Identifying Evaluation Questions

A CDC University workshop by
Lori Wingate and Daniela Schroeter
The Evaluation Center
Western Michigan University
April 29, 2014

Objectives

By the end of the workshop, you will be able to:
1. Align evaluation questions with the purposes of a program and its evaluation
2. Design questions that are evaluative, relevant, reasonable, answerable, and balanced
3. Use logic models to facilitate the identification of evaluation questions and associated criteria and indicators
4. Identify key sources of information to inform the development of evaluation questions
5. Assess and improve existing evaluation questions

Course Booklet

Most slides
Worksheets
Supplemental reading

= Related material in booklet

Objectives

By the end of the workshop, you will feel like this when tasked with developing evaluation questions:

Congratulations! You’ve just been transferred to a new CDC division, where you’ll be tasked with the evaluation of a new program. You’ll be briefed on the program on your first day, followed by a meeting to begin planning the evaluation.

How do you feel?

GREAT!
I have a clear idea of what I need to do.

A LITTLE CONCERNED
I’m not totally sure what to do, but I’ll figure it out after a little research.

NERVOUS
I may not be ready for this.

On what experiences will you “hang” this workshop’s content?
Evaluation

“Evaluation is the systematic determination of an object’s merit, worth, or significance.”

Agenda

CDC Evaluation Framework
Sources for Identifying Evaluation Questions
Break (~10:15)
Sources for Identifying Evaluation Questions, continued
Q&A with Evaluation Fellow Heather Klugh
Lunch (~11:30)
Evaluation Questions Checklist
Break (~1:15)
Evaluation Questions Checklist, continued
Bringing it all together: Steps, Standards, Questions
Feedback
Adjourn [4:00]

CDC Evaluation Framework

STEPS
Engage stakeholders
Ensure use & share lessons learned
Justify conclusions
Gather credible evidence

STANDARDS
Utility
Feasibility
Propiety
Accuracy
Accountability

Adapted from
www.cdc.gov/eval/framework

Utility
Feasibility
Propierty
Accuracy
Accountability

The Program Evaluation Standards
3rd Edition
Joint Committee on Standards for Educational Evaluation
Donald B. Yinboth • Lyn M. Shulha
Rodney K. Hopew • Flora A. Caruthers

www.wmich.edu/evalctr
Utility
The extent to which program stakeholders find evaluation processes and products valuable in meeting their needs

Accuracy
The dependability and truthfulness of evaluation representations, propositions, and findings

Feasibility
Evaluation effectiveness and efficiency

Accountability
Documentation of evaluations and a metaevaluative perspective focused on improvement

Propriety
What is proper, fair, legal, right and just in evaluations
**EVALUATION QUESTIONS OVERVIEW**

**Evaluation Questions**

Overarching questions about a program’s merit, worth, or significance that the evaluation seeks to answer based on evidence

“big-picture” questions that typically require multiple sources of data to answer

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**Generic Evaluation Questions**

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>How well does the program design match the target audience’s needs and assets?</td>
</tr>
<tr>
<td>Input</td>
<td>How adequate are program resources for bringing about the intended results? To what extent does the program design match the needs it is intended to address?</td>
</tr>
<tr>
<td>Process</td>
<td>How well was the program implemented? How effectively did the program reach and engage the intended audience?</td>
</tr>
<tr>
<td>Outcomes</td>
<td>How effective was the project in bringing about the intended outcomes? How important/worthwhile/significant are the outcomes?</td>
</tr>
</tbody>
</table>

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**CDC Evaluation Framework**

**Step 3: Focus the Evaluation Design**

Determine the evaluation’s...

- Purpose
- Users
- Uses
- Questions
- Methods
- Agreements

Questions establish boundaries for the evaluation by stating what aspects of the program will be addressed.

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Evaluation questions are to a program evaluation as a ____ is to a house.

Sponsor requirements for evaluation

Sponsor: The organization requesting and/or paying for the evaluation

Sponsor requirements for evaluation

Documented specifications for evaluation that may appear in
- Funding Opportunity Announcements
- Requests for Proposals
- Terms of Reference
- Program Solicitations

Concrete Ingredients

Image source: www.concreteanswers.org/about/readymix
Identifying Evaluation Questions

Sponsor requirements for evaluation

For grantees, typically the first and most important source for focusing an evaluation
For funders, a key opportunity to
- Provide direction for an evaluation
- Establish accountability measures

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Program Goals

- What is the program seeking to achieve?
- What was the program funded to achieve?

shouldn’t an evaluation focus on whether a project is meeting its goals?

Occupational Safety and Health Training Projects FOA

The application must describe an evaluation plan to review and determine the quality and effectiveness of the proposed training program. This should include plans to obtain feedback from current and former trainees to help identify weaknesses in the program and to provide suggestions for program improvements.

QUALITY and EFFECTIVENESS need to be operationalized

What is the quality of the training project?
How effective is the training project?

What is the quality of the training project?
How effective is the training project?

[recommendations are expected]
**Program Goals**

- But goals often focus on activities (what a program does)
- Ideally, goals focus on outcomes (what difference a program makes)
- Sometimes goals are about what is desired beyond the program’s scope

**Getting evaluation questions to get along with program goals**

An evaluation should include, *but not be limited to*, assessing whether stated goals were met.

**Needs of the Program’s Target Audience**

- What do those being served by the program need?
- What gap(s) in services, opportunities, or products is the program addressing?

**Needs of the Program’s Target Audience**

Stakeholders

Engaging stakeholders in determining evaluation questions:
- Increases likelihood that the evaluation will produce findings that are useful, relevant and credible
- Increases quality, scope, and depth of questions
- Ensures transparency
- Facilitates the evaluation process
- Acknowledges political context of evaluation
- Builds evaluation capacity
- Fosters relationships and collaboration


Why engage stakeholders in identifying evaluation questions?

Stakeholders

Individuals who are involved in or affected by the program and its evaluation
- for best results, focus on primary intended users of the evaluation
- policymakers
- program funders
- direct impactees (program recipients/users)
- program staff
- indirect impactees (administrators/managers, fieldworkers/service providers)
- upstream
- midstream
- downstream

Who are YOUR stakeholders?
Established Criteria

- Generally accepted definitions of quality
- Research-based
- Authoritative

standards
guidelines
best practices
evidence-based recommendations

External Criteria for Public Health Interventions

WHO Guidelines
www.who.int/publications/guidelines/en/

National Guideline Clearinghouse
www.guideline.gov

Guide to Community Preventive Services
www.thecommunityguide.org

Remember this?

CDC
OCCUPATIONAL SAFETY AND HEALTH TRAINING PROJECTS
FOA

QUALITY and EFFECTIVENESS need to be operationalized

Sponsor requirements for Evaluation

Program goals
Stakeholders

Needs of target audience
Logic Models

Sources for Determining Evaluation Questions

Established Criteria

Evaluation of training programs should
- demonstrate evidence of achieving training objectives
- show gains in trainee knowledge and skills
- exhibit beneficial organizational performance

American National Standards Institute
www.ansi.org

National Academy of Sciences
www.nap.edu

WHO Guidelines
www.who.int/publications/guidelines/en/

External Criteria for Public Health Interventions

Guide to Community Preventive Services
www.thecommunityguide.org

WHAT WORKS
Increasing Physical Activity
Evidence-Based Interventions for Your Community
Guide to Community Preventive Services

Dimensions of impact for a program to increase physical activity levels through a social support approach

- Time spent being physically active:
  - 44.2% median increase
- Frequency of physical activity:
  - 19.6% median increase
- Aerobic capacity:
  - 4.7% median increase

How effective is the program for improving the physical fitness of community members in terms of...
- Time spent being physically active?
- Frequency of physical activity?
- Changes in aerobic capacity?

---

Guide to Community Preventive Services

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---

Sponsor requirements for evaluation

Program goals

Sources for Determining Evaluation Questions

- Established Criteria

Stakeholders

Needs of target audience

Logic Models

What results should be achieved at level?

- Long-term outcomes
- Mid-term outcomes
- Short-term outcomes
- Outputs
- Activities
- Inputs

Logic Models

- Process
- Outcomes

Excluding process evaluation questions in favor of outcome evaluation questions often eliminates the understanding of the foundation that supports outcomes.

Logic Models

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
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<th>Mid-Term Outcomes</th>
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<tr>
<td>How well-designed is the program?</td>
<td>To what extent did the program reach and engage its target audience?</td>
<td>To what extent did the program lead to changes in participants’ knowledge, skills, or attitudes?</td>
<td>To what extent did the program lead to changes in participants’ behavior or organizational practices?</td>
<td>To what extent did the program lead to changes in broader conditions?</td>
<td></td>
</tr>
<tr>
<td>How well are resources sufficient to bring about desired results?</td>
<td>To what extent were program participants satisfied with the support/services/products?</td>
<td>What is the quality of program content, activities, products?</td>
<td>How cost-effective is the program?</td>
<td>Which program activities are most effective in leading to intended outcomes?</td>
<td>How strong are linkages between activities and outcomes?</td>
</tr>
</tbody>
</table>

Dealing with preexisting evaluation questions

Evaluation Support from the Program Performance and Evaluation Office

**CDC Evaluation Fellows**
- provide assistance with evaluation planning and implementation
- mentored by CDC evaluation experts
- no cost to programs
- programs may apply
  - for short-term assistance (FY2014 deadline has past)
  - to host a Fellow (FY2015 deadline is May 30)

*Contact Tom Chapel to learn more: www.cdc.gov/eval*

Evaluation Support from the Program Performance and Evaluation Office

**Subject Matter Experts**
- short-term consulting on program planning and evaluation, e.g.,
  - facilitating sessions
  - reviewing plans and products
  - recommending options for strategic planning or evaluation
  - advising on program strategies
  - no cost to programs
  - FY 2014 application deadline past—consider for next year

*Contact Tom Chapel to learn more: www.cdc.gov/eval*

Evaluation Support from the Program Performance and Evaluation Office

**Training and Networking**
- Evaluation “suite” within CDC U
- Roundtable series
- Summer Institutes (AEA—June; TEI—Fall)
- Evaluation roundtable series—4 themes
- Evaluation forums and webinars
- Individual program consults and facilitations

**Communication**
- Eval Listserv
- Bi-weekly evaluation updates

*intranet.cdc.gov/od/oadpg/evaluation.htm*
Identifying Evaluation Questions

June 1-4, 2014
Crowne Plaza Atlanta Perimeter at Ravinia Hotel

www.eval.org

EVALUATION QUESTIONS CHECKLIST
The DOs and DON'Ts of evaluation questions

Two Cases

Demonstration
Application

Evaluation of CDC’s National Undergraduate Student Program
1. Read case description.
2. In your table groups, decide on the evaluation’s
   – purpose
   – intended use and users.
3. Brainstorm evaluation questions to focus the
   evaluation of this program.
4. Write 1 question per sticky note.

School District Hand Washing Promotion Program
EVALUATIVE QUESTIONS

**EVALUATIVE**

- **evaluation questions**
  - Answers will provide or directly inform determinations of program merit, worth, or significance.
  - Answers will directly inform decision making about the program (e.g., whether or how to improve/modify; whether to continue, expand, or cancel).

**VALUE-FREE**

- **evaluation questions**
  - Answers to the question provide factual information without clear interpretations in terms of quality, worth, or importance.

**Evaluation Questions**

Questions about a program’s merit, worth, and/or significance that the evaluation seeks to answer based on evidence.

- “the excellence of an object as assessed by its intrinsic qualities or performance”
  - Joint Committee on Standards for Educational Evaluation

- “the value of an object in relationship to a purpose”
  - Joint Committee on Standards for Educational Evaluation
Identifying Evaluation Questions

Evaluation Questions

Questions about a program’s merit, worth, and/or significance that the evaluation seeks to answer based on evidence.

“potential influence, importance, and visibility”
- Daniel Stufflebeam

To ensure questions are EVALUATIVE...

Make sure a means is established for interpreting results, e.g.,
- Pre-established performance targets
- Participatory interpretation

Evaluation Questions

To ensure questions are EVALUATIVE...

Frame questions around the type of evaluative conclusions that should be made.

Poor | Fair | Good | Excellent
Not at all effective | Minimally effective | Moderately effectively | Very effective
Below target | On target | Above target
Needs improvement | Developing | Proficient
Does not meet criteria | Partially meets criteria | Meets criteria
Unsatisfactory | Satisfactory
Below expectations | Meets expectations | Exceeds expectations

Are these evaluation questions (forest) or indicators (trees)?

- How many posters were placed in the schools?
- How well was the program implemented?
- On average, how many times a day do students wash their hands?
- How effective is the program in terms of improving the frequency of hand washing among students?

<table>
<thead>
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<th>Forest</th>
<th>Trees</th>
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<td>Did the program lead to increased hand washing among students?</td>
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<tr>
<td>To what extent did teachers receive sufficient support for implementation of classroom activities?</td>
</tr>
<tr>
<td>Were teachers satisfied with the guidance they received?</td>
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<tr>
<td>To what degree did the program reach its intended audience?</td>
</tr>
<tr>
<td>Did the teachers follow the hand washing lesson plans?</td>
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www.wmich.edu/evalctr
RELEVANT evaluation questions

Questions are clearly aligned with
- the project/program.
- the purpose of the evaluation.
- key stakeholder concerns.

TANGENTIAL/TRIVIAL evaluation questions

X Questions address issues that are only loosely related to the program, evaluation purpose, and/or information needs.

X Questions address issues that are relatively inconsequential in relation to the program, evaluation purpose, and/or information needs.

RELEVANT QUESTIONS

If a question can be answered with a yes/no or statistic, it is probably value-free

- Did the program lead to increased hand washing among students?
- Were teachers satisfied with the guidance they received?
- Did the teachers follow the hand washing lesson plans?

Could be important indicators for a larger, evaluative question, e.g.:

- How well was the program implemented?

- Did the program lead to increased hand washing among students?
- Were teachers satisfied with the guidance they received?
- Did the teachers follow the hand washing lesson plans?

Stakeholders

- school board
- district administrators
- office staff
- students
- principals
- janitorial staff
- teachers
- upstream
- midstream
- downstream
- parents
Identifying Evaluation Questions

To ensure questions are RELEVANT...

Consider these process evaluation domains:
- Context
- Reach
- Dose delivered
- Dose received
- Fidelity
- Implementation
- Recruitment

To ensure questions are RELEVANT...

When they don’t agree (or seem to agree):
- Determine if their “questions” are really indicators for answering a larger question
- Sort questions by focus/theme
- Present mock results related to a potential question and facilitate discussion around the utility of the information
- Conduct a Delphi study
- Rank by perceived importance

To ensure questions are RELEVANT...

Determine what must be accomplished during program execution for optimal performance with regard to
- Reach
- Implementation
- Content

relevant  | tangential/trivial
---|---
How effective is the program in terms of increasing students’ knowledge of proper hand washing techniques? | To what extent do students like the posters?
To what extent are the program’s resources sufficient for successful implementation? | How supportive are principals of the program?
How sustainable is the program? | Should the program be disseminated as a model for other school districts?

Stakeholders

Ask intended users:
1. What do you hope to learn from the evaluation?
2. What, if any, decisions will be influenced by the results?
3. How do you plan to use the information from this evaluation?

Stakeholders

When they don’t agree (or seem to agree):
- Determine if their “questions” are really indicators for answering a larger question
- Sort questions by focus/theme
- Present mock results related to a potential question and facilitate discussion around the utility of the information
- Conduct a Delphi study
- Rank by perceived importance

Identifying Evaluation Questions

Evaluation Questions should be

**Evaluative & Relevant**

- Answers will provide or directly inform determinations of program merit, worth, or significance.
- Answers will directly inform decision making about the program (e.g., whether or how to improve/modify, whether to continue, expand, or cancel).

Questions are clearly aligned with

- the program.
- the purpose of the evaluation.
- key stakeholder concerns.

REASONABLE QUESTIONS

**Reasonable evaluation questions**

Questions are logically and practically linked to the program’s

- Scope
- Maturity
- Domain of influence

UNREASONABLE QUESTIONS

**Unreasonable evaluation questions**

- Questions are about things the program cannot realistically influence.
- Questions are about things the program may be able to influence, but it is too early in the program’s life cycle to ask them.

**Evaluation of CDC’s National Undergraduate Student Program**

1. Review your set of evaluation questions.
2. Assess the extent to which they are both EVALUATIVE and RELEVANT.
3. Revise, add, or discard questions based on your review.
4. Be prepared to share 1 example of a change you made.
To ensure questions are REASONABLE...

Consider what may inhibit achievement of intended outcomes.

If significant barriers to implementation exist, outcomes may be unreasonable to evaluate.

To what extent did the program improve students’ academic performance?

Does the program lead to long-term behavior change?

Are communities healthier because of the program?
**UNRESOLVABLE evaluation questions**

- Definitive answers will be difficult to provide because the questions are too broad or vague.
- Answering the questions requires information that cannot be reasonably acquired for the evaluation.

**ANSWERABLE QUESTIONS**

Questions can be answered based on:
- data that are accessible for the evaluation.
- resources available for the evaluation.

**To ensure questions are ANSWERABLE...**

Make sure the questions are clear.

<table>
<thead>
<tr>
<th>Needed evidence unclear</th>
<th>Clearer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How well was the program implemented?&quot;</td>
<td>&quot;To what extent did teachers implement the lessons about hand washing as designed?&quot;</td>
</tr>
<tr>
<td>→ Not clear what should be investigated:</td>
<td>&quot;How effectively were posters distributed and installed?&quot;</td>
</tr>
</tbody>
</table>
  - Poster distribution and location?
  - Teacher professional development?
  - Classroom sessions? |

**ANSWERABLE evaluation questions**

Questions can be answered based on:
- data that are accessible for the evaluation.
- resources available for the evaluation.

**To ensure questions are ANSWERABLE...**

Include **subquestions** as necessary to fully operationalize the question.

<table>
<thead>
<tr>
<th>Broad question</th>
<th>Subquestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How well was the program implemented?&quot;</td>
<td>&quot;To what extent did teachers implement the lessons about hand washing as designed?&quot;</td>
</tr>
<tr>
<td>&quot;How effective were posters distributed and installed?&quot;</td>
<td></td>
</tr>
</tbody>
</table>
To ensure questions are ANSWERABLE...

Consider the strength of evidence that can be obtained.

Strong evidence is based on . . .

Multiple types of data
Multiple data sources
Multiple methods
Systematic data collection (over time)
Logical and empirical linkages between the program and outcomes
Sound analysis and synthesis

To what extent did the hand washing program impact behavior change in students?

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Targets</th>
<th>Data Sources</th>
<th>Methods</th>
<th>Timing of data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students exposed to posters</td>
<td>100%</td>
<td>School records</td>
<td>Secondary data</td>
<td>During intervention</td>
</tr>
<tr>
<td># of students exposed to learning module</td>
<td>80% (accounting for missing students)</td>
<td>Teacher records</td>
<td>Secondary data</td>
<td>During intervention</td>
</tr>
<tr>
<td>Frequency of hand washing</td>
<td>After each bathroom visit</td>
<td>Participant observer, Students, Parents</td>
<td>Observations, Self-report surveys</td>
<td>Pre-post</td>
</tr>
<tr>
<td>Volume of soap and paper towels used</td>
<td>NA</td>
<td>Participant observers, School records</td>
<td>Observations, Secondary data analysis</td>
<td>Pre-post</td>
</tr>
</tbody>
</table>

Strong evidence is . . .

Believable to the audience (credible)
Independently observable/verifiable (accurate)
Includes comparisons
  - over time
  - groups of people
  - sites
Includes replication

To what extent did the hand washing program impact behavior change in students?

Targets
  ... Help define performance levels for the overall evaluation question
  ... May feed into rubrics or other interpretative frameworks.
To ensure questions are ANSWERABLE...

Allow for clear identification of data sources, indicators, and methods for obtaining the information.

Engage stakeholders to gauge access to data sources and available data.

To ensure questions are ANSWERABLE...

Allow for clear identification of data sources, indicators, and methods for obtaining the information.

Consult the program logic to identify indicators.

To what extent did the hand washing program impact behavior change in students?

<table>
<thead>
<tr>
<th>Inputs</th>
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<th>Outputs</th>
<th>Short-Term Outcomes</th>
<th>Mid-Term Outcomes</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding from district budget</td>
<td>Hand washing posters</td>
<td>1,200 students view posters</td>
<td>students' knowledge of importance of hand washing increases</td>
<td>incidence of cold and flu reduced</td>
<td>Health-related absences reduced</td>
</tr>
<tr>
<td>Hand washing lesson plans</td>
<td>Teachers give hand washing lessons</td>
<td>5,500 K-5 students receive hand washing lessons</td>
<td>students improve quality of hand washing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12,000 K-12 students in the district view posters</td>
<td>students wash their hands more often</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relevance to Evaluation Questions

The degree to which an indicator helps to address predefined evaluation questions.
To ensure questions are ANSWERABLE...

Be prepared to answer questions in the terms in which they were posed.

<table>
<thead>
<tr>
<th>If the question is...</th>
<th>The answer should be about</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did the program affect the frequency of hand washing?</td>
<td>Level and direction of change</td>
<td>The project has resulted in a moderate increase in the frequency of hand washing.</td>
</tr>
<tr>
<td>What is the quality of classroom delivery?</td>
<td>Level of quality</td>
<td>Overall, the workshops are excellent.</td>
</tr>
<tr>
<td>How replicable is the project’s approach across schools?</td>
<td>Degree of replicability</td>
<td>The project’s approach to improving hand washing is partially replicable, depending on the age of the students.</td>
</tr>
</tbody>
</table>

To ensure questions are ANSWERABLE...

Consider the interpretative framework:
- How will you interpret the information once you have obtained all factual data?
- Will values be derived based on norms (external standards) or criteria (internal standards) or a mixture?

To ensure questions are ANSWERABLE...

Resources for conducting the evaluation are sufficient:
- Money
- Time
- Human resources
- Materials
- Infrastructure

Evaluation Questions should be Reasonable & Answerable

Questions are logically and practically linked to the program's
- Scope
- Maturity
- Domain of influence

Questions can be answered based on
- Data that are accessible for the evaluation.
- Resources available for the evaluation.
1. Review your set of revised evaluation questions.
2. Assess the extent to which they are both ANSWERABLE and REASONABLE.
3. Revise, add, or discard questions based on your review.
4. Be prepared to share 1 example of a change you made.

**Evaluation of CDC’s National Undergraduate Student Program**

**IMBALANCED evaluation questions**

- Questions are focused on certain program components or dimensions without a strong rationale for excluding other important aspects.

**BALANCED QUESTIONS**

- Questions have been purposefully selected with consideration of the typical domains of evaluative inquiry (e.g., context, input, process, outcome, cost, etc.).
- Answers to a set questions will provide a thorough assessment of the program, given the boundaries of the evaluation (e.g., as defined by its scope and purpose, stakeholder priorities, and resource constraints).

**To ensure questions are BALANCED...**

In addition to determining what is within the scope of the evaluation, determine what is not included and why.

**School District Hand Washing Program**

- Consider each level to ensure the evaluation questions are appropriately balanced.
Logic Models

Overlaying evaluation questions on a logic model may reveal flaws in the model.

– If so, then it’s a good time to revisit...

Goals Stakeholders Criteria Needs

balanced imbalanced

How well was the program implemented?
How effective was the program in terms of improving students’ knowledge about the importance of hand washing?
How effective was the program in terms of increasing the frequency and quality of hand washing?

How effective was the distribution of posters?
To what extent did the program reach the students?
Were classroom-based activities implemented properly?

Evaluation of CDC’s National Undergraduate Student Program

1. Review your set of revised evaluation questions.
2. Assess the extent to which the set is BALANCED.
3. Revise, add, or discard questions based on your review.
4. Be prepared to share 1 example of a change you made.

Evaluation Questions Checklist

Seek questions that are...
Avoid questions that are...

- evaluative - value-free
- relevant - tangential/trivial
- reasonable - unreasonable
- answerable - unanswerable
- balanced - imbalanced
Identifying Evaluation Questions

**Objectives Review**

By the end of the workshop, you will be able to:

1. Align evaluation questions with the purposes of a program and its evaluation
2. Design questions that are evaluative, relevant, reasonable, answerable, and balanced
3. Use logic models to facilitate the identification of evaluation questions and associated criteria and indicators
4. Identify key sources of information to inform the development of evaluation questions
5. Assess and improve existing evaluation questions

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**Thank You!**

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