**Saskatchewan
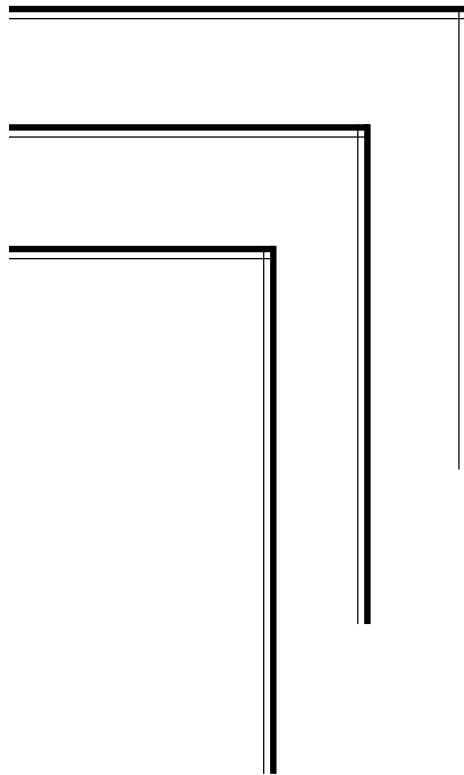Post-Secondary
Education and
Skills Training**

Evaluation Policy

and Framework

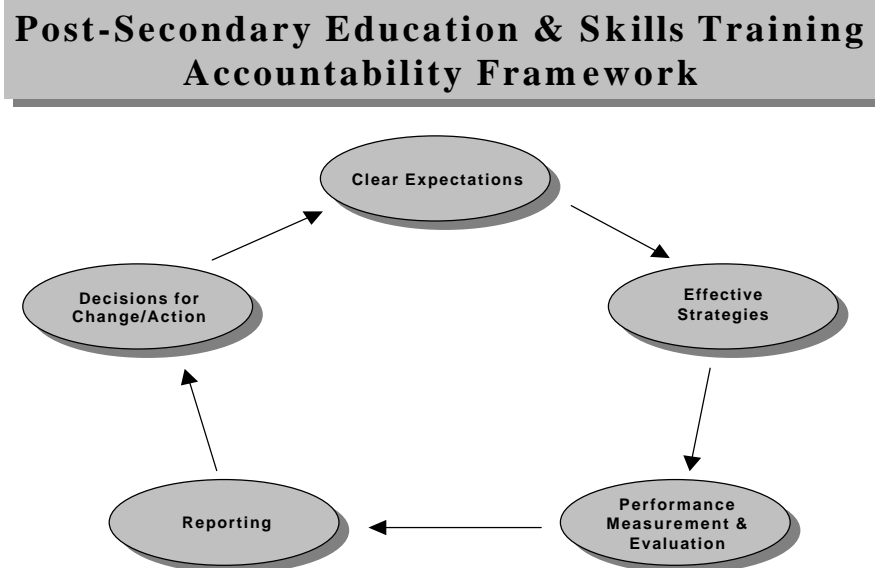November 1998

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1. PREAMBLE

This document outlines a comprehensive approach to evaluation for the Department of Post-Secondary Education and Skills Training. The evaluation policy and framework are part of the department's ongoing commitment to continuous improvement and accountability and reflects the department's commitment to work with stakeholders. Evaluation is an integral part of the ongoing management and operation of the department.

The following Accountability Framework has been endorsed by Saskatchewan's post-secondary education, training, and employment services system[1]:

Post-Secondary Education & Skills Training Accountability Framework

Clear Expectations

Effective Strategies

Performance Measurement & Evaluation

Reporting

Decisions for Change/Action

Performance measurement and evaluation are integral to the Accountability Framework and all segments of the post-secondary education, training, and employment services system will be required to critically assess policies, programs and services.

This evaluation policy and framework for the Department of Post-Secondary Education and Skills Training has been approved by the Senior Management Committee.

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[1] Adapted from performance management model presented by Auditor General of British Columbia, Deputy Minister's Council *Enhancing Accountability for Performance: A Framework and an Implementation Plan,* 1996, p. 25

2. THE EVALUATION OBJECTIVE AND POLICY

The evaluation objective and policy of the Department of Post-Secondary Education and Skills Training are outlined as follows.

2.1 EVALUATION OBJECTIVE

To provide feedback, analysis, and recommendations for the department and the Minister to support continuous improvement and accountability for the operations of the department and the post-secondary education, training, and employment services system.

2. 2 EVALUATION POLICY

- All policies, programs, and services administered or delivered by the department will include continuous monitoring for ongoing feedback as well as in-depth evaluations on a regular basis. These activities will be outlined in an annual department evaluation plan.

- All new or pilot initiatives will integrate evaluation in their design and implementation to:
  - provide information on how well the new initiative is meeting its objective; and
  - contribute to a decision whether to continue or modify the initiative.

- Ad hoc evaluations (involving special projects or issues, or requests from third parties) may be undertaken:
  - at the request of Senior Management or the Minister; or
  - in accordance with governing agreements and contracts.

3. THE EVALUATION FRAMEWORK

The evaluation framework includes the department's underlying beliefs related to the principles of evaluation, the application of the evaluation policy/framework with a description of the programs and services to be evaluated, how the evaluations will be conducted, how the evaluation process will be led, and how the results will be communicated. Additionally, there is a brief section on metaevaluation to ensure the framework itself remains efficient and effective.

3.1 VALUES AND BELIEFS ABOUT EVALUATION

The following values and beliefs will influence the operation of all evaluation activities undertaken by the department.

3.1.1 Accountability

Evaluation contributes significantly to the development and maintenance of a post-secondary system accountable and responsive to the government, clients, and taxpayers. Through evaluation, the system is enabled to:

- understand and report the results and impacts of its policies, programs, and services relative to the expectations and objectives;
- on the basis of this understanding, improve programs and services to effectively meet needs; and
- develop strategies in response to evolving and changing expectations and/or socio-economic environments.

3.1.2 Continuous Improvement

Continuous improvement ensures policies, programs, and services are modified as needed, to ensure their continued effectiveness in addressing the evolving needs of clients, communities and stakeholders. Evaluation activities, including longitudinal tracking, need to be conducted on an ongoing basis. A commitment to using evaluation as a management tool should be integrated within the philosophy and function of policy development and operations management. All policy initiatives, programs, and services will systematically undergo evaluation, focusing on the analysis of impacts and results of their respective operations and how they can be enhanced.

3.1.3 Program/Service Ownership

In order to have an environment where evaluation is part of the culture, individuals within programs and services need to develop a sense of ownership of, and commitment to, evaluation and the evaluation results. This environment is most effectively achieved when managers and staff find inherent worth in evaluation and integrate it into their operations as an essential management tool.

Each policy, program, or service unit owns its evaluation by:

- being accountable to Senior Management for the development and execution of the evaluation plan; and
- taking an active part in the establishment of the scope and objective(s) of the evaluation, as well as how the results are reported and implemented.

3.1.4 Collaborative and Inclusive Effort

Each evaluation assesses the implications and impacts of policies, programs, and services for a wide variety of unique stakeholders. A collaborative effort seeks and respects input from stakeholders. A variety of processes and approaches, based on the policy, program, or service's issues, must be used to ensure stakeholders have the opportunity to participate.

3.1.5 Adherence To Evaluation Standards

The rights of individuals are respected through surveying, polling, and focus group processes, and all queries fall within the boundaries of human rights legislation.

Evaluations are conducted in accordance with generally accepted technical and ethical evaluation standards and practices as adopted by the Canadian Evaluation Society (CES).   Appendices A and B outline the CES standards.

3.2   APPLICATION OF THE EVALUATION POLICY AND FRAMEWORK

The evaluation policy and framework applies to departmental policies, programs and services as follows:

- **Departmental policies, programs and services** - all policies, programs, and services administered, delivered, conditionally funded, or contracted by the department fall within the evaluation framework and policy. A schedule specifying the department programs, services, and initiatives will be revised regularly to reflect program and service changes.

- **Institutional programs and services -** in situations where the department provides funding, but does not take the lead in specifying program policy or direction, the evaluation process will continue to be the prerogative of the program and service deliverer. This generally involves a post-secondary institution or third party deliverer (e.g., SIAST certificate and diploma programs). Existing and legislated evaluation activities within the universities, SIAST, the regional colleges, and others will continue. These activities will continue to be monitored by the department through existing or mutually agreed upon reporting arrangements and mechanisms.

3.3   COMMON APPROACH TO EVALUATION

The department's evaluation activities are undertaken using a common approach including the following features:

- a team approach;

- common, system-wide standards or core goals and objectives plus program/service-specific goals and objectives; and
- defined roles and responsibilities.

3.3.1 Team Approach

Collaboration and inclusiveness are two of the values inherent in the department's approach to evaluation. A team, responsible and accountable for the evaluation project, will ensure both critical stakeholder input and an appropriate level of technical and program expertise. An evaluation working team includes the following members:

- Program/service/policy representatives with direct knowledge of the objectives and operational details of the program, service or policy initiative. The responsibility for planning and executing the evaluation activity belongs to the relevant program, service, or policy areas.

- A representative with evaluation expertise who understands the process of evaluation, has expertise in the required technical aspects of evaluation methodologies, and can provide technical advice and expertise to the evaluation. Evaluation expertise may be resident within the program or service, may be contracted, or may be from the Policy and Evaluation Branch of the department, or from other program areas within the department or government.

- Where possible and appropriate, stakeholders in the program or service need to be involved. Stakeholders not at the table should have their interests and issues represented in alternate ways.

- Student representation should be considered as appropriate.

- Other members may be added depending on the specific nature of the evaluation.

3.3.2 Required Assessment of Core Goals

While policy, program or service-specific goals are unique, an assessment of the "core" goals should be addressed within all evaluations. Core goals, based on the desired outcomes of the *Saskatchewan Training Strategy,* are Linkages to Employment, Access, Partnerships, Responsiveness and Flexibility, Meeting Employer Needs, and Learner and Client Participation and Satisfaction. The best practices and lessons learned related to all the goals are identified.

- **Linkages to Employment**

Goal: Enhanced employment opportunities for clients.

The policies, programs, and services:

- contribute to clients achieving desired outcomes, in particular, facilitating linkages to employment, or enabling clients to continue their education/training; and
- respond to regional, sectoral, and provincial labour market needs.

- **Access**

Goal: Policies, programs, and services contribute to supporting and enhancing access for all learners.

There is equitable access and expectation for success for all components of the population[2] within the full range of post-secondary education and skills training programs and services.

Programs and services are delivered in ways which maximize access.

Learner attainment of educational and employment goals is demonstrated by the retention, graduation, and employment rates.

- **Partnerships**

Goal: Policies, programs, and services are planned, implemented, and evaluated in a collaborative manner involving partnerships with, but not limited to, post-secondary institutions, learners, communities, employers, and Aboriginal groups.

The policy, program, or service facilitates, develops, and uses effective partnership arrangements in the conduct of operations.

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[2] Data will be collected for all clients, and disaggregated as follows:

- Métis Nation;
- First Nations;
- visible minorities;
- disabled persons;
- single parents with dependents;
-

- women in non-traditional programs;
- youth (under 25);
- social assistance recipients;
- Employment Insurance recipients.

- **Responsiveness and Flexibility**

Goal: Policies, programs, and services are responsive to the needs of learners, employers, and communities and have flexible delivery strategies.

Policies, programs, and services meet client (learner, employer and community) needs for:

- relevance;
- timeliness;
- responsiveness to individual requirements for programs and services;
- accessibility; and
- standards and quality.

Client satisfaction with programs and services are taken into account.

- **Meeting Employer Needs**

Goal: Employers are supported by matching their needs for qualified employees with programs and services.

Processes are in place to regularly analyze job demands and employer needs.

Policies, programs, and services are modified based on the analysis of job demands and employer needs.

- **Client Satisfaction**

Goal: Clients are satisfied the post-secondary education, training, and employment system is meeting their needs.

Clients are satisfied with the effectiveness and efficiency of the post-secondary education, training, and employment system.

Clients' views of programs and services are included in quality improvement initiatives.

3.3.3 Roles And Responsibilities

The following chart outlines roles and responsibilities related to the framework.

	ROLES and RESPONSIBILITIES
Senior Management	• Approve evaluation policy and framework. • Ensure availability of adequate resources (human and financial) to support evaluation. • Approve the department's annual evaluation schedule. • Approve detailed evaluation plans. • Review evaluation reports. • Use evaluation results as a basis for decision-making and policy formulation.
The Policy and Evaluation Branch, PSEST	• Facilitate development and maintenance of evaluation policies and strategies. • Facilitate development of and coordinate the department's annual evaluation schedule. • Ensure evaluation expertise is available. • Provide advice, guidance, co-ordination, and project management as needed. • Ensure the maintenance of recognized evaluation standards. • Participate on evaluation working teams.
Policy, Program, and Service Areas	• Develop and execute evaluation activities (planning, annual self-assessment, and detailed evaluations) in a timely manner. • Ensure inclusion of evaluation plans in all new initiatives. • Participate on evaluation working teams. • Use evaluation results as a basis for decision-making. • Ensure follow-up on the recommendations.
Evaluation Working Team (EWT)	• Ensure development and execution of the detailed evaluation for a specific policy, program or service in a timely manner. • Participate in development of Requests for Proposals (RFPs) for evaluation contractors. • Select/recommend contractors to implement the evaluation. • Oversee evaluation contractors. • Analyze the evaluation results and conclusions. • Develop recommendations. • Finalize report. • Participate in development of follow-up plans.
Partners and Stakeholders	• Participate as required in the policy, program, and service evaluations. • Comply with legislative, regulatory and contract requirements for reviews and evaluations.

	ROLES and RESPONSIBILITIES

3.4   SYSTEMATIC APPROACH FOR THE CONDUCT OF EVALUATION

Evaluation is an integral part of policy, program, and service operations and includes planning, annual self-assessments, and regularly implemented detailed evaluations. A departmental evaluation schedule specifying the upcoming detailed evaluations is prepared annually.

3.4.1 Policy, Program, or Service Evaluation Plan

Program Managers are responsible to ensure policy, program, and service evaluation plans, including plans for annual self-assessments and detailed evaluation are completed, updated annually, and that data gathering systems are in place. The Evaluation Plan of a policy, program, or service includes:

- identification and the proposed year of the detailed evaluation;
- purpose of the evaluation;
- description, history, and background;
- context including the internal and external factors impacting the program;
- an outline of the goals and objectives and target populations;
- critical evaluation issues, questions, and indicators; and
- data requirements and collection methodologies to support preparation of annual self-assessments and detailed evaluations.

3.4.2 Department Evaluation Schedule

The annual department evaluation schedule documents evaluation activity including:

- a listing of all policies, programs, and services covered by the evaluation policy and framework;
- policies, programs, or services undergoing Detailed Evaluation within the fiscal year;
- any special evaluation initiatives; and
- proposed evaluations for the next three to five years.

3.5   PHASES IN THE EVALUATION PROCESS

The evaluation process is a routine component of all the department's management processes. The evaluation process has three phases, a planning phase, an annual self-assessment, and a detailed evaluation. The following chart indicates these phases:

PLANNING PHASE

- IDENTIFY WHEN DETAILED EVALUATION IS TO OCCUR

- ESTABLISH PURPOSE OF THE EVALUATION

- PREPARE POLICY/PROGRAM/SERVICE ORIENTATION/DESCRIPTION

- OUTLINE GOALS, OBJECTIVES, TARGET POPULATIONS AND OUTCOMES

ANNUAL SELF- ASSESSMENT

- ANALYZE DATA

- DEVELOP CONCLUSIONS AND OPTIONS

- PREPARE SELF-ASSESSMENT REPORT

- DISSEMINATE RESULTS

- FOLLOW-UP

DETAILED EVALUATION

- ESTABLISH EVALUATION WORKING TEAM

- IMPLEMENT WORKPLAN

- ANALYZE DATA

- DEVELOP CONCLUSION AND OPTIONS

- DEVELOP RECOMMENDATIONS

- PREPARE REPORT

- DISSEMINATE RESULTS

- FOLLOW-UP

3.5.1 Planning Phase

This is the initial step in the evaluation process. Planning is done by the manager and staff of policy, program, or service. The planning phase includes:

Identify when detailed evaluation is to occur	Specify the year the Detailed Evaluation will occur. Determine the resources needed.
Establish purpose of the evaluation	Identify why the evaluation is being undertaken and the intended audiences.
Prepare policy/program/service description	Prepare a description including: • a summary of the history of the activity; the objectives; • the context (the policy, socio-economic and other external and internal factors impacting the policy, program or service); • the delivery components and activities; and • resources. Update annually.
Outline goals, objectives, target populations, and outcomes	Identify components, target populations, objectives, inputs, processes, outcomes, outputs, and activities.
Develop evaluation issues, questions and indicators	Identify key evaluation issues and questions to determine if the goals and objectives have been met. Identify the indicators for each evaluation question.
Specify and implement data collection methodologies	Identify data sources and collection methodologies. Implement longitudinal data gathering systems to support the annual self-assessments and detailed evaluations

3.5.1 Annual Self Assessment

The annual self-assessment documents the policy, program, or services inputs, processes, outcomes, and outputs relative to the year's operations. The annual self-assessment is done by the manager and staff of the policy, program, or service. The steps in an annual self-assessment are as follows:

Analyze data	Annually assess the data relative to the stated goals and objectives to ensure they are being met and the policy/program/service is operating efficiently. Determine the resources needed.
Develop conclusions and options	Review the findings. From analysis of the data compiled, develop conclusions and options.
Prepare report	Prepare report which includes: - follow-up on the previous year's report; - quantitative and qualitative data gathered; - an assessment of performance against the stated program or service objectives; - any adjustments or modifications to the program or service; and - proposed changes for the upcoming year.
Disseminate results	Within the provisions of *The Freedom of Information and Protection of Privacy Act* and as appropriate, circulate the report to partners, other Branches, and Senior Management.
Follow-up	Establish an action plan to implement the proposed changes. Obtain the necessary approvals and resources to implement the changes. Implement the recommended changes and update their status in the next annual self-assessment report.

3.5.3 Detailed Evaluation

The Detailed Evaluation is an in-depth assessment, undertaken on a regular basis, which builds upon the Annual Self-Assessment. The policy, program, or service manager and staff as well as a variety of other stakeholders are involved in the Detailed Evaluation via the evaluation working team. A consultant may undertake the detailed evaluation. The steps are as follows:

Establish an evaluation working team	Select representatives and chair or co-chairs.
Develop Workplan	Develop workplan. Identify data sources and collection methodologies. Finalize budgets and timeframes.
Implement Evaluation Workplan	Select a variety of data collection methodologies to ensure multiple sources of input. Collect the data according to the workplan.
Analyze Data	Assess the program or service goals and objectives to ensure validity. Examine the data collected relative to the stated goals and objectives.
Develop Conclusions And Options	Review the findings. From analysis of the data compiled, develop conclusions and options. If a consultant has undertaken the evaluation workplan, the conclusions and options will be developed in conjunction with the evaluation working team.
Develop Recommendations	Develop the recommendations based on the findings.
Prepare Report	Prepare a report with conclusions and recommendations, including responsibility and timeframes for action and options. The required elements are identified in Appendix C.

Disseminate Results	Within the provisions of *The Freedom of Information and Protection of Privacy Act*, report on evaluation activities and results.
Follow-up	Establish an action plan to implement the recommendations of the evaluation. Obtain the necessary approvals and resources to implement the recommendations. Implement the recommended changes and report the status of the recommendations within the next annual self-assessment.

4.   LEADERSHIP

Policy, program, and service managers are responsible for ensuring all evaluation activities are undertaken. The Policy and Evaluation Branch supports the implementation of the evaluation activities. Evaluation activities are incorporated into work plans and budgets.

The chair or co-chairs of an evaluation working team are responsible for:

- facilitating the evaluation process;
- ensuring team consensus on the evaluation workplan;
- ensuring all team members participate effectively; and
- ensuring the evaluation is completed according to the workplan and within budget.

The chair or co-chairs of an evaluation working team are appointed from within the department, from another government department, or on contract. Selection is based on the scope of the evaluation project and the required skill set.

5.   COMMUNICATION OF EVALUATION REPORTS

The department is committed to making information from evaluations publicly available and reporting, where possible, the response to and outcomes from evaluation reviews. This commitment is upheld within the provisions of *The Freedom of Information and Protection of Privacy Act* and *The Local Authority Freedom of Information and Protection of Privacy Act*.

Public sector organizations and their employees must be in compliance with *The Freedom of Information and Protection of Privacy Act* and *The Local Authority Freedom of Information and Protection of Privacy Act* in the conduct of evaluations. Individuals or organizations providing evaluation services to the Government of Saskatchewan are required to sign an agreement they will not disclose information in a form where the identity of the individual to whom it relates is apparent.

6. METAEVALUATION

The evaluative process must remain dynamic. Assessment of the evaluation process or metaevaluation should be conducted on a regular basis to ensure effectiveness, efficiency and utility of results. The components of metaevaluation include:

- review of the policy and framework to ensure usefulness;
- assessment of the costs and benefits of the evaluation processes and results;
- assessment of the quality of instruments, procedures, and products (such as data and reports);
- review of policy, program, and service areas compliance to the policy and framework; and
- modification of the policy and framework as required.

APPENDIX A - EVALUATION STANDARDS

Developed by the Joint Committee on Standards for Educational Evaluation, 1994 and adopted by the Canadian Evaluation Society

One of the most important insights that the Joint Committee provides with the *Standards* is the concept that the quality of an evaluation study can be determined by looking at its (1) utility, (2) feasibility, (3) propriety, and (4) accuracy. The 30 evaluation standards are grouped according to their potential contribution to each of these four attributes.

Utility Standards
The utility standards are intended to 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 to perform 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 feasibility standards are intended to 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 propriety standards are intended to 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 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 the strengths can be built upon and 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 to any others with expressed legal rights to receive the results.

P7   **Conflict of Interest**. Conflict of interest should be dealt with 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 accounted for and appropriate.

Accuracy Standards

The accuracy standards are intended to 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.

A3   **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.

A4   **Defensible Information Sources.** The sources of information used in a program evaluation should be described in enough detail so that they can be identified and assessed.

A5   **Valid Information.** The information-gathering procedures should be chosen or developed and then implemented so that they will ensure that the interpretation arrived at is valid for the intended use.

A6   **Reliable Information**. The information-gathering procedures should be chosen of developed and then implemented so that they will ensure 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 the 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 feeling and biases of any party the evaluation, so that evaluation reports fairly reflect the evaluation findings.

A12   **Metaevaluation**. The evaluation itself 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.

APPENDIX B – CES GUIDELINES FOR ETHICAL CONDUCT – CANADIAN EVALUATION SOCIETY, MAY 1996

1. **COMPETENCE**
   Evaluators are to be competent in their provision of service.

   1.1 Evaluators should apply systematic methods of inquiry appropriate to the evaluation.
   1.2 Evaluators should possess or provide content knowledge appropriate for the evaluation.
   1.3 Evaluators should continuously strive to improve their methodological and practice skills.

2. **INTEGRITY**
   Evaluators are to act with integrity in their relationships with all stakeholders.

   2.1 Evaluators should accurately represent their level of skills and knowledge.
   2.2 Evaluators should declare any conflict of interest to clients before embarking on an evaluation project and at any point where such conflict occurs. This includes conflict of interest on the part of either evaluator or stakeholder.
   2.3 Evaluators should be sensitive to the cultural and social environment of all stakeholders and conduct themselves in a manner appropriate to this environment.
   2.4 Evaluators should confer with the client on contractual decisions such as: confidentiality; privacy; communication; and, ownership of findings and reports.

3. **ACCOUNTABILITY**
   Evaluators are to be accountable for their performance and their product.

   3.1 Evaluators should be responsible for the provision of information to clients to facilitate their decision-making concerning the selection of appropriate evaluation strategies and methodologies. Such information should include the limitations of selected methodology.
   3.2 Evaluators should be responsible for the clear, accurate, and fair, written and/or oral presentation of study findings and limitations, and recommendations.
   3.3 Evaluators should be responsible in their fiscal decision-making so that expenditures are accounted for and clients receive good value for their dollars.
   3.4 Evaluators should be responsible for the completion of the evaluation within a reasonable time as agreed to with the clients. Such agreements should acknowledge unprecedented delays resulting from factors beyond the evaluator's control.

APPENDIX C – DETAILED EVALUATION REPORT FORMAT AND DISTRIBUTION

1. Executive Summary (including recommendations)
2. Objectives of the Evaluation
3. Description of the Policy, Program, or Service
4. Evaluation Methodology
5. Limitations of the Evaluation
6. Analysis and results
7. Conclusions
8. Recommendations

Distribution:

Executive Summary to:

      Minister
      Deputy Minister
      Senior Management

Full Report Distribution to:

      Associate Deputy Minister or Assistant Deputy Minister
      Executive Director
      Director
      Program Manager
      Program Staff
      Partners and Stakeholders
      Library

APPENDIX D - GLOSSARY

Baseline | An internal point of reference established from an initial data collection and analysis.

Benchmark | A set standard against which performance can be measured.
From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan.

Best Practices | The most economical and effective activities to achieve intended results; frequently exceeds minimum standards in creative ways using evolving technologies or new methods.
From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan.

Business and financial plan | Outlines what will be done, how and when it will be done, how it will be evaluated, and how it will be financed: links summary operational plan to an outline of how resources will be managed to achieve the intended results.
From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan

Career Services | Programs, products and strategies which assist clients with the process of career planning and decision-making.
Also see 'Employment Services'

Client | An individual, external or internal to an organization, who receives and/or uses its programs and services.

Consequences | Positive or negative effects, outcomes, or results of action taken or not taken. 'Real consequences' are tangible effects, outcomes or results.

Developmental Evaluation | An evaluation methodology used in innovative settings where goals are emergent and changing rather than predetermined and fixed, time periods are fluid and forward-looking rather that artificially imposed by external deadlines, and purpose is learning, innovation, and change rather that external accountability.

Employment Services | Programs, products and strategies which assist clients with the process of obtaining employment.
Also see 'Career Services'.

Evaluation

The process of determining the merit, worth or value of something, or the product of that process.
Michael Scriven

Evaluation is a formal process of:

- gathering and analyzing information about some aspect of a program or service (or the program or service overall) in order to effect improvements or refinements, and/or to assess the overall quality and results, effects and impacts (intended and unintended) of the program/service; and
- communicating the results of the evaluation to other decision-makers or appropriate groups.

Adapted from: Auditor General of British Columbia, Deputy Minister's Council Enhancing Accountability for Performance: A Framework and an Implementation Plan, Second Joint Report, April 1996 and Saskatchewan Education, Saskatchewan School-Based Program Evaluation Resource Book, 1989, p. 5.

Evaluation Design

The logical model or conceptual framework used to arrive at conclusions about a program or service.

Formative Evaluation

Assessment of a program or service during its developmental or implementation stages.
Adapted from: The Facts on File Dictionary of Education. J. M. Shafritz, R. P. Koeppe, E. W. Soper.

Framework

A basic system or an essential supporting structure.
The Concise oxford Dictionary. Eighth Edition. Clarendon Press: Oxford. 1990.

Graduate

A client who has completed a course of studies and has received a certificate, diploma or degree.

Indicator

A quantitative [or qualitative] parameter used to ascertain the degree of performance.
Adapted from: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.

Input

Resources utilized to produce outputs.

Logic Model

A method of presenting the relevant components of a program or service for purposes of evaluation.

Mandate

Legislated role; explains what the organization is permitted to do and its responsibility and accountability to other government organizations and to the Assembly.
From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan.

Meta-evaluation | Evaluation of the evaluation.   It is also an evaluation where the results from a number of different evaluations are synthesized.

Mission | Describes the broad, long-term purpose of an organization and its primary focus including the clients to be served.
From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan.

Objective | Statement of specific results to be achieved over a specified period of time. It answers both "what" and "when", quantitatively.
From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.

Outcome | Measurable consequences of a program's outputs, impacts on the client or the public, and the results of the outputs. Outcomes may be immediate, ultimate or somewhere in between.
From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.

Output | Measurable direct results of activities, such as programs or services provided.
From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.

Partnership | Two or more individuals or groups within a common endeavor who share power, risk and decision-making.

Performance Measure | A statement specifying, clearly and precisely, a desired output, outcome or event that is expected to occur; the "what" that is to be measured.
From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.

Performance Measurement | A process of assessing progress in achieving pre-determined goals. It includes measure of the economy of acquiring resources; the efficiency with which those resources are transformed into outputs, the quality of those outputs; and the effectiveness of government operations in terms of their specific contributions to the objectives of the programs.
Adapted from Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.

Performance Target (Performance Goal)	A set level of performance to be achieved as described in an objective. *From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan.*
Program	An activity aimed at mitigating a social or economic problem or improving social and economic welfare. A common characteristic of programs is that they are concerned ultimately with change. *From: S. B. Anderson, S. Ball, The Profession and Practice of Program Evaluation, 1983.* A set of activities having clearly defined dedicated resources and measurable objectives that are coherent and consistent. *From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.*
Program Evaluation	The objective assessment of the effectiveness and efficiency of a program or service. *Adapted From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.*
Public Institution/Agency	An institution or agency which receives the majority of its funding from the provincial government. Within post-secondary education this includes, but may not be limited to, colleges, institutes, and universities.
Service	Activities aimed at providing assistance to outside institutions or individuals, including coordination and facilitation.
Stakeholder	Someone in the public or private sector who can be affected by an organization's decisions or activities and who in turn can affect the organization's decisions and activities. *From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.*
Strategic Plan	A high level corporate document that outlines vision, mission, values and key priorities for the medium to long term, and sets out strategies for achieving goals and objectives. *From: Enhancing Accountability For performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Ministers' Council. April 1996.*
Summative	Provides data related to the program outcomes and is used

Evaluation — to determine effectiveness after a program has been completed.

Tactical Plan — A corporate document which outlines strategies for achieving goals and objectives in the short term.

Training program (may be referred to as a program) — A set of activities, courses, or modules having clearly defined curriculum and graduation requirements.

Qualitative Data — Observations that are categorical rather than numerical, and often involve attitudes, perceptions and intentions.
From: Program Evaluation Methods: Measurement and Attribution of Program Results. Program Evaluation Branch, Office of the Comptroller General, January 1991.

Quantitative Data — Observations that are numerical.
From: Program Evaluation Methods: Measurement and Attribution of Program Results. Program Evaluation Branch, Office of the Comptroller General, January 1991.

Vision — A snapshot of the preferred future.
From: Government Plans and Performance Reports Project 1997, Provincial Auditor Saskatchewan.