What is program evaluation?

A beginners guide

What is evaluation

When beginning an evaluation, program people will often want the answer to this question:

- Does the program work? And how can it be improved?

However, there are many equally important questions:

- Is the program worthwhile?
- Are there alternatives that would be better?
- Are there unintended consequences?
- Are the program goals appropriate and useful?

This handout focuses on the first of these issues: how program evaluation can contribute to improving program services.

Evaluations, and those who request them, may often benefit, though, from a consideration of these other questions.

An evaluation can help a program improve their services, but can also help ensure that the program is delivering the right services.

See this resource for additional information:

Developing a Concept of Extension Program Evaluation
http://learningstore.uwex.edu/Designing-Evaluations-C238.aspx
Mohammad Dougla, University of Wisconsin, Cooperative Extension. 1998.

Produced by

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The Global Social Change Research Project
http://gsociology.icaap.org/
Free Resources for Methods in Program Evaluation
http://gsociology.icaap.org/methods
What is evaluation

In this pamphlet, we describe program evaluations used to improve program services, using the definition below to organize our knowledge.

Program evaluation is:

“...the systematic assessment of the operation and/or outcomes of a program or policy, compared to a set of explicit or implicit standards as a means of contributing to the improvement of the program or policy...”*

* Carol Weiss, quoted in Introduction to Program Evaluation
http://www.cdc.gov/tb/Program_Evaluation/default.htm#webinar
See slide #4
Quote used in this pamphlet by permission.

One main goal of program evaluation is:

“contributing to the improvement of the program or policy”

This handout describes some of the ways that program evaluation can help improve program services, in particular, briefly describing:

- Planning the evaluation
- Determining the evaluation questions
- Answering evaluation questions: evaluation methods
**What is evaluation**

*Lets start* with this part of evaluation:

“…the systematic assessment”

An evaluation is a **systematic** assessment. Evaluations should follow a systematic and mutually agreed on **plan**. Plans will typically include the following:

- Determining the goal of the evaluation: What is the evaluation question, what is the evaluation to find out.
- How will the evaluation answer the question: What methods will be used.
- Making the results useful, how will the results be reported so that they can be used by the organization to make improvements.

**Additional resources about planning evaluations:**

http://www.cdc.gov/eval/framework.htm

The Planning-Evaluation Cycle
http://www.socialresearchmethods.net/kb/pecycle.php
In Research Methods Knowledge Base, by William M.K. Trochim
http://www.socialresearchmethods.net/kb/index.php

**What is evaluation**

*The first part* of the evaluation is to **determine the question**.

“assessment of the operation and/or outcomes of a program or policy”

Evaluations can generally answer two types of questions:

1. What is the outcome of the program? Did the program have any impact, was there any improvement in people's lives?
2. How did the program get to that outcome? Did the program have some set of procedures? Were these procedures followed, were the procedures reasonable, was there a better way to get to the outcomes?

**Additional resources:**

Approaching An Evaluation-- Ten Issues to Consider
Brad Rose Consulting, Inc.
http://www.bradroseconsulting.com/Approaching_an_Evaluation.html
What is evaluation

Back to determining the evaluation question.

One way to do this is for the evaluator and program people to develop a very good description of:

- what the outcomes should be,
- how the program will get there, and
- why the program leads to the outcome.

This description helps to identify how the program should lead to the outcome, why the program activities should lead to the outcomes, and where to evaluate the program to check whether it does.

This method is called a program theory.

“A program theory explains how and why a program is supposed to work. ... It provides a logical and reasonable description of why the things you do – your program activities – should lead to the intended results or benefits.”


A useful tool to help work with the program theory is a logic model, which visually shows the program theory, how all the program goals, activities, and expected outcomes link together.

from
Logic Model, University of Wisconsin Extension, Program Development and Evaluation.
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
**What is evaluation**

*Use the program theory or logic model* to come up with evaluation questions

- Does the program have a positive outcome?
- Are people satisfied?
- How could the program be improved?
- How well is the program working?
- Is the program working the way it was intended to work?

**Additional Resources**

Developing Evaluation Questions
David B. Langmeyer, Ph.D., Gail S. Huntington, Ph.D.
ARCH National Resource Center for Respite and Crisis Care Services
http://www.archrespite.org/archfs13.htm

Developing Process Evaluation Questions. At the National Center for Chronic Disease Prevention and Health Promotion. Healthy Youth. Program Evaluation Resources
http://www.cdc.gov/healthyyouth/evaluation/resources.htm

**What is evaluation**

However, there are limits to program theory and logic models:

- Models are linear, programs are complex, interactive
- Models are static, programs may change over time.
- Models may not take unexpected consequences into account
- Models may not account for conflict, power, control issues
- Theory or model assumes the model is correct.

Use program theory and logic models, but be flexible, and open to change and feedback. Review and revise them often, as necessary.

**Additional Resources about logic models.**

Usable Knowledge's Interactive logic model tutorial
http://www.usablellc.net/html/links_we_like.html#logic_models

Program logic - an introduction from Audience Dialogue
http://www.audiencedialogue.net/proglog.html

From: Logic Model Basics. At the National Center for Chronic Disease Prevention and Health Promotion. Healthy Youth. Program Evaluation Resources
http://www.cdc.gov/healthyyouth/evaluation/resources.htm

A Guide on Logic Model Development for CDCs Prevention Research Centers (Sundra, Scherer, and Anderson)
What is evaluation

**Getting answers** to the evaluation questions.

There are many methods, each with their own uses, advantages and difficulties. Methods include:

- Surveys
- Analysis of Administrative Data
- Key Informant Interviews
- Observation
- Focus Groups

Evaluations could use any, not necessarily all, of these methods, depending on the question and goal of the evaluation.

Additional Resources

Overview of Basic Methods to Collect Information
Carter McNamara, MBA, PhD, Authenticity Consulting, LLC
http://www.managementhelp.org/research/overview.htm

Data Collection: Using New Data
Bureau of Justice Assistance, Center for Program Evaluation.

Overview of Data Collection Techniques
Designing and Conducting Health Systems Research Projects
International Development Research Center

What is evaluation

**Surveys are** a set of a set of questions that are asked of everyone in the same way.

Surveys can answer question about how many and how often. For example:

- How many clients are satisfied with services?
- How often do people have difficulties using the services?

Typical questions might be like this:

How satisfied are you with the program?
very satisfied neither dissatisfied very satisfied
dissatisfied

How did you hear about the program? Check all that apply.

- Radio
- TV
- friends
- other _____________________

Surveys might be used to describe the entire client population, if respondents were chosen randomly or systematically (see next page) and if the sample is sufficiently large.
What is evaluation

Randomly or systematically choosing people to respond to surveys means using some defined method to select people. For example:

- Randomly choosing – generate a list of random numbers, assign each person a random number, sort the people by the random number and take the people listed first. They were put on top of the list randomly.

- Systematic selection – a typical method is to start with the 5th person and then select every 7th person after that. The numbers, the 5th and the 7th are also chosen randomly.

- Randomly select locations to be in the sample, and then survey everyone in that location.

Random or systematic selection means that the group of people you select are more likely to be similar to your clients, in general. You aren't excluding any particular groups, or including only certain groups. You are avoiding bias, in sampling terms.

If you do use random or systematic selection, then most likely you can use the results of your survey to make conclusions about your clients.

If you don't use random or systematic selection, you can NOT use the results of your survey to make conclusions about your clients population. That is, you cannot generalize from your study to your client population. You can only say “The people who took this survey said ...”
What is evaluation

**Analysis of administrative data** is just using statistical analysis on program data that is already collected.

Administrative data has advantages:

- No new data collection is required
- Many databases are relatively large
- Data may be available electronically

and disadvantages:

- Data were gathered for another purpose, so may not have necessary variables.
- In all administrative data sets, some fields are likely to be more accurate than others.

Additional Resources

Data collection: Types of data collection – Administrative Data.
Statistics Canada.
http://www.statcan.ca/english/edu/power/ch2/types/types.htm#administrative

Focus groups are structured discussions among small groups of people.

Generally, a facilitator leads a group of 8-10 people in a discussion about selected topics with planned questions, but allowing for following up interesting new or unplanned questions.

Typical focus group questions are like these:

- What is your overall impression of the program?
- What are the things you like or dislike about the program?
- What have you gained in this program?
- If you have not noticed any changes in yourself, what do you think are the reasons?

Additional Resources about focus groups

Basics of Conducting Focus Groups
Carter McNamara, MBA, PhD, Authenticity Consulting, LLC
http://www.managementhelp.org/evaluatn/focusgrp.htm

Focus Groups.
From the National Park Service Northeast Region
http://www.nps.gov/phso/rtcatoolbox/gatinfo_focus.htm
What is evaluation

**Key informant interviews** are qualitative, in-depth interviews of 15 to 35 people selected for their first-hand knowledge about a topic of interest.


Key informant interviews also include a planned set of questions on the topics of interest.

Key informant interviews are useful to when candid information about sensitive topics are needed. Group discussions may inhibit people from giving candid feedback.

Interviews should include a very diverse range of people.

**Additional Resources**

Key Informant Interviews
University of Illinois Extension
http://ppa.aces.uiuc.edu/KeyInform.htm

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What is evaluation

**Observations** are methods that yield a systematic description of events or behaviors in the social setting chosen for study.

Observation methods can be highly structured, for example:

Systematic Social Observation - a field research method in which teams of researchers observe the object of study in its natural setting. Researchers record events as they see and hear them and do not rely upon others to describe or interpret events. The researchers follow well-specified procedures that can be duplicated.

http://www.ojp.usdoj.gov/nij/pubs-sum/172859.htm

Observations can also be unstructured, for example, participant observation, or taking an active part in group activities.

The premise underlying participant observation is that the researcher becomes a more effective observer by taking an active role in the performance of regular activities. In other words, knowledge gained through doing is of a higher quality than what is obtained only through observation. In many cases, involvement with ordinary chores will not only enhance the researcher's understanding of the processes, techniques, and words associated with these activities, but will also result in better rapport with informants.

Documenting Maritime Folklife: An Introductory Guide
Part 2: How to Document. Participant Observation
American Folklife Center. Library of Congress.
http://www.loc.gov/folklife/maritime/twopo.html
What is evaluation

Focus groups, interviews and observation are *qualitative* research methods, that is, methods that are less likely to rely on statistical analysis.

**Advantages**

- Useful to help figure out major program problems that cannot be explained by more formal methods of analysis.
- The evaluator may see things that participants and staff may not see.
- The evaluator can learn about things which participants or staff may be unwilling to reveal in more formal methods.
- Useful when it's not clear what the program problems might be.
- Useful to give good ideas of what topics program participants and staff think are important.
- Useful in developing surveys, in determining what questions or issues are important to include.
- Useful when a main purpose is to generate recommendations.
- Useful when quantitative data collected through other methods need to be interpreted.

**Disadvantages**

- The evaluator's subjective views can introduce error.
- The focus of the evaluator is only on what is observed at one time in one place.
- Information from observations/ interviews/ groups can be time consuming and difficult to interpret.
- Focus groups could be dominated by one individual and their point of view.
- Generally, information from focus groups, interviews, and observations CANNOT be used to describe the client population.
What is evaluation

Advantages and disadvantages of focus groups, observations and interviews quoted from:

The Handbook for Evaluating HIV Education - Booklet 9
Evaluation of HIV Prevention Programs Using Qualitative Methods
http://www.cdc.gov/HealthyYouth/publications/hiv_handbook/index.htm

Conducting Focus Group Interviews
USAID's Center for Development Information and Evaluation


Additional Resources:

Ethnography, Observational Research, and Narrative Inquiry: Commentary
- Advantages of Qualitative Observational Research
- Disadvantages of Qualitative Observational Research
http://writing.colostate.edu/guides/research/observe/pop2d.cfm

Strengths: Data Collection Methods
Washington State Library, Connecting Learners to Libraries, 2006 Retreat

Different Methods of Collecting Information in What's the Best Way to Collect My Information?

What is evaluation

Did the program have an effect?

The ultimate goal of a program is to improve people's lives. How do you know whether it did?

One commonly used way to find out whether the program improved people's lives is to ask whether the program caused the outcome. If the program caused the outcome, then one could argue that the program improved people's lives.

On the other hand, if the program did not cause the outcome, then one would argue that, since the program did not cause the outcome then the program did not improve people's lives.

How to figure this out?

“compared to a set of explicit or implicit standards”

One way to figure out whether the program caused the outcome is to use comparisons:

- Compare people on the program to people not on the program.
- First, randomly assign people to either be in the program (the 'treatment' group) or to not be in the program (the 'comparison' group).
- Measure the treatment group after they have been on the program and compare them to people in the comparison group.
- If the 'treatment' group people are better off then are the comparison group people, then it is reasonable to argue that the program caused that outcome.
What is evaluation

Comparisons and cause:

The idea is this:

- people were randomly assigned to be in the program or not in the program.
- Since they were randomly assigned, then the two groups of people should be pretty much the same except that one group was in the program and the other group wasn't.
- Therefore, after one of the groups has been in the program, if there are any differences between the two groups of people, then the difference must be from being in the program.
- That is, the program caused the outcome.

Additional Resources:


Advantages and disadvantages of random assignment to treatment and comparison groups.

Advantages:

- Results provide clearest demonstration of whether a program causes an outcome.
- Provides results that are easiest to explain.

Disadvantages:

- Can tell whether a program caused outcome, but doesn't give much in depth information about why or how.
- If people drop out of the program or evaluation unequally between treatment and comparison group, the results of the study will be biased, or not representative of all clients.
- When randomly assigning people to treatment or comparison group, the people in the comparison group are denied program participation, at least temporarily, and so may be denied treatment known to be beneficial.

Summary of points from:

In addition, randomly assigning people to be in the program is not how programs really work, so results of the evaluation may not apply to the program as it really exists.
What is evaluation

Did the program have an effect: Alternative methods.

If random assignment is not workable, there are other ways to do evaluation. These methods include

- non-random assignment,
- use information from multiple sources
- a very clear model of the program.

All of these methods face strong difficulties in addressing whether a program caused an outcome, but are useful in making reasonable arguments.

Non-random assignment

In general, in this method, called quasi-experimental design, people “are not randomly assigned to groups but statistical controls are used instead.”

Quasi-experimental designs. In Statnotes: Topics in Multivariate Analysis, by G. David Garson  http://www2.chass.ncsu.edu/garson/pa765/design.htm#quasi

There are several versions of this approach:

- Comparing people already on the program to those who are not on the program. One example is to observe (O) people before they join the program or there is an intervention (X), then observe both groups after:

  Pretest-posttest design
  - Intervention group  O₁  X  O₂
  - Comparison group  O₁  O₂

- Measuring the client many times before they join the program (or before a new intervention) and many times afterward, then compare before to after. One example is:

  Time series design
  - Intervention group  O₁  O₂  X  O₃  O₄

- Combination of the two above

  Time series design
  - Intervention group  O₁  O₂  X  O₃  O₄
  - Control group  O₁  O₂  O₃  O₄
**What is evaluation**

*A major challenge* to this approach is that people on the program may start off very different than are people not on the program.

For example, some people choose to be on the program while others choose not to be on the program. This choice alone makes these two groups different.

One way to deal with this is to collect as much information as possible on characteristics of the people and program that relate to the program outcome (what the program is supposed to do), and use this information in statistical analysis to “control” for the differences between people on the program vs people not on the program.

The problem is that there may be differences, some critical, that are not observed, and for which the evaluator has no data.

**Additional Resources:**

AllPsych On Line. By Dr. Christopher L. Heffner
Section 5.3 Quasi-Experimental Design
http://allpsych.com/researchmethods/quasiexperimentaldesign.html

Quasi-experimental designs. In Statnotes: Topics in Multivariate Analysis, by G. David Garson
http://www2.chass.ncsu.edu/garson/pa765/design.htm#quasi

Collecting information from multiple sources could support the idea that the program causes the outcome if different sources agree.

For example, collect information from:

- Program participants
- Program staff
- Community members
- Subject experts
- Published research and reports

Collect data through many methods, for example:

- Surveys
- Interviews
- Observations
- Program data

If data from different sources don't agree, it doesn't necessarily mean the results from any of the sources are not valid. However, the more agreement there is from different sources, the more confident you can be about your conclusions.

**Additional Resources:**

http://www.msvu.ca/ARCFamilyWork/publications.asp
**What is evaluation**

_A very clear model of the program_ can show how you expect the program to lead to the outcome.

If the model is very clear, and shows how the program operates to produce the outcome, then the evaluation can 'test' the model.

If research then shows that the data collected supports the model, then an argument can be made that the model is true, and the program fits the model.

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**What is evaluation**

_Finally, evaluation concerns_

Often, there are various concerns about evaluations for example:

- how they will be used
- evaluators may not know enough about the program
- limited organizational support
- evaluation needs too much time and resources
- funders demand things that don't seem useful to the program
- evaluation will be used to close the program

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**Additional Resources:**

Barriers to Evaluation
Utah State University Extension
http://extnet.usu.edu/evaluate/

Evaluation Primer on Health Risk Communication Programs
Barriers to Risk Communication Evaluation
Agency for Toxic Substances and Disease Registry

Barriers/Challenges to Program Evaluation
Rosalie T. Ruegg, TIA Consulting, Inc., Inc.
American Evaluation Association 2003 Conference
http://www.wren-network.net/events/2003-AEA.htm
What is evaluation

One way to address evaluation concerns is by using a collaborative approach to evaluation.

Involve many stakeholders in decisions about the evaluation: how it is going to be conducted, and how the results will be interpreted and used.

Involving stakeholders may:

- reduce suspicion
- increase commitment
- broadens knowledge of evaluation team
- increases possibility that results will be used.

Putting it all together

In sum, planning a program evaluation includes answering these three key points:

1. What, exactly, is the question?
2. How will you get the information to answer the question?
3. What will you do with the answers to the question?

That is, define exactly what you want to find out, plan clearly how you want to find it out, and have a plan on what to do with the answers.

Additional Resources:

Practical Evaluation of Public Health Programs: Workbook
Public Health Training Network, CDC
http://www2.cdc.gov/phtn/Pract-Eval/workbook.asp
What is evaluation

Additional Resources:

Evaluation: A beginners guide
Amnesty International

The Program Manager's Guide to Evaluation
Office of Planning, Research and Evaluation
Administration for Children and Families
US Department of Health and Human Services
http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/

Community Action Resources for Inuit, Métis and First Nations:
Evaluating. Health Canada

http://www.cdc.gov/eval/framework.htm#formats

What is evaluation

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In my work on this handout, I do not represent or speak for any organization. I prepared this on my own time, at home, and was not supported by any organization.

I also benefited greatly from feedback from folks on various email lists, and I thank them all!

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http://gsociology.icaap.org/methods/