

# Program Evaluation

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# Where are we going?

- **What is evaluation?**
- **Why evaluate?**
- **When to evaluate.**
- **Three basic evaluation questions.**
- **Steps of evaluation.**
- **Goal of evaluation.**

# What is evaluation?

Boyle suggests:

- establishment of criteria
- collection of evidence to compare w/ criteria
- arrive at value judgments

# Evaluation-to make a value judgment

- **Measurement:**

a measurement of something

no attempt to place a value

- **Assessment:**

a minimum of two measurements which are compared

# Why evaluate?

- to confirm learning needs
- to mobilize learner participation
- to document learning outcomes
- to identify needed program changes
- funders, administrators, others require it for accountability

# When to evaluate?

- **Project design:** needs assessment
- **Program start-up:** baseline data
- **Formative:** assist with immediate adjustments during program
- **Summative:** end of program/ accountability
- **Follow-up:** long term benefits

# Three basic evaluation questions

*Can program be evaluated?*

- Clear objectives?
- Well defined activities?
- Available resources?
- Clear standards?
- Findings used?



# Three basic evaluation questions

*What information is needed?*

- Who needs it?
- Level of evidence required?



# Three basic evaluation questions

*How do we get information?*

- Select method  
survey  
behavioral list  
focus group
- Others



# Steps of evaluation

- Identify purpose & receivers of results
- Review purpose with stakeholders
- Identify data needed to be collected
- Select data collection methods
- Select sample/population
- Develop data collection instruments
- Gather data
- Analyze and summarize results
- Present information

# Evaluation models

- Objectives-oriented
- Management-oriented
- Consumer-oriented
- Expertise-oriented
- Adversary-oriented
- Naturalistic and Participant-oriented

# Objectives-oriented model

- specifying goals and objectives
- determining extent of which objectives have been attained

# Management-oriented model

- central concern to meet the informational needs of managerial decision-makers

# Consumer-oriented model

- developing evaluative information on educational “products”

# Expertise-oriented model

- depend primarily on the direct application of professional expertise to judge then quality of educational endeavors

# Adversary-oriented model

- planned opposition in points of view of different evaluators (pro and con).

# Naturalistic/Participant oriented model

- naturalistic inquiry
- involvement of stakeholders determine values, criteria, needs and data for evaluation

# Goal of evaluation

**Don't reinvent the wheel !!**

**Involve stakeholders throughout program planning, implementation and evaluative phases.**

