel experiences are closely associated in philosophy, content, methods, and scheduling.

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Does your school (public/private) have a local curriculum guide?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Has the local guide been revised in the last five years?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Does every teacher and instructor in the program have a copy?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Does the teaching staff use and follow the guide?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Does it include all concepts listed in OAR's (Oregon Administrative Rules)?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	6. Does it include performance objectives appropriate for all concepts?	

- Yes  No 7. Does it include student activities that enable the student to accomplish objectives?
- Yes  No 8. Does it include the level of competency students are to reach for each objective?
- Yes  No 9. Does it include evaluation criteria for classroom and laboratory instruction?

## Teacher-Instructor

The teacher is the most important factor in a quality driver and traffic safety education program. The teacher's responsibility is to set an example for students and to instill in them the concepts of safe and efficient driving. Additionally, the teacher must create learning situations in which the students acquire skills and knowledge they need to develop a responsible attitude toward driving. The closeness of the student-teacher relationship developed during the driver education experience will determine, to a great extent, the overall quality of the program, the levels of skill and knowledge gained, and the attitude of the young driver toward safety.

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Is the instructional staff (hereafter called staff) certified by ODOT-Transportation Safety Division?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Does staff have satisfactory driving records, and are they checked annually?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Do any of the staff members have a disability that would limit teaching their assigned areas of traffic safety education, and are physical examinations required every two years?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Do supervisory personnel evaluate staff at least once a year?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Does staff keep parents informed of program activities and student performance?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	6. Is staff given opportunities to keep abreast of new developments in driver education through inservice, professional workshops, and regional, state, and national conferences?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	7. Does staff possess specific knowledge of dual control car instruction, simulation systems, multimedia systems, and related literature?	

- Yes  No 8. Does staff supervise the care and maintenance of vehicles, simulators, test equipment, and other instructional aids?
- Yes  No 9. Does the curriculum include evaluation tests for the objectives?
- Yes  No 10. Is traffic safety education considered an integral part of the school curriculum?
- Yes  No 11. Do teachers of other subjects integrate traffic safety concepts into their classes?
- Yes  No 12. Are classroom and lab instruction integrated and presented concurrently?
- Yes  No 13. Are modes of instruction coordinated into an integrated, sequential, orderly pattern of learning experience?
- Yes  No 14. Is in-car instruction flexible, allowing for individual differences, abilities, and limitations?
- Yes  No 15. Are parents encouraged to provide supervised practice driving?
- Yes  No 16. Is parent involvement encouraged, parent participation guide provided, and time given for parent-teacher interaction?

## Instructional Materials

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Are up-to-date textbooks and basic reference materials available?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Are supplementary teaching materials related to driver and traffic safety education available?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Are commercially sponsored supplementary teaching materials critically reviewed before use?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Are multisensory materials used in light of the objectives in the curriculum?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Are a variety of quality instructional materials available to help students achieve the objectives?	



## Administration

Quality programs rarely exist by chance. They are largely dependent on the interest and capability of program managers and teachers. Such programs are products of an organizational formula that features continuous planning, administrative attention, and supervision based on sound policies and practices. They usually enjoy active support by administrations, which are directly interested in and concerned with development. The most successful programs are understood and supported by parents and community groups.

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Do school board members and administrators or owners actively support traffic safety education?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Do teachers, supervisors and administrators/owners cooperatively plan the program?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Are teachers selected on the basis of academic and practical preparation, experience, and their professional competency in traffic safety education?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Does the provider (public/private) provide adequate funds for instructional materials, equipment, and in-service for teachers?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Are goals and objectives of driver education coordinated with the goals of the school and district?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	6. Is adequate insurance provided for traffic safety education vehicles and occupants?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	7. Is someone in the district designated as coordinator of the program?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	8. Does the district have a written board policy on fee collection for completed, withdrawn, dropped, transferred, and repeating students, and consequences for students getting their license before the end of the class?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	9. Does the school have records on students who enroll and are claimed for state reimbursement (3-7 years recommended depending on a public school or community college)?	

- Yes  No 10. Are the records organized by fiscal year (July 1–June 30) and kept according to district retention policy?
- Yes  No 11. Is the program offered at the age when most students are eligible and have their permit?
- Yes  No 12. Is appropriate instruction made available to students with special needs, including those who are handicapped or disabled?
- Yes  No 13. Are academic standards and credit maintained on par with those of other courses?
- Yes  No 14. Is credit toward graduation awarded for successful completion of the course?

## Scheduling

Time frames in this section are recommended from the National Institute for Driver Behavior and the American Driver and Traffic Safety Education Association.

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Is the course scheduled for at least 9 weeks but not over 18 weeks in length?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Is the summer course scheduled to be at least five weeks in length?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Are classroom lessons scheduled for two hours or less?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Are behind-the-wheel lessons scheduled for no more than one hour per student per 24-hour period?	

## Evaluation

Evaluation of program effectiveness, an indispensable tool for improving instruction, should include all program functions to assure effective and efficient instruction.

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. At the course onset, are written criteria for successful completion given to all students?	

- Yes  No 2. Are students evaluated frequently to determine the value of various instructional units and the sequence in which they're presented?
- Yes  No 3. Is the program evaluated annually by administrators and the instructional staff?
- Yes  No 4. Are student performance records maintained as a guide for program evaluations and to indicate student achievement?
- Yes  No 5. Does the coordinator evaluate the program yearly and make recommendations for content and financial improvements?
- Yes  No 6. Do qualified supervisors or knowledgeable administrators make regular class visitations and objectively evaluate teaching, as one means of trying to improve instructional quality?
- Yes  No 7. Are curriculum guides and instructional materials evaluated and revised annually?

## Facilities

Quality programs are characterized by proper selection and use of instructional facilities, vehicles, equipment, and materials. If the program is to accomplish its goals and objectives, these elements must be adequate for the enrollment, properly maintained, and compatible with instructional intent and requirements.

Response	Statement	Improvement Plan
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Are adequate practice vehicles available that are properly maintained and equipped for all phases of the behind-the-wheel experience?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Are vehicles that are loaned from dealers for driver education used solely for instructional purposes within that program?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Are the responsibilities of school officials and automobile dealers relating to use of vehicles set forth in written agreements?	

- Yes  No 4. Are all vehicles used for driver and traffic safety education inspected yearly?
- Yes  No 5. Are driver education vehicles equipped with dual controls and other equipment such as identification signs, rear view mirrors, a safety belt for each occupant, and emergency equipment as described in the OAR's?
- Yes  No 6. Is a clearly established policy in existence and followed for reporting crashes and damage involving driver education vehicles?
- Yes  No 7. If simulation instruction is provided, is equipment maintained in good working order?
- Yes  No 8. Is an up-to-date driver education textbook, consistent with course content and objectives, readily available to each student throughout the course?
- Yes  No 9. Is adequate audiovisual equipment available when and where it is needed?
- Yes  No 10. Are audiovisual/technology materials used to reinforce, supplement, and improve teacher presentations for both individualized/group instruction?
- Yes  No 11. Are supplementary instructional materials, consistent with program objectives and course content, provided to students when appropriate?
- Yes  No 12. Are practice vehicles and simulation equipment suitably designated/ outfitted to meet the needs of each disabled student?

## Support

Community support and media relations enable the school to achieve active public backing not only for driver education but also for the entire school and community safety program. After everything administratively feasible is done to assure that the best instructional program is being provided, students, parents, civic clubs, governmental agencies, community leaders, and news media professionals can effectively aid in publicizing the program.

<b>Response</b>	<b>Statement</b>	<b>Improvement Plan</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Do teachers, administrators, and others appear before community groups to relate the goals, accomplishments, and needs of driver education?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Is information about the education program provided to the entire family regularly (at least annually)?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Are regular and special news items relating to students, teachers, or the program provided to the media?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Does the school interpret the nature and purpose of driver education for the community?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Do school personnel actively assist and encourage community groups working for program improvement?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	6. Are a variety of communication techniques used to inform parents and the community about the program?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	7. Do teachers ensure that safe driving practices are consistently exhibited on streets, highways, in off-street areas, and on special facility grounds?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	8. Is proper recognition and publicity provided for dealers who provide program vehicles?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	9. Is written information concerning all aspects of the program provided for all parents?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	10. Does a cooperative relationship exist between the school and public agencies responsible for driver and traffic safety?	

# **Driver Education Program Evaluation Forms**

Developed by  
Oregon Department of Transportation  
Transportation Safety Division, Driver Education Office  
(Reproduced with permission.)

## **Introduction**

The “Evaluation of Classroom Instructor,” “Evaluation of In-Car Instructor,” and “Evaluation of Driver Education Program” forms are crucial elements if your program is to meet the needs and expectations of the students and parents or guardians. These need to be completed and carefully reviewed at the conclusion of every Driver Education course.

## Evaluation of Classroom Instructor

Classroom Instructor: \_\_\_\_\_

The following statements refer to your classroom instructor. Read each statement and, using the scale below, indicate, using a number between 1 and 10, your feelings. If the statement definitely states your feelings, and you definitely agree with it, your response would be "10." If the statement does not express your feelings, and you definitely disagree with it, your response would be "1." If you are uncertain how you feel about the statement or are neutral, your response would be "5."

**The nearer your answer to "10," the more definite your "YES" answer.**

**The nearer your answer to "5," the more NEUTRAL/UNCERTAIN your answer.**

**The nearer your answer to "1," the more definite your "NO" answer.**

1	2	3	4	5	6	7	8	9	10
NO				MAYBE					YES

<b>Statement</b>	<b>Response</b>
1. a. The instructor seemed to be concerned whether the students learned the material.	_____
b. I enjoyed going to driver education.	_____
c. The instructor knew the subject matter.	_____
d. The instructor seemed to feel the driving aspect of driver education is more important than the classroom aspect.	_____
e. The instructor was prepared for class.	_____
f. The instructor recognized individual differences in the students' abilities.	_____
g. The instructor was generally too involved in lecturing to be aware of the class.	_____
h. The instructor satisfactorily answered the students' questions.	_____
i. The classroom instructor seemed to feel the classroom aspect of traffic safety education is more important than the driving aspect.	_____
j. The classroom instructor was a better-than-average teacher.	_____
k. The instructor provided a good combination of lecture and discussion.	_____
l. The instruction I received in the classroom helped make me a better driver.	_____

## Evaluation of In-Car, On-The-Road Instruction

Behind-The-Wheel Instructor: \_\_\_\_\_

The following statements refer to your in-car, BTW instructor. Please record your response number in the space provided.

**The nearer your answer to "10," the more definite your "YES" answer.**  
**The nearer your answer to "5," the more NEUTRAL/UNCERTAIN your answer.**  
**The nearer your answer to "1," the more definite your "NO" answer.**

1	2	3	4	5	6	7	8	9	10
NO				MAYBE					YES

<b>Statement</b>	<b>Response</b>
------------------	-----------------

- |  |       |
|--|-------|
| 1. a. The instructor seemed to be concerned whether the students learned the material.   | _____ |
| b. I enjoyed going to this part of the driver education class.   | _____ |
| c. The teacher showed mastery of the subject matter.   | _____ |
| d. The instructor was prepared for class.  | _____ |
| e. The instructor recognized individual differences in the students' abilities.  | _____ |
| f. The instructor satisfactorily answered the students' questions.   | _____ |
| g. My in-car instructor was a better-than-average teacher.   | _____ |
| h. My instructor was genuinely interested in teaching us to drive.   | _____ |
| i. My in-car instructor caused emotional stress by asking me to perform a task(s) that had not first been demonstrated or explained. | _____ |
| j. I feel that I am a better driver because I took the driver education course.  | _____ |

2. What did you especially **LIKE** about the in-car, on-the-road instruction?

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7. How worthwhile were the reports on your teenager's class and driving progress?

- A. Very worthwhile
- B. Somewhat worthwhile
- C. Not very worthwhile
- D. Not at all worthwhile

8. How worthwhile was the parent evening seminar?

- A. Very worthwhile
- B. Somewhat worthwhile
- C. Not very worthwhile
- D. Not at all worthwhile

9. How many times did your teenager take the road test before passing it? (Sometimes students may not test after completion of course until much later.)

- Once
- Twice
- Three or more times

10. If you were to grade the traffic safety education program your teenager received, the grade would be (check one):

- "A"
- "B"
- "C"
- "D"
- "F"

11. Comments about the course:

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## **APPENDIX E: Benchmark Program Standards**

1. American Driver and Traffic Safety Education Association (ADTSEA) Standards for:
  - Classroom and In-car Content Segment I and Segment II
  - Delivery of Driver Education
  - Driver Development Outcomes

Located at: <http://adtsea.iup.edu/adtsea/resources/NationalDriverDevProgram.aspx>

2. National Institute for Driver Behavior (NIDB) Minimum Standards: Driving Behaviors for Risk Prevention

Located at: <http://www.nidb.org/drivingstandardsfrp.html>

3. DSAA Process for Curriculum Review, presented next.



# Road Safety Educators' Association

## PROCESS FOR CURRICULUM REVIEW FOR DRIVING SCHOOL ASSOCIATION OF THE AMERICAS, INC.

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# Process for Curriculum Review

The review process is in two stages.

## Stage One

1. Submit a proposal for course development. The proposal should include any time requirements, a brief synopsis of the desired learning outcomes, from what research and what orientation.  
Application fee is \$50.00.
2. Approval of the proposal will be negotiated by the registrar, in conjunction with the review committee. At this time, if there are courses that are apparently very close or similar, action will be taken to resolve this issue. Action will take the form of one or more of the following:
  - a) The applicant will be made aware of the possible conflict and be given the choice to:
    - i) meet with the other party developing materials in the area or,
    - ii) make a presentation to the review committee to justify the originality of the concept. (this is to protect course developers from plagiarism and reduce the risk of copyright infringement)
3. RSEA will supply, on a cost recovery basis, the Standards and Criteria in either 'Microsoft Word' or 'Word Perfect' in order to simplify the process for program developers.
4. Once the curriculum is developed it should be submitted with:
  - a) the layouts, handouts, materials and/or texts to be used.
  - b) the standards and criteria properly formatted.
  - c) all pertinent information clearly spelled out according to the kit called "RSEA Curriculum Review Kit".
5. The curriculum is submitted to the Registrar.
6. The curriculum is cleaned (all personal identifiers are removed).
7. The review committee decides which reviewers are appointed, one of whom must be content relevant and at least one approved as a RSEA/DSAA reviewer.
8. A time/cost estimate will be provided based on the curriculum submitted. If the review process is likely to exceed this estimate, the registrar will notify the developer of the approximate additional time involved as soon as it is identified.

The developer may at that time decide to continue with the review or retrieve/withdraw their curriculum.

Upon completion of the review, a report is submitted to the Registrar along with an invoice for services rendered by the reviewers. The reviewers also return to the Registrar, any materials provided by the developer for purposes of the review at this time. The fee for services is to be paid by the applicant prior to the release of the curriculum report.

9. The applicant is then informed of the results of the review and can:
  - a) proceed to administer the pilot upon a satisfactory review, or
  - b) revise and re-submit, or
  - c) ask for 'negotiation status'

NOTE: If the applicant requests 'negotiation status', the reviewers are notified in order to start the negotiation process. A process and fee are negotiated for making changes to the curriculum that reflect the recommendations of the reviewers and changes are enacted in concert between the developer and the reviewers.

## Stage Two

1. Pilot is field tested.
2. Test materials used in generating marks/scores submitted to RSEA are re-submitted.
3. A report on the feasibility of:
  - a) timelines
  - b) evaluation process is submitted. Marks/scores must resemble the normal distribution for the level of course offered. Marks/scores not resembling the normal distribution must be justified.
4. The review committee:
  - a) accredits the course, or
  - b) asks for further documentation.
5. All documentation concerning this process must be kept on file with RSEA/DSAA.
6. The review committee will assign an expiry date once the accreditation process is finalized.
7. Any additional materials added to the course during its life-span should be submitted to RSEA/DSAA to be added to its file.

# Road Safety Educators' Association Standards and Criteria for Curriculum Development

*Working Document authored for*

*The Board of Directors of the Road Safety Educators' Association*

*July, 1993, revisions January 1994, January 1997, October 1999*

## Standards for Submissions

Courses should be submitted with the following included:

1. a title that as clearly as possible represents the material to be included in the course
2. a clearly stated rationale (including a clear conception of the learner, society, and the subject matter as well as a statement of the educational goals)
3. the context of the course (level and subject matter)
4. the content of the course (validation information)
5. a comprehensive list of intended learning outcomes
6. time lines for completion of the course including time for evaluation and submission of the grades
7. personnel involved in the administration of the course and their qualifications for delivery of the course
8. location of where/how the course will be given
9. course format (marrying content with teaching style)
10. the number of proposed candidates (optimum and maximum)
11. how the candidates are to be evaluated, either a letter grade or a percent

For example:

A+	90 - 100
A	85 - 90
A-	80 - 85
B+	77 - 79
B	73 - 76
B-	70 - 72
C+	67 - 69
C	63 - 66
C-	60 - 62
D+	57 - 59
D	53 - 56
D-	50 - 52
F	failure to successfully complete



12. a description of the utility and value of the course for road safety
13. indication of the text or materials to be used
14. a reference section

The course will be evaluated for the coherence and clarity on the above fourteen measures and then compared with the following eighteen RSEA criteria:

1. **Direct Applicability:** the program must deal with issues directly applicable to road safety or road safety education and be supported by research.
2. **Integrative vs Sectoral:** the program must address all three areas of human behaviour relating to road safety, those being cognitive, behavioral and affective.
3. **Ecologically Representative:** the program must address issues that are within the ecological system of the individuals participating in the program.
4. **Temporally Extensive:** the program must have a direction that will allow for growth through the different stages in learning to become an autonomous road user or professional in the road safety educator system.
5. **Ipsative vs Normative:** the program must allow for the individual to measure their progress within themselves as well as against others in such a way so as to allow for this growth.
6. **Modular in Construction:** the program must be constructed in such a way as to allow new material to be added and redundant material to be deleted.
7. **Subjective Saliency:** the material must be important to the individuals taking the course in their understanding of their role as a road user or road safety educator within their community and within society as a whole.
8. **Systematic vs Discreet:** the program must reflect a systems approach utilizing all aspects and agencies in the system that interact to form comprehensive road safety education.
9. **Reflexive:** the program must reflect the problems that instructors/trainers have in the driving and/or teaching task as well as those that all drivers and/or teachers experience. Instructors must be careful to teach only those concepts and skills that they as advanced drivers and educators are both capable of and knowledgeable about.
10. **Responsible:** the program must reflect the most recent and contemporary views of traffic safety, teaching, and social change and incorporate these into any training or teaching elements of an educational program.
11. **Accountable:** the program and its' deliverers must be financially responsible to society and the agencies that support the education delivered. Individuals receiving instruction through this delivery system must have access for complaint and arbitration should the instruction be unsatisfactory.

12. **Evaluation:** the program should have a method of evaluating its effectiveness. Both in how it reaches its target audience and whether the material presented or explored has the desired outcome over time.
13. **Suitability:** the programs must meet the needs of the individuals at what ever cognitive level these individuals are operating. This must be accomplished for the benefit of driver, instructors and/or trainers that have not had sufficient time to expand their repertoire within the field of road safety education.
14. **Sufficient Length:** the program must be sufficient in length to allow time for this material to be absorbed, time for the necessary literature review and readings and time to complete any assignments necessary for evaluation.
15. **Molarity Levels:** the program must address issues at all levels of molarity from the molecular to the molar.
16. **Language:** the program must be taught in one of the official languages and all instructors must speak, read and write one of the official languages. Programs delivered for specific ethnic language groups may be exempted from this provision but only same language participants will receive certification.
17. **Dignity of risk:** the program must be taught in such a way as to encourage individuals “to try” even if the outcome of their efforts is not successful since there is dignity in being given the opportunity to learn from our mistakes.
18. **Autonomy:** the program must allow for the decision of any individual to be respected permitting all participants the opportunity to come to their own conclusions based on the facts and on their personal construct of life.

## Validating Content

This will prove difficult in many instances due to a paucity of research in the road safety education field. Given that this situation exists, it is essential to be as cognizant as possible of the research available. In many instances it may be efficacious to utilize research from other areas of education and/or safety, (injury prevention). Often, research that relates to social change, education, behaviour modification, culture and/or engineering can be supplanted into road safety education.

The two ways to validate information and content to be used in any program are to cite the research supporting the material (scientific validation) or to argue logically for the concepts being taught (philosophical validation). One must be careful to argue from true premises in order to arrive at true conclusions, i.e. valid and true information. Generally this is accomplished by finding out the facts that scientific enquiry has validated, and then extending the scope of the argument.

All information and content to be used in courses must meet one of three criterion to be accepted as valid:

- a) it must be scientifically sound or
- b) logically argued for, or
- c) have reached “critical mass” for acceptance within the field as the most appropriate methodology to date (it should be noted that this criteria will always be subject to change if more relevant information is found). When a more analytical method is suggested it will receive higher standing as being more efficacious since it is also less restrictive.

## Evaluation

There are two major areas that need to be addressed regarding course evaluation:

- a) Is the material appropriate and being utilized by the recipient drivers or instructor/trainers?

This type of question is usually addressed by using a questionnaire format in assessing the efficacy of the delivery system for entry level and/or upgrading programs.

- b) What effect is the upgrading and/or updating of instructors having on the issue of road safety?

This issue is of paramount importance but extremely hard to assess. Usual measures of effectiveness are often inappropriate since, in areas of low probability and high consequence risk, there are too many intervening variables to delineate specific causal factors for reductions or increases in risk at the actuarial level.

Therefore, a more appropriate measure may be to design studies that assess intermediate outcome measures to evaluate the effectiveness of such educational programs. Again, the questionnaire format may be an appropriate tool to measure intermediate outcomes such as socially responsible actions like decreases in impaired driving and increases in occupant restraint use and therefore may be better indicators of the effectiveness of our educational efforts. Further to this, Driver Competency Assessment Protocols Inc. will track all drivers having taken the Driver Competency Assessment (DCA) and use this for evaluation purposes as well.

## Where RSEA Fits In

To maintain registration “in good standing” as a professional road safety educator within the association one will be required to keep abreast of current issues. To do this the association will review and endorse updating and upgrading courses to be delivered by professional educators/trainers to professional instructors/educators/trainers since it is our belief that the expertise lies in our own membership. The members that have developed and prepared to deliver these

programs will be granted permission to do so under the RSEA umbrella. In return the successful candidates of these programs will be credited with completing the “in good standing” annual requirements for registration within the professional association. Candidates will be required to offer these to the registrar to have their registration updated before applying for continuance as a registered member as a professional road safety educator. In this way we will be able to track our progress as a professional association and as a profession.

Individuals will have on their RSEA transcript a list of courses they have participated in and the marks that were granted although only those courses successfully completed will be listed in the RSEA REGISTER and marks may be withheld at the request of the individual. Marks at this level will be letter grades corresponding to the marks on the course.

# Driving School Association of the Americas in cooperation with Road Safety Educators' Association

## Application for Curriculum Review

*Please fill in this form and forward to the Curriculum Review Chair at the address provided.*

*The application fee is \$50.00 and should accompany submission of the Application.*

*Typically a full curriculum review costs between one and three thousand dollars depending on the sophistication and length of the program. If other work is contracted in order to meet the criteria additional costs are borne by the applicant.*

*You will be contacted once the reviewer has prepared a cost estimate.*

Developers Name

Address

Contact Information

Date of Submission

Title of the Program

Developer of the Program

Target Population of this Program

List the Performance Outcome Measures for Successful Completion of this Program

Do you have any clearly defined behavioral goals? (eg increasing seat belt use by 15%)

How will you measure the success of the program? (This relates to the Goal of the program)

How does this program propose to meet this goal?

Are there any restrictions or guidelines you must meet in your jurisdiction that we need to be aware of? If yes please include a copy of these.

Please include a description and any other comments you feel are relative to this curriculum review.



## **APPENDIX F: Hiring an Evaluator**

One important aspect of an effective program evaluation is determining who will participate in the evaluation and whether outside resources are needed. This appendix provides specific guidance to facilitate this process. The information provided here has been adapted from several sources, listed on page 165.

The focus of this appendix is to provide guidance on hiring and working with an outside evaluator. Many driver education program personnel may not have experience hiring and working with external evaluators. This information can help determine how and when to consider doing so. In some cases, an external evaluator may be brought in to conduct the entire evaluation for an organization. The most likely scenario, however, is that a combination of internal and external resources will be used when an outside evaluator is involved.

To begin, consider whether your organization can manage the entire evaluation without outside assistance. In addition to the resource and logistical considerations identified in this *Guide*, here are some important questions to answer before deciding to undertake an evaluation on your own.

*Which evaluation skills do your staff and evaluation team have?*

Staff members may have most of the organizational and administration skills required to carry out the evaluation. If this is the case, identify who has the necessary skills and whether they are available to participate in the evaluation. If the staff does not have these skills, consider in-house training, workshops, or conferences to provide or enhance them. The investment may be worthwhile in establishing an in-house evaluation capability that will be available on an ongoing basis.

*What is your staff's interest in evaluation?*

Teaching your staff new skills can be very rewarding for staff development and organization building. It can also enhance job performance and commitment to the program—staff members can see the connection between evaluation and their work, and the evaluation does not place an unreasonable burden on their existing workload. Since there has to be buy-in, consider an organization-wide discussion about the philosophy and objectives regarding program evaluation.

*Will staff involvement in the evaluation compromise the objectivity of the results?*

Because staff members may have a significant stake in the evaluation (e.g., their performance may be judged by the findings), they should not be involved in evaluation tasks that will bias

the results. Staff members, for example, can usually maintain their objectivity when administering pilot or pre-tests, and post-tests; however, a questionnaire or a focus group on customer satisfaction might provide more honest feedback if the customers can remain anonymous. Program managers and supervisors should also supervise their staff adequately to ensure the evaluation's integrity.

### *Will using program staff to perform essential evaluation activities benefit the evaluation?*

Program staff can play a crucial role in the evaluation. In fact, using only internal staff to conduct the evaluation is one way to improve its usefulness. An evaluation plan can be broken into a series of activities that various people can take on without overburdening their workload. It may be that some of the evaluation tasks are already being performed by staff members in their work. Instructors, for example, may already be collecting information about customer satisfaction or student preferences related to instructional materials or delivery methods, but no coordinated process to compile this information is in place. A simple but systematic examination of the data, when coupled with the experience of program staff, can yield sensible recommendations for program improvement (adapted from First 5 LA 2003).

Undertaking a solely in-house evaluation may be feasible; however, it would not be unusual for the evaluation team members to feel they need some help. The gaps that exist between what will be evaluated and the availability of internal resources and expertise are good indicators of whether outside expertise and assistance are needed.

## **Working with an External Evaluator**

An external evaluator can be a tremendous asset to an organization. Choosing someone from outside the organization can increase the program's learning process by offering new perspectives on program development and implementation. The right evaluator can offer a fresh perspective and also has the time and expertise to conduct the evaluation. External evaluators will also have specialized resources available to them, such as computer equipment, support staff, libraries, and research databases.

In addition, external evaluators may have broader evaluation expertise than internal evaluators, particularly if they specialize in program evaluation or have conducted extensive research on the target population. External evaluators can bring a different perspective to the evaluation because they are not directly affiliated with the program. This lack of affiliation, however, can sometimes be a drawback. External evaluators are not staff members, and they will have limited knowledge of the program's needs and goals.

If you decide to hire an evaluator, staff still need to be involved in key aspects of the evaluation design and implementation. A partnership should be created between the evaluation team and the evaluator to determine evaluation questions, design the evaluation, interpret the results, and apply the findings. The evaluation team must also decide how the evaluator will be used.



Will the evaluator be a hired hand—doing tasks that the team does not know how or have time to do? Will the evaluator be selected for his or her expertise in a particular area to assist with a specific task? Or, will the evaluator be asked to work as a partner with the organization, providing guidance and support? Depending on organizational and evaluation needs, it is quite possible that the evaluator will take on a combination of these roles.

Once the role of the evaluator has been decided, it is crucial to determine what the expectations are of this person. How often should there be contact with the evaluator? What will be the final product? Will the evaluator be required to recommend program changes or get involved in implementing suggestions? Make a list of the required tasks and the desired working relationship. Who will be the contact person(s)? Who will supervise the evaluator? Answering these questions first will help decide whether the right evaluator has been found.

## **Finding An Evaluator**

The first and usually the best place to start your search is with other organizations that have experience working with external evaluators and do similar work. Referrals are a good sign that the evaluator has previous experience working in the field. Other places to search include professional associations, local colleges or universities, large corporations (pro bono or low-cost consultants), and on-line and print directories. Also, graduate students who are doing research in the driver education or young driver areas may be willing to help with little or no monetary compensation, especially if funding can be acquired through their university.

Try to identify and interview at least two prospective evaluators, and invite them to meet with the evaluation team. During the initial meeting, be sure to discuss: 1) the program's background and evaluation needs; 2) the expectations of the evaluator's role and possible tasks; and 3) the evaluator's background, expertise, and experience with similar programs, young novice drivers, and evaluation projects. Suggested questions for the evaluator include:

1. What strengths do you possess that will prove particularly helpful in connection with this evaluation?
2. Have you worked with similar evaluations? What did you learn from the experience? What would you do differently if you could repeat the experience?
3. How would you propose to divide up the tasks among team members?
4. Talk about the responsibilities the program must assume in order to make our work together successful.
5. Are you available to complete this work during the time we've specified?

First 5 LA 2003, adapted from Consultants ONTAP, [www.ontap.org/advice.html](http://www.ontap.org/advice.html).

Pay close attention to professional style, demeanor, listening skills, philosophy, and overall fit with your needs. If a good fit seems to exist, ask the evaluator to submit a proposal (including cost, approach, timeline, and deliverables) and a list of current clients and references. Review each proposal according to a predetermined set of assessment criteria, such as:

- Understanding of program and evaluation needs
- Required experience and expertise
- Excellent written and verbal communication skills
- Affordable budget
- Track record in field
- Able to meet schedule
- References

## **The Role of An External Evaluator**

While there is no “best” time to hire an evaluator, experience has shown that successful project managers hire evaluators sooner rather than later. Once an evaluator has been hired, it is important to establish a working relationship with program staff. The evaluation should not be isolated from the program’s day-to-day activities. Generally, an evaluator should work collaboratively with the evaluation team to:

- Learn about program goals, objectives, and activities
- Understand the perspectives of everyone involved in the program
- Set the boundaries of the evaluation
- Select the evaluation methods
- Collect and analyze the data
- Report the findings to appropriate audiences
- Recommend strategies for program improvement
- Always abide by specified ethical standards

The figure on page 161 presents guidelines for working with evaluators.

## The Ten Rules of Working with Evaluators

### **Evaluator's Responsibilities**

- I. Include the input of staff in designing the evaluation plan and selecting evaluation tools.
- II. Get to know the program through observation, interviews, participation in meetings etc.
- III. Use various methods to collect information about the program.
- IV. Collect data in the least intrusive and cost-effective way possible.
- V. Be sensitive to the needs and characteristics of program participants.
- VI. Maintain the privacy of participants and confidentiality of the data collected at all times.
- VII. Prepare reports about progress throughout the course of the contract.
- VIII. Provide feedback to staff and management about the program, and recommend how to use this information to improve the program.
- IX. Make a presentation or prepare materials of the final results.
- X. Hand over all data and documents to the program at the end of the contract.

### **Team's Responsibilities**

- I. Be an active participant in the evaluation process.
- II. Be clear about what the evaluation will accomplish and which resources are available.
- III. Communicate regularly with the evaluator and keep the lines of communication open.
- IV. Be honest with the evaluator about any problems or challenges the program is having.
- V. Make accessible any documents or people that the evaluator will need.
- VI. Inform the evaluator of any changes that will affect program implementation.
- VII. Inform others of their role and that of the evaluator.
- VIII. Be patient with the evaluation process.
- IX. Be willing to accept and implement the recommendations of the evaluator.
- X. End a bad relationship with an evaluator.

Adapted from First 5 LA 2003.

The table below presents some advantages and disadvantages of carrying out an evaluation on your own versus hiring an external evaluator to help.

### Trade-Offs Between Internal and External Evaluators

Internal Evaluator		External Evaluator	
Advantages	Disadvantages	Advantages	Disadvantages
Knows the organization, the program, and operations	May lack objectivity and thus reduce credibility of findings	May be more objective and find formulating recommendations easier	May not know the organization, its policies, procedures, and personalities
Understands and can interpret behavior and attitudes of program members	Tends to accept the position of the organization	May be free from organizational bias	May be ignorant of constraints affecting feasibility of recommendations
May possess important informal information	Is usually too busy to participate fully	May offer new perspective and additional insights	May be unfamiliar with the local political, cultural, and economic environment
Is known to staff, so may pose less threat of anxiety or disruption	Is part of the authority structure and may be constrained by organizational role conflict	May have greater evaluation skills and expertise in conducting an evaluation	May produce overly theoretical evaluation results (if an academic institution is contracted)
Can more easily accept and promote use of evaluation results	May not be sufficiently knowledgeable or experienced to design and implement an evaluation	May provide greater technical expertise	May be perceived as an adversary arousing unnecessary anxiety
Is often less costly	May not have special subject matter expertise	Able to dedicate him- or herself full time to the evaluation	May be costly
Doesn't require time-consuming recruitment negotiations		Can serve as an arbitrator or facilitator between parties	Requires more time for contract negotiations, orientation, and monitoring
Contributes to strengthening internal evaluation capability		Can bring the organization into contact with additional technical resources	

Source: *UNFPA Evaluation Toolkit*, Adapted from UNICEF Guide for Monitoring and Evaluation 1991.

## Resources

### *Program Evaluation Kit*

First 5 LA

Los Angeles County Children and Families First Proposition 10 Commission, Research and Evaluation Department

[http://www.first5.org/docs/Community/CommRsrc\\_EvalKit\\_0603.pdf](http://www.first5.org/docs/Community/CommRsrc_EvalKit_0603.pdf)

### *Programme Manager's Planning, Monitoring and Evaluation Toolkit*

The United Nations Population Fund (UNFPA)

<http://www.unfpa.org/monitoring/toolkit.htm>

### *W.K. Kellogg Foundation Evaluation Handbook*

W.K. Kellogg Foundation

<http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf>

The Evaluation Center, University of Western Michigan Checklists:

- *Checklist for Negotiating an Agreement to Evaluate an Educational Program*  
<http://www.wmich.edu/evalctr/checklists/negotiating.htm>
- *Budget Development Checklist*  
<http://www.wmich.edu/evalctr/checklists/evaluationbudgets.htm>
- *Evaluation Contracts Checklist*  
<http://www.wmich.edu/evalctr/checklists/contracts.htm>