Chronic Disease Evaluation Series

Lesson 2
Approaches to Evaluation

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CSTE
March 19, 2015
2pm – 3pm Eastern
Webinar Housekeeping

• Please note that today’s webinar is being recorded
  – The presentation slides and recording will be available on the CSTE website in the Webinar Library
    (http://www.cste.org/?page=WebinarLibrary)

• All phone lines have been placed on mute.
  – To hear the audio, Dial in number: 877-668-4490; Access code: 797 214 704

• After the speakers' remarks, there will be a question-and-answer period
  – To ask a question, please use the Q&A box on the right side of your screen

• When the webinar ends, you will be redirected to an evaluation
  – Please complete the evaluation!
To Ask a Question

- Open the Q&A box on the right side panel on your screen
- Type a question
- Send it to All Panelists
- Questions will be answered during the Q&A period
Discussion Boards

• Discussion board
  • http://cste.freeforums.net/
  • Create account
  • References, Resources, Discussions

• Purpose of the series
  • Provide a BROAD overview of evaluation
Eureka! An evaluation culture has finally been grown in the lab!

Now if only we could figure out how to grow it in the real world.

Hey look, these guys are forming a subcommittee!
No, wait, they're just disputing the results.
Poll

• Which evaluation theory(ies) are you familiar with?

• Which evaluation theory/perspective do you MOST identify with?
Lesson 2 Overview

- Four Primary Evaluation Approaches –
  - Utilization-Focused Evaluation
  - Developmental Evaluation
  - Theory driven evaluation
  - Kirkpatrick model

- Types of Evaluation
  - Summative Evaluation
  - Formative Evaluation
  - Process evaluation
  - Outcome evaluation

Strengths/Weaknesses/Considerations
Utilization Focused Evaluation

Evaluation should be designed and implemented with specific consideration of key stakeholder users needs and intended uses

Considerations

• How will the evaluation be used, how useful is it
• Mixed methods
• Very situational/personal, integral engagement between evaluator and stakeholders
Utilization Focused Evaluation

Impacts on evaluation design
- No preference for a particular method or model
- Emphasizes program evaluation standards for accountability and quality assurance

Strengths
- Flexibility
- Emphasis on usefulness

Weaknesses
- Challenging to coordinate with stakeholders and ensure useability
Keep trying! You can make sure the results get used! There's still hope! Try to improve the program! Don't let your hard work go to waste!

This is just business. Just send your client that boring evaluation report and call it a day. Don't worry about it.
Developmental Evaluation

Provides a way to examining the impact of a program in an uncertain environment that includes examining real-time data and provides almost real-time feedback to program staff/stakeholders

Considerations

• Flexible and adaptable to changing environment
• Utilizes real-time information and includes close communications with stakeholders
Developmental Evaluation

Impacts on evaluation design

- Generally mixed methods
- Utilization of existing, ongoing data sources

Strengths

- Provides crucial in the field information to programs being developed in unstable environments
- Includes different perspectives and information sources

Weaknesses

- Challenging to managing boundaries
- Generalizability
We have a board meeting coming up and could use a little input from the evaluation team.

Sorry, we're not scheduled to provide input until year 3.
Theory-Driven Evaluation

Evaluation that explicitly uses a set theory in all aspects of the evaluation (conceptualization through reporting)

Considerations

• More ‘scientific’ approach
• Emphasize scientific validity

Impacts on evaluation design

• More likely to utilize an RCT and pursue causal relationships
• How, Why, When and for Whom the program works
Theory-Driven Evaluation

Strengths

• Ensures that program/strategy remains consistent with implicit theory
• Stay close to intended outcomes

Weaknesses

• Can make it difficult to observe unintended consequences
• Sometimes less ‘accessible’ to stakeholders
Kirkpatrick Evaluation

Primarily a training program evaluation model focused on different levels of learning.

Provides very specific guidance about the different levels of learning/integration of information.

Industry standard for training evaluation.
Kirkpatrick Evaluation

Level 4: Results
- To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement

Level 3: Behavior
- To what degree participants apply what they learned during training when they are back on the job

Level 2: Learning
- To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event

Level 1: Reaction
- To what degree participants react favorably to the learning event

Summary of Kirkpatrick's 4 levels From usgs.gov
Poll

• If you were asked to design an evaluation for a professional development training program, which approach would you use?

• A strategic plan evaluation targeting multiple benchmarks?
Formative Evaluation

• Evaluation occurring during the program implementation

• Importance
  • Provides key information to improve implementation and design
  • Ensures match between program and need/demand

• Types of questions
  • What components are necessary to fully implement the program?
  • What does the community/program need?
  • Is implementation consistent with planning?
Summative Evaluation

• Examines overall impact of the program on the target group/stakeholders

• Importance
  • Provides answer to the typical evaluation question
  • Answers what worked and why

• Types of questions
  • Did the program have the anticipated outcome on participants?
  • Did the benchmarks of interest change after the program completed?
Poll

Which of the following is an example of a formative evaluation?

- Organizational progress toward set benchmarks
- Impact of a law/policy of public health/safety
- Effectiveness of a new/novel training approach
- Disproportionality of vaccine distribution

“What gets measured Gets Done”.... Unknown
Process Evaluation

• Assess whether the program is being implemented as planned and reaching the target population

• Importance
  • Crucial to explaining why program may or may not have had intended implications
  • Identifies way to improve and/or replicate the program

• Types of questions
  • Was the program implemented as planned? What changes needed?
  • Did the program reach the target population
Wait, how will more Twitter followers help us reach our target outcomes?

Why don't we just let the evaluators figure that one out.
Outcome Evaluation

• Assesses the impact of the program on the participants

• Importance
  • Answers the key questions about whether the program has achieved the documented goals/planned outcomes
  • Provides key insights into the value of the program

• Types of questions
  • Did the program have the intended impact on the participants?
  • Were there any unintended consequences?
Matching Stage to Framework/Theory

Program Development/Planning
Formative Process

Program Implementation
Formative Process & Outcome

Program Outcome Stage/End of Grant
Process & Outcome
Summative
Program Development Stage

• Utilization-focused approach
  • Including appropriate stakeholders?

• Developmental Evaluation
  • Is the evaluation cycle designed to include a feedback loop?

• Theory driven
  • Does the program design fit with the theory?
Program Implementation Stage

- **Utilization-focused approach**
  - Is the program implementation and management occurring in the most efficient manner?

- **Developmental Evaluation**
  - How is the program refined based on the process data?

- **Theory driven**
  - Is the implementation of the program occurring consistent with the plan and program theory?
Program Outcome Stage

• Utilization-focused approach
  • How are the outcomes reported back to stakeholders and how do they influence planning?

• Developmental Evaluation
  • Has the program had any impact (intended or newly identified) on stakeholders?

• Theory driven
  • Did the program have the anticipated/planned outcomes?
Poll

Can a formative evaluation include both process and outcome components?
Next Steps – Future discussions

Ensuring fit between design and questions
Preparing the most useful reports

“Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted” -- Albert Einstein
Additional Resources

Discussion Board - [http://cste.freeforums.net/](http://cste.freeforums.net/)
- Relevant references and resources
- Discussion questions for group engagement between webinars
- Submission of ‘assignments’ for feedback/group discussion
Selected References


Community Sustainability Engagement Evaluation Toolbox: Available online at: http://evaluationtoolbox.net.au/


Thank you for participating in today’s call!

Please complete the evaluation for this webinar at

https://www.research.net/s/CDEval_Lesson1