

# Evaluating Your Social Marketing Program: Knowing if You've "Moved the Needle"

Robert J. McDermott

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## At this point...

...we need to plan for how we'll monitor our program's performance, and ultimately, know whether our program has made a difference. So, what are the relevant evaluation questions?

Some people fear evaluation of their social marketing initiatives –  
WHY?

Evaluating our program is the moment of truth – and although it seems burdensome to many people, it *can be* designed so as to be less daunting.

## Why will you evaluate

### Some Reasons for Evaluating Social Marketing Programs

- Vested Stakeholders:
  - Group initiating campaign
  - Program funding agency
  - Public
  - Program Evaluators
  - Others
- To improve the project's credibility for consumers and the persons or agencies funding it.
- To determine if a project is making progress and has been implemented as planned ("fidelity of implementation").
- To use tracking information to make needed mid-course revisions
- To determine the appropriateness of the "match" between actual "outcomes" (KAPs) and stated program objectives.
- To provide evidence that programs are meeting their stated objectives (quality assurance).
- To see whether programs not only are meeting their terminal objectives, but doing so "efficiently" (i.e., without wasted effort and with optimal cost-effectiveness).

- To assist decisions about whether one aspect of the marketing mix is more productive than another aspect (e.g., the “right” product but the wrong promotion).
- To compare all the actual effects of a program (good and bad, intended and unintended “side effects”) with the wants and needs of the target audience so as to improve (the program (i.e., the offer) and community relations.
- To have a program judged by “critics” (program experts) who can meet the public’s demand for fiscal accountability.
- To interpret and explain the context in which programs operate so as to have insight about improving them.
- To use findings to identify new problems and issues that require re-thinking and e-planning.

## **What Will You Evaluate?**

### **Indicators for Campaign Impact – Making the Needle Move**

- Changes in individual behavior, intention or stage of readiness to adopt the behavior
- Changes in knowledge and beliefs
- Responses to particular campaign elements
- Awareness of the problem, of the campaign
- Changes in participation or utilization rates
- Changes in consumer (i.e., customer) satisfaction
- Modifications to the environment or in policies that facilitate change in the target behavior
- Changes to community infrastructure

### **Impact Evaluation: Changes in Individual Behavior**

#### Reporting behavior change

- Percentage change (e.g., The percentage of eligible women who obtained mammograms increased from 30% to 48%.)
- Percentage increase or decrease (e.g., The campaign yielded an 18% increase in mammograms over the baseline figure.)
- Measuring secondary audiences (e.g., There was a 41% increase in physicians and other primary care providers reporting they advised their eligible female patients to get a mammogram.)

### Reporting change in behavioral intention

- When exposure time is minimal (e.g., new program)
- When the objective is to move people along the continuum of change (precontemplation → contemplation)

### Reporting knowledge change

- Regarding specific facts (e.g., Among women, breast cancer is the most commonly diagnosed cancer after non-melanoma skin cancer, and is the second leading cause of cancer deaths after lung cancer.)
- Regarding specific information (e.g., According to the National Cancer Institute, current oral contraceptive users have a relative risk of developing breast cancer of 1.24 (95% CI 1.15-1.33).
- Recommendations (e.g., Mammography screening every 12-33 months significantly reduces mortality from breast cancer, especially among women aged 50-69.)

### Reporting change in belief indicators

- Attitudes (e.g., Getting a mammogram is a good thing for me.)
- Opinions (e.g., Scheduling a mammogram is easy.)
- Values (e.g., A mammogram gives me peace of mind.)

## **Impact Evaluation: Awareness of the Social Marketing Campaign**

- Awareness is a low-level evaluation indicator since it is not a true measure of impact or success; however, measuring it offers feedback concerning the extent to which the campaign was noticed and recalled. (Audience awareness doesn't necessarily mean audience penetration.)
  - *Unaided awareness* (e.g. What have you seen or heard lately about mammography screening in Florida?)
  - *Aided awareness* (e.g., What have you seen or heard lately about Florida's social marketing campaign called Florida Cares for Women?)
  - *Proven Awareness* (e.g., Where did you actually read or hear about Florida Cares for Women?)

## **Impact Evaluation: Consumer Participation and Satisfaction**

- Rate of participation based on estimates of eligible persons in the audience segment
- Ratings of consumer satisfaction with a particular service (e.g., Likert-type scales, numeric rating scales, etc.)

## **Impact Evaluation: Changes to the Environment or to Policy**

- Policy: changing laws, regulations, and rules (formal and informal)
  - What policies changed that affect access to services or products, or encourage/deter adoption of a recommended action?
- Environmental Change: manipulating the economic, social, and physical environments
  - Were incentives added? Were social norms nudged? Did the physical environment become more enabling?
- Policy Change
  - Employer “No smoking” policy at the workplace
  - School policy to not use candy sales for fundraising
  - Schools allow community use of physical activity equipment and grounds after school hours
- Environmental Change
  - Creating separately ventilated “smoker rooms” in airports (physical)
  - Prohibiting smoking in restaurants and other public places (social norm)
  - Imposing fines, taxes, fees, and other financial incentives and disincentives; consistent enforcement (economic)
- Examples of incentives or disincentives already exist:
  - “Sin taxes” on tobacco and alcohol
  - Safe driver insurance on motor vehicles
  - Reduced health insurance premiums for non-smokers
  - Why couldn’t we design others? Examples?

## **Impact Evaluation: Changes to the Community Infrastructure**

- Examples related to physical activity:
  - Parks
  - Recreation centers
  - Swimming pools
  - Bicycle paths
  - Walking trails
  - School facilities
  - Sidewalks
  - Lighting
  - Roads

- Log, count, or otherwise track relevant modifications to a community's infrastructure that could influence participation in physical activity

### **Example: Florida Cares for Women Social Marketing Project**

#### Project Purpose

#### Relevant Impact Measures

#### **What about process evaluation?**

- Reach and frequency of campaign elements
- Assessment of implementation for fidelity
- Materials dissemination
- Other process issues may be project-specific

#### **Process Evaluation: Responses to Campaign Elements**

- Frequency (e.g., counting how often a PSA played on radio or TV reminding women to contact their health care provider about a mammogram)
- Product vs. Competition (position occupied in consumer mind; assessment of product, price, place, promotion)
- Reach (e.g., counting "hits" on an Internet site about where to get a low-cost mammogram; logging telephone requests to WIC for breastfeeding support; counting how many coupons redeemed for a reduced-cost children's bicycle helmet)

#### **Process Evaluation: Assessing Implementation**

- Did we do what we planned to do, on time, and in a sequence based on a logic model of defined activities and expected results (i.e., fidelity of implementation)? Activities linked to objectives?
- Were the correct targets (i.e., audience segments) selected?
- Did we engage consumers and other stakeholders in planning and conducting the evaluation (i.e., helping us to define measures)?

### **Process Evaluation: Assessing Implementation**

- Was the targeted action (i.e., the product) clear?
- Did perceived benefits outweigh the costs (i.e., price)?
- Was access convenient (i.e., place)?
- Were messages on target and use the right channels (i.e., promotion)?

### **Process Evaluation: Materials Dissemination**

- What was distributed, how much was distributed, and to whom was it distributed?
  - Brochures and pamphlets
  - Bookmarks
  - Buttons
  - Coupons
  - Key-chains
  - Tee-shirts

### Florida Cares for Women Social Marketing Project: Relevant Process Measures

#### **How will you evaluate?**

- Quantitative methods and designs (e.g., random assignment, control groups and quasi-experimental or experimental designs) How much change occurred? How many people adopted the desired practice?
- Qualitative methods and designs (e.g., gets at the “why” and the “how” of something that worked or didn’t work)
- Mixed method designs (can powerfully triangulate measurement)
- Surveys: Mail, telephone, Internet
- In-depth, face-to-face interviews
- Informal interviews and anecdotal remarks
- Observation (e.g., buying behavior in a grocery store)
- Focus Groups (e.g., what was least useful, most helpful?)
- Records (e.g., requests for materials, clinic visits, enrollments in exercise classes, etc.)
- Other

### **When will you evaluate?**

- Prior to initiating a campaign to capture baseline measures.
- During campaign implementation to check fidelity and to make midcourse corrections if necessary.
- After the campaign to look for evidence of change in the measures (e.g., behaviors) of interest.
- Long after the campaign's elements have been introduced completely to look for evidence of decay or recidivism.

### **Where will you evaluate?**

- The answer to this question is largely determined by the nature of the specific project.
- For example, in a social marketing campaign targeting prevention of underage drinking, youth could be given questionnaires at school, but also could be observed at their local "hangouts." Evaluators could also collect data in their neighborhoods, at playgrounds, at PTA meetings (secondary audiences of parents, teachers, administrators, and others), at hospitals, or at police departments.

### **Who will do the evaluating?**

- *Internal* (knows the context and organizational culture)
- *External* evaluator (has impartiality)

### **What kind of budget do I need for evaluating my social marketing program?**

Budget: should be 15% to 20% (minimum) of total budget, possibly even a greater proportion so as to be able to include careful baseline measures and monitoring of implementation

### **How are evaluation data used?**

- Does the target audience now perceive the product/behavior as easier? more normative?
- Did we demonstrate that a change in the norm occurred?
- If change is unsatisfactory, modify the offer; change the marketing mix.
- Select the next generation of audience segments, target behaviors, and social marketing interventions.