Program Evaluation
What have we learned so far?

- There are many different kinds of research, but the research process follows specific steps to make sure the data is reliable and valid.

- Research must be overseen and regulated to make sure it is following ethical guidelines and participants are protected. All research must also be reviewed for any bias.

- Diversity needs to be an essential component of the research process. This includes diverse participation and deciding who and what gets studied.

Now that we know the process of research, how do we evaluate it to make sure it produces the outcomes and/or effects it intended to?
Objectives

- Discuss basic terms and steps in evaluation process
- Understand why program evaluation is essential to all involved in research
• Used for day-to-day program management, short-term results, and long-term program impact (Perrin, 2016)

• Involved data collection and analysis to influence changes or improve program effectiveness (Perrin, 2016)

• Multiple types of evaluations for the various stages of programs
  • Focus on summative evaluations
**Baseline data:** Recording the initial situation or condition before an intervention.

**Evaluability Assessment:** The process of assessing a program for the evaluation process.

**Evaluation instrument:** Survey questionnaire designed to collect evaluation data.

**Immediate outcome:** Benefits or results to participants by the end of a program.
Basic Terms of Evaluation

Logic model: Visual representation of a program from the planning phase through the evaluation. A way to communicate the big picture (Perrin, 2016)

Long-term outcomes: Benefits or results that participants get a long time (after six months) after completing a program. Long-term outcomes are similar to impact.

Outcomes: Results, changes or benefits that come from a program

Program impact: Condition or situation improvement as a result of a program
Basic Terms of Evaluation

Program Input: Resources set aside for a program

Program output: Educational materials and activities developed and delivered

Stakeholder: An individual who may be involved in, interested in, or affected by a program.
Steps of Evaluation Process

1. Identify
   - Identify the key stakeholders of the program.

2. Clarify
   - Clarify the evaluation expectations of the key stakeholders.

3. Plan
   - Plan evaluation by carrying out an evaluability assessment with stakeholders.
Prepare a logic model:

- It is a depiction of a program
- Shows what the program will do and what it is to accomplish.
- It is a series of “if-then” relationships that, if carried out as intended, lead to the desired outcomes.
- It is the core of program planning and evaluation.
**Inputs** are the invested resources
- volunteers, time, money, equipment, etc.

**Outputs** are tangible materials or activities delivered
- educational pamphlets, volunteer hours, meetings, etc.

**Outcomes** are the results, changes, or benefits
- Can be short (more knowledge), medium (new behavior), or long (new condition)
- Should be measurable and phrased in terms of change
  - visible improvements, financial gains, connections, etc.
Logic Model

Simplest form

Inputs → Outputs → Outcomes
Example Logic Model

Situation: **Headache**

- **Get medication**  
  *Input*

- **Take medication**  
  *Output*

- **Feel Better**  
  *Outcome*
Logic models can be applied to:

- a small program
- a process (i.e. a team working together)
- a large, multi-component program
- an organization or business
4. Design data collection methods and tools
5. Collect data
6. Analyze and interpret data
7. Write evaluation reports
8. Apply evaluation

Steps of Evaluation Process Continued...
Summative Evaluation

Conducted and made public to provide program decision makers and potential consumers with judgments about that program’s worth via important criteria.

Can be considered a cumulative or complete evaluation.
Purpose
- Program accountability

General Questions
- Did this educational program contribute to the planned impact and compensate the resources utilized?
- Did the program meet any combination of measurement about impact, outcome, or benefit? (Perrin, 2016)

Specific Questions
- What are the program results?
- Was the program cost effective?
- Is it worth to continue this program?
Resource Availability

Detail the availability of resources and personnel that will be able to perform work on the evaluation.

How will these resources work together and separately to complete the project?
Steps of Evaluation Process Continued...

9. Design data collection methods and tools
10. Collect data
11. Analyze and interpret data
12. Write evaluation reports
13. Utilize evaluation
- **Analysis**: an examination of the topic you are studying.
- **Baseline data**: Recording the initial situation or condition before an intervention.
- **Cost-Effective**: The effectiveness or usefulness in relation to the cost (Perrin, 2016)
- **Efficacy**: How well something works; the ability to produce intended result.
- **Evaluation**: Process to determine if goals and objectives of research and/or program were met and guidelines were followed (Perrin, 2016).
- **Evaluability Assessment**: The process of assessing a program for the evaluation process.
- **Evaluation Instrument**: Survey questionnaire designed to collect evaluation data.
- **Immediate outcome**: Benefits or results to participants by the end of a program.
- **Inputs**: The invested resources volunteers, time, money, equipment, etc.
- **Intervention**: In research, it is typically what is altered or changed to produce a desired effect or outcome. It can be a program, a policy, behavior, treatment, and more.
- **Logic model**: Graphic depiction of a program from the planning phase through the evaluation. A way to communicate the big picture (Perrin, 2016).
**Glossary**

- **Long-term outcomes**: Benefits or results that participants get a long time (after six months) after completing a program. Long-term outcomes are similar to impact.

- **Outcomes**: The results, changes, or benefits of a program. They can be short, medium or long. Should be measurable and phrased in terms of changes, visual improvements, financial gains, connections, etc.

- **Outputs**: Tangible materials or activities delivered: educational pamphlets, volunteer hours, meetings, etc.

- **Program impact**: Condition or situation improvement as a result of a program.

- **Program input**: Resources allocated for a program.

- **Program output**: Educational materials and activities developed and delivered.

- **Stakeholder**: An individual who may be involved in, interested in, or affected by a program.

- **Summative Evaluation**: A comprehensive or cumulative evaluation that is conducted and made public to provide program decision makers and potential consumers with judgments about the program’s worth via important criteria.

- **Systematic**: Following a specific process or method of steps.
References

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