ACTIVITY: IDENTIFYING GOALS

Objective

To elicit, categorize, and prioritize evaluation goals

Materials Needed

Flip chart paper

Markers

Tape

Copies of the organization's goals (and objectives, if available)

"Identifying Goals for Evaluation" worksheet, page 53

Time Required

85 minutes

WHAT	TIME	HOW	MATERIAL
Step 1 Goal review	10 min.	★ With the full group, review the organization's goals. ★ Discuss and answer any questions about the goals.	Organization's goals
Step 2 Brain-storming evaluation goals	30 min.	★ Using the goals as a backdrop, ask participants, working in small groups, to brainstorm a list of possible evaluation goals and write these on flipchart paper. ★ Post lists; have groups circulate to read all lists and add ideas as appropriate. ★ Hold a full-group discussion to eliminate undesirable or duplicate items.	Flip chart paper Markers Tape
Step 3 Categor-izing and prioritizing	20 min.	★ Divide participants into three groups. ★ Assign each group to one of the following three categories: youth, organization, or community. ★ Ask each group to select items relevant to its category from the lists on the wall and create a new list for that category, using the "Identifying Goals" worksheet. ★ Each group should then select from its new list the top 3 to 5 goals relating to its category and record these, in priority order, on another sheet of flip chart paper. ★ Post the paper on wall.	Flip chart paper Markers Tape "Identifying Goals for Evaluation" worksheet

WHAT	TIME	HOW	MATERIAL
Step 4 Selecting goals	15 min.	✴ Ask each group to share its choices. ✴ Have each participant vote for one goal in each category. Select the top 2 goals in each category as the direction-setting goals to guide the evaluation.	
Step 5 Reflection and discussion	10 min.	Process the activity, asking questions: ✴ Were the suggested goals fairly evenly divided among the three categories? ✴ Was any one category more difficult than the others to address? In what way? ✴ Which part of this activity did you enjoy the most? The least? Why? ✴ How can these goals help you determine your evaluation questions? The methods you will select?	

WORKSHEET: IDENTIFYING GOALS FOR EVALUATION

Identify evaluation goals for each of the following categories.

Youth-level evaluation goals

Organization-level evaluation goals

Community-level evaluation goals

IDENTIFYING EVALUATION QUESTIONS

Prove or Improve?

As we expand our understanding of evaluation, it is important to make a distinction between two broad types of evaluation.

Outcome evaluation (also referred to as *summative evaluation* or *impact evaluation*) focuses on documenting the results of a community-building effort. Outcome evaluation helps determine how a community and its people are different as a result of what was done. It examines the change that the efforts produced. To the degree possible, its aim is to "prove" that the community change effort was effective and beneficial. In addition to looking at changes that resulted in the community, outcome evaluation can also examine how participation in the effort affected the young people and adults involved in the process. Outcome evaluation questions come from the right side of a community-building logic model.

Process evaluation (also referred to as *formative* or *improvement evaluation*) provides information useful for *improving the process* used to bring about community change. Process evaluation helps determine what might be done differently the next time a similar community change effort is implemented. If the aim of outcome evaluation is to "prove," the aim of process evaluation is to "improve." This type of evaluation is a catalyst for continual learning and growth. Process evaluation questions come from the left side of a community-building logic model.

Neither outcome evaluation nor process evaluation is superior to or more desirable than the other. Both are essential. Suppose an outcome evaluation finds that the community-building efforts fell short of achieving the desired results. In that case, process evaluation might shed light on why the effort was not successful. Conversely, process evaluation may also help identify approaches, strategies, processes, and actions that contributed to an effort's success. In essence, outcome and process evaluation are inextricably intertwined. At times, it is difficult to categorize an evaluation effort as being either one or the other.

Some authors have suggested that one way in which outcome and process evaluation differ is in their usefulness to stakeholders (Worthen, Sanders, and Fitzpatrick, 1997). Stakeholders external to the effort, particularly funders, may be more interested in whether the program made a difference. Consequently, information provided by outcome evaluation may be of more interest to them. Stakeholders internal to the effort, such as members of the community-building team, are often more interested in information generated by process evaluation.

Connecting the Logic Model to Evaluation Questions
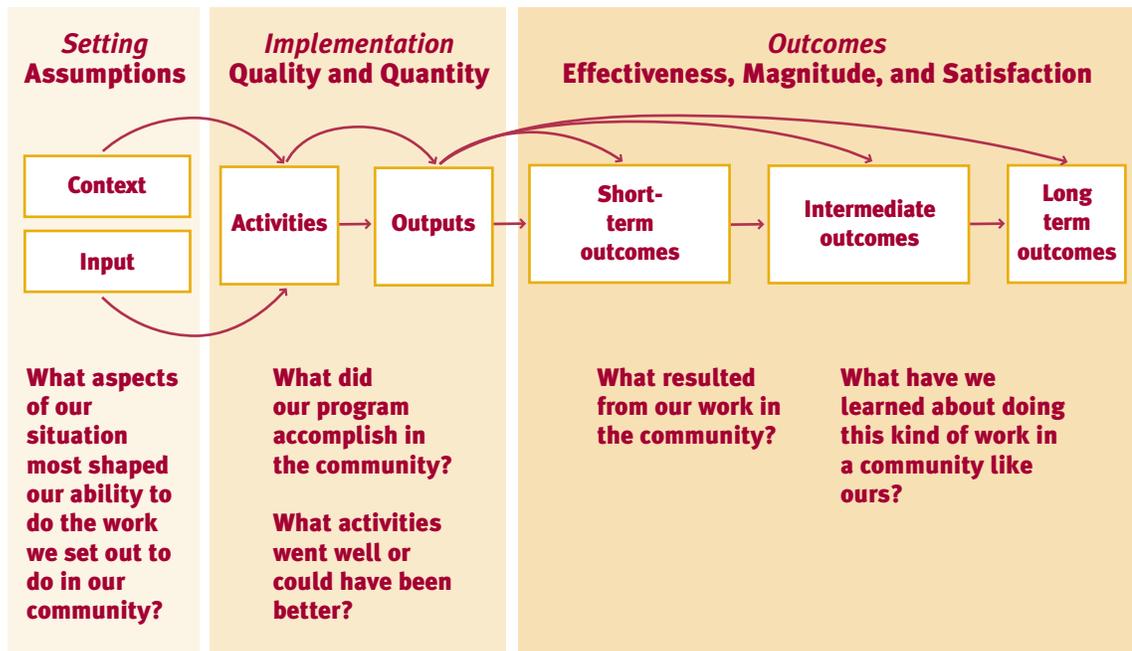
Adapted from W. K. Kellogg Foundation. (2000). *Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation.

If you feel that the group would benefit from a further exploration of the outcome/process distinctions, please use the activity on page 56 with the participants to clarify any questions or concerns.