



Program Evaluation Overview and Key Concepts

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Overview

- ▶ Why evaluate your program
- ▶ Steps for conducting an evaluation
- ▶ Common types of evaluations
- ▶ Using a logic model framework to guide your evaluation
- ▶ Selecting an evaluation design to meet your evaluation questions
- ▶ Designing a process evaluation
- ▶ Designing an outcomes evaluation

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Why Evaluate?

- ▶ Demonstrate to state MCH program, state legislature or other funders resources are being effectively utilized to improve health outcomes
- ▶ Determine for yourself effectiveness of a program or intervention
- ▶ Provide accountability / credibility within your community
- ▶ Use as part of continuous quality assurance process to monitor and adjust program operations or interventions

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Why Evaluate?

- ▶ Build understanding and commitment to program goals
- ▶ Use process of evaluation to affect those who participate...stimulate dialogue, support organizational change, teach evaluation skills, stimulate critical thinking
- ▶ Share information for purposes of replication (models) or share experience (what hasn't worked/why)

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Key Concepts

- ▶ Program evaluation is a systematic investigation of the performance of a program (structure, activities, results and/or costs)
- ▶ Program planning and evaluation should not be separated – Ideally it should be an integrated process
- ▶ Focus the evaluation to the needs of the Stakeholders (decide who these are and involve them)

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Assigning Value to Program Activities

- ▶ What will be evaluated? (That is, what is the program and in what context does it exist?)
- ▶ What aspects of the program will be considered when judging program performance?
- ▶ What standards (i.e., type or level of performance) must be reached for the program to be considered successful?
- ▶ What evidence will be used to indicate how the program has performed?
- ▶ What conclusions regarding program performance are justified by comparing the available evidence to the selected standards?
- ▶ How will the lessons learned from the inquiry be used to improve public health effectiveness?

From the Center for Disease Control, *Framework for Program Evaluation in Public Health*

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6 Steps for Program Evaluation

1. **Engage stakeholders** - including those involved in program operations; those served or affected by program; and primary users of the evaluation
2. **Describe the program** - including the need, expected effects, activities, resources, stage, context and logic model
3. **Focus the evaluation design** to assess issues of greatest concern to stakeholders. Consider purpose, users, uses, questions, methods and agreements
4. **Gather credible evidence** to strengthen evaluation judgments and recommendations that follow
5. **Justify conclusions** by linking them to the evidence gathered and judging them against agreed-upon values or standards set by the stakeholders.
6. **Ensure use and share lessons learned** with these steps: design, preparation, feedback, follow-up and dissemination.

Source: Centers for Disease Control,
<http://www.cdc.gov/eval/steps/index.htm> 7

Types of Evaluation

- **Needs/Asset Assessment**
- **Formative Evaluation**
- **Process Evaluation**
- **Outcome Evaluation**
- **Efficiency/Economic Evaluation**

Needs/Asset Assessment

- ❖ Provides a profile of the health status of the community and the population of interest and identifies health, health access, and health care problems and strengths
- ❖ Identifies services or program activities currently or potentially addressing needs

Needs/Asset Assessment

- ▶ When do you perform a needs/asset assessment?
 - Before program planning and before program implementation
- ▶ It tells us:
 - How great the need is
 - The most affected group
 - Available resources to meet the need

Formative Evaluation

- ▶ Used during the initial planning or early stages of program implementation to determine the feasibility of implementing the intervention activities and to assist in refining or redefining activities to make them more effective

Formative Evaluation

- ▶ When do you perform a formative evaluation?
 - Before implementation of program activities, during planning
- ▶ It tells us:
 - The feasibility of the intervention
 - The program design or program implementation conforms with the plan
 - Changes to be made to increase intervention effectiveness

Process Evaluation

- ▶ Used in the early stages of program implementation to determine whether the planned resources have been actualized and whether the expected program services are delivered
- ▶ Used on an ongoing basis, providing periodic feedback, to assist further program development and management

Process Evaluation

- ▶ When do you perform a process evaluation?
 - Throughout the implementation and continuation of the program activities
- ▶ It tells us:
 - Whether the intervention is being implemented as intended

Outcome Evaluation

- ▶ Used immediately following the conclusion of a program activity or program cycle to assess the net effects of the intervention efforts and then assessed at intervals over the life of a program
- ▶ Studies actual program intermediate outcomes

Outcome Evaluation

- ▶ When do you perform an outcome evaluation?
 - Immediately following the conclusion of the program (activity) or program cycle
- ▶ It tells us:
 - Whether the intervention is producing the predicted changes in the target group/ system/policies
 - Whether the stated objectives are being achieved

Efficiency/Economic Evaluation

- ▶ Used after a program has begun to generate outcome data to assess the cost effectiveness and cost/benefit of a particular program
- ▶ Also known as a cost analysis evaluation

Efficiency/Economic Evaluation

- ▶ When do you perform an efficiency/ economic evaluation?
 - After an outcome evaluation has shown the program's interventions to be effective
- ▶ It tells us:
 - Whether resources are being used efficiently
 - The programs costs relative to its benefits and other similar programs

The Right Fit

- ▶ The program's stage of development
- ▶ The needs of the stakeholders
- ▶ The professional insight of the evaluator
- ▶ The resources available for evaluation

Why Use a Logic Model?

- ▶ To guide program and evaluation development
- ▶ To assess the potential for demonstrating that the intervention will achieve outcomes
- ▶ To assist in identifying problems in program design or implementation, so that they may be addressed
- ▶ Often required by funding agency

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Key Concepts – Logic Model

- ▶ Program logic model should be developed that reflects theory(ies) of change as demonstrated in proven or promising interventions
- ▶ Must be a strong, logical relationship between the program structure, its activities and outcomes
- ▶ Logic model depicts how the program will work to achieve desired change (outcome)
- ▶ Every step in logic model must be evaluated to determine what went well and what didn't

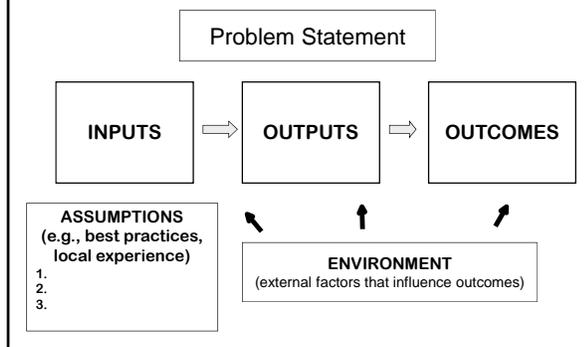
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When Used For Evaluation

- ▶ Provides logical structure for implementing a theory of change
- ▶ Useful to communicate how a program works
- ▶ Useful to assess whether the program is operating as designed
- ▶ Assists with identification of important evaluation questions

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The Logic Model Framework



The Problem Statement



Crucial! Ask the following:

- What does the program seeks to change?
 - Long Term?
 - Program Life?

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Key Concepts – Logic Model

- ▶ A logic model provides framework to help us to understand how the inputs (resources) and outputs (activities and participant) lead to expected outcomes (results)
- ▶ Helps translate the expected outcomes into meaningful, measurable objectives and as program activities are defined, their expected outputs (i.e. services delivered) are translated into process objectives
- ▶ By quantifying the expected reach of the program activities (e.g. # served), a performance measure based on this number provides the data that tells stakeholders the extent to which program outcomes will be achieved

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Program Components

INPUTS	OUTPUTS		OUTCOMES		
Resources	Activities	Participation	Short term	Inter-mediate	Long term
What is invested / available	What is done	Who is reached	With what results		

INPUTS

STAFF (special requirements)
 MONEY
 LOCATION
 VOLUNTEERS
 PARTNERS
 EQUIPMENT
 TECHNOLOGY

OUTPUTS	
What program does	Who it affects
ACTIVITIES Treatment Classes Counseling Skill development Case management Curriculum design Trainings Conferences	PARTICIPATION Participants Providers Policy makers 

PROGRAM OUTCOMES		
What results for individuals, agencies, and communities...		
SHORT <i>Learning / Program process</i>	INTERMEDIATE <i>Action</i>	LONG-TERM <i>Conditions</i>
Materials Services Awareness Knowledge Attitudes Skills Opinions Aspirations Motivation	Behavior Practice Decisions Policies Systems change	Mortality Morbidity Quality of Life Environmental

Review Of Benefits Of Using A Logic Model Framework for Evaluation

- ▶ Summarizes complex program and helps identify appropriate evaluation questions
- ▶ Helps clarify expected program outcomes in the short, intermediate and long-term
- ▶ Specific outcomes will guide data to be collected to measure the outcomes
- ▶ Builds understanding and consensus (shared approach) with stakeholders
- ▶ Focus is on achieving and demonstrating outcomes

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Key Concepts

- ▶ Ideally, should evaluate all aspects of a program, including to what extent and how well activities are implemented and expected outcomes as a result of activities
- ▶ Include context in which activities are implemented and other environmental factors as they can affect results and generalizability of results

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Determining the Scope of the Evaluation

Is your evaluation for:

- ▶ Program development, improvement, and/or insight to provide information about how a program works?
- ▶ Determining whether or not your program is effective?
- ▶ Determining whether or not your program is cost effective?
- ▶ Making a case to change program practices?
- ▶ Justifying continued financial or political support for a program?

Evaluation Measures and Methods

- ▶ To answer your evaluation questions, you will likely utilize a variety of data collected using different methods.
- ▶ Designing your evaluation involves deciding what kinds of data you want to collect and how to best collect them.

Revisit Evaluation Questions

Prioritization Considerations

1. What is the current stage of program development?
2. Are your evaluation questions still appropriate?
3. What do the stakeholders most want to know?
4. How difficult will it be to collect the data necessary to answer the question?
5. What resources are available to conduct the evaluation?
6. What is the evaluation timeline?
7. How will evaluation findings be used?

What is Evaluations Design and how is it determined?

- Design refers to how the evaluation questions, methods, and overall processes are constructed
- It dictates when, how and from whom measurements will be gathered
- It is determined by your evaluation questions

Conducting a Process Evaluation

- Most important question is usually "Was the program implemented as planned?"
- What did we actually do vs. what we said we were going to do?
- Was the program implemented with quality?
- What do others need to know to do what we did?
- Very useful for short-term and long-term improvement

Process Evaluation Questions	Process Evaluation Activities	Process Evaluation Resource Requirement
Did the program follow the basic plan of service delivery?	Monitoring program outputs	Expertise: Low Time: Low
What are the program characteristics?	Organizational assessment	Expertise: Low Time: Low
What are the program participants' characteristics?	Demographic and risk factor assessment	Expertise: Moderate Time: Moderate

Process Evaluation Questions	Process Evaluation Activities	Process Evaluation Resource Requirement
What is the participants' satisfaction?	<ul style="list-style-type: none"> ■ Satisfaction surveys ■ Focus groups 	Expertise: Low Time: Low Expertise: Moderate Time: Moderate
What is the staff's perception of the program?	<ul style="list-style-type: none"> ■ Program debriefing ■ Focus groups ■ Interviews 	Expertise: Low Time: Low Expertise: High Time: Moderate Expertise: Moderate Time: Moderate

Process Evaluation Questions	Process Evaluation Activities	Process Evaluation Resource Requirement
What were the individual program participants' dosages?	Monitoring individual participation	Expertise: Low Time: Moderate
What were the program component's level of quality?	Fidelity monitoring: Staff Fidelity monitoring: Observers	Expertise: Moderate Time: Moderate Expertise: Moderate Time: Moderate

Process Evaluation Example

Implementing a Baby-Friendly Hospital Policy

- ▶ What % of the targeted staff attended the training?
- ▶ What is the participants' satisfaction with the training?

Outcome Evaluation Designs

- ▶ Post only
- ▶ Pre-Post
 - Retrospective Pre-Post
- ▶ Pre-Post with a Comparison Group
- ▶ Pre-Post with a Control Group

Post Only

- ▶ Staff only measures outcomes after program is delivered
- ▶ Least useful because you can't measure change
- ▶ Can only compare results to previously collected data from another source

Pre-Post

- ▶ Can measure change by comparing baseline measurement to those taken after the program
- ▶ Does not require a control or comparison group
- ▶ Improvement over post only design, but still cannot have complete confidence your program caused the change, could be another reason

Retrospective Pre-Post

- ▶ Special case of pre-post design where participants at end of program rate themselves then and now
- ▶ Advantages of only administering measure once, more honest answers because of trust in program, easier to protect confidentiality – no need for identifiers
- ▶ Same drawbacks of pre-post, in addition participants might not accurately remember how they were

Pre-Post with a Comparison Group

- ▶ Assess two similar groups before, give one the intervention, then assess both groups at the end
- ▶ Increases confidence that your program was responsible for the change
- ▶ Challenge in finding a similar group, the more alike the two groups, the better
- ▶ Still can't be completely confident your program caused the change

Pre-Post with Control Group

- ▶ Randomly assign people to either a control group or a program (intervention) group assures that both groups are equal
- ▶ Gives you the most confidence that your program caused the changes you found

Relative Strengths of Outcomes Design

*** Pre-post with Control Group ***

Pre-post with Comparison Group

Pre-post

Post Only

How to choose an outcomes evaluation design?

Pre-post with a control group gives you the most confidence but:

- most challenging to implement
- \$\$\$
- Ethical considerations about treating some people but not others

Outcomes Evaluation Example

Implementing an effort to have local hospital adopt Baby-friendly Hospital policy

Short term objective = increase knowledge about the benefits of and barriers to breastfeeding among hospital staff

Long term objective = Increase rates of both any and exclusive breastfeeding

- What evaluation design would you use to measure success?
- Resources required, strengths and weaknesses of the design?

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