

## Chapter 12: Program Development, Evaluation, and Improvement

1. Program evaluation has become more important for prevention programs because it helps meet pressures from program funders and the public for: (pp. 411–412)
  - a) Scientific knowledge
  - b) **Accountability of programs**
  - c) Participant conceptualization
  - d) All of the above
  
2. What is the purpose of a logic model in evaluation? (p. 415)
  - a) Testing the impacts of the program
  - b) **Illustrating how the program will work**
  - c) Putting the proposed plan into action
  - d) Both a and b
  
3. The six-step program logic model in Chapter 12 includes: (pp. 415–417)
  - a) Identifying conditions and outcomes.
  - b) Progress evaluation.
  - c) Evaluation of outcomes and impacts.
  - d) **Both a and c**
  
4. As presented in Chapter 12, program outcomes can be evaluated by multiple approaches, EXCEPT ... (pp. 417–420)
  - a) Process evaluation
  - b) **Progress evaluation**
  - c) Formative evaluation
  - d) Summative evaluation

5. The purpose of the first step in the program logic model is to... (pp. 415–517)
- a) determine if program goals were attained.
  - b) **determine the need the program addresses.**
  - c) document program activities.
  - d) both a and c.
6. Determining what needs to be done to address the problem is the main focus of the \_\_\_\_\_ step of program logic model. (pp. 415–417)
- a) **activities**
  - b) conditions
  - c) output
  - d) impacts
7. What methods are used collect information to determine the most pressing problems or issues that would require a community program and the community strengths that might be used in the program? (pp. 416–417)
- a) **Needs assessment and resource assessment**
  - b) Goal setting and cultural competence
  - c) Identifying goals and desired outcomes
  - d) Process and outcome evaluations
8. Process evaluation can enrich outcome and impact evaluations because it can provide information on what? (pp. 417–418)
- a) Attainment of program goals
  - b) Unintended goals of the program
  - c) **Why the program worked or did not work**

- d) Both a and c
9. “Who did what with whom and when?” regarding program activities are questions addressed in a(n) \_\_\_\_ evaluation. (pp. 417–418)
- a) progress
  - b) **process**
  - c) outcome
  - d) input
10. In community psychology and program evaluation, \_\_\_\_ are shorter-term effects of a program, while \_\_\_\_ are longer-term effects. (p. 415)
- a) **outcomes; impacts**
  - b) impacts; outcomes
  - c) processes; outcomes
  - d) actions; impacts
11. A school-based program might measure its \_\_\_\_ with questionnaires completed by students after participating in the program and its \_\_\_\_ with school records of grades, disciplinary actions, suspensions, and visits to guidance counselors. (p. 415)
- a) **outcomes; impacts**
  - b) impacts; outcomes
  - c) goals; outcomes
  - d) input; impacts
12. In program evaluation, desired outcomes are... (pp. 419–420)
- a) general, ideal goals.
  - b) **specific, realistic, and measurable.**

- c) long-term changes in the community only.
  - d) short-term effects of the program only.
13. The Inquiry-Observation-Reflection Framework is... (p. 420)
- a) a method for testing whether the program had its intended effects.
  - b) an approach to program responsibility in spending money.
  - c) **an approach to data collection for evaluation.**
  - d) a framework record-keeping on program staff.
14. What did the evaluation team do to contribute to the development of GirlPOWER!, as described in Chapter 12? (pp. 424–426)
- a) Met with a range of stakeholders to determine program goals
  - b) Reviewed empirical literature to inform program development
  - c) Evaluated a pilot program to make refinements in the program model
  - d) **All of the above**
15. A partnership of evaluators and program staff and a commitment to using evaluation data to foster program improvement are characteristics of which approach(es) in Chapter 12? (pp. 427–437)
- a) The four-step evaluation method
  - b) Emancipatory evaluation
  - c) **The Getting To Outcomes approach**
  - d) All of the above
16. Building the capacity of community members to plan, implement, and evaluate their own programs, and to strengthen program accountability to the public, are key assumptions of which evaluation method in Chapter 12? (pp. 415–416, 427–437)

- a) The program logic model planning
  - b) Empowerment evaluation
  - c) The Getting to Outcomes approach
  - d) **All of the above**
17. Community “ownership” of program evaluation, democratic participation in program planning and evaluation, and commitment to fair allocation of resources and power are principles of which evaluation method in Chapter 12? (pp. 427–430)
- a) The program logic model approach to evaluation
  - b) **Empowerment evaluation**
  - c) The Getting to Outcomes approach
  - d) The process and outputs approach
18. One difference of empowerment evaluation principles from the program logic model and the Getting To Outcomes approach in Chapter 12 is that only empowerment evaluation... (pp. 427–430)
- a) **emphasizes values of social justice and democratic participation.**
  - b) uses program evaluation to foster program improvement.
  - c) places less emphasis on evidence-based strategies.
  - d) emphasizes careful assessment of program goals and accountability.
19. The Getting To Outcomes approach in part concerns how well a proposed program fits with... (pp .433–438)
- a) community goals and desired outcomes.
  - b) existing community programs.
  - c) knowledge about best practices of similar programs.

d) **all of the above.**

20. What is the ninth Getting To Outcomes accountability question? (pp. 436–437)

- a) How well did the program work?
- b) What is being done to sustain the program over time?
- c) **How will continuous quality improvement strategies be incorporated?**
- d) What are the short-term and long-term impacts of the program?