Identifying What Data Must Be Collected
Collect the Right Data

You must collect data that will help you answer the evaluation questions.

The data should be based on measurable indicators of the organization’s objectives.
Qualitative and Quantitative Data

Examples of Qualitative Data Collection
• Observations
• Reviews of documents
• Interviews
• Focus groups
• Open-ended questions

Examples of Quantitative Data Collection
• Test instruments
• Measurement scales such as interval and ratio scales
• Closed-ended questions
Data Collection Organization Matrix

See Figure 4.3 on page 105 (Kaufman, Guerra, & Platt, 2006).

The Data Collection Organization Matrix will help you link everything together. You will be able to show a direct link between your evaluation questions and the data you will collect to answer the evaluation questions.

This can also be a helpful tool in showing your evaluation client how everything that you are doing is linked together.
Collecting the Data
Person-Centered Direct-Observation Methods

Classroom Observation

• Sit or stand quietly in the classroom
• Observe and take notes
• Remember that the observer’s presence can change the dynamics of the classroom (spotlight effect); schedule a number of visits so participants become accustomed to the observer’s presence
• Look for themes and behaviors that can be counted
Participant Observation

• Observer actually takes part in the tasks or activities of the group

• Has the potential for the observer to get an inside view from the participants

• Has the potential for the observer to be rejected by the group

• Look for events and behaviors that can be counted
Interviews

• Ask a set of questions in person or on the telephone

• Allows opportunities for follow-up or probing questions

• Time-consuming

• Analyze qualitative data by coding categories of responses and counting responses
Focus Groups

• Facilitator meets with a relatively small group of people

• Allows opportunities for follow-up or probing questions

• Time-consuming

• Requires excellent communication skills

• Analyze qualitative data by coding categories of responses and counting responses
Nominal Group Technique

• Facilitator meets with a relatively small group of people

• All participants write responses to questions; facilitator records all responses on a flipchart

• Responses are ranked by participants individually

• Rankings are collected and aggregated

• (see Table 5.1 on page 120 (Kaufman, Guerra, & Platt, 2006).

• Allows opportunities for follow-up or probing questions

• Time-consuming

• Requires excellent communication skills
Delphi Technique

• Participants do not meet in person; communicate by email, mail, or fax

• Usually has a larger number of participants (40 – 60)

• Participants respond to a series of questionnaires

• Facilitator develops new questionnaires based on responses from previous questionnaire

• Participants see how their responses are similar or different from the group

• Questionnaires may continue until participants reach consensus

• Requires time management and organizational skills
Instrument-Centered Methods

• Teacher-made tests

• Criterion-referenced tests

• Norm-referenced tests

• Objective tests (e.g., multiple-choice)

• Questionnaires and surveys
Treatment-Centered Methods

Experimental design

Quasi-experimental design

Time-series design

Simulations and games
Document-Centered Methods

**Extant data** (existing data such as, other evaluation reports, minutes of meetings, strategic plans, mission statements)

**Literature review**
Literature citations may lend credibility to your evaluation report.

**Critical Incidence Technique** (look for situations, behavior patterns, or results patterns that influence performance and consequences)

**Artifacts and Work Products** (such as examples of student work)