Outcome Evaluation: Step-by-Step

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The slides and recording for this webinar are available at www.evalu-ate.org/webinars/mar19/

Outcome Evaluation Overview

RAND Corporation's ***Getting To Outcomes*^{TM}** manual is a comprehensive guide to planning, implementing, and evaluating community programs. Chapter 8 provides a thorough overview of outcome evaluation, including selecting a design, choosing methods, and analyzing and interpreting data. bit.ly/2JsrqPb

Logic Models

Use the **Logic Model Template for ATE Projects and Centers** to create a concise visual depiction of your project's activities, outputs, and outcomes and check that they are logically linked before developing evaluation questions and a data collection plan (bit.ly/ate-logic). If you're looking for more in-depth learning about logic models, check out the online course and array of resources in the logic model section of the University of Wisconsin Extension's website (http://bit.ly/uwe-lm).

Evaluation Questions

The **Evaluation Questions Checklist for Program Evaluation** identifies and explains six criteria for effective evaluation questions. bit.ly/questions-checklist

Outcomes

In Chapter 8 of ***Essentials of Utilization-Focused Evaluation***, Michael Patton offers guidance on how evaluators can facilitate discussions with evaluation stakeholders to clarify program goals and focus evaluation questions on outcomes and results. He illuminates the important difference between framing questions around goals versus outcomes. bit.ly/ufe-sage

Data Collection

Using a matrix format for planning data collection guards against glossing over challenging issues and helps ensure that evaluation questions can be answered with evidence. EvaluATE's **Data Collection Planning Matrix** is a template that can help with this task. bit.ly/data-matrix

Causation

Options for linking program activities (causes) with outcomes (effects) include using control and comparison groups, ruling out alternative plausible explanations, and asking program participants directly. ***Building Causation into Survey Items about Outcomes***, a blogpost by Jane Davidson, includes examples of how to ask program participants about the influence of program activities (bit.ly/jd-feb11). Other guidance is included in a page on the BetterEvaluation website, ***Asking Key Informants to Attribute Causality*** (bit.ly/be-asking). To learn more about investigating causation in evaluation, see the **Understand Causes** section of BetterEvaluation's website (bit.ly/be-causes).

Rubrics

Rubrics can be used in evaluation to guide the interpretation of results to answer evaluation questions. ***Evaluation Rubrics: How to Ensure Transparent and Clear Assessment that Respects Diverse Lines of Evidence,*** by Judy Oakden, describes the process of developing and using rubrics and includes examples of rubrics and how to report rubric results. bit.ly/jo-rubrics

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