

# Evaluation 101

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# Useful Evaluation

The goal is to get the right information into the hands of the right people, in a timeframe, and format that they can use to make the decisions they need to make

# Best Definition of Evaluation

“Evaluation is the systematic collection of information about the activities, characteristics and outcomes of programs (and projects or other interventions) to make judgements about the program, improve effectiveness, and/or inform decisions about future programming. Utilization-Focused Evaluation (UFE) is evaluation done for and with specific, **intended primary users** for specific, **intended uses**”

Michael Quinn Patton, (1997), Utilization Focused Evaluation, p. 23)



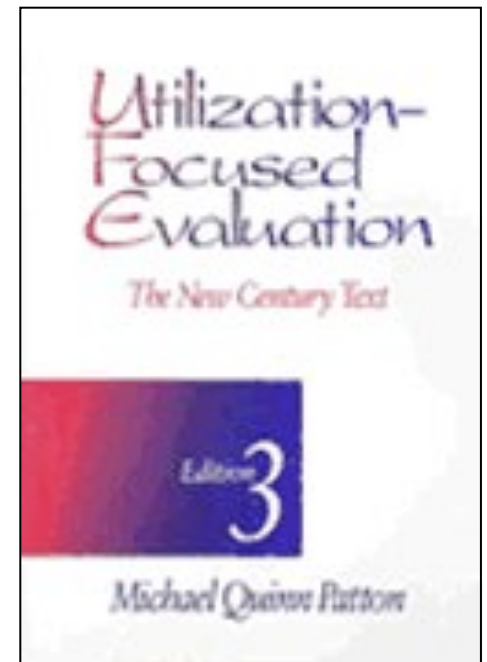
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# Purposes of Evaluation

- ❖ Create the best possible interventions
- ❖ Learn from mistakes
- ❖ Make modifications as needed (in progress)
- ❖ Measure & report on achievement of intended outcomes
- ❖ Produce data for future use in intervention planning and writing new grant proposals
- ❖ Demonstrate effectiveness of your intervention as a “best practice”

# “Utilization-Focused Evaluation”

- ❖ Focus from beginning on primary intended users and specific intended uses of evaluation results.
- ❖ Involves stakeholders from “day one” in decision making re: “their” evaluation
- ❖ Best model for stakeholder participation
- ❖ Produces extremely useful results
- ❖ Easy for internal evaluators, even without much experience



# How to Get Ready for Evaluation

- ❖ Identify intended users & intended uses
- ❖ Obtain stakeholder buy-in
- ❖ Get recent logic model or create one
- ❖ Decide on external or internal evaluators
- ❖ Form evaluation advisory committee
- ❖ Identify issues that may effect utilization of evaluation findings

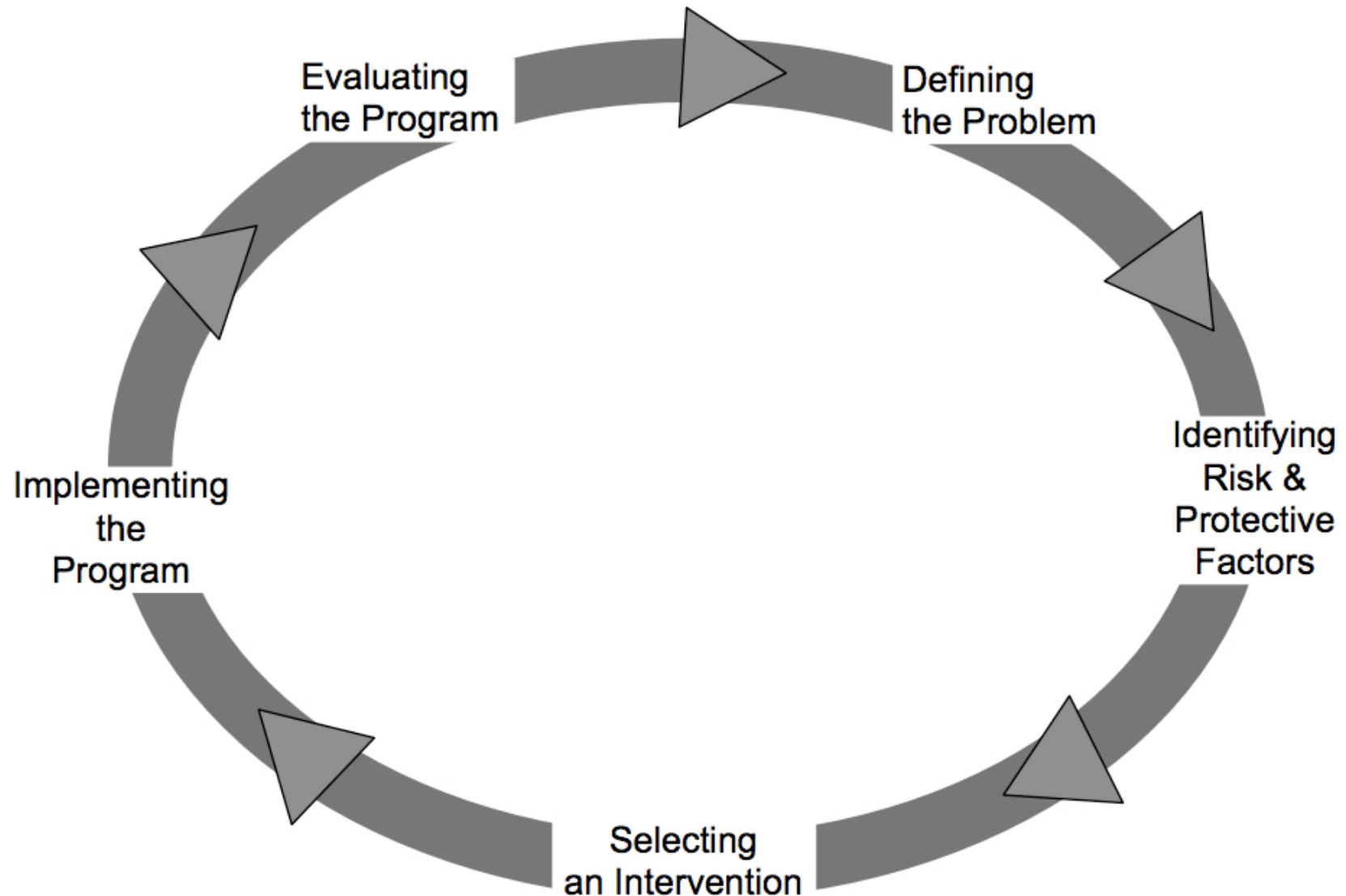
# Logic Models and Evaluation Planning

- ❖ Recent or New Logic Model required
- ❖ Because you've specified how your intervention's activities should lead to its intended outcomes-- evaluation questions become obvious

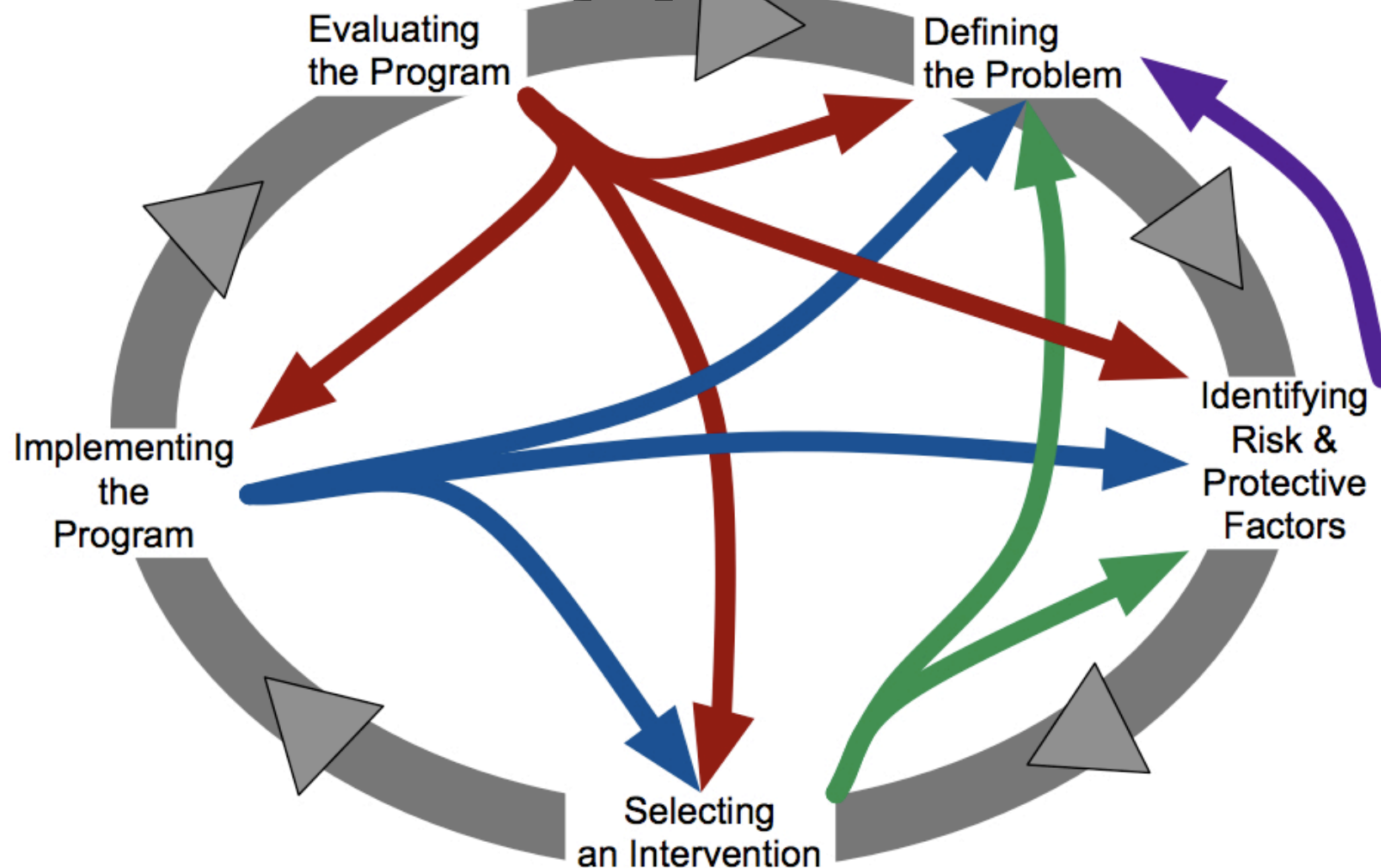
# The Link Between Planning, Management and Evaluation

- ❖ Evaluation supports all phases of planning, implementation and ongoing management of your intervention
- ❖ Evaluation activity begins immediately
- ❖ Different types of evaluation come into play at different stages of the intervention

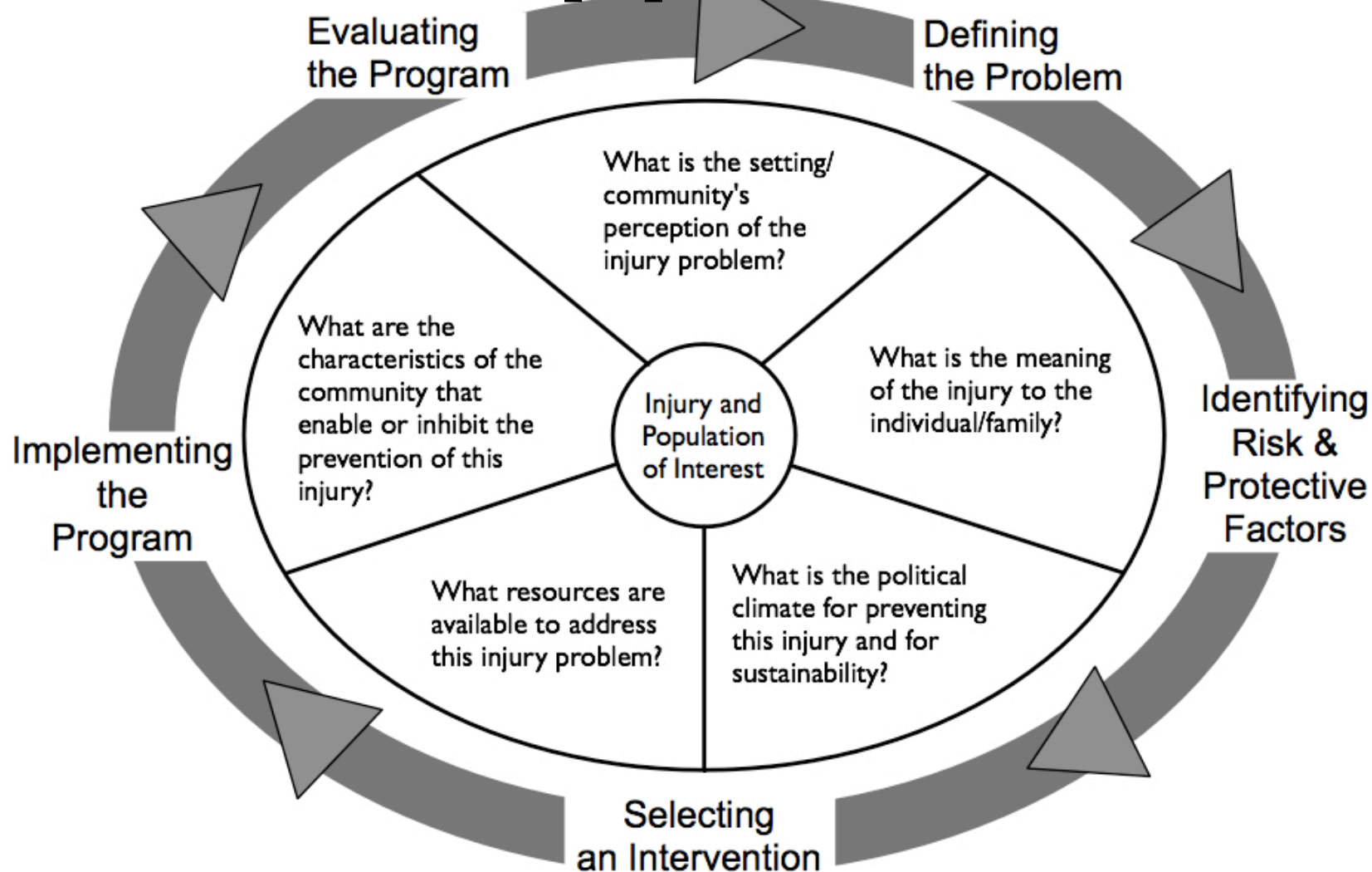
# A Public Health Approach



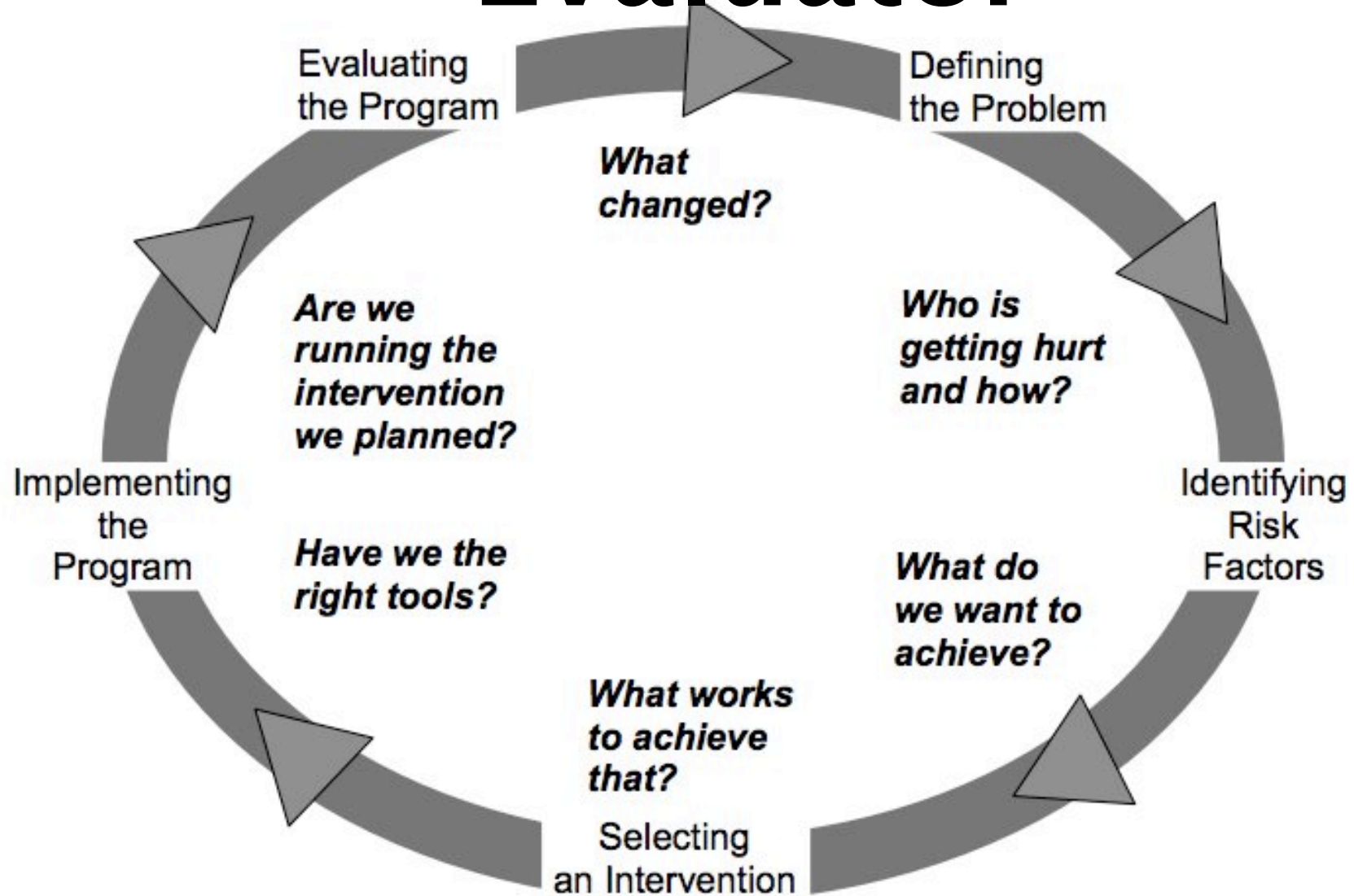
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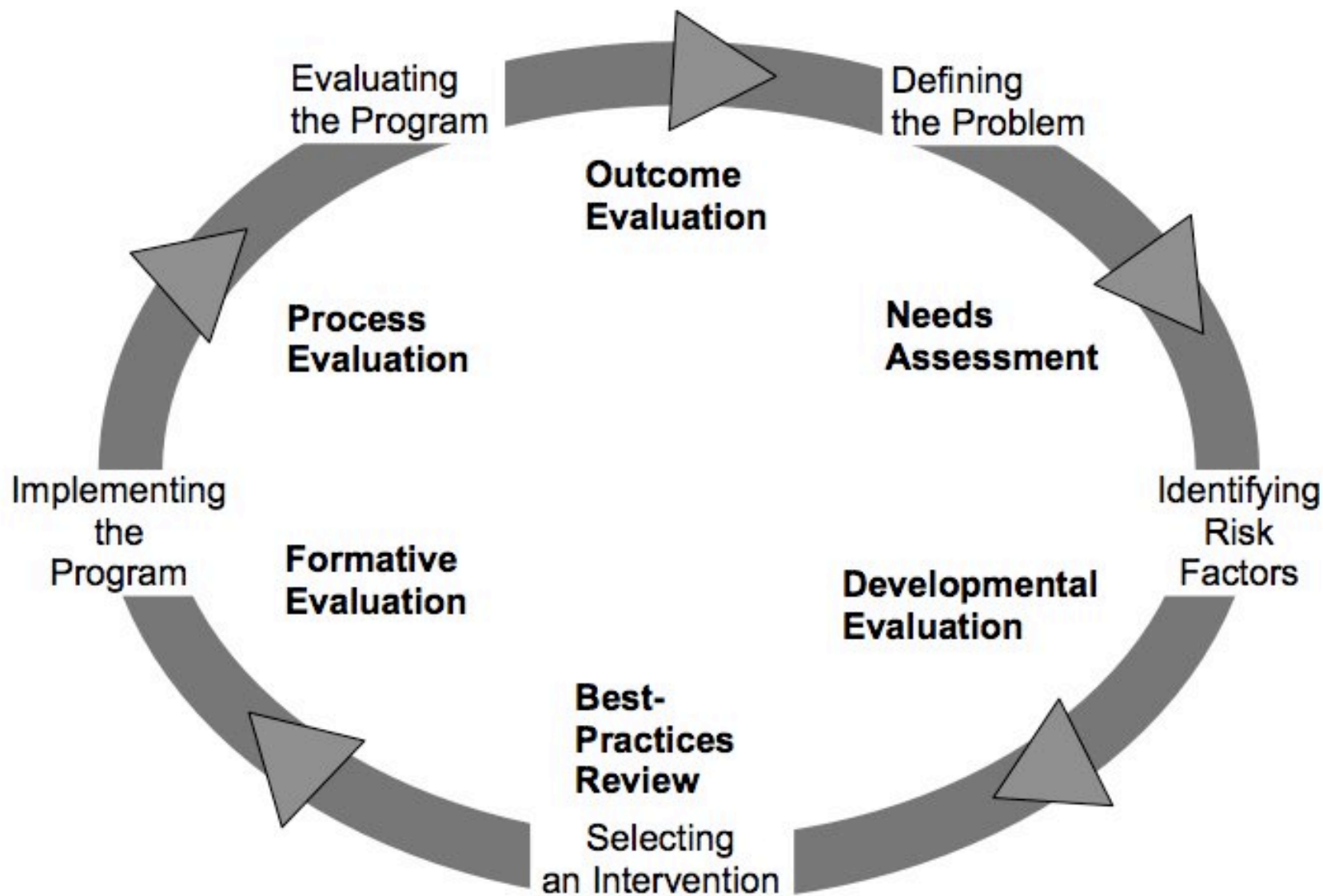
# A Public Health Approach



# Thinking Like an Evaluator



# Stages of Evaluation



# The Importance of Specifying Measurable Outcomes

As the Cheshire Cat said to a lost Alice in the woods of Wonderland, “If you don’t know where you’re going, you're liable to end up someplace else - and not even know it.”

# Key Ingredients to Evaluate Intervention Outcomes

- ❖ S.M.A.R.T. Objectives
- ❖ Clear Statements of “Intended Outcomes”
- ❖ Specifying targeted activities to achieve those outcomes
- ❖ Logically organizing activities

# What are your Intervention's “Goals”

- ❖ Goals are broad statements about the improvement expected over the long term
- ❖ Goals can be measured over the long term, but it is often more important to measure your progress through shorter-term objectives

# Translating Goals into Objectives

**Objectives are:**

- ❖ Statements of changes that are measurable, time limited, and specific to a given target population
  
- ❖ Frequently referred to as **intended outcomes**, and can be classified as short-term (intended to occur immediately) or long-term (requiring some time to occur)

# The Best Objectives are S.M.A.R.T.

**S – Specific**

**M – Measurable**

**A – Attainable**

**R – Relevant**

**T – Time-bound/Trackable**

# Planning the Intervention

Now that you have your objectives

- ❖ What **ACTIVITIES** do you need in order to achieve these objectives?
- ❖ Who are the **TARGETS** of these activities?
- ❖ How do these activities group together into the **COMPONENTS** of your intervention?

# Importance of Logic Models

- ❖ Specifies the intended relationships between the elements of the intervention
- ❖ Ensures that all stakeholders have a shared view of the intervention
- ❖ Ensures that the new intervention can be and is implemented as intended

# What is a Logic Model?

- ❖ Brief diagrams/flow charts that summarize how an intervention works in theory
- ❖ Attempts to clarify the cause/effect relationships among resources/activities and intended outcomes of the intervention
- ❖ Helps to identify problems arising from faulty intervention design or logic
- ❖ Helps in evaluation by focusing questions, indicating readiness for outcome evaluation

# The Five Parts of a Logic Model

Components of the Intervention

Major Activities within Each Component

Target(s) for Each Activity

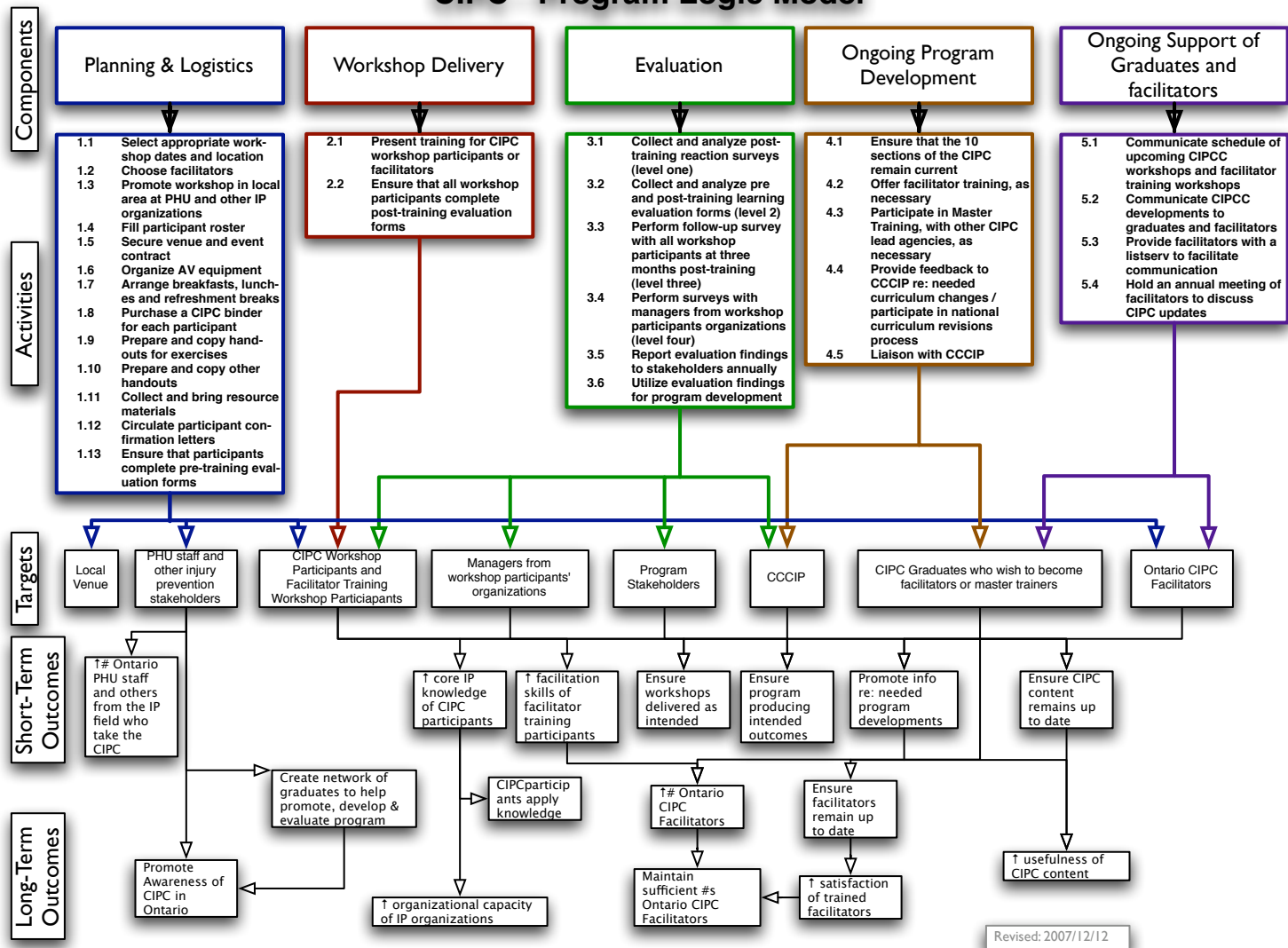
Intended Short-term Outcomes per Activity

Intended Long-term Outcomes per Activity

Abbreviated as **C.A.T.-S.O.L.O.**

# A Sample Logic Model

CIPC - Program Logic Model



# Creating Logic Models for Existing Interventions

- ❖ Downwards versus Upwards (existing vs. new)
- ❖ Involve your stakeholders
- ❖ Clarify program rationale
- ❖ Validate your model
- ❖ Not right/wrong but useful or not

# Available Resources on Logic Models

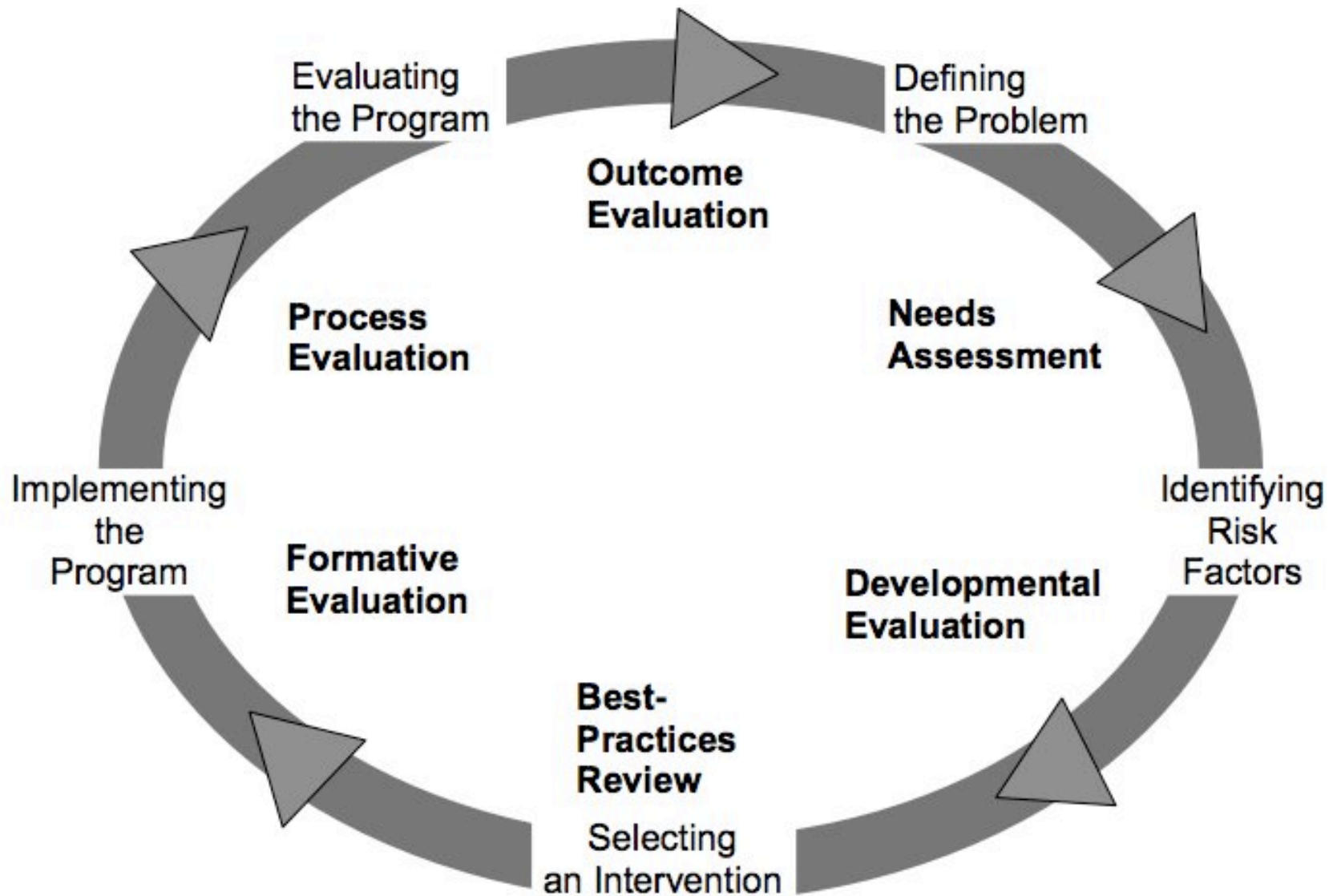
- ❖ A Program Evaluation Toolkit by the Ottawa-Carleton Health Department
  - ❖ Includes MS Word Templates for CAT & SOLO worksheets
- ❖ OIPRC Evaluation Toolkit  
([www.oninjuryresources.ca](http://www.oninjuryresources.ca))
- ❖ Essential Skills Series by the Canadian Evaluation Society
- ❖ Software for drawing the flow chart



# Choosing Internal versus External Evaluators

- ❖ Sponsor Requirements
- ❖ Amount of Available Resources
- ❖ Expertise Needed
- ❖ Availability of evaluators
- ❖ Needn't be "either-or"

# Stages of Evaluation



# Needs Assessment

- ❖ Part of defining the problem, and identifying risk factors
- ❖ Use of locally relevant data
- ❖ Public interpretation of the problem
- ❖ Public will
- ❖ Political will

...Your social and policy context!

# Developmental Evaluation

- ❖ Designing the right intervention based on the best available evidence
- ❖ Have intended outcomes been clearly identified?
- ❖ Is the intervention's logic sound?

# Formative Evaluation

- ❖ Testing the approach, and specific tools of your intervention
- ❖ Are proposed messages likely to reach the people you are trying to serve?
- ❖ How will people in the target population get information?
- ❖ Whom the target population respects as a spokesperson
- ❖ Details that the program developers may have overlooked

# Process Evaluation

- ❖ Shows how well a program is working
- ❖ Identifies early problems that occur in reaching the target population
- ❖ Allows programs to evaluate how well their plans, procedures, activities and materials are working and make adjustments if necessary

# Outcome Evaluation

- ❖ Shows the degree to which the intervention is producing the intended outcomes for the clients
- ❖ Tells us if this intervention could be considered a Best Practice for wide dissemination
- ❖ Not really about making a summative judgment about an intervention

# How do you Measure Outcomes?



# Qualitative Methods

- Personal interviews
- Focus groups
- Participant-Observation

# Quantitative Methods

- Counting systems
- Surveys
- Experimental and quasi-experimental designs

# Common Evaluation Choices & Issues

- ❖ Choosing a Research Design
- ❖ Use a Mix of Quantitative & Qualitative Measures
- ❖ Standardized & Custom Measures
- ❖ Use Multiple Data Collection Methods
- ❖ Use Multiple Data Sources
- ❖ Consider Use in All Decisions

# What Does Evaluation Cost?

- ❖ Costs for evaluation vary greatly depending upon many issues
- ❖ Using internal evaluators is much less costly
- ❖ As a general rule: practitioners should budget 5% to 15% of one year's operating costs of the intervention for evaluation costs

# How to Maximize Use of Evaluation Findings

- ❖ Involve key stakeholders
- ❖ Use multiple reporting/disseminating/translation methods & types
- ❖ Use different reporting methods for different audiences
- ❖ Share findings with the community of practitioners, researchers, policy makers, etc.

# Stakeholder

- ❖ At each stage of evaluation, more stakeholder participation will result in more utilization of findings
- ❖ Stakeholder participation leads to better plans & implementation
- ❖ Utilization begins almost immediately
- ❖ Stakeholders know how to report findings so they will be used
- ❖ Stakeholders multiply dissemination efforts

# Challenges for Evaluation

- ❖ Should be built in with the program design
- ❖ Can be costly if done with external consultant
- ❖ Often difficult to assess the “exposure” to a particular intervention
- ❖ Multiple factors affect behaviours of target clients
- ❖ Interventions may meet objectives but not overall goals if program was not designed properly
- ❖ Duration of the specific intervention may affect timing of success

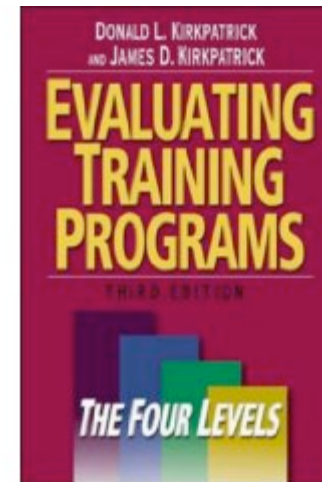
# Evaluation Tips

- ❖ If you don't do evaluations - get help, but don't be afraid to use internal resources
- ❖ Ensure evaluation occurs at all stages
- ❖ Have a mixture of qualitative and quantitative data
- ❖ Try to have at least one objective measure of intended outcomes
- ❖ Remember Use! If you don't plan to use your results--don't ask the question!

# Evaluating Training Programs

- ❖ Based on Kirkpatrick's seminal work
- ❖ Evaluation of four levels:

1. Reaction
2. Learning
3. Behaviour
4. Results



# 1. Reaction

- ❖ Think “Customer Satisfaction”
- ❖ Expected by your clients
- ❖ Start with what you need to know, and what you can/would change if you were asked to
- ❖ Design questions/form to quantify that information
- ❖ Get 100% immediate, honest responses

# 2. Learning

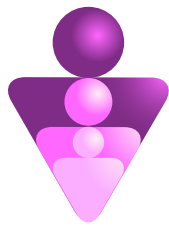
- ❖ What knowledge was gained?
- ❖ What skills were developed? (performance test if possible)
- ❖ What attitudes were changed?
- ❖ Requires a comparison--thus need to think in terms of pre/post
- ❖ Comparison (Control) group also useful

# 3. Behaviour

- ❖ Transfer of K/A/B from training to the job
- ❖ Know what's reasonable to expect
- ❖ Allow sufficient time for changes to occur
- ❖ Comparisons with baseline and controls are both useful
- ❖ Self reports combined with more objective measures if possible (supervisor reports, etc.)

# 4. Results

- ❖ If the other levels are “what” this is “so what” and “now what”
- ❖ Long-term impact of training on workplace outcomes
- ❖ Often a cost-benefit or return on investment approach is necessary
- ❖ Evidence not proof
- ❖ Taken in context of other three levels



# Ontario Injury Prevention Resource Centre

[www.OnInjuryResources.ca](http://www.OnInjuryResources.ca)