

## CEHS - College Development Model<sup>1</sup>

PROGRAM PHASE	PROGRAM FOCUS	EVALUATION CONSIDERATIONS	CEHS EXAMPLES
PROGRAM DEFINITION AND DESIGN	Determine: Intended inputs Intended processes Intended outcomes	Check the program for:  Comprehensiveness (Is the program complete?),  Internal consistency (Do program activities logically relate to the goals?),  External consistency (How does the program fit in with already existing programs?)  Make revisions as necessary.  Decide whether or not to go forward.	CEHS entered this phase August, 2002 and completed it August, 2003
PROGRAM INSTALLATION	Follow-through on plans made during Definition and Design Phase.  Establish actual inputs and processes.  Integrate logistical details  Create common purpose	Compare intended inputs and processes with those that actually occur  Determine necessary revisions.  Refine inputs and processes.	CEHS entered this phase August, 2003 and completed it in June, 2006  During this time CEHS created: Mission, Values, Vision P & T Document By-laws Administrative structures & committees Strategic plans Traditions (blended and new) Space allocations Integrated budget for the College Blended business practices Common education requirements Blended student services

			<p>Collaborative &amp; complimentary teaching/research/outreach</p> <p>Shared scholarships &amp; awards</p> <p>The Nebraska Center for Research on Children, Youth, Families &amp; Schools</p> <p>The CEHS Alumni Organization</p> <p>Friend-raising strategies for the new college</p>
<p>INTERIM PRODUCTS</p>	<p>Act on common purpose</p> <p>Use tools/practices established in Program Installation Phase</p> <p>Establish intended standards</p>	<p>Compare intended processes and outcomes with those that actually occur</p> <p>Refine processes and outcomes</p> <p>Compare intended standards with actual standards achieved</p>	<p>CEHS is currently in this phase:</p> <p>For example, CEHS is:</p> <p>Enrolling its first students in new teaching programs</p> <p>Completing first candidates to come through CEHS</p> <p>P &amp; T processes and standards</p> <p>Determining initial student learning outcomes for 18 programs through the PEARL Project</p> <p>Carrying out the CEHS Signature Course</p> <p>Establishing initial outcomes through the Nebraska Center for Research on Children, Youth, Families and Schools/CEHS Research Office</p> <p>Developing an electronic data base of faculty accomplishments – E-ARFA</p>
<p>ESTABLISHED PRODUCTS</p>	<p>Formalize standards</p> <p>Determine adequacy</p> <p>Refine Interim Products</p>	<p>Refine standards</p> <p>Compare outcomes with projected standards</p> <p>Refine processes/outcomes to achieve desired standards</p>	
<p>PROGRAM EFFICACY</p>	<p>Efficiency</p> <p>Find most effective/efficient ways to achieve Established Products</p>	<p>Compare current program methods/costs to other methods yielding the same outcomes</p> <p>Refine programs</p>	

<sup>1</sup> Derived from models originally developed by Malcolm Provus (Provus Discrepancy Model) and Robert Stake (Stake's Responsive Evaluation Model)