

Process vs. Outcome Evaluation

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Process Evaluation: Process or formative evaluation is used to see if the program is being implemented as planned. Process evaluation is best when it begins as soon as the program is being implemented. In the beginning, program outcomes will not yet be available. Process evaluation is used as a tool to simply learn whether or not a program is reaching a target population and the planned number of participants, and if the program message is relevant to the audience. It involves keeping track or/counting all of the participants and audience members at events as well as all of other contacts (i.e., community members, organizations present).

Outcome Evaluation: Outcome or substantive evaluation is used to determine if program goals and objectives are being met. For ongoing programs (e.g., a series of sexual assault prevention classes taught each year to all ninth graders in a school district), conduct outcome evaluation at specified intervals (e.g., every semester, every year). For one-time programs (e.g., a single sexual assault prevention workshop to a group of athletes), it is best to conduct outcome evaluation after the program is finished. The purpose is to learn how well the program succeeded in achieving its ultimate goal.

All evaluation **MUST** include:

- Design/methodology with a valid, reliable assessment tool
- Evaluation plan
- Data collection and analysis plan
- [Quality assurance plan](#)