

Evaluation Tools and Techniques

The evaluation process can take many forms. These resources are designed to aid you in exploring the many forms of program evaluation and in developing a system that works best for your program.

Program evaluation is ongoing. It begins during planning and continues throughout the life of a program and beyond. As an ongoing process, program evaluation is also ever-changing. Find a method that works for you, but don't be afraid to evaluate your evaluation process.

Program evaluation can provide you with feedback for continually improving program design and with powerful tools for speaking to outside organizations parents, school boards, legislators, etc., regarding the value and importance of your work.

- **Tools and Websites**
- **Evaluation Fact Sheet**

For more information about Arts Learning, please contact the Arizona Commission on the Arts at:

Arizona Commission on the Arts

<http://www.azarts.gov/about-us/staff/>

Tools and Websites

American Evaluation Association - An international professional association of evaluators devoted to the application and exploration of program evaluation, personnel evaluation, technology, and many other forms of evaluation. <http://www.eval.org/>

Americans For the Arts - Youth Arts Evaluation - AFTA provides a 10-step evaluation program for youth arts programs. This page outlines the program's steps in detail and also provides links to other AFTA evaluation resources. <http://www.americansforthearts.org/youtharts/evaluation/approach.asp>

Arts Council of England (PDF) - Arts Council of England "Partnerships for Learning: A Guide to Evaluating Arts Education Projects" by Felicity Woolf, 1999, 60 pages, ISBN 0-7287-0791-8. This guide helps organizations and individuals evaluate arts education projects. Includes the Evaluation Center "Evaluation Checklists". http://www.artscouncil.org.uk/publication_archive/partnerships-for-learning-a-guide-to-evaluating-arts-educationprojects/

The Boston Youth Arts Evaluation Project - The BYAEP created an evaluation framework based on three areas related to youth arts programs: artistic expression (I Create), identity (I Am), and community (We Connect). Using these ideas they created both a handbook and workbook for use by youth arts programs to evaluate themselves. http://issuu.com/byaep/docs/byaep_handbook_issuu3_31sm
http://issuu.com/byaep/docs/byaep_workbook_issuu3_31

Callahan Consulting For the Arts - The Lab for Arts Evaluation - CCFA offers a wide variety of consulting services for arts organizations including their Lab for Arts Evaluation which focuses on providing their clients with an evaluation framework tailored to their specific needs and interests. Consultation appointments can be made via the [fortharts.org](http://www.fortharts.org/services/lab.shtml) website. <http://www.fortharts.org/services/lab.shtml>

The Evaluation Center - The site's purpose is to improve the quality and consistency of evaluations and enhance evaluation capacity through the promotion and use of high-quality checklists targeted to specific evaluation tasks and approaches. This part of the site contains glossaries, helpful web links, and more. <http://www.wmich.edu/evalctr/home/>

The Evaluation Center - The site's purpose is to improve the quality and consistency of evaluations and enhance evaluation capacity through the promotion and use of high-quality checklists targeted to specific evaluation tasks and approaches. This part of the site contains glossaries, helpful web links, and more. <http://www.wmich.edu/evalctr/home/>

The National Assembly of State Arts Agencies - Evaluation Guide – the NASAA co-created with brief guide with the Georgia Council for the Arts. It is a short and simple outline of arts program evaluation. http://www.nasaa-arts.org/Member-Files/Evaluation_Guide.pdf

The National Guild of Community Schools of the Arts - The Education and Evaluation section of the National Guild website contains links to information on education policy, reform and research. It covers current teaching and evaluation and assessment practices.

<http://nationalguild.org/resources/education.htm>

Out-of-School Time Program Evaluation Bibliography - The Harvard Family Research Project (HFRP) Out-of-School Time (OST) Program Evaluation Database is a compilation of profiles written by HFRP of evaluations of OST programs and initiatives. It provides accessible information about evaluation work of both large and small OST programs to support the development of high quality evaluations and programs in the out-of-school time field. Programs are categorized by program type. Program type can refer to a method of service delivery or a primary program goal. <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/bibliography>

Steps for Developing and Implementing Program Evaluation (PDF) - A very simple outline for organizing a program evaluation. http://azarts.yourdesk.biz/wp-content/uploads/2010/01/Program-Evaluation_Horowitz.pdf

Evaluation Fact Sheet

<p>What is program evaluation?</p>	<p>Program evaluation is a systematic process of gathering objective evidence about a program and using that evidence to make judgments about the merit or worth of the program.</p>
<p>When should program evaluation occur?</p>	<p>Program evaluation should be ongoing. It begins during planning and continues throughout the life of the program and beyond.</p>
<p>What is the difference between formative and summative evaluation?</p>	<p>Formative evaluation occurs during program planning and implementation. Summative evaluation occurs after the program or one of its major phases has been completed.</p>
<p>How is evaluation information used?</p>	<p>Evaluation information provides evidence that can be used to:</p> <ul style="list-style-type: none"> • Make ongoing improvements to the program. Formative evaluation helps in determining whether progress toward program outcomes is adequate and whether changes need to be made in how the program activities are conducted or supported. • Make major decisions. Summative evaluation provides information about the program outcomes and impacts that helps in deciding whether the program should be revised, expanded, discontinued, or replicated. Funders often use summative program evaluations in deciding whether to continue supporting a program.

<p>What is the evaluation process?</p>	<p>The process of planning and implementing a formal evaluation can be described in ten steps.</p> <ol style="list-style-type: none"> 1. Describe your program context, desired outcomes, and activities. 2. Develop evaluation questions. 3. Identify acceptable evidence. 4. Choose evaluation methods. 5. Design and plan the evaluation. 6. Collect the evidence, employing the methods you chose in step 4. 7. Analyze and interpret the evidence. 8. Integrate and synthesize what you have learned to draw conclusions. 9. Report your findings. 10. Apply your findings.
<p>What are the major questions that are typically addressed in an evaluation?</p>	<p>According to the W.K. Kellogg Foundation, a comprehensive evaluation focuses on:</p> <ul style="list-style-type: none"> • Context--how does the program function within its environment? • Implementation--what happens as the program activities are carried out? • Outcomes--what results has the program achieved, particularly what positive changes have occurred in the lives of those served by the program?
<p>What is a logic model?</p>	<p>A logic model is a tool often used in program planning and evaluation. It combines words and graphical devices to visually represent a program. It shows clear connections between resources or inputs, activities, desired outcomes, and public value. In its program evaluation guide, the Kellogg Foundation refers to a logic model as “a picture of how your program works.”</p>

<p>What makes program evaluation findings credible?</p>	<ul style="list-style-type: none"> • The evidence that is collected supports the claims being made. • Evidence should be a combination of quantitative data (the results of numerical measurement and statistical analysis) and qualitative data (the results of investigating perceptions, opinions, and behaviors). • The evaluator (the individual or group conducting the evaluation) has the necessary expertise and will not be significantly affected by the outcome of the evaluation.
<p>What are some common methods for collecting evaluation evidence?</p>	<p>Evaluation evidence often comes from examining documents (such as student work), examining numbers and statistics, administering opinion surveys, conducting interviews and focus groups, engaging in direct observation of the program, and analyzing case studies.</p> <p>Each method has advantages and disadvantages. Methods should be selected based on their ability to answer evaluation questions, as well as the resources and time that are available.</p>

Resources

Stevens, L.K. (1993). *Through a mirror: A guide to evaluating programs*. National Endowment for the Arts.

W. K. Kellogg Foundation (1998). *Evaluation handbook*. Battle Creek, MI: W.K. Kellogg Foundation.

W. K. Kellogg Foundation. (2001). *Logic model development guide*. Battle Creek, MI: W.K. Kellogg Foundation.

Special thanks to the Arts Learning Program, Ohio Arts Council, for the content of this article.

The **Arizona Commission on the Arts** is an agency of the State of Arizona which supports access to quality arts and arts education opportunities for all Arizonans; the development and retention of statewide jobs in the nonprofit arts, culture and education sectors; and increased economic impact in local communities through arts-based partnerships that develop tax and small business revenue.



We imagine an Arizona where everyone can participate in and experience the arts.

For more information, contact us at (602) 771-6501 or email info@azarts.gov or visit www.azarts.gov. To request this or any other publication in an alternate format, contact the Arts Commission offices. *An equal employment opportunity agency.*