

# Framework for evaluating activities, interventions & projects

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Figure 1 provides a general logic model that shows the relationships between goals, objectives, projects and activities. This model includes representations of:

1. Direct links from goals to objectives to projects to activities
2. Questionable links between:
  - a. Goals and objectives
  - b. Objectives and projects
  - c. Projects and activities
3. Projects without identified activities
4. Activities that are apparently unattached to projects/objectives/goals

Figure 2 takes the evaluation process one further step by providing a generalized framework that can be used in planning and implementing an evaluation of any activity intervention or project. This framework includes:

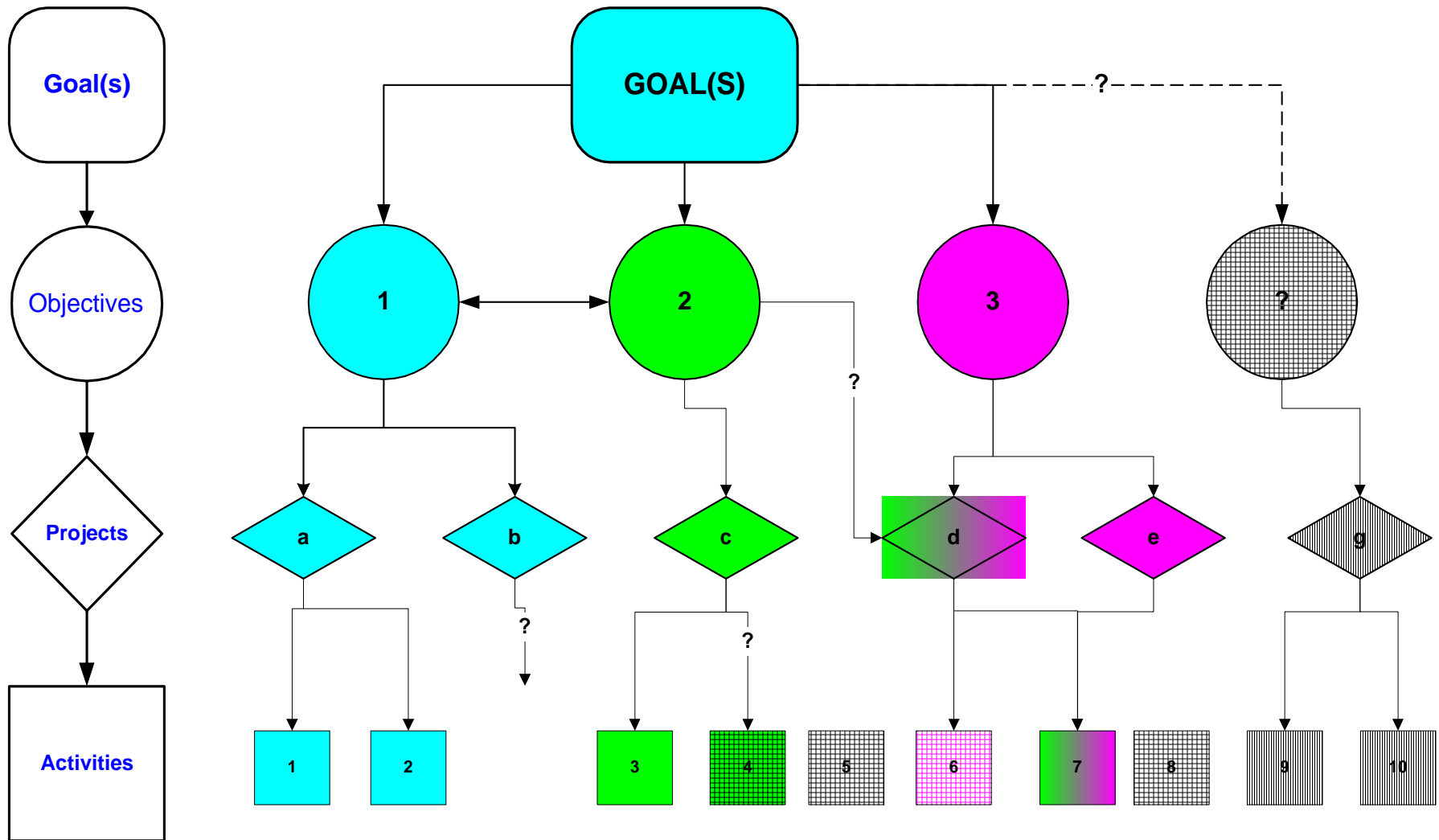
1. **The planning phase**, including identifying:
  - a. Appropriate evaluation questions
  - b. Objectives
  - c. Criteria and indicators for assessing success in achieving objectives
  - d. Needed and available sources of data/information that are required to assess success as measured against criteria/indicators
2. **Developing an action plan** that includes:
  - a. Who will do what
  - b. Time-frames
  - c. Needed and available resources
3. **The implementation phase**, including:
  - a. Data collection
  - b. Data analysis and interpretation
  - c. Reporting
  - d. Decision-making

The evaluation framework summarized in Figure 2 also gives attention to three “levels” of evaluation:

1. Evaluation of activities and processes that characterize an intervention; this includes “process” evaluation, which has (sometimes confusingly) referred to:
  - a. Success in reaching the intended audience (e.g., audience characteristics, numbers, etc.)
  - b. “Fidelity” in delivering interventions, programs, information, etc.—that is, were the activities etc. delivered/implemented as intended?
  - c. The underlying social/psychological mechanisms that are (explicitly or implicitly) assumed to underlie the communication, influence or change process—this should include evaluation of the appropriateness of operational processes (e.g., decision-making), as judged against standards of best practices in health promotion
2. Evaluation of the “tangible” outputs, products or other “deliverables”
3. Evaluation with respect to success in achieving the projects/activities overall objectives.

It can also be seen that, as one moves **across** the framework, each “level” of evaluation progresses through each of the steps involved in the planning and implementation phases. In addition, as one moves **down** the framework, the evaluation involves a “roll-up.” This roll-up progresses through evaluation of what is “done” (i.e., whether the intended activities and processes were adequately undertaken/implemented) to the evaluation of impact with respect to outputs and, eventually, overall objectives—without adequate processes/activities, we are unlikely to achieve our intended objectives.

Figure 1: Illustrative relationships among goals, objectives, projects, activities



**Figure 2: Evaluation of Projects/Activities/Processes: Generalized Logic Model**

