

TYPES OF EVALUATION

1. Major types of evaluation that commonly used by organization:

- Goal based evaluation
 - Based on predetermined goals/objectives
 - How were the goals established?
 - Status of the programs towards achieving the goals?
 - According to the time frame?
 - Adequate resources?
 - Key questions:
 - Should change the goals?
 - Why?
 - Timelines?
 - How new goals being established?
- Process based evaluation
 - Key issues:
 - On what basis clients/employees/customers decide that product or services are needed?
 - Requirement of employees to deliver the product/service?
 - Training of the employees?
 - How clients/customers come to know about the programs?
 - Requirement of clients/customers?
 - Key questions:
 - What clients consider the strength of the program?
 - What employees consider?
 - Typical complaint from employees/customers?
 - Recommendation?
 - On what basis if the programs are no longer needed?
- Outcome based evaluation
 - Benefits to clients from the program:
 - Knowledge

- Attitude
- Skills
- Condition e.g. increased literacy, self-reliance, etc
- Need to pilot on one or two programs at most (before doing all programs)
- Steps in outcome based
 - General steps:
 - Identify major outcomes for the evaluation
 - Priorities the outcomes, top 2-4 most important (if time is limited)
 - Specify observable measures, or indicators that will suggest the achieving key outcomes with the clients (this is often the most important and enlightening step)
 - Specify the target goal of clients, i.e. number or percentage
 - Identify information needed to show these indicators, e.g. how many clients in the target group went through the program
 - If the program is new, need to evaluate the process to verify that the program is carried out according to original plan
 - Decide how information efficiently gathered
 - Document and report the findings

2. Other types of evaluation:

- Need assessment or need analysis
 - This is probably the best-known types of evaluation for proactive approach.
 - A strong body of theory and practice has been developed around it.
 - Needs assessment precedes the development of a program.
 - Needs assessment involves assessing the perceived community want or need among the community which will be addressed by the projected program.
- Research synthesis (evidence-based practice)

- This type of evaluation involves synthesis of what is known about the problem from ‘funded knowledge’ (relevant research and scholarly inquiry)
- The use of this evaluation provides an opportunity for the aggregated work of applied research to impact on social planning and as such represents an attempt to bridge the gap between the work of the research community and applications in real setting.
- Review of the best practice (creation of benchmarks)
 - In this type of evaluation, the emphasis is on selecting and studying exemplary practice which has relevance to the problem that needs to be addressed.
 - The creation of the benchmarks must be followed by implementation of processes that will deliver more effective and efficient outcomes.
- Ex-ante evaluation
 - An ex-ante evaluation assesses the feasibility and validity of the design of a program.
 - It is designed to determine, at the planning stage:
 - Whether a program is likely to be successful in the field
 - Whether it can be implemented as planned
 - Whether implementation will lead to the stated objectives.
 - This evaluation can be thought of as quality assurance checks before extensive resources are committed to the implementation phase.
 - The evaluator acts as an independent ‘honest broker’, which may have access to relevant information that program staff may not have
 - For example: scientific evidence that shows the intervention will work in the field.
- Responsive evaluation
 - This involves the documentation or illumination of the delivery of a program.
 - In addition to being focused on process, this evaluation takes account of the perspectives and values of different stakeholders, and is orientated

towards the information requirement of audience (often the providers of the program)

- Accreditation
- Action research
 - Encourages extensive involvement of program providers in the design and implementation of internal evaluations based around the trial of an innovative program, technique or structure
- Developmental evaluation
 - This involves evaluators working closely with program providers on a continuous improvement process
 - Often on programs that are innovatory and unique
- Empowerment evaluation
 - Assisting program providers and participants in the development and evaluation of their own programs
 - As part of a broader goal of giving citizen more control over their own lives and destiny.
- Component analysis
 - Systematic evaluation of a component of a large scale program.
 - Identified the indications that the component needs to be reviewed to bring it into line with organizational goals.
- Devolved performance assessment
 - Involves with the development of systems through which component entities can report regularly on their progress.
- Systems analysis
 - Involves setting up procedures by which the central management institutes common evaluation procedures to be used uniformly across a system of agencies or programs.
- Need based evaluation
 - This involves judging the worth of a program on the basis of the extent to which the program meets the need of the participants.
- Objectives based evaluation

- Judging the worth of program of a program on the basis of extent to which its stated objectives have been.
- Objectives based evaluation represents the foundation of evaluation practice.
- Goal free evaluation
 - This involves determining not only the stated goals but also the unintended outcomes of the program.
 - Its have implications for evaluation practice, as looking for unintended outcomes (either positive or negative) implies the use of flexible, rather than preordinate designs.
- Realistic evaluation
 - This evaluation is based on the principle that it is not possible to ascribe universal or generalizable cause and effect statement to any program.
 - It is only possible to say that a program works under certain conditions.
 - That means the program is effective in certain circumstances for certain groups of participants in certain context.
- Performance audit
 - A performance audit is an analysis of program efficiency and effectiveness
 - Performance audits concentrate on program outcomes, and generally involve both financial and non-financial measure.
- Formative
- Summative