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

- **Formative**
  - Needs assessment
  - Pretesting

- **Process**
  - Implemented as planned?
  - Quality of implementation?
Types of evaluation and level of measurement (cont.)

- Summative

- Monitoring of service utilization

- Monitoring of behavior or health status

- Impact assessment