

Evaluating Your Social Marketing Program



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At This Point in the Program...

Some people may think that everything that needs to be said *has been said*. That's partly true... but... not everyone on the program has yet been given time to say it.



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TARGETS OF EVALUATION

- WHY WILL YOU EVALUATE?
- WHOM and/or WHAT WILL YOU EVALUATE?
- HOW WILL YOU EVALUATE?
- WHEN WILL YOU EVALUATE?
- WHERE WILL YOU EVALUATE?
- WHO WILL DO THE EVALUATING?

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Potential Models for Social Marketing Program Evaluation

- **Goal-oriented model** (considers the pre-specified objectives of the social marketing intervention)
- **Transactional model** (considers what the perspective of the consumers is in the "exchange")
- **Art Criticism model** (considers what the "marketing mix" looks like to a critic, a consumer; considers "intangibles" and "feelings")
- **Systems analysis** (links cause and effect; considers cost and efficiency)
- **Goal-free model** (considers *all* of the effects of the intervention)

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Some people fear evaluation of their social marketing initiatives -

WHY?

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Evaluation doesn't always bring out the very best in people.



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Some Reasons for Evaluating Social Marketing Programs

VESTED STAKEHOLDERS:

- ORGANIZATION INITIATING CAMPAIGN
- PROGRAM FUNDING AGENCY
- PUBLIC
- PROGRAM EVALUATORS
- OTHERS

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Some Reasons for Evaluating Social Marketing Programs

- 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").
- Use tracking information to make needed mid-course revisions

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Some Reasons for Evaluating Social Marketing Programs

- To determine the appropriateness of the "match" between "outcomes" (KAPs) and 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., with cost-effectiveness).

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Some Reasons for Evaluating Social Marketing Programs

- 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 (among other things) the program (i.e., the offer) and community relations.

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Some Reasons for Evaluating Social Marketing Programs

- 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 that require re-planning.

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Indicators Of 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

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Indicators Of Campaign Impact

Things you want to change lead to the end product/behavior being:

easier
more fun
more popular

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Impact Evaluation: Changes in Individual Behavior or Intention

Reporting Behavior Change

- Percentage change (e.g., Students in grades 9-12 reporting alcohol use in the past 30 days decreased from 54% to 38%.)
- Percentage increase or decrease (e.g., Recent alcohol use by students in grades 9-12 decreased by 16%.)
- Measuring 2^o audiences (e.g., There was a 19% increase in parents indicating they monitored the whereabouts of their children.)

Report Change in Behavioral Intention

- When exposure time is minimal (new program)
- Objective is to move people along the continuum of change (precontemplation → contemplation)

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Impact Evaluation: Changes in Knowledge and Beliefs

Reporting Knowledge Change

- Regarding specific facts (e.g., Five or more drinks in one episode, by definition, constitutes binge drinking.)
- Regarding specific information (e.g., According to the NHLBI, heart disease is almost twice as likely to develop among physically inactive people as in active ones.)
- Recommendations (e.g., Do at least 30 minutes of physical activity per day to improve your heart health.)

Reporting Change in Belief Indicators

- Attitudes (e.g., Breastfeeding is good for my baby.)
- Opinions (e.g., Breastfeeding is easy.)
- Values (e.g., A year-round tan is worth my risking skin cancer.)

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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 youth drinking in Sarasota County?)
- Aided awareness (e.g., What have you seen or heard lately about Sarasota County's social marketing campaign against youth drinking called *Believe in All Your Possibilities*?)
- Proven Awareness (e.g., Where did you actually read or hear about *Believe in All Your Possibilities*?)

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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.)

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What about process evaluation?

- Reach and frequency of campaign elements
- Assessment of implementation for fidelity
- Modifications to the environment or in policies that facilitate change in the target behavior
- Changes to community infrastructure
- Materials dissemination
- Other process issues may be project-specific

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Process Evaluation: Responses to Campaign Elements

- **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)
- **Product vs. Competition** (position occupied in consumer mind; assessment of product, price, place, promotion)

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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**)?
- 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)?

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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**)?

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Process Evaluation: Changes to the Environment or to Policy

- **Policy:** changing laws, regulations, and rules (formal and informal)
 - **Environmental Change:** manipulating the economic, social, and physical environments
- What policies changed that affect access to services or products, or encourage/deter adoption of a recommended action?
- Were incentives added? Were social norms nudged? Did the physical environment become more enabling?

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Process Evaluation: Changes to the Environment or to Policy

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 (economic)

Process Evaluation: Changes to the Environment or to Policy

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?

Process Evaluation: Changes to the Community Infrastructure

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

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
- Etc.

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How will you evaluate?

- Quantitative methods and designs (e.g., control groups and quasi-experimental or experimental designs) How much change occurred? How 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)

How will you evaluate?

- Surveys: Mail, telephone, Internet
- In-depth, face-to-face interviews
- Informal interviews & 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

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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.

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Where will you evaluate?

The answer to this question is largely determined by the nature of the specific project.

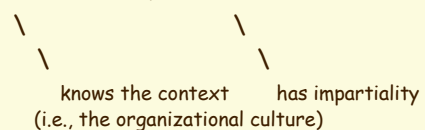
In the *Believe in All Your Possibilities* campaign targeting youth drinking, youth could be given questionnaires at school, but also could be observed at their local "hangouts." Evaluators could also collect data in their neighborhoods, at PTA meetings (secondary audiences of parents, teachers, administrators, and others), at hospitals, or at police departments.

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Who will do the evaluating?

Internal vs. external evaluator:



Other considerations: What effect will data collectors and interviewers have on the data collected? Have persons from the audience segment(s) of interest been involved?

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Evaluating Costs of the Intervention

IDENTIFY THE INGREDIENTS OF THE PROGRAM

DETERMINE THE VALUE OF INGREDIENTS AND

TOTAL PROGRAM COST ÷ EXPOSURES =
cost per exposure

COMPLEXITIES CAN BE CONSIDERABLE

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Evaluating Costs of the Intervention

Hard to do!

Audience exposure does not equate to audience penetration

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

Budget

- 15 - 20% minimum of total budget, possibly a good deal more to include careful baseline measures and monitoring of the implementation

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Ultimate Uses of Evaluation Data

- Demonstrate that a change in the norm has 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.

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Q & A

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