

# Evaluation

## A Systematic Approach

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# Chapter 12:

## The Social and Political Context of Evaluation

# The Social Ecology of Evaluations

(1 of 6)

- Impetus for evaluations:
  - Highest decision making levels
  - Foundations
  - Supervisors of agencies
  - Community members

# The Social Ecology of Evaluations

(2 of 6)

- Multiple Stakeholders
  - The Range of Stakeholders
  - Different perspectives
  - Can lead to conflict

# The Social Ecology of Evaluations

(3 of 6)

- Multiple Stakeholders
  - Consequences of Multiple Stakeholders
    1. Whose perspective to consider
    2. Responses to the findings
    3. Communicating with different stakeholders

# The Social Ecology of Evaluations

(4 of 6)

- Disseminating Evaluation Results
  - Critical responsibility
  - Primary dissemination
  - Secondary dissemination

# The Social Ecology of Evaluations

(5 of 6)

- Evaluation as a Political Process
  - Political Time and Evaluation Time
  - Issues of Policy Significance

# The Social Ecology of Evaluations

(6 of 6)

- Evaluation as a Political Process
  - Issues of Policy Significance
  - Policy space and policy relevance
  - Policy significance



# The Profession of Evaluation

(1 of 6)

- Not licensed or certified
- American Evaluation Association
- Competencies not codified

# The Profession of Evaluation

(2 of 6)

- Intellectual Diversity and Its Consequences
  - The Education of Evaluators
  - Consequences of Diversity in Origins

# The Profession of Evaluation

(3 of 6)

- Intellectual Diversity and Its Consequences
  - Consequences of Diversity in Origins
  - Orientations to primary stakeholders
  - The qualitative-quantitative division

# The Profession of Evaluation

(4 of 6)

- Diversity in Working Arrangements
- Two contradictory working arrangements:
  - Evaluators should be as independent as possible
  - Evaluators should have sustained contact

# The Profession of Evaluation

(5 of 6)

- Diversity in Working Arrangements
  - Inside versus Outside Evaluations
  - Organizational Roles

# The Profession of Evaluation

(6 of 6)

- The Leadership Role of Evaluation “Elite” Organizations
  - Small number of firms
  - Some are university based

# Evaluation Standards, Guidelines, and Ethics

(1 of 2)

- Two major efforts have been made to provide guidance to evaluators:
  - *The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users*
  - *Evaluator's Ethical Guiding Principles*

# Evaluation Standards, Guidelines, and Ethics

(2 of 2)

- AEA's *Ethical Guiding Principles*
  - Systematic inquiry
  - Competence
  - Integrity and honesty
  - Respect for people
  - Common good and equity



# Utilization of Evaluation Results

(1 of 3)

- Evaluations should lead to social well-being
- Direct, instrumental use
- Influence

# Utilization of Evaluation Results

(2 of 3)

- Guidelines for Maximizing Utilization
  - Planning for use at the beginning
  - Identifying and prioritizing intended uses of the evaluation.
  - Communicating findings to stakeholders

# Utilization of Evaluation Results

(3 of 3)

- Guidelines for Maximizing Utilization
  - Identifying and prioritizing intended users
  - Involving stakeholders in the process.
  - Developing a communication & reporting plan.
  - Interweaving the evaluation into organizational processes and procedures

# Epilogue: The Future of Evaluation

- No decline in social problems
- Lots of programs and policies to address these problems
- Evidence-based practice movement