Self Appraisal for Program Evaluation Staff

The attached self appraisal tool is provided to assist program evaluation staff in assessing their current competencies in evaluation and setting goals for improvement. The tool is intended to serve as a basis for discussion between the staff member and his or her supervisor.

Staff members should use the rating scale indicated at the top of the table in assessing their own evaluation competency levels, indicating the level in the second column. They should then indicate their goals for improvement over the next six months in the third column.

The last column is to be used for referencing optional comments to be provided at the end of the table (e.g., "1" would indicate that a comment identified as comment number 1 is to be found at the end of the table.) Comments could pertain to clarifications of current assessment or goals or such things as desired training or on-the-job experience.

Supervisors should discuss with staff the assessment and goals and means to make improvement. The latter could be in the form of training, experience, reading materials, etc. Supervisors may add comments at the end.

Evaluator competencies include specific evaluation skills listed in Section 1 of the first column of the rating tool as well as more general competencies associated with evaluation work such as computer skills, report writing, marketing, and evaluation management skills listed in Sections 2 through 4.

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Name: _____

Primary Work Team: _____

Position: ☐ New   ☐ Senior   ☐ Program   ☐ Senior
                Evaluator   Evaluator   Manager   Advisor

Date: _____

Expected competencies of program evaluation staff are described in the following chart. The numerical ratings to be used for self appraisal and goal setting are as follows

1. Understand	2. Interpret	3. Help produce, compute	4. Oversee staff or or contractor	5. Produce, compute, use

Competency	**Self Rating**	**Goal**	**Comment Number**
1. Evaluation Skills			
Basic research techniques such as literature reviews, legislative and regulatory history, computer based searches			
Logic models—written and graphic descriptions of the underlying assumptions, purposes, inputs, outputs, intermediate and long term outcomes of, and environmental factors affecting, public programs			
Case studies—in depth reviews to gain insights into and understanding of the internal dynamics and real life conditions of program operations			
Surveys—systematic gathering of gathering of data information from people in a uniform and disciplined manner			
Instrument development—the preparation of the uniform set of questions to be used in asking people for information			
Mail survey administration			
Telephone survey administration			
On-line survey administration			
In-person survey administration			

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Competency	Self Rating	Goal	Comment Number
Focus groups—small group discussion conducted in such a way as to encourage the expression, exchange, and recording of ideas among participants			
Types of evidence, including physical, documentary, testimonial, and analytic forms and principles as to how to choose the type most appropriate for the evaluation.			
Graphics—geometrical and tabular displays of data			
Simple descriptive statistics, including frequencies, means, medians, modes, percentiles, proportions			
Intermediate level statistics			
Validity—the quality of data related to the appropriateness of the unit of measure (e.g., hours for time, feet for distance, pounds for weight)			
Reliability—the likelihood that the application of a measuring method will consistently yield nearly identical results no matter who is using it or the circumstances of the measurement			
Accuracy—the degree to which the measurement will correctly describe the amount or quantity described at a level of desired precision. For example a scale should correctly describe the number of pounds that someone weights.			
Sampling—analyzing a portion of a larger group to gain knowledge of the larger group			
Selecting appropriate type (random or purposive)			
Size of random sample—the number of items in the sample. The size is related to confidence interval and precision of the results of analysis based on it.			
Confidence—the likelihood that the quantitative features of sample members will fall within predetermined ranges			
Precision—the ranges within which the quantitative features of sample members will fall. The smaller the range, the more precisely does the sample represent the larger group from which it is drawn			

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Competency	Self Rating	Goal	Comment Number
Correlation—The degree to which data in two different data sets are proportionately related to one another, e.g., whether the size of elements in one data set consistently increase or decrease together with their counterparts in another data set.			
Regression analysis—the description using mathematical formulas of the nature, direction, and closeness of correlation between data sets			
Statistical significance—a measure of the degree to which a comparison between two statistical measure does or does not exceed a difference due purely to errors introduced by using random samples			
p-value—the probability, expressed mathematically, that results of a calculation could be due to chance			
Variance—the degree of difference of measures of data from the mean			
Standard deviation—a mathematical expression of the degree of dispersion of data around the mean of a data set			
Coefficient of variation—a mathematical expression of aspects of variance			
Advanced statistics			
Modeling—use of mathematical formulas to describe or predict how real world conditions or behaviors might vary under various circumstances			
Quasi experimental methods-use of program data or other data and sophisticated mathematical formulas to determine whether a program intervention causes intended results			
Randomized control trials—the use of carefully designed experiments involving randomly chosen participants and control groups to determine program impacts.			
Meta analysis—The derivation of useful data from studies already completed, along with an assessment of the data's validity, reliability, and accuracy, to draw conclusions about programs being evaluated			
Evaluation design—a plan of the purpose, issues, analytic approach, methods, data sources, analysis, schedule, budget, and intended use of an evaluation			

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Competency	Self Rating	Goal	Comment Number
2. Computer Skills			
Word/WordPerfect			
Excel/QuatroPro			
Access/DataBase			
PowerPoint			
Statistical Programs (e.g. SAS/SPSS)			
Internet Surveys			
Webinars			
3. Reporting and Marketing			
Report writing			
Briefings			
Dissemination to			
State Legislature			
State Agencies			
Local government Agencies			
Grantees/Contractors			
Other Stakeholders			
Media			
4. Evaluation Management			
Planning evaluation agendas—developing a series of related evaluations to be carried out over one or more years to gain full understanding and appraisal of programs			
Working in teams			
Member			
Leader			
Evaluation project management—serving as leader of an evaluation project completed largely by internal staff			
Contract project management—serving as project manager for an evaluation to be carried out by a contractor			
Professional evaluation standards—standards of ethics and professional practice of evaluators. An example is the *Guiding Principles of the American Evaluation Association*			
Budgeting			

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Competency	Self Rating	Goal	Comment Number
Negotiating—reaching agreement between a requestor of an evaluation (e.g., chair of a legislative committee) and the evaluation team, or between a program evaluation official and a contract evaluator, on the scope, methods, schedules, budgets, and other aspects of a planned evaluation. Negotiation also comes into play when the evaluator, program officials of the program being evaluated, and the requestor of the study try to reach agreement on recommendations for program improvements discussed in an evaluation.			

Staff Member's Comments

1.

2.

3.

Supervisor's Comments