

CHAPTER 1. PROGRAM EVALUATION: AN OVERVIEW

1. One of the major failings in the development and implementation of social service programs is
 - * a. beginning the service without first demonstrating the effectiveness of the service.
 - b. spending too much effort identifying the needs of the population.
 - c. saddling the service program with too many requirements to demonstrate its effectiveness.
 - d. isolating the service program from the political structure of the area needing the service.
2. The effectiveness of social services has often not been evaluated because
 - a. the values of all such services are already well documented.
 - * b. the desired outcomes are indeed hard to measure.
 - c. it is usually sufficient to merely show interest in helping.
 - d. government regulations forbid evaluations of human services.
3. Evaluators have often
 - a. ignored existing measures of the outcomes of services.
 - b. failed to contact the managers of programs.
 - c. used large samples with low Type II errors.
 - * d. overlooked possible negative side effects of programs.
4. Program evaluation gets confused with basic research when evaluators
 - a. focus on the needs of the program sponsor.
 - b. become advocates for the program participants.
 - * c. ignore practical issues in order to examine theoretical questions.
 - d. use variables suggested by the staff of service programs.
5. An evaluation of *need* refers to evaluations that
 - a. are similar to performance appraisals.
 - b. isolate the costs of providing various services.
 - * c. are particularly useful in planning a new program.
 - d. violate fundamental scientific standards.
6. Evaluations of *process* often focus on the degree to which
 - a. a program is successful.
 - b. a specific service is needed in a community.
 - c. the costs required to run a program can be justified.
 - * d. the program is implemented as planned.

7. *Outcome* evaluations provide the data to show whether
- * a. a service has achieved appropriate results.
 - b. a target population will use a service.
 - c. the evaluator has made every effort to work with the program director in an effective manner.
 - d. resources were spent on programs that are most needed.
8. When an evaluation relates the cost of a program to its outcomes, this form of evaluation can be thought of as
- a. an evaluation of performance.
 - * b. an evaluation of efficiency.
 - c. a variant of basic research.
 - d. overly scientific.
9. Formative evaluation is to summative evaluation as
- a. process is to outcome.
 - * b. constructive criticism is to final grades.
 - c. apples are to apple pies.
 - d. cancellation is to initiation.
10. The purpose of a formative evaluation is to provide information to program sponsors
- a. making decisions about maintaining or terminating the program.
 - b. to minimize the effects of arbitrary federal requirements for program evaluations.
 - * c. making program improvements.
 - d. for public relations needs.
11. It is sometimes hard to learn who is conducting program evaluations in an organization because
- a. few organizations really need to have their services evaluated.
 - b. formal evaluations are conducted by most managers of service programs.
 - * c. the job titles of evaluators are not standardized.
 - d. when evaluations are completed, they usually look like basic research.
12. If the management of an organization plans to maintain or eliminate a service on the basis of its documented degree of effectiveness, then a
- * a. summative evaluation is needed.
 - b. needs analysis should be conducted.
 - c. formative evaluation is needed.
 - d. person familiar with the program should conduct an evaluation.
13. The strongest advantage that an external evaluator has over an internal evaluator is
- a. the trust he/she has built up over years.
 - b. more well-developed analytic skills.
 - * c. the potential to be more objective.
 - d. the influence to see that the findings are used by the program staff.

14. The four major forms of program evaluation are
- a. internal, external, conclusion, and construct.
 - b. performance, institutional, accountability, and program review.
 - * c. need, process, outcome, and efficiency.
 - d. community, governmental, professional, and special interest.
15. A process evaluation would probably NOT include which one of the following questions?
- a. Do the program's actual participants represent the target population?
 - b. How much staff-client contact really occurs?
 - c. Do actual staff activities match the program plan?
 - * d. Is the program cost-effective?
16. Internal program evaluators usually have which following advantage over consultant evaluators?
- a. better statistical and research competence
 - b. better support staff
 - c. a more objective approach to the program
 - * d. more complete knowledge of the organization sponsoring the program
17. Program evaluation is frequently confused with
- a. billing and accounting procedures.
 - * b. basic research and individual assessment.
 - c. therapist's progress notes.
 - d. crisis management methodology.
18. The ultimate purposes of program evaluation include
- a. the collection of data on the outcome of services.
 - b. an assessment of how program staff people spend their time so that ineffective staff members can be identified.
 - c. making decisions about the proper groups a program should serve.
 - * d. the improvement of implemented programs and the wise selection among possible programs.
19. Monitoring is a form of evaluation which focuses on
- a. providing definitive proof that a program is worth the investment.
 - b. being sure that data are available to make refinements in a program.
 - * c. providing frequent feedback to be sure a program stays on track.
 - d. financial resources so that funds are not misspent.
20. Implementation of programs should be examined because
- a. fraud is rampant in social programs.
 - b. irresponsible service providers often destroy programs.
 - c. internal evaluators usually ignore this issue.
 - * d. programs are less effective when not offered at full strength.