Focusing Evaluation Design

Seattle Indian Health Board
Urban Indian Health Institute

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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

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Evaluation

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

- Program Improvement
- Requirements
- Accountability
- Evaluation
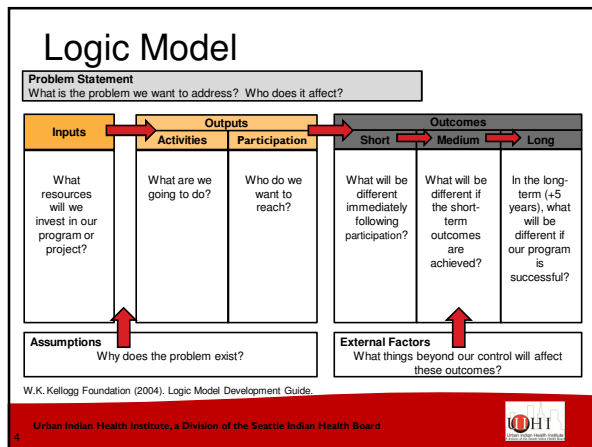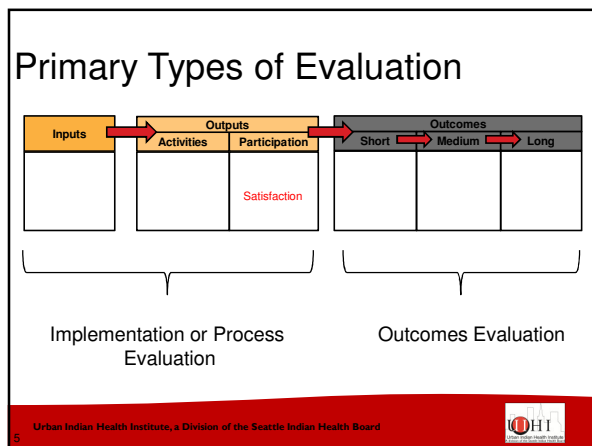- Public Relations
- Fundraising
- Decision Making

Patton, M.Q. (2008) Utilization-focused evaluation (4th edition). Thousand Oaks, CA: Sage.

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Evaluation Framework

Engage stakeholders

Ensure use and share lessons learned

Describe the program

Justify conclusions

Focus the evaluation design

Gather credible evidence

http://www.cdc.gov/eval/framework/index.htm

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Logic Model

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

Inputs	Outputs		Outcomes		
	Activities	Participation	Short	Medium	Long
What resources will we invest in our program or project?	What are we going to do?	Who do we want to reach?	What will be different immediately following participation?	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?

Assumptions
Why does the problem exist?

External Factors
What things beyond our control will affect these outcomes?

W.K. Kellogg Foundation (2004). Logic Model Development Guide.

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Primary Types of Evaluation

Inputs	Outputs		Outcomes		
	Activities	Participation	Short	Medium	Long
		Satisfaction			

Implementation or Process Evaluation

Outcomes Evaluation

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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?"
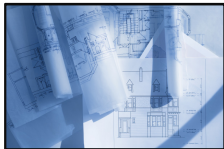
Grembowksi D. *The Practice of Health Program Evaluation.*
Thousand Oaks, CA; Sage Publications, Inc.: 2001.

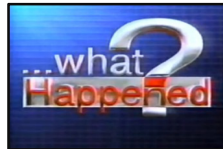Urban Indian Health Institute, a Division of the Seattle Indian Health Board

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Implementation (Process) Evaluation

Examining core activities to determine what took place and make improvements

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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?

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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
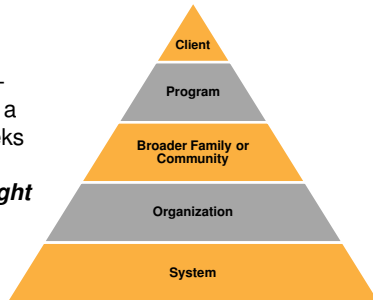- Experiences and satisfaction

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Outcome Evaluation

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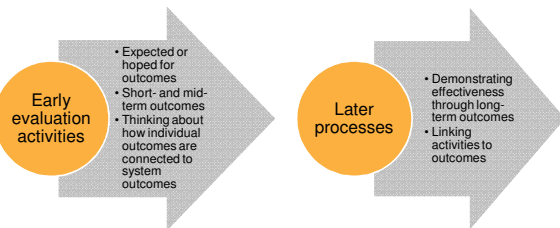
Client

Program

Broader Family or Community

Organization

System

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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

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"What we see depends mainly on what we look for" – Sir John Lubbock

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Getting Started on Evaluation Questions

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

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Where Do Evaluation Questions Come From?

Who	What do you/they want to know?	How will they use the information?
You/staff	How long does it take to complete client assessments and associated forms?	Improve workflow
Participants	•Is it convenient to participate? •What do I get out of participating?	•Deciding whether to participate or at what level to participate •Deciding whether to champion the program in the community
Funder	•How many people are being seen? •What percentage of those seen are showing improvements in depressive symptomology?	Decide if funding should be continued
Other stakeholders	•What does the program do? •How does it ensure that it meets the needs of my community?	Deciding if they want to advocate for the program in a policy environment

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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 rates 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?

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What Makes a Good Evaluation Question?

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

Are program participants doing better than before?

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

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What Makes a Good Evaluation Question?

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

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?

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What Makes a Good Evaluation Question?

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

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Translating Objectives into Questions

S • **Specific**: What exactly do we want to accomplish?

M • **Measureable**: How will we demonstrate the extent to which this objective was accomplished?

A • **Attainable**: Is it realistic that this objective can be carried out?

R • **Relevant**: How does this objective tie into the goals?

T • **Time bound**: By when will this happen? How often will it happen?

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Translating Objectives into Questions

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?

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Translating Objectives into Questions

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?

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Indicators

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

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Indicators

Part of the logic model	Inputs	Outputs: Activities	Outputs: Participants	Outcomes: Short term	Outcomes: Medium term	Outcomes: Long term
Type of Evaluation	Implementation or process evaluation			Outcomes Evaluation		
Types of questions	What type and amount of resources were invested?	•How many sessions were held? •How were they implemented?	•Who/how many people attended? •Did they attend all sessions? •Were they satisfied? Why and Why not?	•To what extent did knowledge increase? •To what extent did skills increase? •For whom? Why and Why not?	•To what extend did behaviors change? •For whom? Why and why not?	•To what extent did depressive symptoms change? •For whom? Why and why not?
Indicators	•Money used •Number of staff	Number of sessions held	•Attendance logs •Satisfaction surveys	Number or percent demonstrating knowledge or skills increases	Number or percent demonstrating or reporting behaviors	•Number or percent demonstrating or reporting improvements. •Types of improvements

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Summary

Who Needs to know	What Information is necessary
Theory & Age Of the program	Can we reasonably collect the data

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Summary

What we ask · How we ask

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Indicators examined · How data is collected

⬇

Information we receive

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Planning & Action

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Questions

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

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Additional resources for evaluation

- Centers for Disease Control and Prevention
  http://www.cdc.gov/eval/index.htm

- The Kellogg Foundation
  http://www.wkkf.org/knowledge-center/publications-and-resources.aspx

- Northwest Center for Public Health Practice at the University of Washington
  http://www.nwcphp.org/training

- University of Wisconsin – Extension
  http://www.uwex.edu/ces/pdande/evaluation/bceo/index.html

- University of North Carolina – Center for Public Health Preparedness
  http://cphp.sph.unc.edu/training/training_list/?mode=view_kw

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