Program Evaluation

Andrea Swenson, PhD

National Children's Center for Rural and Agricultural Safety and Health

National Children's Center for Rural and Agricultural Health and Safety

This presentation is adapted from a previous workshop presentation developed by Josie Rudolphi, PhD.

Objectives

- Determine the importance of program planning, implementation, and evaluation.
- Describe the six steps to program implementation and evaluation (CDC).
- Apply the six steps to program implementation and evaluation (CDC).

Evaluation Framework

Focus Evaluation Design

- Why is evaluation important?

Focus Evaluation Design

- Why is evaluation important?
  - To monitor progress toward the program's goal
  - To evaluate your process
  - To assess your outcomes
  - To determine whether program components are producing the desired results/outcomes
  - To describe *how* you achieved the results/outcomes

Focus Evaluation Design

- Purpose: What is the intent or motive for conducting the evaluation (i.e., to gain insight, change practice, assess effects, or affect participants)?
- Users
- Uses
- Questions
- Methods
- Agreements

Focus Evaluation Design

- Purpose
- Users: Who are the specific persons that will receive evaluation findings or benefit from being part of the evaluation?
- Uses
- Questions
- Methods
- Agreements

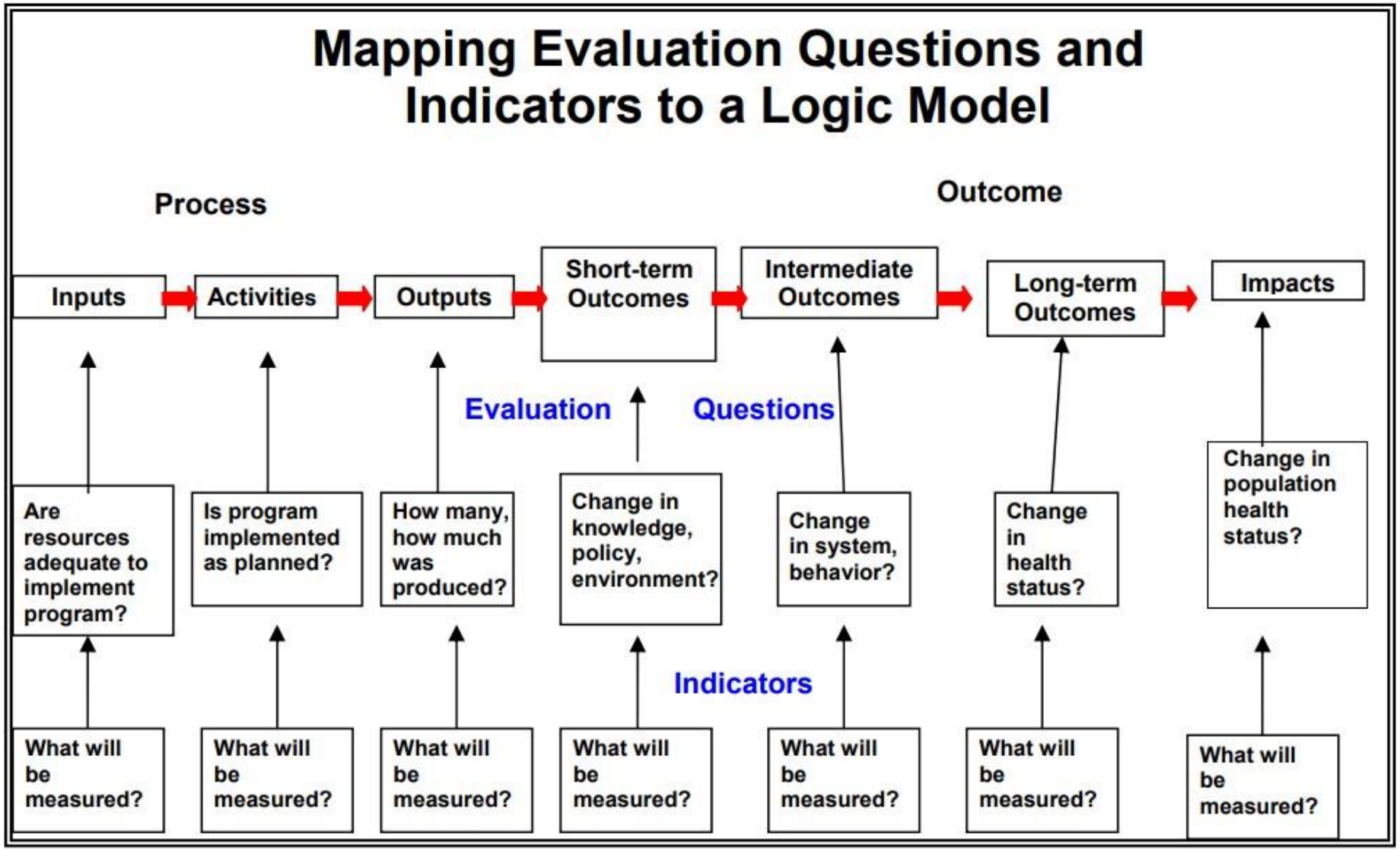
Focus Evaluation Design

- Purpose
- Users
- Uses: How will each user apply the information or experiences generated from the evaluation?
- Questions
- Methods
- Agreements

Focus Evaluation Design

- Purpose
- Users
- Uses
- Questions: What questions should the evaluation answer? What unit of analysis is appropriate (e.g., a system of related programs, a single program, a project within a program, a subcomponent or process within a project)?
- Methods
- Agreements

Questions: What to Evaluate



Focus Evaluation Design

- Purpose
- Users
- Uses
- Questions
- Methods: What procedures will provide the appropriate information to address stakeholders' questions (i.e., what research designs and data collection procedures best match the primary users, uses, and questions)?
- Agreements

Methods (Design): How to Evaluate

Pre-post with control	Randomly assign individuals from the same target population to intervention or control, provide one group with training, examine changes
Pre-post with comparison	Deliver the program to one group (called the program group) and not (comparison group) and then measure both groups after.
Pre-post	Measure change by comparing baseline to post-intervention within target group
Post only	Measure outcome after delivering program to target group

Methods: Data Collection Procedures

Method	Advantages	Disadvantages
Surveys	• Anonymous completion possible • Can be effective and cost efficient	• Not as easy to design as many assume • Survey fatigue
Interviews	• Can build rapport • Can gather depth of information	• Time consuming • Expensive • Interviewing styles may affect responses
Focus Groups	• Can get common impressions quickly • Can be an efficient way to get breadth and depth of information	• Need an experienced facilitator • Can be difficulty and costly to schedule • Time consuming analysis

Methods: Data Collection Procedures

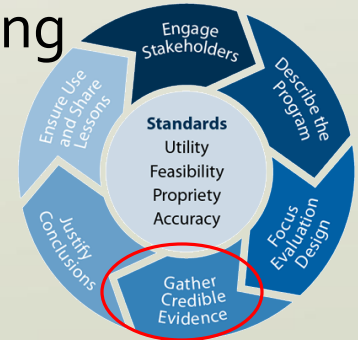
Method	Advantages	Disadvantages
Observation	• Can view program operations as they occur	• Difficult to interpret observed behavior • May influence behaviors of program participants • May be expensive and time consuming
Document Review	• Can document historical information about program • Does not interrupt program routine • Information already exists	• May be time consuming • Available information may be incomplete or low quality • Requires a coding scheme
Archival Data Review	• Quick • Inexpensive • A lot available	• Comparisons can be difficult • Quality depends on previous study • May not show change over time

Focus Evaluation Design

- Purpose
- Users
- Uses
- Questions
- Methods
- Agreements: How will the evaluation plan be implemented within available resources? What roles and responsibilities have the stakeholders accepted?

Gather Credible Evidence

- Indicators: A specific, observable, and measurable accomplishment or change that shows the progress made toward achieving a specific output or outcome in your logic model or work plan.
- Sources: What sources (i.e., persons, documents, observations) will be accessed to gather evidence?
- Quality: Is the information trustworthy (i.e., reliable, valid, and informative for the intended uses)?
- Quantity: What amount of information is sufficient?
- Logistics: What techniques, timing, and physical infrastructure will be used for gathering and handling evidence?



Logic Model Example

Program Name: Next Generation of Agricultural Work Guidelines for Youth
Situation: Youth who live and work on farms have a high risk for injury and fatality. Guidelines are needed to inform safe work opportunities for youth.

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
Core team Internal team Steering Committee Content Consultants Technical Advisors Money Time Media	Industry Assessment Update 10 existing guidelines. Consultants, advisors, and steering committee advise on Feedback on processes are incorporated. Lessons learned from first 10 guidelines are applied to all guidelines. Creation of new guidelines.	Safety professionals Child safety advocates Farmers eratives Agricultural bankers Agricultural insurance providers Various community-based organizations	Increased awareness of appropriate tasks for developmental abilities. Increased knowledge of developm abilities fo	Increased assignment of tasks based on developmental abilities. Increased organizational on guidelines.	Reduce child ag injury and fatalities that result from inappropriate assignment of work tasks. Increase ative effort safety nals, organizations, and farmers supporting youth in ag. Create safer working conditions for youth in agriculture.

Process Indicators

Outcome Indicators

Assumptions
People will be motivated to use guidelines if they know about the guidelines.

External Factors
Current agricultural economic and environmental climate, recent community events, competing events (time)

Logic Model Example

Program Name: Next Generation of Agricultural Work Guidelines for Youth
Situation: Youth who live and work on farms have a high risk for injury and fatality. Guidelines are needed to inform safe work opportunities for youth.

Indicators:
Sources:
Quality:
Quantity:
Logistics:
Evidence:

Outcomes -- Impact		
Short	*Medium*	*Long*
Increased awareness of appropriate tasks for developmental abilities. Increased knowledge of developmental abilities for tasks.	Increased assignment of tasks based on developmental abilities. Increased organizational policies on task assignment based on guidelines.	Reduce child ag injury and fatalities that result from inappropriate assignment of work tasks. Increase collaborative effort between safety professionals, organizations, and farmers supporting youth in ag. Create safer working conditions for youth in agriculture.

Assumptions
People will be motivated to use guidelines if they know about the guidelines.

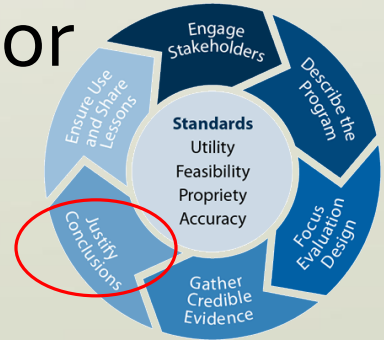
External Factors
Current agricultural economic and environmental climate, recent community events, competing events (time)

Logic Model Example

- Indicators: Change in level of knowledge
- Sources: Pre-post mini-scenario assessment for comprehension
- Quality: Expert panel validation for assessment
- Quantity: Two time periods to compare changes in knowledge
- Logistics: Pre test before training, post test after, plan for time before and after training
- Evidence: Differences in reported knowledge

Justify Conclusions

- Making claims regarding the program that are warranted on the basis of data that have been compared against pertinent and defensible ideas of merit, value, or significance (i.e., against standards of values).
- Conclusions are justified when they are linked to the evidence gathered and consistent with the agreed on values or standards of stakeholders.



Methods to Justify Conclusions

- Using appropriate methods of analysis and synthesis to summarize findings.
- Interpreting the significance of results for deciding what the findings mean.
- Making judgments according to clearly stated values that classify a result (e.g., as positive or negative and high or low).
- Considering alternative ways to compare results (e.g., compared with program objectives, a comparison group, national norms, past performance, or needs).
- Generating alternative explanations for findings and indicating why these explanations should be discounted.
- Recommending actions or decisions that are consistent with the conclusions.
- Limiting conclusions to situations, time periods, persons, contexts, and purposes for which the findings are applicable.

Ensuring Use and Lessons Learned

- Prepare stakeholders for eventual use by rehearsing throughout the project how different kinds of conclusions would affect program operations; then involve them in interpreting findings
- Design the evaluation to achieve intended use by intended users
- Provide continuous feedback to stakeholders regarding interim findings, provisional interpretations, and decisions to be made
- Schedule follow-up meetings with intended users to facilitate the transfer of evaluation conclusions into appropriate actions or decisions; and
- Disseminate both the procedures used and the lessons learned from the evaluation to stakeholders, using tailored communications strategies that meet their particular needs.
- Limit conclusions to situations, time periods, persons, contexts, and purposes for which the findings are applicable.

How to disseminate?

- How could you ensure stakeholders and the public are aware of your program results and lessons learned?

References

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Questions?

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