

CHAPTER 1. PROGRAM EVALUATION: AN OVERVIEW

1. One of the major failings in the development and implementation of social service programs is
 - * a. beginning the service without first demonstrating the effectiveness of the service.
 - b. spending too much effort identifying the needs of the population.
 - c. saddling the service program with too many requirements to demonstrate its effectiveness.
 - d. isolating the service program from the political structure of the area needing the service.
2. The effectiveness of social services has often not been evaluated because
 - a. the values of all such services are already well documented.
 - * b. the desired outcomes are indeed hard to measure.
 - c. it is usually sufficient to merely show interest in helping.
 - d. government regulations forbid evaluations of human services.
3. Evaluators have often
 - a. ignored existing measures of the outcomes of services.
 - b. failed to contact the managers of programs.
 - c. used large samples with low Type II errors.
 - * d. overlooked possible negative side effects of programs.
4. Program evaluation gets confused with basic research when evaluators
 - a. focus on the needs of the program sponsor.
 - b. become advocates for the program participants.
 - * c. ignore practical issues in order to examine theoretical questions.
 - d. use variables suggested by the staff of service programs.
5. An evaluation of *need* refers to evaluations that
 - a. are similar to performance appraisals.
 - b. isolate the costs of providing various services.
 - * c. are particularly useful in planning a new program.
 - d. violate fundamental scientific standards.
6. Evaluations of *process* often focus on the degree to which
 - a. a program is successful.
 - b. a specific service is needed in a community.
 - c. the costs required to run a program can be justified.
 - * d. the program is implemented as planned.

7. *Outcome* evaluations provide the data to show whether
- * a. a service has achieved appropriate results.
 - b. a target population will use a service.
 - c. the evaluator has made every effort to work with the program director in an effective manner.
 - d. resources were spent on programs that are most needed.
8. When an evaluation relates the cost of a program to its outcomes, this form of evaluation can be thought of as
- a. an evaluation of performance.
 - * b. an evaluation of efficiency.
 - c. a variant of basic research.
 - d. overly scientific.
9. Formative evaluation is to summative evaluation as
- a. process is to outcome.
 - * b. constructive criticism is to final grades.
 - c. apples are to apple pies.
 - d. cancellation is to initiation.
10. The purpose of a formative evaluation is to provide information to program sponsors
- a. making decisions about maintaining or terminating the program.
 - b. to minimize the effects of arbitrary federal requirements for program evaluations.
 - * c. making program improvements.
 - d. for public relations needs.
11. It is sometimes hard to learn who is conducting program evaluations in an organization because
- a. few organizations really need to have their services evaluated.
 - b. formal evaluations are conducted by most managers of service programs.
 - * c. the job titles of evaluators are not standardized.
 - d. when evaluations are completed, they usually look like basic research.
12. If the management of an organization plans to maintain or eliminate a service on the basis of its documented degree of effectiveness, then a
- * a. summative evaluation is needed.
 - b. needs analysis should be conducted.
 - c. formative evaluation is needed.
 - d. person familiar with the program should conduct an evaluation.
13. The strongest advantage that an external evaluator has over an internal evaluator is
- a. the trust he/she has built up over years.
 - b. more well-developed analytic skills.
 - * c. the potential to be more objective.
 - d. the influence to see that the findings are used by the program staff.

14. The four major forms of program evaluation are
- a. internal, external, conclusion, and construct.
 - b. performance, institutional, accountability, and program review.
 - * c. need, process, outcome, and efficiency.
 - d. community, governmental, professional, and special interest.
15. A process evaluation would probably NOT include which one of the following questions?
- a. Do the program's actual participants represent the target population?
 - b. How much staff-client contact really occurs?
 - c. Do actual staff activities match the program plan?
 - * d. Is the program cost-effective?
16. Internal program evaluators usually have which following advantage over consultant evaluators?
- a. better statistical and research competence
 - b. better support staff
 - c. a more objective approach to the program
 - * d. more complete knowledge of the organization sponsoring the program
17. Program evaluation is frequently confused with
- a. billing and accounting procedures.
 - * b. basic research and individual assessment.
 - c. therapist's progress notes.
 - d. crisis management methodology.
18. The ultimate purposes of program evaluation include
- a. the collection of data on the outcome of services.
 - b. an assessment of how program staff people spend their time so that ineffective staff members can be identified.
 - c. making decisions about the proper groups a program should serve.
 - * d. the improvement of implemented programs and the wise selection among possible programs.
19. Monitoring is a form of evaluation which focuses on
- a. providing definitive proof that a program is worth the investment.
 - b. being sure that data are available to make refinements in a program.
 - * c. providing frequent feedback to be sure a program stays on track.
 - d. financial resources so that funds are not misspent.
20. Implementation of programs should be examined because
- a. fraud is rampant in social programs.
 - b. irresponsible service providers often destroy programs.
 - c. internal evaluators usually ignore this issue.
 - * d. programs are less effective when not offered at full strength.

Essay Questions

21. In parallel columns, list the advantages and disadvantages of internal and external evaluators.
22. Outline the essential questions that evaluators seek to answer.
23. To what degree is it true that people seek to evaluate their own efforts?
24. Why is it more complicated to evaluate organized programs than the effort of an individual?
25. Make a list of college (or community) services that you use which you believe could be improved if evaluated carefully. Pick one and explain why it is in particular need of evaluation.