

SELF-ASSESSMENT OF PROGRAM EVALUATION EXPERTISE

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Purposes: This instrument is intended to help you 1) assess your current program evaluation capabilities, 2) identify areas you want to strengthen, and 3) assess your end-of-institute gains in evaluation expertise.

Domain: Program evaluation is defined in this instrument as the systematic assessment of the merit and/or worth of a program. Program evaluations are undertaken to ascertain strengths and weaknesses. They provide direction for improvement, documentation for accountability, evidence to guide adoption decisions, and information for increasing understanding of the phenomena under study. The process of evaluation encompasses identifying audiences and their questions, defining the assessment criteria, obtaining and analyzing relevant information, judging the program's merit and/or worth, reporting the results, and promoting appropriate and effective use of the findings. Sound program evaluations meet standards of utility, feasibility, propriety, and accuracy.

Caveat: By itself, this instrument is grossly inadequate to assess everything you do and do not know about program evaluation, let alone your levels of evaluation skills. It gives but one view of the scope and complexity of the topic. You should not use it as the only indicator of your evaluation proficiency. Instead, use it along with careful self reflection on your evaluation efforts, discussions with others, actual knowledge tests, etc. Used in combination with a wide range of other relevant information about your evaluation knowledge and skills, this self assessment tool can help you to explore and assess your capability to perform in the complex arena of evaluation.

INSTRUCTIONS

1. Do not write your name on the instrument. On the back of the summary profile sheet (last page), write a four-digit code that you will remember. Your profile sheet will be photocopied and returned to you. These sheets will be used to aggregate and assess perceived learning gains for the group as a whole.
2. Be completely honest with yourself. This self-assessment device is intended primarily for your information and use. Since your name will not be attached to your responses, and no one will see your responses to individual items, you should not be tempted to inflate the ratings. By being completely honest, you can identify areas to strengthen, then later consider how much you have gained from the evaluation institute.
3. For each of the 8 learning areas, rate your capability on each particular item, then sum and record your score in the indicated space.

SELF-ASSESSMENT OF PROGRAM EVALUATION EXPERTISE

Date: _____

1. Standards/Metaevaluations				
1.1 I have a working knowledge of the American Evaluation Association Principles for Evaluations .	(1) Not at all	(2) I have only a general knowledge of their main requirements.	(3) I have used or could use these principles to plan and/or judge evaluation studies.	(4) I have taught or could teach others to apply these principles to plan and judge evaluation studies.
1.2 I have a working knowledge of the Joint Committee Program Evaluation Standards .	(1) Not at all	(2) I have only a general knowledge of their main requirements.	(3) I have used or could use these standards to plan and/or judge evaluation studies.	(4) I have taught or could teach others to apply these standards to plan and judge evaluation studies.
1.3 I have a working knowledge of the Joint Committee Personnel Evaluation Standards .	(1) Not at all	(2) I have only a general knowledge of their main requirements.	(3) I have used or could use these standards to plan and/or judge evaluations of teachers or other educators.	(4) I have taught or could teach others to apply these standards to plan and assess personnel evaluation systems.
1.4 I have a working knowledge of metaevaluation (evaluation of evaluations).	(1) Not at all	(2) I have only a general knowledge of what is entailed in evaluating evaluation plans and reports.	(3) I have successfully conducted and reported metaevaluations or could do so.	(4) I have taught or could teach others to plan, conduct, and report metaevaluations and could assess the quality of their work.
1.5 I have a working knowledge of formative metaevaluation (evaluating evaluations to guide their implementation).	(1) Not at all	(2) I have only a general knowledge of what is entailed in employing metaevaluations to plan and conduct evaluations.	(3) I know how to apply evaluation standards, guidelines, and common errors in diagnosing and addressing weaknesses in evaluation plans and processes.	(4) I have taught or could teach others to plan, conduct, and report formative metaevaluations and could assess the quality of their work.
1.6 I have a working knowledge of summative metaevaluation (evaluating an evaluation, after its completion, to judge its merit and worth).	(1) Not at all	(2) I have only a general knowledge of what is entailed in conducting and reporting a final metaevaluation.	(3) I know how to apply evaluation standards in summing up the merit and worth of a completed evaluation.	(4) I have taught or could teach others to plan, conduct, and report summative metaevaluations and could assess the quality of their summative metaevaluation reports.
1. <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> Add the numerical values of your responses and record the total here. (Maximum score: 24)				

2. Evaluation Approaches & Models				
2.1 I am knowledgeable of various evaluation approaches and models.	' (1) Not at all	' (2) I have only a general knowledge of various conceptualizations of program evaluation.	' (3) I can list and define at least five different conceptualizations of evaluation.	' (4) I have in-depth knowledge and understanding of at least 15 different conceptualizations of evaluation.
2.2 I am skilled in the application of Patton's Utilization-Focused Evaluation Approach.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out a Utilization-Focused evaluation.	' (3) I have in the past or could design a Utilization-Focused evaluation.	' (4) I have in the past or could teach others how to design and carry out Utilization-Focused evaluations.
2.3 I am skilled in the application of Stake's Responsive Evaluation approach.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out a Responsive evaluation.	' (3) I have in the past or could design a Responsive evaluation.	' (4) I have in the past or could teach others how to design and carry out Responsive evaluations.
2.4 I am skilled in applying the CIPP Evaluation Model.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out CIPP evaluations.	' (3) I have in the past or could design CIPP evaluations.	' (4) I have in the past or could teach others how to design and carry out CIPP evaluations.
2.5 I am skilled in applying Scriven's Consumer-Oriented Evaluation approach.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out a Consumer-Oriented evaluation, complete with formative and summative evaluation stages.	' (3) I have in the past or could design consumer-oriented evaluations using Scriven's Key Evaluation Checklist.	' (4) I have in the past or could teach others how to design and apply the Key Evaluation Checklist in conducting both formative and summative evaluations.
2.6 I am skilled in applying Participatory Evaluations.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out a Participatory evaluation.	' (3) I have in the past or could design a Participatory evaluation.	' (4) I have in the past or could teach others how to design and carry out Participatory evaluations.
2.7 I am skilled in applying Constructivist Evaluations.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out a Constructivist evaluation.	' (3) I have in the past or could design a Constructivist evaluation.	' (4) I have in the past or could teach others how to design and carry out Constructivist evaluations.
2.8 I am skilled in applying Theory-Based Evaluations.	' (1) Not at all	' (2) I have only a general knowledge of how to design and carry out a Theory-Based evaluation.	' (3) I have in the past or could design a Theory-Based evaluation.	' (4) I have in the past or could teach others how to design and carry out Theory-Based evaluations.
2. <input type="checkbox"/> Add the numerical values of your responses and record total here. (Maximum score: 32)				

3. Evaluation of Particular Areas				
3.1 I am skilled in evaluating technology .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of technological innovations.	' (3) I have in the past or could design evaluations of technological innovations.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of technological innovations.
3.2 I am skilled in evaluating curricular programs .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of curricular programs.	' (3) I have in the past or could design evaluations of curricular programs.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of curricular programs.
3.3 I am skilled in evaluating personnel evaluation systems .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of personnel evaluation systems.	' (3) I have in the past or could design evaluations of personnel evaluation systems.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of personnel evaluation systems.
3.4 I am skilled in evaluating programs conducted by nonprofit organizations .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of programs conducted by nonprofit organizations.	' (3) I have in the past or could design, conduct, and report evaluations of programs conducted by nonprofit organizations.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of programs conducted by nonprofit organizations.
3.5 I am skilled in evaluating museum education programs .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of museum education programs.	' (3) I have in the past or could design, conduct, and report evaluations of museum education programs.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of museum education programs.
3.6 I am skilled in evaluating schools .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of schools.	' (3) I have in the past or could design, conduct, and report evaluations of schools.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of schools.
3.7 I am skilled in evaluating community development programs .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of community development programs.	' (3) I have in the past or could design, conduct, and report evaluations of community development programs.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of community development programs.
3.8 I am skilled in evaluating instructional materials .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of instructional materials.	' (3) I have in the past or could design, conduct, and report evaluations of instructional materials.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of instructional materials.
3.9 I am skilled in evaluating workshops and other short term training .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of workshops/short-term training.	' (3) I have in the past or could design, conduct, and report evaluations of workshops/short-term training.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of workshops/short-term training.

3.10 I am skilled in evaluating policies .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of policy.	' (3) I have in the past or could design, conduct, and report evaluations of policy.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of policy.
3.11 I am skilled in evaluating distance education .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of distance education.	' (3) I have in the past or could design, conduct, and report evaluations of distance education.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of distance education.
3.12 I am skilled in evaluating student assessment materials and methods .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report evaluations of assessment materials and methods.	' (3) I have in the past or could design, conduct, and report evaluations of assessment materials and methods.	' (4) I have in the past or could teach others how to design, conduct, and report evaluations of assessment materials and methods.

3. Add the numerical values of your responses and record the total here. (Maximum score: 48)

4. Designing Evaluations				
4.1 I am skilled in writing grant proposals .	' (1) Not at all	' (2) I have only a general knowledge of how to prepare and submit grant proposals.	' (3) I have in the past or could successfully prepare, submit, and obtain funding for grant proposals.	' (4) I have in the past or could teach others how to successfully prepare, submit, and secure funding for grant proposals.
4.2 I am skilled in designing data collection processes .	' (1) Not at all	' (2) I have only a general knowledge of how to develop a data collection plan.	' (3) I have in the past or could successfully develop a data collection plan.	' (4) I have in the past or could teach others how to successfully develop a data collection plan.
4.3 I am skilled in involving stakeholders in the evaluation planning process.	' (1) Not at all	' (2) I have only a general knowledge of how to involve stakeholders in a planning evaluation.	' (3) I have in the past or could successfully involve stakeholders in planning an evaluation.	' (4) I have in the past or could teach others how to successfully involve stakeholders in planning an evaluation.
4.4 I am skilled in budgeting for evaluations .	' (1) Not at all	' (2) I have only a general knowledge of what goes into a sound budget for a program evaluation.	' (3) I have in the past or could successfully prepare a budget for a program evaluation.	' (4) I have in the past or could teach others how to prepare a budget for a program evaluation.
4.5 I am skilled in contracting for evaluations .	' (1) Not at all	' (2) I have only a general knowledge of what goes into a sound contract for a program evaluation.	' (3) I have in the past or could successfully contract for a program evaluation.	' (4) I have in the past or could teach others how to contract for a program evaluation.
4.6 I am skilled in staffing evaluations .	' (1) Not at all	' (2) I have only a general knowledge of how to staff a program evaluation.	' (3) I have in the past or could successfully staff a program evaluation.	' (4) I have in the past or could teach others how to staff a program evaluation.
4.7 I am skilled in scheduling evaluations .	' (1) Not at all	' (2) I have only a general knowledge of how to schedule a program evaluation.	' (3) I have in the past or could successfully schedule a program evaluation.	' (4) I have in the past or could teach others how to schedule a program evaluation.

4.8 I am skilled in establishing and maintaining databases for program evaluations.	' (1) Not at all	' (2) I have only a general knowledge of how to set up and maintain a database for a program evaluation.	' (3) I have in the past or could successfully set up and maintain a database for a program evaluation.	' (4) I have in the past or could teach others how to set up and maintain a database for a program evaluation.
4.9 I am skilled in managing evaluations .	' (1) Not at all	' (2) I have only a general knowledge of how to manage evaluations.	' (3) I have in the past or could successfully manage an evaluation.	' (4) I have in the past or could teach others how to manage an.

4. Add the numerical values of your responses and record the total here. (Maximum score: 36)

5. Evaluation Methods and Techniques				
5.1 I am skilled in the <u>broader area</u> of constructing instruments to assess outcomes .	' (1) Not at all	' (2) I have only a general knowledge of how to construct outcome measuring devices.	' (3) I have in the past or could construct valid and reliable outcome measuring devices.	' (4) I have in the past or could teach others how to successfully construct valid and reliable outcome measuring devices.
5.2 I am skilled in constructing objective (e.g., multiple-choice) tests .	' (1) Not at all	' (2) I have only a general knowledge of how to construct valid and reliable tests.	' (3) I have in the past or could construct valid and reliable objective tests.	' (4) I have in the past or could teach others how to successfully construct valid and reliable objective tests.
5.3 I am skilled in constructing qualitative/ performance measures .	' (1) Not at all	' (2) I have only a general knowledge of how to construct valid and reliable qualitative/ performance measures.	' (3) I have in the past or could construct valid and reliable qualitative/ performance measures.	' (4) I have in the past or could teach others how to successfully construct valid and reliable qualitative/ performance measures.
5.4 I am skilled in constructing attitude scales .	' (1) Not at all	' (2) I have only a general knowledge of how to construct valid and reliable attitude scales.	' (3) I have in the past or could construct valid and reliable attitude scales.	' (4) I have in the past or could teach others how to successfully construct valid and reliable attitude scales.
5.5 I am skilled in selecting representative samples of evaluation respondents.	' (1) Not at all	' (2) I have only a general knowledge of how to select a representative sample of evaluation respondents.	' (3) I have in the past or could construct designs for selecting stratified, random samples of evaluation respondents.	' (4) I have in the past or could teach others how to successfully construct designs for selecting stratified, random samples of evaluation respondents.
5.6 I am skilled in designing, conducting, and reporting surveys .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report surveys.	' (3) I have in the past or could design, conduct, and report surveys.	' (4) I have in the past or could teach others how to successfully design, conduct, and report surveys.
5.7 I am skilled in designing, conducting, and reporting ethnographic studies .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report ethnographic studies.	' (3) I have in the past or could design, conduct, and report ethnographic studies.	' (4) I have in the past or could teach others how to successfully design, conduct, and report ethnographic studies.
5.8 I am skilled in designing, conducting, and reporting case studies .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report case studies.	' (3) I have in the past or could design, conduct, and report case studies.	' (4) I have in the past or could teach others how to successfully design, conduct, and report case studies.

5.9 I am skilled in designing, conducting, and reporting needs assessments .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report needs assessments.	' (3) I have in the past or could design, conduct, and report needs assessments.	' (4) I have in the past or could teach others how to successfully design, conduct, and report needs assessments.
5.10 I am skilled in designing, conducting, and reporting process evaluations .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report process evaluations.	' (3) I have in the past or could design, conduct, and report process evaluations.	' (4) I have in the past or could teach others how to successfully design, conduct, and report process evaluations.
5.11 I am skilled in designing, conducting, and reporting randomized experiments .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report randomized experiments.	' (3) I have in the past or could design, conduct, and report randomized experiments.	' (4) I have in the past or could teach others how to successfully design, conduct, and report randomized experiments.
5.12 I am skilled in designing, conducting, and reporting advocacy teams studies .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report advocacy teams studies.	' (3) I have in the past or could design, conduct, and report advocacy teams studies.	' (4) I have in the past or could teach others how to successfully design, conduct, and report advocacy teams studies.
5.13 I am skilled in employing the traveling observer technique.	' (1) Not at all	' (2) I have only a general knowledge of how to employ the traveling observer technique.	' (3) I have in the past or could employ the traveling observer technique.	' (4) I have in the past or could teach others how to employ the traveling observer technique.
5.14 I am skilled in designing, conducting, and reporting interviews .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report interviews.	' (3) I have in the past or could design, conduct, and report interviews.	' (4) I have in the past or could teach others how to successfully design, conduct, and report interviews.
5.15 I am skilled in designing, conducting, and reporting focus groups .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report focus groups.	' (3) I have in the past or could design, conduct, and report focus groups.	' (4) I have in the past or could teach others how to successfully design, conduct, and report focus groups.
5.16 I am skilled in designing, conducting, and reporting classroom observations .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report classroom observations.	' (3) I have in the past or could design, conduct, and report classroom observations.	' (4) I have in the past or could teach others how to successfully design, conduct, and report classroom observations.
5.17 I am skilled in designing, conducting, and reporting content analysis studies .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report content analysis studies.	' (3) I have in the past or could design, conduct, and report content analysis studies.	' (4) I have in the past or could teach others how to successfully design, conduct, and report content analysis studies.
5.18 I am skilled in developing and using evaluation checklists .	' (1) Not at all	' (2) I have only a general knowledge of how to use evaluation checklists.	' (3) I have in the past or could both develop and use evaluation checklists.	' (4) I have in the past or could teach others how to both develop and use evaluation checklists.

5.19 I am skilled in reporting descriptive statistics .	' (1) Not at all	' (2) I have only a general knowledge of how to report descriptive statistics using means, standard deviations, percentages, bar graphs, pie charts, tables, etc.	' (3) I have in the past or could report quantitative findings using means, standard deviations, percentages, bar graphs, pie charts, tables, etc.	' (4) I have in the past or could teach others how to successfully report quantitative findings using means, standard deviations, percentages, bar graphs, pie charts, tables, etc.
5.20 I am skilled in inferential statistics .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and report uses of correlations, t tests, analysis of variance, and multiple regression.	' (3) I have in the past or could design, conduct, and report uses of correlations, t tests, analysis of variance, and multiple regression.	' (4) I have in the past or could teach others how to successfully design, conduct, and report uses of correlations, t tests, analysis of variance, and multiple regression.
5.21 I am knowledgeable about and skilled in benefit-cost analysis .	' (1) Not at all	' (2) I have only a general idea of how to design, conduct, and report uses of cost analysis, cost- effectiveness, and benefit-cost analysis.	' (3) I have in the past or could design, conduct, and report uses of cost analysis, cost- effectiveness, and benefit-cost analysis.	' (4) I have in the past or could teach others how to successfully design, conduct, and report uses of cost analysis, cost-effectiveness, and benefit-cost analysis.
5.22 I am skilled in writing user-friendly evaluation reports (reports that are clear, concise, and actionable).	' (1) Not at all	' (2) I have only a general knowledge of how to write user-friendly evaluation reports.	' (3) I have in the past or could write user-friendly evaluation reports.	' (4) I have in the past or could teach others how to successfully write user-friendly evaluation reports.
5.23 I am skilled in reporting evaluation findings to multiple audiences .	' (1) Not at all	' (2) I have only a general knowledge of how to report evaluation findings to multiple evaluation audiences.	' (3) I have in the past or could report evaluation findings to multiple evaluation audiences.	' (4) I have in the past or could report evaluation findings to multiple evaluation audiences.

5. Add the numerical values of your responses and record the total here. (Maximum score: 92)

6. Providing Evaluation Training				
6.1 I am skilled in designing, conducting, and evaluating evaluation workshops .	' (1) Not at all	' (2) I have only a general knowledge of how to design, conduct, and evaluate evaluation workshops.	' (3) I have in the past or could effectively design, conduct, and evaluate evaluation workshops.	' (4) I have in the past or could teach others how to successfully design, conduct, and evaluate evaluation workshops.
6.2 I am skilled in using simulations of evaluation processes .	' (1) Not at all	' (2) I have only a general knowledge of how to design and use simulations to train evaluators.	' (3) I have in the past or could design and employ simulations in training evaluators.	' (4) I have in the past or could teach others how to select or construct and successfully employ simulations to train evaluators.
6.3 I have a command of the literature of program evaluation .	' (1) Not at all	' (2) I have only a general knowledge of the literature of program evaluation.	' (3) I have in the past or could construct bibliographies to undergird various evaluation training programs.	' (4) I have in the past or could teach others about the vast array of journals, books, and other printed materials on program evaluation.
6.4 I have a command of the use of presentation software (e.g., PowerPoint) to construct and deliver presentations on evaluation.	' (1) Not at all	' (2) I have only a general knowledge of how to use such technology to provide evaluation training.	' (3) I have in the past or could employ presentation software to provide evaluation training.	' (4) I have in the past or could teach others how to employ presentation software to provide evaluation training.
6.5 I have a command of the use of needs assessment to define evaluation training objectives.	' (1) Not at all	' (2) I have only a general knowledge of how to conduct and use needs assessment to design evaluation training objectives.	' (3) I have in the past or could successfully conduct and use needs assessment results to design evaluation training objectives.	' (4) I have in the past or could teach others how to effectively conduct and employ needs assessment to design evaluation training objectives.
6.6 I have a command of ways to assess the outcomes of evaluation training programs.	' (1) Not at all	' (2) I have only a general knowledge of how to assess the outcomes of evaluation training programs.	' (3) I have in the past or could successfully assess the outcomes of evaluation training programs.	' (4) I have in the past or could teach others how to effectively assess the outcomes of evaluation training programs.

6. Add the numerical values of your responses and record the total here. (Maximum score: 24)

7. Professional Enhancement				
7.1 I am involved in professional networks of evaluators .	' (1) Not at all	' (2) I have only a general knowledge of the professional organizations of evaluators.	' (3) I have in the past or could effectively participate in the conventions of such evaluation-oriented organizations as the American Evaluation Association.	' (4) I have in the past or could teach others about the missions and activities of evaluation-oriented organizations, such as the American Evaluation Association.
7.2 I am conversant with the major journals of evaluation.	' (1) Not at all	' (2) I have only a general knowledge of the professional journals of evaluation.	' (3) I am sufficiently well read in evaluation areas that, with some review time, I could effectively report on the contents of recent issues of evaluation-oriented journals, such as the <i>American Evaluation Journal</i> , <i>Studies in Educational Evaluation</i> , and/or <i>Journal of Personnel Evaluation in Education</i> .	' (4) I have in the past or could prepare and submit articles on evaluation to <i>American Evaluation Journal</i> , <i>Studies in Educational Evaluation</i> , and/or <i>Journal of Personnel Evaluation in Education</i> .
7.3 I am conversant with the major series of books on evaluation .	' (1) Not at all	' (2) I have only a general knowledge of the sources of books on evaluation.	' (3) I am sufficiently well read in evaluation areas that, with some review time, I could effectively report on the evaluation books that are available from major publishers, such as Sage, Kluwer, Jossey-Bass, & Longman.	' (4) I am very familiar with the books on evaluation that have been issued by major publishers, such as Sage, Kluwer, Jossey-Bass, & Longman.
7.4 I am active in conducting complex program evaluations (ones that are large-scale, politically sensitive, and/or involve multiple evaluators).	' (1) Not at all	' (2) I have served as a team member on only one complex evaluation study.	' (3) I have served as a member of several teams and/or directed one or two complex evaluation studies.	' (4) I have been the principal evaluator on more than two complex evaluation studies.
7.5 I am active in conducting metaevaluations (evaluations of evaluations).	' (1) Not at all	' (2) I have only been involved tangentially in metaevaluation studies or have served as a team member on only one metaevaluation study.	' (3) I have served as a member of several metaevaluation teams and/or directed one or two metaevaluation studies.	' (4) I have been the principal evaluator on more than two metaevaluation studies.
7.6 I have a grasp of the history of evaluation .	' (1) Not at all	' (2) I have only briefly reviewed the history of evaluation.	' (3) At one time I made an in-depth study but have not kept current regarding the history of evaluation.	' (4) I could provide in-depth and up-to-date instruction in the history of evaluation.
7.7 I can distinguish between program evaluation and research .	' (1) Not at all	' (2) I have only a general knowledge of the important distinctions between these two areas of inquiry.	' (3) At one time I made an in-depth study but have not kept current regarding the distinctions between research and evaluation.	' (4) I could provide in-depth and up-to-date instruction in the distinctions between research and evaluation.

7. Add the numerical values of your responses and record the total here. (Maximum score: 28)

8. Developing a View of Evaluation				
8.1 Definition: What is evaluation?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.2 Function: What is evaluation for?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.3 What main questions does it address?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.4 What general classes of information does it require?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.5 Audience: Whom should it serve?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.6 Agent: Who should do it?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.7 Approach: How should it be done?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.
8.8 By what standards should it be judged?	' (1) I don't know.	' (2) I have only a vague idea.	' (3) I can give a general response.	' (4) I can give a definitive response.

8. Add the numerical values of your responses and record the total here. (Maximum score: 32)

Scoring and Interpreting Your Self Assessment Scores

1. Use the profile sheet on page 13 to record and assess your 8 self assessment scores.
2. Record your 8 scores (from pages 2, 3, 5, 6, 8, 9, 10, and 11) in the indicated spaces on the profile sheet for “pretest scores” or “posttest scores,” as appropriate.
3. Fill in the circles that correspond to the proficiency levels for each of your 8 scores.¹
4. Using a dashed line (----) for pretest scores or a solid line (—) for posttest scores, draw a profile that connects the appropriate circles that indicate proficiency levels.
5. After you have completed instruments for both pretest and posttest, draw both profiles on the same profile sheet using the dashed and solid lines.
6. Compare the 2 profiles to consider how much you have gained from the learning experience and where you need to concentrate future evaluation learning activities.
7. Circle the numbers of the scales where your posttest score was at least one level higher than your pretest score.
8. If interested, sum across all 8 scores to get a total score for the pretest and/or posttest as appropriate and record it on the profile sheet in the indicated spaces. Interpret it according to the given ranges and interpretive values.

¹ The cut scores for determining proficiency levels are gross, unvalidated estimates, based on the author’s review of the items and reflection on proficiencies observed in the evaluations of many novice and experienced evaluators. In general, the thresholds were determined by the following percentages of points scored in each category or the complete set of items: approximately 25% for No Proficiency, 40% for Low Proficiency, 65% for Moderate Proficiency, 85% for Strong Proficiency.

Profiles of Knowledge and Skills in Program Evaluation

(Product Evaluation Comparing Student's Self-Assessments of Entry Level and End-of-Course Capabilities)

Expressed Needs Proficiency	1. I am proficient in applying evaluation standards and conducting metaevaluations .	2. I know and can use multiple evaluation approaches and models .	3. I can evaluate in many particular areas .	4. I am proficient in designing evaluations .	5. I have a command of a wide range of evaluation methods .	6. I am proficient in providing evaluation training .	7. I am professionalizing my evaluation capabilities .	8. I have a well-developed concept of evaluation .
Strong Proficiency	(20-24) ○	(27-32) ○	(41-48) ○	(31-36) ○	(78-92) ○	(20-24) ○	(24-28) ○	(27-32) ○
Moderate Proficiency	(16-19) ○	(21-26) ○	(31-40) ○	(23-30) ○	(60-77) ○	(16-19) ○	(18-23) ○	(21-26) ○
Low Proficiency	(10-15) ○	(13-20) ○	(19-30) ○	(14-22) ○	(37-59) ○	(10-15) ○	(11-17) ○	(13-20) ○
No Proficiency	(6-9) ○	(8-12) ○	(12-18) ○	(9-13) ○	(23-36) ○	(6-9) ○	(7-10) ○	(8-12) ○
Pretest scores (date:_____)	Record your pretest score from p. 2 here //	Record your pretest score from p. 3 here //	Record your pretest score from p. 5 here //	Record your pretest score from p. 6 here //	Record your pretest score from p. 8 here //	Record your pretest score from p.9 here //	Record your pretest score from p.10 here //	Record your pretest score from p.11 here //
Posttest scores (date:_____)	Record your posttest score from p. 2 here //	Record your posttest score from p. 3 here //	Record your posttest score from p. 5 here //	Record your posttest score from p. 6 here //	Record your posttest score from p. 8 here //	Record your posttest score from p.9 here //	Record your posttest score from p.10 here //	Record your posttest score from p.11 here //
Pretest Profile Posstest Profile	----- _____	Pretest Total Score: _____ Postest Total Score: _____		268-316 (Strong) 206-267 (Moderate)	127-205 (Low) 79-126 (No Proficiency)	* Circle the numbers of the scales for which your posttest score was at least one level higher than your pretest score.		