Project Evaluation Plan

In order to further develop and improve the educational program, a program evaluation plan, the "post-then-pre" method of self-report (Rockwell & Kohn, 1989) was used. Traditionally, in the pre - post design, participants must answer questions before the start of the educational program. Participants participated in all phases of the lesson plan, and answered more questions after the completion of the program. Information was collected with this type of evaluation before and after the program at the same time. Participants were asked to rate their current knowledge at the end of the program on skill, attitude and behavior *Now* or *After* as a result of the program. Participants were asked to reflect back and rate the same knowledge, skill, attitude, behavior *Before* participating in the program. According to Howard et al. (1979) and Howard (1980) research showed that response shift can mask program effectiveness. Additionally, the post - then – pre - design method can reduce or eliminate response shift bias. Rockwell and Kohn (1989) noted that when a response shift occurs, a different frame of understanding is used by the participant about a question between the pre and post periods. As a result, a problem is created when assessing self-reported change.

A survey type of method was included at the end of the program to measure performance. Information about the program was collected before and after the program, at the same time, using this method. By examining the results of the program, outcome evaluation can determine the reasons for deficiencies between outcomes, stated goals, and objectives of the program. Program quality can be maintained or improved by reviewing the results of the program. The results of the program determine if future planning can be more evidenced- based.

Additionally, assessing the program's goal over a short-term period, the outcome evaluation method can be used. This method helped to determine how the program affects the outcome of the participants.