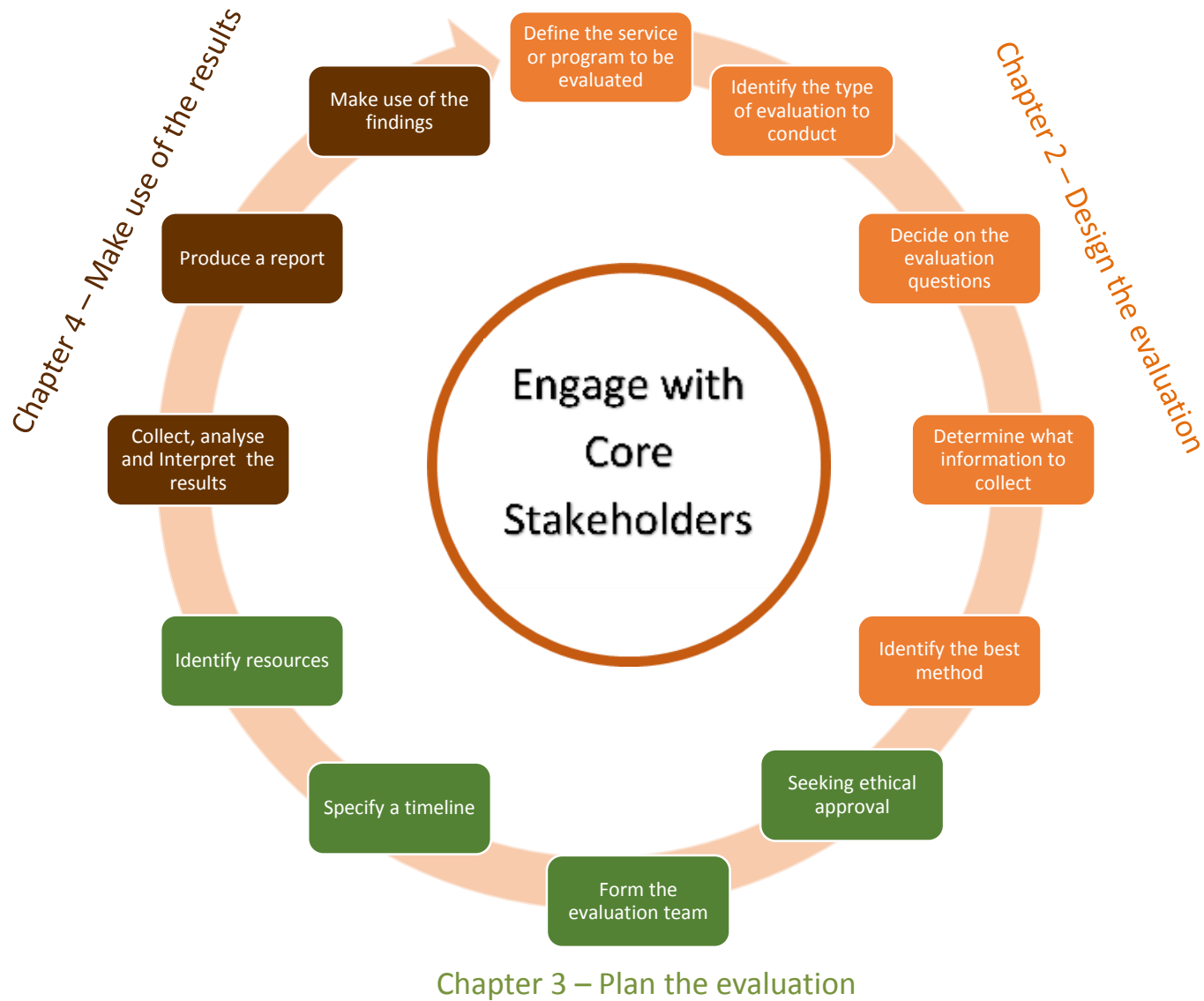


Module Two

Designing the Evaluation

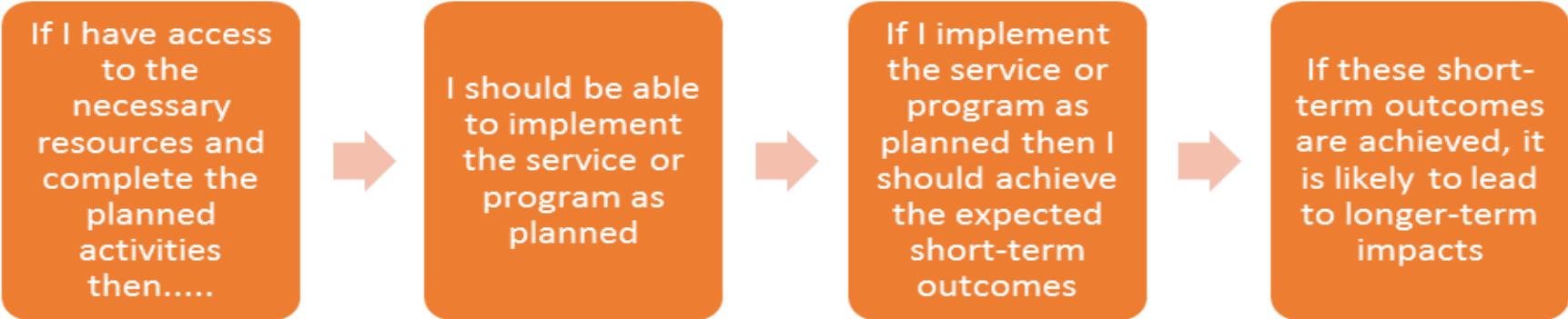
Study Guide: Chapter Two



Defining the Service or Program

- What does or did the service or program hope to achieve?
- What did you do to achieve the goals of the program?
- Who is expected to benefit from these achievements?
- What short-term outcomes are expected to be achieved?
- What longer-term impacts are expected to be achieved?

The Elements of a Logic Model



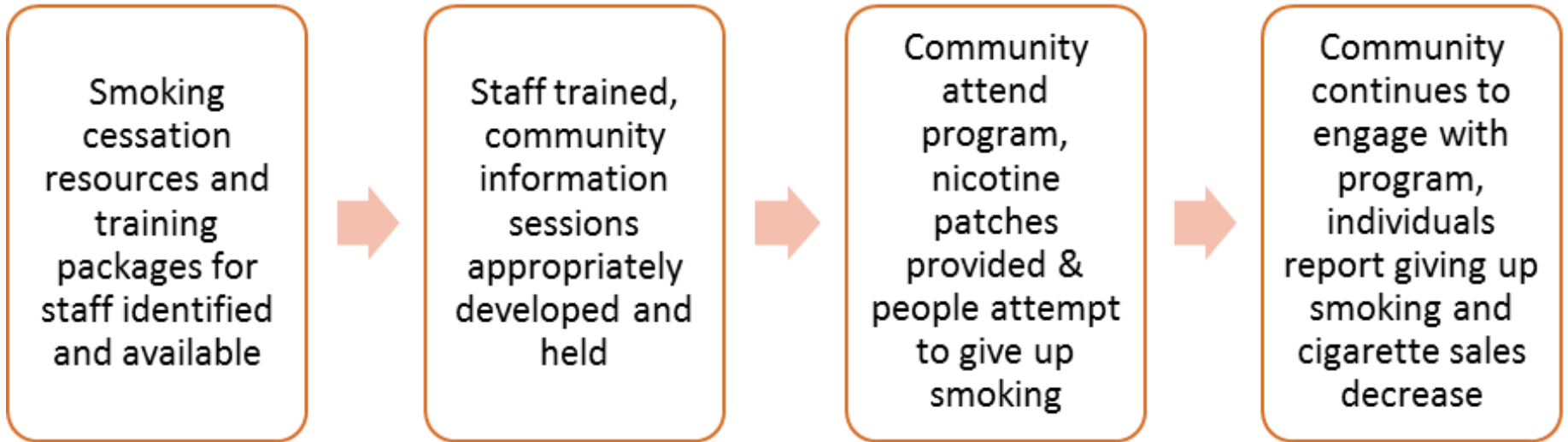
Inputs (Resources, e.g. People)
<ul style="list-style-type: none">• ???• ????

Activities/Processes/ Outputs
<ul style="list-style-type: none">• ???• ????

Short-Term Outcomes
<ul style="list-style-type: none">• ???• ????

Longer-Term Impacts
<ul style="list-style-type: none">• ???• ????

For example.....



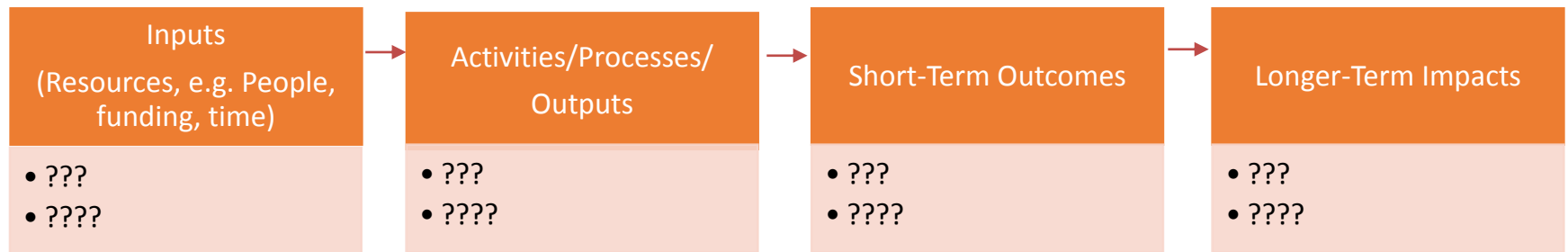
Inputs (Resources, e.g. People)
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Activities/Processes/ Outputs
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Short-Term Outcomes
<ul style="list-style-type: none">• ???• ????

Longer-Term Impacts
<ul style="list-style-type: none">• ???• ????

Developing your own logic model

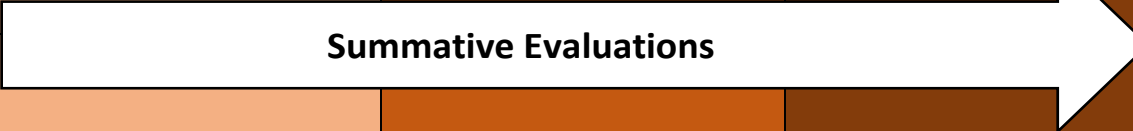


Deciding on the type of evaluation

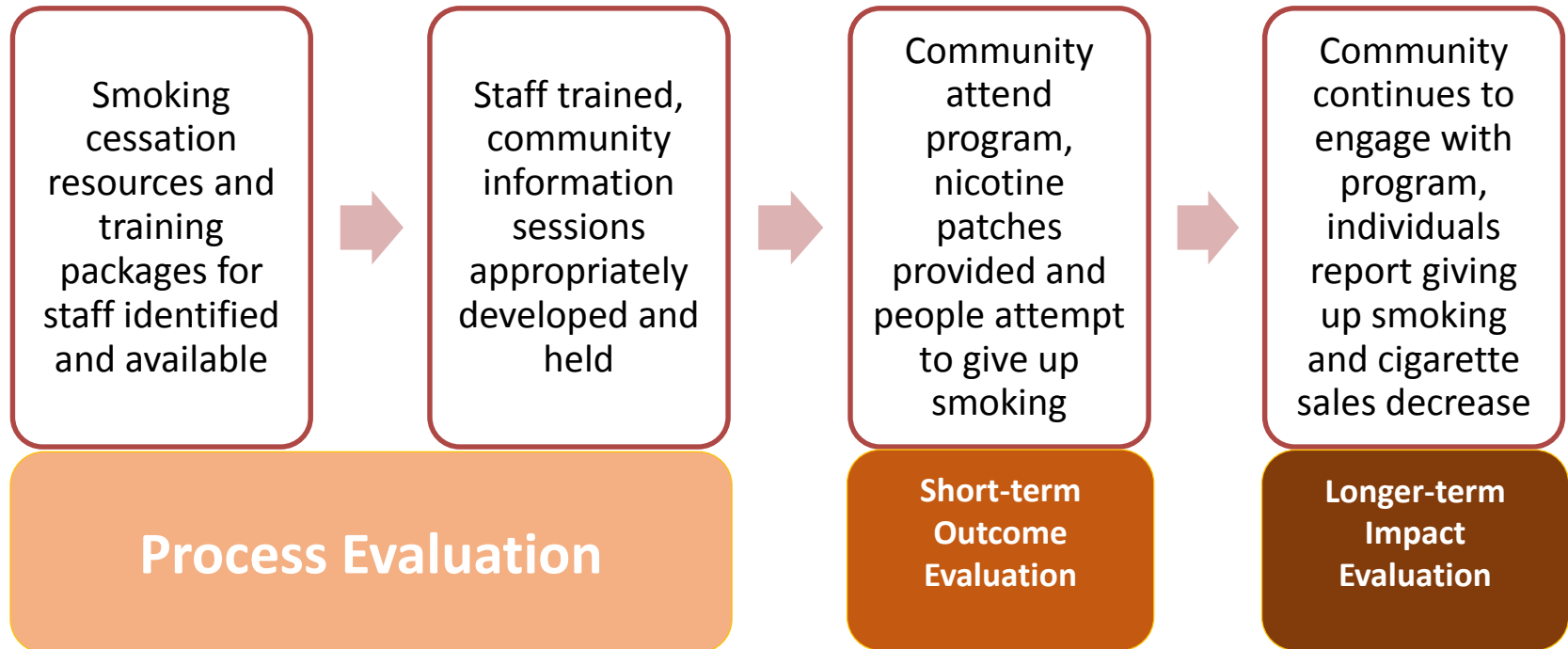
Program Stage	Before Service or Program Begins	Development of new or changed Service or Program	New Service or Program	Established Service or Program	Mature Service or Program
Questions Asked	Formative Evaluations		Summative Evaluations		
	To what extent is the need being met? What can be done to address this need?	What is being developed and what are the goals/aims? How can we best adapt to changing environments?	Has the service or program been implemented and operating as planned? How can the training programs and resources be improved?	Is the service or program achieving its short term objectives?	What predicted and unpredicted longer term outcomes (<i>impacts</i>) has the service or program had?

Types of Summative Evaluations

Program Stage	New Service or Program	Established Service or Program	Mature Service or Program
Evaluation Type	Process Evaluation	Outcome Evaluation	Impact Evaluation
Questions Asked	Has the service or program been implemented and operating as planned?	Is the service or program achieving its short term objectives?	What predicted and unpredicted longer term outcomes has the service or program had?

Summative Evaluations 

What type of evaluation?



Lets plan....

What type of “Example Evaluation” are you planning.



Deciding on evaluation questions

The specific questions that you and your **Core Stakeholder Group** choose to include in the evaluation may depend on who gets to ask the questions.



Types of Process Evaluation Questions

- Has the service been implemented as planned?
- How acceptable is the new service?
- Who is the service engaging?
- To what extent is the service culturally safe?
- To what extent have staff accepted the new service?
- What are the unanticipated positive or negative consequences of implementing the service?

Types of Outcome Questions

- To what extent have the short-term outcomes been achieved?
- Who has benefited from the short-term outcomes?
- What other changes have resulted from the implementation of this service or program?
- Were resources used in the best possible way?

Types of Impact Questions

- To what extent have service met longer-term impacts?
- Who has benefited and under what circumstances?
- To what extent have the short-term outcomes been sustained?
- Are resources used in the best possible way to achieve longer-term impacts?
- Should the service or program be continued, expanded or terminated?

Establishing Indicators of Success

Indicators of success are the measures that you will use to answer the question you have identified.



S.M.A.R.T. Indicators

- **Specific** (the indicator is specific to the evaluation question/s);
- **Measurable** (the indicator is able to be measured with data that either exists or can be collected);
- **Accurate** (the indicator answers or contributes to answering the identified question/s);
- **Realistic** (measuring the indicator is achievable);
and
- **Time-bound** (the indicator is relevant to the period of interest).

S.M.A.R.T. Process Indicators

- % of community members attending information sessions
- Opinion of community members
- % of staff successfully completing training
- Experiences of staff implementing the new service
- Implementation in accordance with the plan
- Costs associated with implementing the service
- Costs associated with running the service

S.M.A.R.T. Outcome Indicators

- Extent to which each of the short-term outcomes have been achieved for particular populations at 6 monthly intervals.
- Opinions of patients in regards to the acceptability of the new service or program within 3 weeks of enrolling.
- Experiences of staff who run the service or program 3 and 6 months after their appointment.
- Costs associated with running the service or program in comparison to anticipated budget six monthly intervals.

S.M.A.R.T. Impact Indicators

- Extent to which each of the longer term impacts have been achieved 1, 2 and 3 years after implementation.
- Opinions of patients in regards to the acceptability of the service or program 2 years after enrolment.
- Longer term experiences of staff who run the service or program 2 years after commencement.

Example of a S.M.A.R.T. Indicator for the Stop Smoking Program

“The percentage of clients who reported smoking as at 1st June 2015, in comparison to the percentage of clients who reported smoking as at 1st June 2014 when the “Stop Smoking Program” had not been implemented”.

Lets plan....

What **question** will you address and then what **indicators of success** will help you answer this question?



Obtaining the data

Evaluation question	Indicators of success	Data source
Was the “Stop Smoking Program” implemented as planned?	Number of staff successfully completing training since implementation began	Record of attendance Certificates of achievement or competency
	Opinions of staff with regard to the feasibility of implementing the program as planned	Interviews with staff
	Number of information sessions held and content covered	Information from the event coordinator
	Number of community members attending information sessions since implementation began.	Information from event coordinator

Collecting evaluation data

Consider:

- the **acceptability** of any method to the particular group of people who may be involved;
- the **appropriateness** of the method given the indicator of success, and
- the **feasibility** of the method given the context.

Collecting evaluation data

Where ever possible try to use data that has already being collected as part of routine activities.

	Quantitative Methods	Qualitative Methods
Purpose	Quantifies or measures a phenomenon of interest or identifies a cause and effect relationship (i.e. Have rates of obesity declined since coming to the exercise program?).	Describes and/or deepens the understanding of a phenomenon (i.e. How acceptable is the new service to community members?).
Types of data Collected	Objective measures which are quantifiable (i.e. the number of percentage of people who have completed an adult health check).	Subjective assessments (i.e. people's opinions, understanding and experiences of the new service).
Examples of ways in which data is collected	Collecting biological samples, undertaking surveys and reviewing medical records.	Facilitating interviews or focus groups and observing people's behaviour.

Quantitative Data Collection

- recording well-defined events (e.g. counting the number of people who attend a particular clinic on any one day),
- obtaining data from existing information systems (e.g. medical records, financial reports, census data, etc); and
- administering surveys (e.g. questionnaires where people have specific choices to make).

Quantitative Data Analysis

- **Frequencies** – refers to the number of times something has occurred within a given time period.
- **Percentages** – refers to the number of identified units divided by the total number of possible units.
- **Mean** – refers to the average of something. Simply add up all of the counts or values and then divide by the number of counts or values in your set to get the mean.
- **Median** – refers to the value half way along a set of counts or values.

Qualitative Data Collection

- **Interviews** are useful for exploring the individual beliefs, perspectives and views of each participant.
- **Focus Groups** are designed to focus on an item or experience about which all participants have similar knowledge.
- **Observations** involve evaluators recording observations in writing. These written observations are the data.
- **Field notes** are a record of your data collection experiences including your thoughts about how you felt about the interview, what surprised you about what was said as well as those non-verbal cues which would not otherwise have been recorded.

Qualitative Data Analysis

- **Step one** involves preparing the data for analysis including where necessary transcribing interviews and focus groups.
- **Step two** involves reading the transcript/s or notes in full and then breaking them down into smaller units that focus on the same or similar concepts or themes.
- **Step three** involves reflecting on these themes in order to identify higher level meanings which together answer your question.

A mixed methods approach

Combining **quantitative** and **qualitative** data may enable you to better document and explain the complexity and richness of the service or program.

Lets plan....

What **data sources** will you use to measure your indicators of success?

Are you collecting **quantitative** and/or **qualitative** data?



Key Messages

- Describe the service in detail before you start.
- Drawing a Logic Model to identify the elements of the service.
- There are three types of Summative Evaluations:
 - Process evaluations look at how the service has been implemented
 - Outcomes evaluations look at short term objectives.
 - Impact evaluations look at longer term outcomes.
- The types of questions asked will depend on the evaluation.
- Indicators of Success are measures that help to answer the question.
- The data collected to measure each Indicator of Success will depend on what is acceptable, appropriate and feasible.