Objectives of session

- Overview evaluation framework and uses of evaluation
- Review logic models
- Introduce two types of evaluation
- Examine what makes a good evaluation question
- Discuss the identification of indicators

Evaluation

A systematic way of collecting information about the characteristics, activities, products, and outcomes of a program.

Evaluation Framework

Engage stakeholders
Describe the program
Focus the evaluation design
Gather credible evidence
Justify conclusions
Ensure use and share lessons learned

Logic Model

Problem Statement
What is the problem we want to address? Who does it affect?

Inputs
What resources will we invest in our program or project?

Outputs
What are we going to do?
Who are we going to reach?
What will be different immediately following participation?

Outcomes
What will be different if the short-term outcomes are achieved?
In the long-term (>5 years), what will be different if our program is successful?

Primary Types of Evaluation

Implementation or Process Evaluation
Outcomes Evaluation
Evaluation Considerations

- Age of the program
- Funding and budget
- Logistics
- Knowledge and values
- Consensus
- Influence

Ask the most critical questions as well as those about equity and disparities, like “For what groups does [this program] work?”

Implementation (Process) Evaluation

Exchanging core activities to determine what took place and make improvements

Implementation (Process) Evaluation Questions

- What are the critical components/activities of this project (both explicit and implicit) that allow for participation?
- What aspects of the implementation process are facilitating success for the project?
Why conduct an Implementation (Process) Evaluation

Ongoing feedback

- Strengths
- Barriers
- Meeting need
- Resources
- Staff performance and perceptions
- Community perceptions
- Staff and client interactions
- Quality of services
- Systemic change
- Experiences and satisfaction

Outcome Evaluation

Assesses the short- and long-term results of a project and seeks to measure the changes brought about by the project.

Why Conduct an Outcome Evaluation

Early evaluation activities

- Expected or hoped-for outcomes
- Short- and mid-term outcomes
- Thinking about how individual outcomes are connected to system outcomes

Later processes

- Demonstrating effectiveness through long-term outcomes
- Linking activities to outcomes

Outcome Evaluation

Client

Program

Broader Family or Community

Organization

System

1. Expected or hoped-for outcomes
2. Short- and mid-term outcomes
3. Thinking about how individual outcomes are connected to system outcomes

Later processes

- Demonstrating effectiveness through long-term outcomes
- Linking activities to outcomes
"What we see depends mainly on what we look for" – Sir John Lubbock

Getting Started on Evaluation Questions

We are conducting an evaluation of _______________ because _______________ in order to _______________.

Where Do Evaluation Questions Come From?

<table>
<thead>
<tr>
<th>Who</th>
<th>What do you/have they want to know?</th>
<th>How will they use the information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You/staff</td>
<td>How long does it take to complete client assessments and associated forms?</td>
<td>Improve workflow</td>
</tr>
<tr>
<td>Participants</td>
<td>Is it convenient to participate? What do I get out of participating?</td>
<td>Deciding whether to participate or at what level to participate</td>
</tr>
<tr>
<td></td>
<td>How many people are being seen? What percentage of those seen are showing improvements in depressive symptomology?</td>
<td>Deciding whether to champion the program in the community</td>
</tr>
<tr>
<td>Funder</td>
<td>What does the program do? How does it ensure that it meets the needs of my community?</td>
<td>Deciding if funding should be continued</td>
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<tr>
<td>Other stakeholders</td>
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</tbody>
</table>
What Makes a Good Evaluation Question?

Appropriate and relevant + Answerable + Reasonable to collect evidence = Good Evaluation Question

Is our depression support group increasing the state reimbursement rate for mental health services?

How has clients’ perception of the emotional and social support they have changed over the course of their participation in the program?

Are program participants doing better than before?

Compared to the beginning of the program, how have participants’ depressive symptoms changed?

Does exposure to physical violence cause depression?

At the end of program participation, how does the implementation of stress coping skills differ between participants with a history of exposure to violence and those without a history of exposure to violence?
What Makes a Good Evaluation Question?

Appropriate and relevant + Answerable + Reasonable to collect evidence = Good Evaluation Question

Translating Objectives into Questions

- **Specific**: What exactly do we want to accomplish?
- **Measureable**: How will we demonstrate the extent to which this objective was accomplished?
- **Attainable**: Is it realistic that this objective can be carried out?
- **Relevant**: How does this objective tie into the goals?
- **Time bound**: By when will this happen? How often will it happen?

Output Objective

Facilitate 12 depression self-management workshops using culturally adapted version of evidence-based curriculum during the first year of the program.

Evaluation questions

What changes were made to the evidence-based curriculum to make it culturally appropriate? How do these changes affect the implementation of the curriculum?
Outcome Objective
After participating in three or more sessions, 60% of attendees will report implementing two steps they took to self-manage their depression symptoms.

Evaluation questions
What percentage of participants who attended three or more sessions reported self-management actions?
What was different between those who did and those who did not?

Indicators
The evidence we can see, hear or read to demonstrate the outcome.

<table>
<thead>
<tr>
<th>Part of logic model</th>
<th>Inputs</th>
<th>Activities</th>
<th>Outcomes: Participants</th>
<th>Outcomes: Short term</th>
<th>Outcomes: Medium term</th>
<th>Outcomes: Long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Evaluation</td>
<td>Implementation or process evaluation</td>
<td>Outcomes Evaluation</td>
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<tr>
<td>Types of questions</td>
<td>What type and amount of resources were invested?</td>
<td>How many sessions were attended?</td>
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<tr>
<td>Indicators</td>
<td>Money used</td>
<td>Number of staff</td>
<td></td>
<td></td>
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<tr>
<td>Activities</td>
<td>Number of sessions held</td>
<td>Attendance logs</td>
<td></td>
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<tr>
<td>Outcomes: Short term</td>
<td>Satisfaction surveys</td>
<td>Number of percent demonstrating behaviors</td>
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<tr>
<td>Outcomes: Medium term</td>
<td>Improvement in reporting behaviors</td>
<td>Number of percent demonstrating improvements</td>
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<tr>
<td>Outcomes: Long term</td>
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</table>
Summary

Who Needs to know

What Information is necessary

Theory & Age Of the program

Can we reasonably collect the data

Summary

What we ask

How we ask

Indicators examined

How data is collected

Information we receive

Planning & Action

Questions

Contact Julie Loughran at juliel@uihi.org or 206.812.3042 to learn about individualized assistance developing logic models
Additional resources for evaluation

- Centers for Disease Control and Prevention
- The Kellogg Foundation
- Northwest/Center for Public Health Practice at the University of Washington
  [http://www.nwcphp.org/training](http://www.nwcphp.org/training)
- University of Wisconsin – Extension
  [http://www.uwex.edu/ces/pdande/evaluation/bceo/index.html](http://www.uwex.edu/ces/pdande/evaluation/bceo/index.html)
- University of North Carolina – Center for Public Health Preparedness
  [http://nphp.aph.unc.edu/training/Waring_list?media=view_kw](http://nphp.aph.unc.edu/training/Waring_list?media=view_kw)