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Fundamentals of Program Evaluation

Course 380.611

Overview of Evaluation Concepts (continued)



Topics To Cover

- (carryover from last class)
 - Levels of measurement
 - Input, process, output, outcome
- Sources of data
- Quantitative versus qualitative methods
- Break
- Presentation of “Stop AIDS Love Life” from Ghana



Levels of measurement

- Population-based:
 - Data collected from (ideally, a representative sample) of the target population
 - Measures coverage (outcomes among the general public)
- Program-based:
 - Data collected from clients or participants exposed to the program



Elements of programs: input, process, output, outcome

- Inputs:
 - resources (\$, staff, facilities, equipment)
- Process:
 - set of activities conducted to achieve results (service delivery, communication)



Elements of a program (cont.)

- Outputs:
 - Number of activities conducted
 - Access and quality of services
 - Products or services delivered to clients
- Outcomes:
 - Initial (e.g., psycho-social)
 - Intermediate (e.g., behavior)
 - Long-term (e.g., health status)



Quantitative methods

- Surveys (household, facility, sentinel sites)
- Analysis of service statistics
- Provider assessments
- Simulations
- Ratings and coverage data
- Content analysis



Value of quantitative methods

- Formative
 - Establish/understand levels and trends
 - Identify and segment target audience for intervention
- Process
 - Measure activity carried out (# trainings, # VCT)
 - Establish reach of program



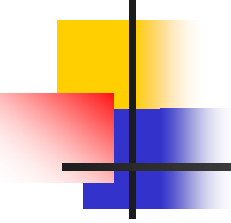
Value of quantitative methods cont.

- Summative:
 - Assess extent of service utilization
 - Assess extent of behavior change
 - Establish cost per unit of change



Qualitative methods

- In-depth interviews
- Focus group discussions
- Observation
 - Ethnographic
 - Supervisory (no scoring)



“Hybrids” (mix of quantitative and qualitative)

- Case studies
- Observation with checklist (scoring)
- In-depth interviews that tabulate certain responses quantitatively



Value of Qualitative Methods

- Formative:
 - Understand attitudes, beliefs, norms, barriers
 - Improve concepts/wording on quantitative instruments
- Process:
 - Learn audience reaction to intervention
 - Assess quality of care



Value of Qualitative Methods cont.

- Summative:
 - Explain “why” changes occurred (or not)
 - Assess perception of changes among target population



Quantitative versus qualitative

Qualitative

- Provides depth of understanding
- Asks “why?”
- Studies motivations
- Is subjective
- enables discovery
- Is exploratory
- Allows insights into behavior, trends, and so on
- Interprets

Quantitative

- Measures level of occurrence
- Asks “How many?” “How often?”
- Studies actions
- Is objective
- Provides proof
- Is definitive
- Measures level of actions, trends, and so on
- Describes



Which is more difficult?

- Quantitative:
 - Established techniques for measurement and analysis
 - Knowledge of statistical analysis required
 - “Right and wrong” ways to conduct research



Which is more difficult? (Continued)

- Qualitative:
 - Data collection
 - requires greater skill/experience
 - Data analysis
 - combines art and science
 - fewer rules
 - potential researcher bias
 - intuition and interpretation

Which is more credible?

Useful?

- Quantitative
 - greater precision
 - less open to bias
 - representative samples; generalizable results
- Qualitative
 - greater insight into psychosocial processes
 - wealth of details
 - better on sensitive subjects



Types of evaluation and level of measurement

Program

Population

- Formative
 - Needs assessment
 - Pretesting

- Process
 - Implemented as planned?
 - Quality of implementation?



Types of evaluation and level of measurement (cont.)

- | | | |
|-------------|---------|------------|
| ■ Summative | Program | Population |
|-------------|---------|------------|
- Monitoring of service utilization
 - Monitoring of behavior or health status
 - Impact assessment