

CHAPTER 12, EVALUATION RESEARCH



Chapter Outline

- Topics Appropriate to Evaluation Research
- Formulating the Problem: Issues of Measurement
- Types of Evaluation Research Designs
- Social Indicators Research
- Ethics and Evaluation Research
- Quick Quiz

- Evaluation Research – Research undertaken for the purpose of determining the impact of some social intervention, such as a program aimed at solving a social problem.

Topics Appropriate for Evaluation Research

- ❑ Needs assessment studies – Studies that aim to determine the existence and extent of problems, typically among a segment of the population.
- ❑ Cost/Benefits Studies
- ❑ Monitoring Studies
- ❑ Appropriate topics are those with practical significance.

Formulating the Problem: Issues of Measurement

- ❑ Measuring the “Unmeasurable”
- ❑ Measuring Experimental Context
- ❑ Specifying Interventions
- ❑ Specifying the Population
- ❑ New versus Existing Measures
- ❑ Operationalizing Success/Failure

Types of Evaluation Research Design

- Experimental Designs

- ❑ Quasi-Experimental Designs –
Nonrigorous inquiries somewhat
resembling controlled experiments but
lacking key elements such as pre- and
post-testing and/or control groups.

Add Figure 12-1

- Two Observations of Class Participation:
Before and After Class Discussion

- Time-Series Design – A research design that involves measurement made over some period.
- Nonequivalent Control Groups – A control group that is similar to the experimental group but is not created by the random assignment of subjects.
- Multiple Time-Series Designs – The use of more than one set of data that were collected over time, so that comparisons can be made.

Add Figure 12-2

- Three Patterns in Class Participation in a Longer Historical Period

- Qualitative Evaluations

- The most effective evaluation research combines qualitative and quantitative components.

Add Figure 12-3

- Active Initiatives Overtime

- Logistical Problems – Getting subjects to do what they are supposed to do.
- Evaluation research occurs within the context of real life.

□ Use of Research Results

■ Why evaluation research results are not always put into practice:

- Implications may not be presented in a way that is understandable to the non-researcher.
- Results may contradict deeply held beliefs.
- Researchers may have a vested interest in the results.

Social Indicators Research

- Social indicators – Measurements that reflect the quality or nature of social life. Social indicators are often monitored to determine the nature of social change in a society.
- The Death Penalty and Deterrence
- Computer Simulation



Quick Quiz

1. Why has evaluation research grown in popularity?

- A. federal requirements demanding program evaluations
- B. the availability of research funds to fulfill federal requirements
- C. both of the above
- D. none of the above

ANSWER: C.

Evaluation research has grown in popularity because of federal requirements demanding program evaluations, and the availability of research funds to fulfill federal requirements.

2. _____ aim to determine the existence and extent of problems.

- A. Longitudinal studies
- B. Needs assessment studies
- C. Cost-benefit studies
- D. Monitoring studies

ANSWER : B.

Needs assessment studies aim to determine the existence and extent of problems.

3. _____ provide a steady flow of information about something of interest.

- A. Longitudinal studies
- B. Needs assessment studies
- C. Cost-benefit studies
- D. Monitoring studies

ANSWER : D.

Monitoring studies provide a steady flow of information about something of interest.

4. Besides making measurements relevant to the outcomes of a program, research must measure the _____.

- A. primary cause
- B. program intervention
- C. tertiary effect
- D. all of the above
- E. none of the above

Answer: B.

Besides making measurements relevant to the outcomes of a program, research must measure the program intervention.

5. A research design that involves measurements made over some period may be defined as:

- A. time series designs
- B. quasi experiments
- C. multiple time series designs

ANSWER : A.

A research design that involves measurements made over some period may be defined as time series designs.

6. _____ is a form of applied research.

- A. Evaluation
- B. Experimentation
- C. Interviewing
- D. Field research



ANSWER : A.

Evaluation is a form of applied research.

7. _____ determine whether the results of a program can be justified by its expense.

- A. Longitudinal studies
- B. Needs assessment studies
- C. Cost-benefit studies
- D. Monitoring studies

ANSWER : C.

Cost-benefit studies determine whether the results of a program can be justified by its expense.

8. A key variable for evaluation researchers is to measure the _____.

- A. independent variable
- B. dependent variable
- C. response variable
- D. none of the above



ANSWER : C.

A key variable for evaluation researchers is to measure the response variable.

9. _____ are distinguished from “true” experiments primarily by the lack of random assignment of subjects to an experimental and a control group.

- A. Time series designs
- B. Quasi experiments
- C. Multiple time series designs

ANSWER : B.

Quasi experiments are distinguished from “true” experiments primarily by the lack of a random assignment of subjects to an experimental and a control group.

10. Professor Yee wants to do an evaluation study of the effects of a patient education program on patient anxiety. He uses one wing in a hospital for the experiment and compares the results with a similar group of patients in a similar wing in another hospital. Which design would be best?

- A. classical
- B. nonequivalent control group
- C. time-series
- D. posttest-only control group design

ANSWER : B.

Professor Yee wants to do an evaluation study of the effects of a patient education program on patient anxiety. He uses one wing in a hospital for the experiment and compares the results with a similar group of patients in a similar wing in another hospital. The nonequivalent control group design would be best.

11. Evaluation researchers encounter more logistical problems than other researchers because evaluation research

- A. occurs in the context of real life.
- B. takes longer.
- C. is more costly.
- D. has more measurement problems.
- E. examines more variables.

ANSWER : A.

Evaluation researchers encounter more logistical problems than other researchers because evaluation research occurs in the context of real life.