

Evaluation and Accountability

From “Designing and Implementing
Career Programs: A Handbook
for Effective Practice”

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National Career Development Association

Organization of the Presentation

- Evaluation
- Evidence-Based Practice
- Accountability

Evaluation

- **Formative evaluation** provides information to improve resources, service-delivery tools, and services as they are developed
- **Summative evaluation** examines the degree to which intended outcomes are achieved

Sources of Evaluation Data

- Diagnostic assessment readiness for career decision making
- Questionnaires examining adolescents' and adults' perceptions of resources and services
- Interviews of adults who have located and used resources while receiving self-help services
- Focus groups obtaining data on the effectiveness of various services
- Observations of individuals' use of resources

Evidence-Based Practice

- Involves selecting career resources, service-delivery tools, and services that have been shown to be effective
- Summative evaluations can contribute to evidence-based practice

Accountability

- Provides evidence of the responsible use of funding to deliver cost-effective career resources and services

Five-Step Model of Accountability

- Diagnosis
- Prescription
- Process
- Outputs
- Outcomes

Five-Step Model of Accountability

- **Diagnosis** - provides evidence that individual needs have been accurately diagnosed prior to recommending specific career resources and services
- **Prescription** - provides evidence that recommended career resources and services are appropriate given the needs of individuals

Five-Step Model of Accountability

- **Process** - provides evidence that recommendations for the use of career resources and services by individuals were actually delivered
- **Outputs** - provides evidence that the career resources and services used by individuals resulted in obtaining new knowledge and skills that addressed needs identified during diagnosis

Five-Step Model of Accountability

- **Outcomes** – provides evidence that the new knowledge and skills gained from using career resources and services helped individuals to reach the goals that were identified during diagnosis

Sources of Accountability Data

- Diagnostic measures, as well as other outcome measures
- Demographic data from student, client, or customer records
- Individual learning plans
- Practitioner case notes from individual case-managed services

Sources of Accountability Data

- Follow-up data
- Interviews
- Focus groups
- Participant observation

References

Sampson, J. P., Jr. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.

For more information

www.career.fsu.edu/techcenter