



## DESIGNING THE EVALUATION PLAN

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### FORMATIVE AND SUMMATIVE EVALUATIONS

Every proposal should have an evaluation section that varies with the complexity of the project. At minimum, the evaluation section must address the following two types:

**Formative evaluation**—To gain direction for improving projects as they are developing

- Include implementation and process components
- May lead to changes in the way the project is structured and carried out

**Summative evaluation**—To determine project effectiveness after sufficient time to produce results

- Also called outcome or impact evaluation
- Determine what the project has actually accomplished in terms of its stated goals

The following five steps can help you develop an effective evaluation section for your project.

**Step 1 Determine what is to be evaluated:** Generally there are evaluation activities related to each project objective.

**Step 2 Determine what type of evaluation is appropriate:** In general, there are five types that vary in the complexity, amount of funds invested in evaluation, and who will conduct the evaluation (See next page for list of evaluation types).

**Step 3 Determine who will conduct the evaluation:** The project staff or an external evaluator.

**Step 4 Establish an evaluation budget:** As a general rule, small projects devote 3 – 5%; large, multi-year, complex projects devote up to 10%.

**Step 5 Describe the products of the evaluation:** At a minimum it is part of the final project report, but a separate evaluation report may be a project deliverable.

Type of Evaluation	Relative Complexity	Types of Activities
Descriptive	<ul style="list-style-type: none"> <li>• Simplest form</li> <li>• Least expensive</li> <li>• Conducted by project staff</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of services</li> <li>• How they were operated</li> <li>• How program was administered</li> <li>• Resources consumed</li> <li>• Characteristics of those impacted by project</li> <li>• Describe any outcomes</li> </ul>
Operational	<ul style="list-style-type: none"> <li>• Slightly more involved</li> <li>• Low expense</li> <li>• Conducted by project staff</li> </ul>	<ul style="list-style-type: none"> <li>• All of descriptive evaluation activities</li> <li>• Goals and objectives</li> <li>• Describe project components (start-up, recruitment, partnerships, etc.)</li> <li>• Explain short-term and intermediate outcomes</li> <li>• Explain project completion or institutionalization</li> </ul>
Process	<ul style="list-style-type: none"> <li>• Slightly more involved</li> <li>• Moderate expense</li> <li>• Conducted by professional evaluator (may be staff or consultant)</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on service delivery and administrative processes</li> <li>• Suggests causal relationships between what was done and outcomes</li> <li>• Generalize your experiences more broadly by providing insights into effectiveness</li> <li>• Look at efficacy of program in terms of outcomes or costs</li> <li>• Investigate operational features against results</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• More complex</li> <li>• Moderate expense</li> <li>• Conducted by professional evaluator (may be staff or consultant)</li> </ul>	<ul style="list-style-type: none"> <li>• Use exacting data collection and statistical methods for data analysis</li> <li>• Requires database and analysis software</li> <li>• Focuses on qualitative and quantitative analysis of data</li> </ul>
Impact Study	<ul style="list-style-type: none"> <li>• Long-term, involved</li> <li>• Most expensive</li> <li>• Requires third-party evaluator</li> </ul>	<ul style="list-style-type: none"> <li>• Often contains experimental and control groups</li> <li>• Proves statistical significance</li> <li>• Requires large sample sizes</li> <li>• Long-term analysis of outcomes</li> </ul>
Source: U.S. Department of Labor Grant Management Handbook, 2001		

## QUANTITATIVE AND QUALITATIVE DATA

Quantitative and qualitative data must be collected to form the basis of sound decision-making for both formative and summative evaluations. Based upon the evaluation literature, quantitative and qualitative data is best collected through a mixed methods approach. The following is a summary of the common methods.

**Surveys and questionnaires** (using Likert scales, forced choices, gap analysis, and open-ended responses).

**Focus groups and interviews** of participants in pilot studies).

**Document studies** (extracting data from other on-going Sinclair evaluation methods such as the annual scorecard of Key Performance Indicators, enrollment reports, student, employer, and employee satisfaction surveys, etc.).

**Fiscal evidence** (purchase orders, performance testing of new hardware/software systems, constituent evaluation of new systems).

MENU OF COMMON DATA COLLECTION METHODS	
Data Collection Methods	Place check if you can use on your project
<b>Quantitative</b>	
Pre-test/post-test with control group	
Pre-test/post-test	
Existing databases (example: student records)	
Interview—forced choice	
Description statistics on participants (numbers, gender, ethnicity, etc.)	
Fiscal review	
Survey/questionnaire—forced choice, mail, phone, point of service	
<b>Qualitative</b>	
Fiscal review	
Survey/questionnaire—open ended questions, mail, phone, point of service	
Focus groups	
Observation	
Student journals	
Interviews-open-ended questions staff, participants, other stakeholders	
Document studies	
Case studies	
Work product	
Key informant/expert opinion	