



Program Evaluation-101

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Housekeeping notes



- The presentation slides are available in the ‘Materials’ section on the right side of your screen as a PDF file.
- Use the phone line for optimal audio quality.
- All attendees on the phone are mute
- There will be a short evaluation survey for all webinar attendees at the completion of the webinar.

Your questions are encouraged



- Questions, and comments are encouraged throughout the presentation.
- Use the **chat pane** of the Control Panel on the right side of your screen to type in your question and click **Send**
- Questions will be answered at the end of the webinar in the order of their receipt.

Learning Objectives



- ✓ Learn about:
 - What is Evaluation?
 - Why Evaluation is important?
 - The CDC Framework for Program Evaluation in Public Health
 - CDC Evaluation Framework Standards for Program Evaluation
 - Key Elements of an Evaluation Plan



What is Evaluation ?

- ✓ “ the systematic investigation of the merit, worth, or significance of an object ”

Michael Scriven

- ✓ “...the systematic assessment of the operation and/or outcomes of a program or policy, compared to a set of explicit or implicit standards as a means of contributing to the improvement of the program policy...”

Weiss Carol

- ✓ “ A systematic way to determine the value of a program, program components, or activity”

Unknown

Surveillance, Monitoring, and Summative Evaluation



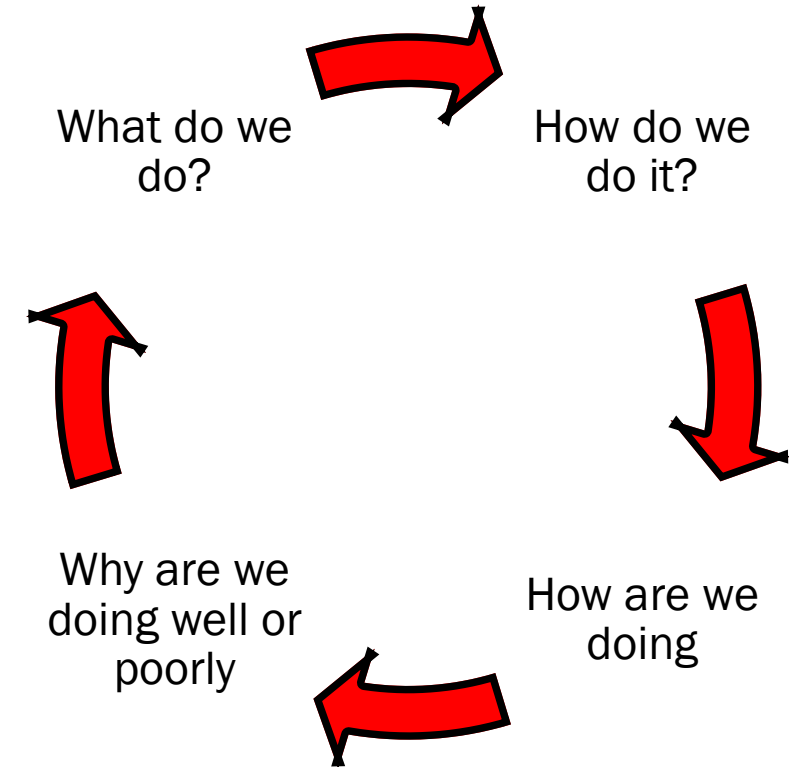
- **Surveillance** – is continuous, includes routine data collection on various factors over regular intervals of time. Surveillance systems are:
 - A data source for program evaluation- especially of long-term and population based outcomes
 - A resource for formative (pre-implementation) evaluation
- **Monitoring** – tracks changes in program outcomes over time
- **Summative Evaluation** – seeks to measure changes that occur in output, outcome, and impacts associated with program activities.



QI processes are integrated...

Continuous Quality Improvement (QI) Cycle:

- **Planning** – What actions will best reach our goals and objectives
- **Performance measurement** – How are we doing?
- **Evaluation** – Why are we doing well or poorly?

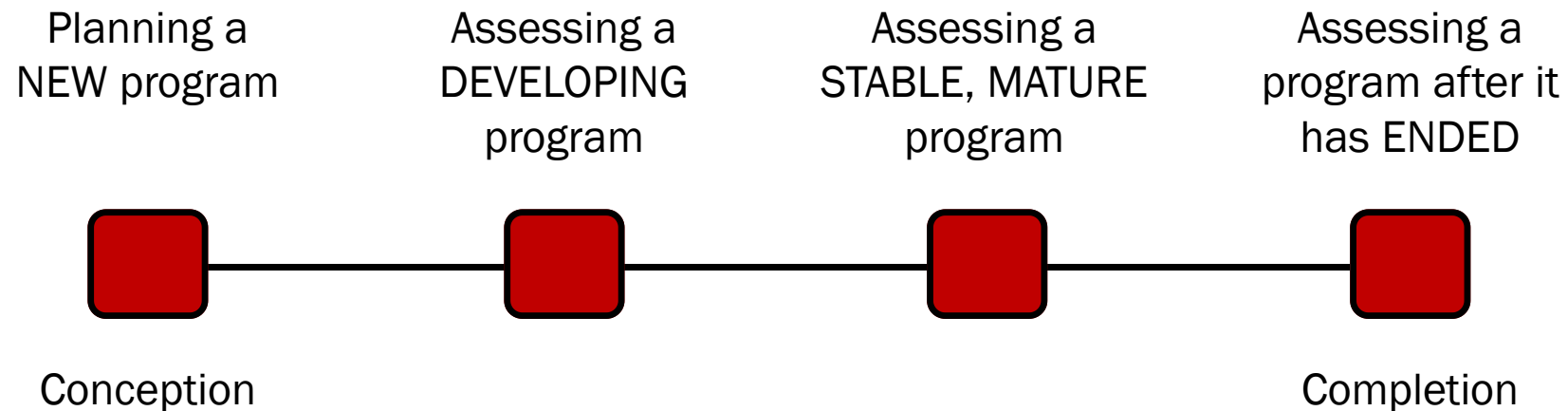


What Can be Evaluated?



- Direct service interventions
- Community mobilization efforts
- Research initiatives
- Surveillance systems
- Policy development activities
- Disease burden
- Prevention services
- Communication campaigns
- Infrastructure-building projects
- Training and educational services
- Administrative systems

When to conduct an Evaluation?



The **stage of program development** influences the reason for program evaluation.



Why Evaluate Programs?

- ✓ To gain insight about a program and its operations – to see where we are going and where we are coming from, and to find out what works and what doesn't
- ✓ To improve practice – to modify or adapt practice to enhance the success of activities
- ✓ To assess effects – to see how well we are meeting objectives and goals, how the program benefits the community, and to provide evidence of effectiveness
- ✓ To build capacity - increase funding, enhance skills, strengthen accountability

CDC Framework for Program Evaluation



Framework for Program Evaluation in Public Health - MMWR, 1999



The Four Standards

- ✓ **Utility:** Who needs the information and what information do they need?
- ✓ **Feasibility:** How much money, time, and effort can we put into this?
- ✓ **Propriety:** What steps need to be taken for the evaluation to be ethical?
- ✓ **Accuracy:** What design will lead to accurate information?

Standard: Utility



Ensures that the information needs of intended users are met.

- ✓ Who needs the evaluation findings?
- ✓ What do the users of the evaluation need?
- ✓ Will the evaluation provide relevant (useful) information in a timely manner?

Standard: Feasibility



Ensures that evaluation is realistic, prudent, diplomatic, and frugal.

Are the planned evaluation activities realistic given the time, resources, and expertise at hand?

Standard: Propriety



Ensures the evaluation is conducted legally, ethically, and with due regard for the welfare of those involved and those affected.

- ✓ Does the evaluation protect the rights of individuals and protect the welfare of those involved?
- ✓ Does it engage those most directly affected by the program and by changes in the program, such as participants or the surrounding community?

Standard: Accuracy



Ensures that the evaluation reveals and conveys technically accurate information.

- ✓ Will the evaluation produce findings that are valid and reliable, given the needs of those who will use the results?

Steps in Program Evaluation



- ✓ Step 1: Engage Stakeholders
- ✓ Step 2: Describe the Program
- ✓ Step 3: Focus the Evaluation Design
- ✓ Step 4: Gather Credible Evidence
- ✓ Step 5: Justify Conclusion
- ✓ Step 6: Ensure Use and Share Lessons Learned

Logic behind the 6 steps

- ✓ **No evaluation is good unless...** findings are used to make a difference
- ✓ **No findings are used unless...** a niche has been created prior to creating the product
- ✓ **No niche is created unless...** the evaluation is well-focused, including most relevant and useful questions



Step 1: Identifying Stakeholders

- ✓ Who are the stakeholders?
 - Persons involved in program operations
 - Persons served or affected by the program
 - Intended users of evaluation findings

- ✓ What is their interest in the program?
 - Do they support the program?
 - Are they skeptical about or antagonistic toward the program?



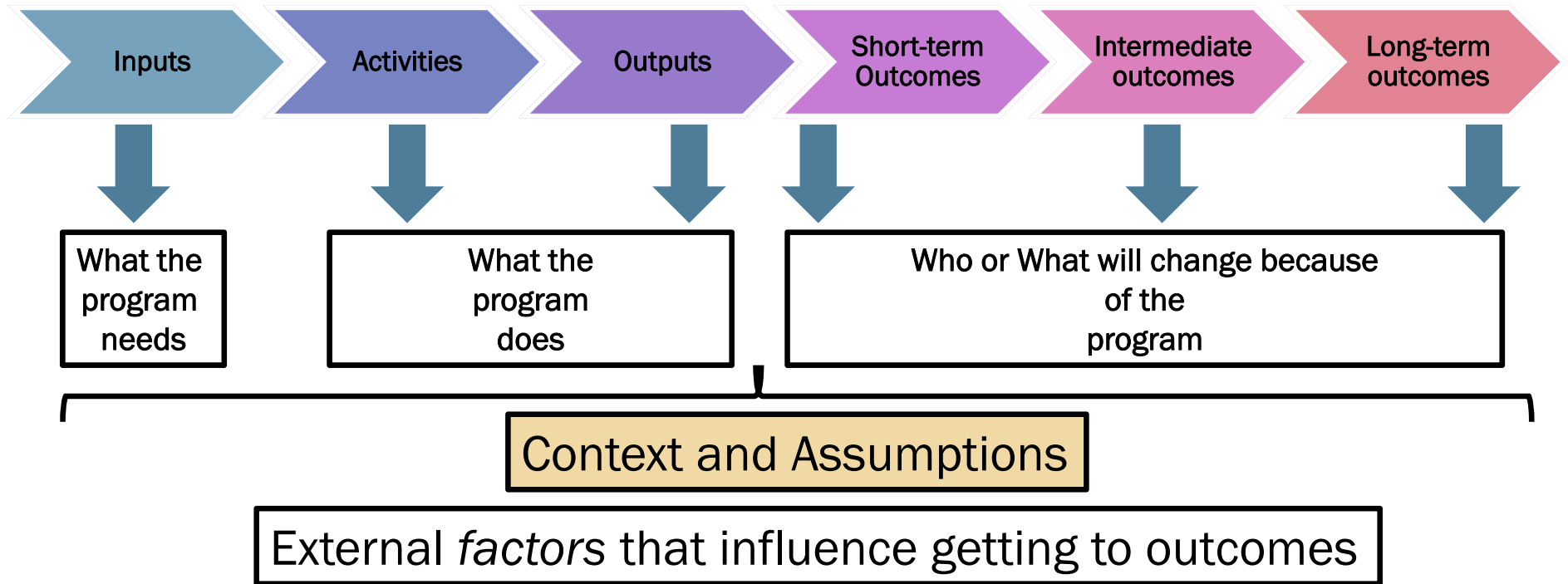
Step 2: Describe the Program

- ✓ Don't jump into planning or evaluation without clarity on:
 - The big “*need*” your program is to address
 - The key *target group(s)* who need to take action
 - The kinds of actions they need to take (your intended *outcomes* or objectives)
 - *Activities* needed to meet those outcomes
 - “Causal” *relationships* between activities and outcomes

Program Description - Logic Models

- ✓ **Logic Models** are graphic depictions of the relationship between your program's activities and its intended effects
- ✓ **Logic Models** show:
 - Activities linked to outcomes
 - Relationships/connections that make sense (are logical)
 - Arrows indicate the connections (“If-then” relationships)
- ✓ **Logic Models** should be understandable
- ✓ **Logic Models** do not and cannot explain everything about a program

Complete Logic Model



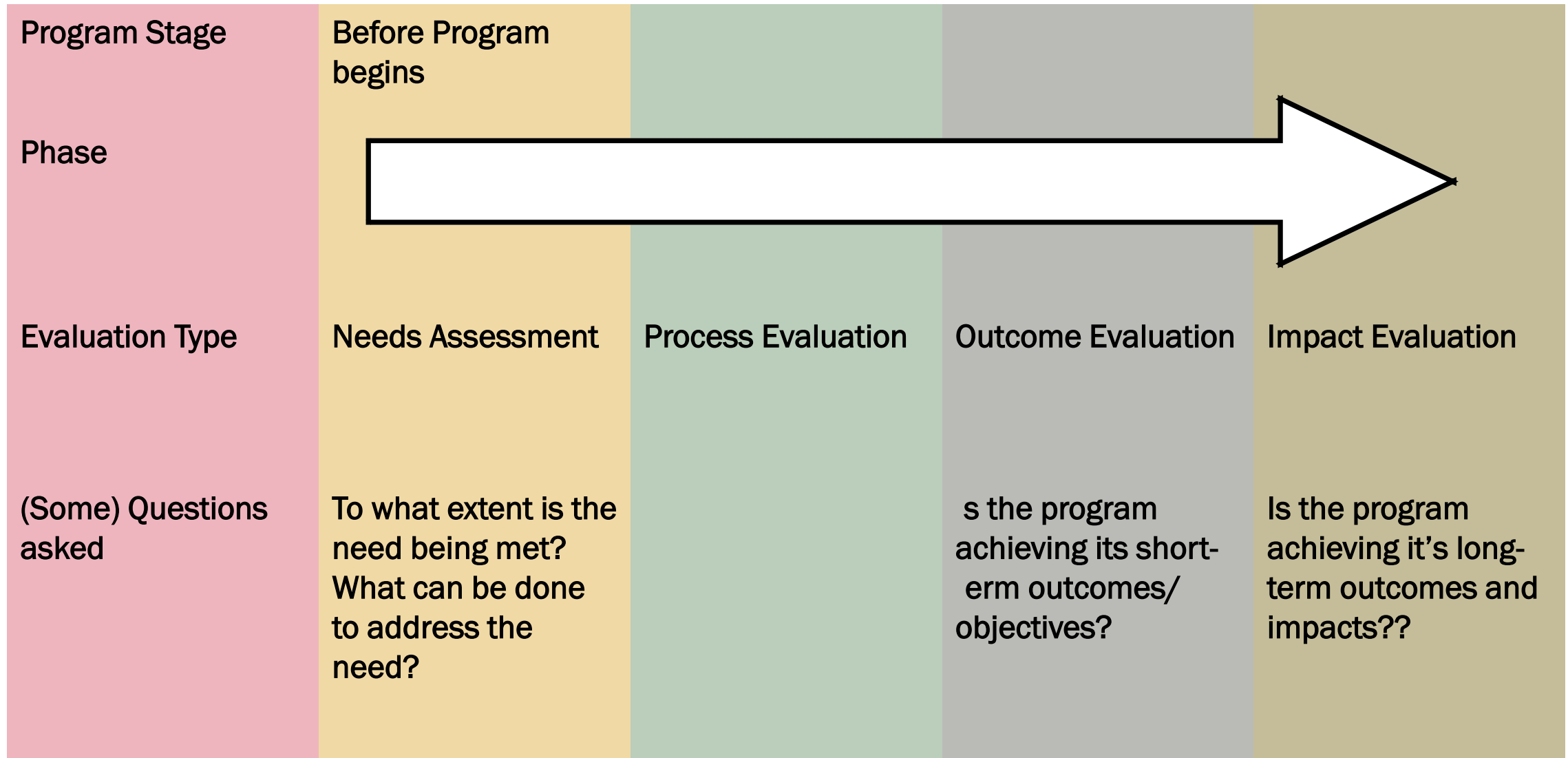
Step 3: Setting Evaluation Focus: Some Rules



Based on “utility” standard:

- **Purpose:** Toward what end is the evaluation being conducted?
- **User:** Who wants the information and what are they interested in?
- **Use:** How will they use the information?

Phases and Types of Evaluation



What is an Indicator?

- ✓ Specific, observable, and measurable characteristics that show progress towards a specified activity or outcome.

Selecting Indicators

- ✓ Focused and measure an important dimension of the activity or outcome
- ✓ Clear and specific in terms of what it will measure
 - NOT components of the activity/outcome
 - NOT “fruits” of the activity/outcome
- ✓ At least one indicator for each activity or outcome of interest; but may need multiple ones

Step 4: Gather Evidence...

- Written Surveys
- Personal Interviews
 - Individual, group
 - Structured
 - Semi-structured
 - Conversational
- Observation
- Document analysis
- Case study
- Group assessment
- Brainstorming, Delphi, nominal group, fishbowl
- Role play, dramatization
- Expert or peer review
- Portfolio review
- Consensus Building
- Testimonials
- Perception tests
- Hypothetical scenarios
- Storytelling
- Geographical mapping
- Concept mapping
- Free listing
- Sociograms
- Debriefing sessions
- Photography
- Drawing
- Art
- Videography
- Diaries/journals
- Logs, activity forms, registries

Clustered into these Six Categories...

- Surveys
- Interviews
- Focus Groups
- Document review
- Observation
- Secondary data analysis



Step 5: Justifying Conclusions

- ✓ Analyzing and synthesizing data are key steps
- ✓ Always REMEMBER: “Objective data” are interpreted through a prism of stakeholder “values”
- ✓ Some Prisms:
 - Cost and cost-benefit
 - Efficiency of delivery of services
 - Health disparities reduction
 - Population-based impact, not just impact on those participating in the intervention
 - Causal attribution
 - Zero defects

Developing Recommendations



- ✓ Recommendations should be:
- ✓ Linked with the original purpose of your evaluation.
- ✓ Based on answers to your evaluation questions.
- ✓ Linked to findings from your evaluation
- ✓ Tailored to the users of the evaluation results to increase ownership and motivation to act.

Step 6: Ensure Use and Share Lessons Learned



- ✓ The ultimate payoff!
- ✓ Product of work done in earlier steps
- ✓ Share results and lessons learned with stakeholders
- ✓ Use your evaluation findings to modify, strengthen, and improve your program



How to Share the Evaluation Results/ Recommendations

- ✓ Consider information needs of the audiences/
stakeholders

- ✓ Tailor message and format of dissemination to the
users of the evaluation results
 - Oral
 - Written
 - Full report
 - Executive Summary



Evaluation Plan vs. Evaluation Focus

- ✓ **Evaluation Plan:** How I intend to measure all aspects of my program--all the boxes (and arrows) in my logic model?
- ✓ **Evaluation Focus:** The part of my program that needs to be measured in **this evaluation, this time?**
- ✓ Over life of the program:
 - Evaluation plan may never change
 - Evaluation focus is always changing

Key Elements of an Evaluation Plan



- ✓ **Title page**, including program name and evaluation dates
- ✓ **Evaluation questions overview**, a brief summary of the questions that the EP will answer (usually provided as part of the executive summary)
- ✓ **Intended use and users** of the EP, this section is particularly important as it clarifies the purposes of the evaluation and who will have access to the evaluation results
- ✓ **Program description** of the local OHP, including program narrative and logic model
- ✓ **Evaluation focus**, a description of how the priorities of the evaluation were determined and how the focus of the evaluation (or the priorities) fit within the available resources and environmental context of the program.
- ✓ **Methods**, including oral health indicators and performance measures, data sources, selection of appropriate data analysis methods, roles and responsibilities, and credibility of data and analyses
- ✓ **Analysis and interpretation plan**, including who will be involved in the analysis and interpretation of results, and how conclusions of the evaluation will be justified.
- ✓ **Use, dissemination, and sharing plan** for results of the evaluation, including target audience, goals of dissemination, and dissemination tools
- ✓ **Timeline** detailing when specific activities of the program evaluation will be completed.

Questions?



Evaluation

- Please don't forget to complete the survey at the end of this webinar.
- Your feedback is very important to us, so we thank you for taking the time to share your thoughts!

