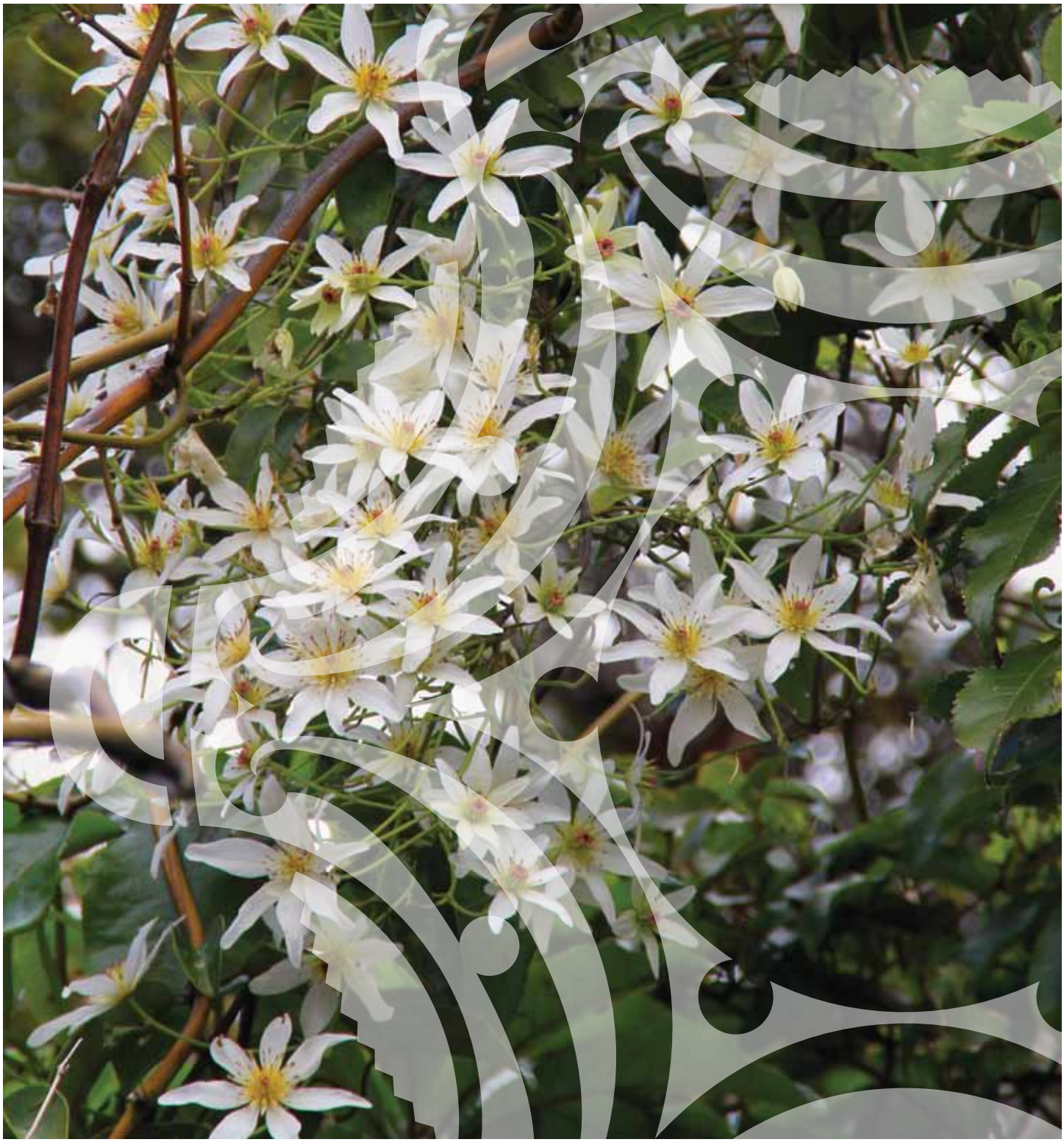
EASY EVALUATION
PARTICIPANT WORKBOOK



EASY EVALUATION

PARTICIPANT WORKBOOK

SHORE & WHARIKI RESEARCH CENTRE

SHORE Whariki

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

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Introduction

Welcome to the SHORE & Whariki Easy Evaluation training. This workbook will enable you to keep a record of your learning. On completion of the training you will have developed an evaluation plan for a public health project you are working on.

ACKNOWLEDGEMENTS

The development of this workbook has been a collaborative effort. We would like to acknowledge all the individuals who have been part of the SHORE & Whariki evaluation team over many years. In particular we have drawn on the work of Dr E. Jane Davidson, Kate McKegg and Dr Paul Duignan. Guides developed by the W K Kellogg Foundation and The Centre for Health Promotion at the University of Toronto have also been useful in informing the content of this workbook. The Ministry of Health have provided funding for this workbook.

FOLLOW-UP SUPPORT

Evaluators from SHORE & Whariki are able to provide you with follow-up support after the workshop. If you would like to ask us questions, discuss particular evaluation issues and/or review your logic model and/or evaluation plans please contact any of us at: easy.evaluation@massey.ac.nz

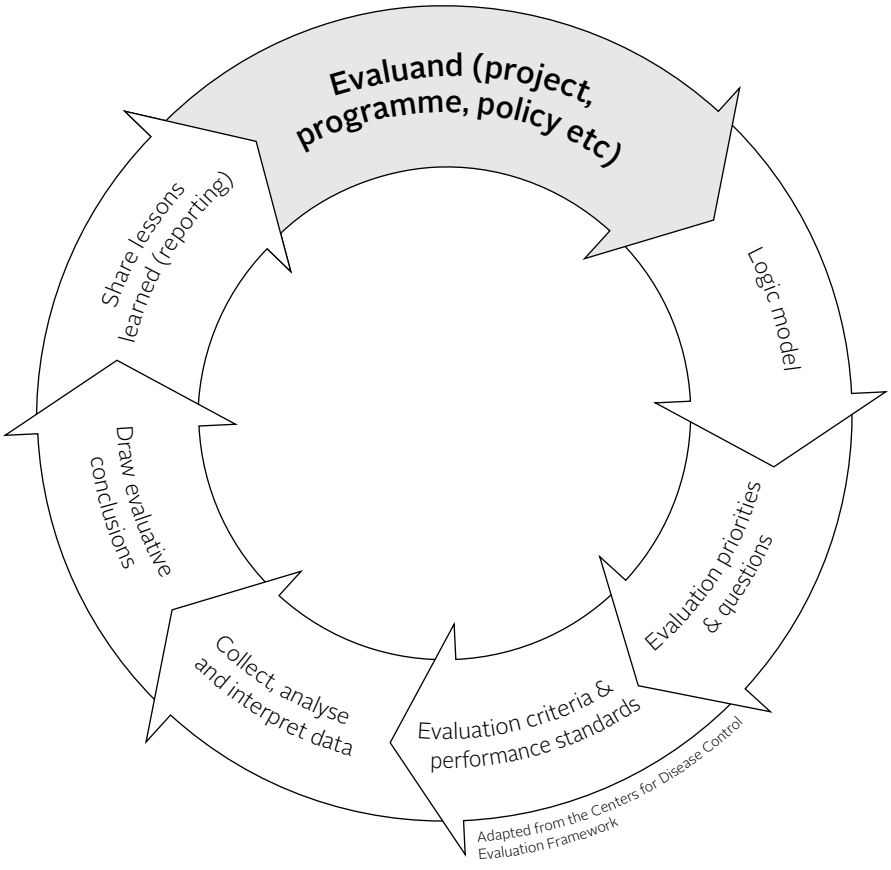
Getting started

THE EASY EVALUATION FRAMEWORK

This framework shows the key steps involved in conducting an evaluation:

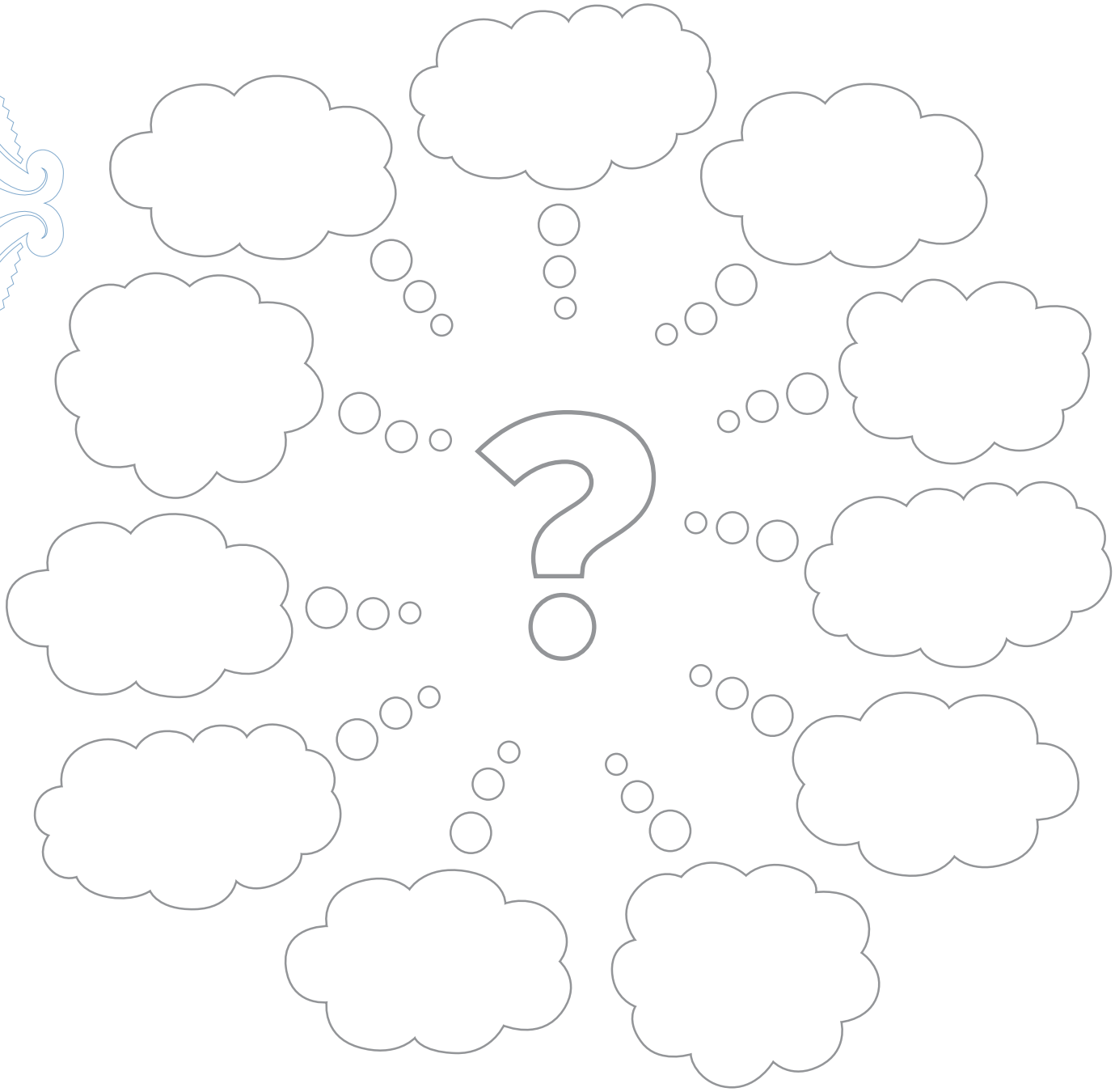
1. Describe the evaluand (project, programme, policy etc.)
2. Develop logic model
3. Establish evaluation priorities and questions
4. Develop evaluation criteria and performance standards
5. Collect, analyse and interpret data
6. Draw evaluative conclusions
7. Share lessons learned (reporting)

Figure 3 : Easy Evaluation framework



Planning

ACTIVITY: WHAT IS NEEDED FOR A WELL-PLANNED PROJECT?



Easy Evaluation Framework

DESCRIBE THE EVALUAND (PROJECT, PROGRAMME, POLICY, ETC.)

See p.33 *Easy Evaluation: A Practical Approach to Programme Evaluation* for sample project description

Project Title:

What need, issue or concern does your project address?

Who or what are you trying to reach through the project, who is it for?

What are you going to do? What are the main project activities?

What outcomes (changes or results) do you expect from your project?

Why do you think this change will come from your project?

Who needs to have input into your project? Who are the stakeholders?

What resources are available for the project?

What types of evidence or information have been used in the development of your project to date?

What else do you need to find out to strengthen your project?

Easy Evaluation Framework

DEVELOP LOGIC MODEL

This space can be used to insert your logic model.

Understanding evaluation

ACTIVITY: EVALUATION AND ITS DIFFERENT FORMS

This activity will enable you to become familiar with different forms of evaluation through a process of discussion and sharing evaluation information.

READING ONE: WHAT IS EVALUATION?

Based on excerpts from: Davidson, (2005), Waa, Holibar, & Spinola (1998), Preskill & Russ-Eft, (2005).

What is evaluation?

Basic definitions

Evaluation is a systematic process and is a planned and purposeful activity, not an afterthought. Evaluation involves collecting data about questions or issues about society in general and organisations and programmes in particular. It is also a process used to enhance knowledge and decision-making relating to programme improvements and determining whether a programme should be continued or expanded (Preskill & Russ-eft, 2005).

Evaluation is an important activity that has allowed us to evolve, develop, improve things, and survive in an ever-changing environment. Every time we try something new it is important to consider its value. Is it better than we had before? Is it better than the other options we might have chosen? How else might it be improved to push it to the next level? What did we learn from trying it out?

> Professional evaluation is defined as the systematic determination of the quality or value of something (Scriven, 1991).

Things that we might (and should) evaluate systematically include the following:

- Projects, programmes, or organizations
- Personnel or performance
- Policies or strategies
- Products or services
- Processes or systems
- Proposals, contract bids, or job applications.

There is a fundamental logic and methodology that ties together the evaluation of these different kinds of evaluands. For example, some of the key learnings from the evaluation of products and personnel often apply to the evaluation of programmes and policies and vice versa. This transdisciplinary way of thinking about evaluation provides a constant source of innovative ideas for improving how we evaluate.

Evaluations are generally conducted for one or two main reasons: to find areas for improvement and/or to generate an assessment of overall quality or value (usually for reporting or decision-making purposes). Defining the nature of the evaluation question is key to choosing the right methodology.

Key points

- The evaluation will be easier to do and to set up if it is planned at the same time as the programme. This will mean that resources, including time and money, will be better allocated and commitment to the evaluation will be greater.
- Users of an evaluation (e.g., managers, funders) should help decide what evaluation information is needed, what key questions are to be asked and have a clear idea of how they will use the evaluation information in the end.

- The process of evaluating your programme can be empowering for the organisation and staff involved. New skills and insights can be acquired and communities and other stakeholders involved are able to have a greater say in determining the direction and activities of a programme.
- Programme evaluation can play an important role in developing legitimacy and credibility for new programmes through the systematic collection of information about programme development, implementation and effectiveness.

More often than not in evaluation, we are looking at whether something is 'worth' buying, continuing to fund, enrolling in, or implementing on a broader scale. Accordingly most 'big picture' evaluation questions are questions of value (to recipients/users, funders/taxpayers, and other relevant parties).

READING TWO: FORMATIVE EVALUATION

Based on excerpts from Duignan (2001) and Waa, Holibar, & Spinola (1998).

Formative evaluation is any evaluation activity directed at improving a programme's design, planning, development and implementation. Formative evaluation is a disciplined approach to ensuring that a programme is well developed.

Formative evaluation is useful across the whole project life cycle but particularly when:

- You are planning your health promotion programme
- Your programme is still in its early stages of development
- Your programme needs improvement.

There are various models for how it can be undertaken, but it is directed at ensuring independent constructive input into programme development. For instance, a separately funded independent formative evaluation team can work alongside programme planners. This team critically assesses the decisions that are being made and can provide regular, formal feedback to programme planners and programme funders. Formative evaluation may use both quantitative and qualitative techniques.

Formative evaluation activities that can be carried out to help plan your programme are:

Finding out what has already been done in your field. Other organisations may be working in the same field or using health promotion strategies that are similar to yours. You can find this information by:

- Reviewing the literature
- Internet searches
- Talking to experts in the field.

Conducting a needs assessment. In planning your programme it is important to first establish the specific needs that you are going to address. The needs that the programme is aiming to meet must be worked out either before, or during, programme planning.

A needs assessment process involves developing a careful description of the 'problem' that you are hoping to address and an understanding of how it is being experienced by people. This should be done before deciding on what your programme can do to address the issues.

Defining the intended population. This involves working out exactly whom you want to reach with your programme. This will help you focus on your programme strategies and to set clear and achievable outcomes.

Developing a sound programme plan. An important part of formative evaluation is developing a Programme Plan and an ongoing Evaluation Plan.

Basic elements of a programme and evaluation plan include setting out clearly what the programme intends to do, how and by when.

Checking Programme Logic. It is important that your programme is based on sound logic. The activities you plan to do as part of your project must be directly related to your programme or sector strategies. These activities must be selected based on the knowledge that they will work towards achieving both short and longer term outcomes.

Additional Formative Evaluation Activities. Once you have established your programme plan there are a number of formative evaluation activities that you can do to refine and improve it. These activities include:

Pre-testing any materials such as posters, fliers, logos and questionnaires that are going to be used during the programme.

Piloting where possible, the activities you plan to do at the start of your programme. If you have little information about how well the activities you plan to use work, it is important to test them on a sample of the intended programme participants. This will help to inform you if anything needs to be changed so that the programme is more likely to meet its outcomes.

Regular meetings between programme organisers, programme staff and other parties involved in the programme.

Systematic feedback from those involved is vital for the development and improvement of many health promotion programmes.

READING THREE: PROCESS EVALUATION

Based on excerpts from Davidson (2005), Duignan (2001) and Waa, Holibar, & Spinola (1998).

Process evaluation involves taking a critical look at the quality of the interventions of the programme being evaluated. Evaluation criteria are developed to provide a clear description of what a high quality intervention will look like. Dimensions of merit are then established to determine what comprises excellent, very good, good and poor quality. Once evidence is collected and synthesised, evaluators and stakeholders work together to determine the quality of the intervention.

Process evaluation also includes describing and documenting what actually happened in the course of a programme.

Process evaluation documents the things that you do during your programme; for example, what is being done, how, when, and what key people think of it.

Process evaluation can also help you to know how and why your programme produces the results it does. It can be crucial for communicating best practice to others who want to replicate certain elements of a successful programme, e.g.,

> *Programme X has been shown to be effective after an outcome evaluation. Just knowing that Programme X is effective is, in itself, insufficient for someone elsewhere to replicate the programme. Process evaluation provides detailed information on what was done, what problems arose and what solutions were adopted. (Duignan, 2001)*

When planning your process evaluation you need to consider what sort of information you already have available and what additional information gathering activities you need to do. Ongoing routine programme monitoring procedures are a useful source of information. These can include feedback sheets, time sheets and quarterly reports. Additional activities, such as questionnaires or stakeholder interviews, may also need to be planned.

Process evaluation activities can include:

Documenting what was done to plan and organise the programme; for example recording meetings that were held and issues and decisions that came up. As a programme develops it often changes from its original plan. It is important to record and explain these changes. Some key process evaluation questions include:

- Why was the programme set up?
- Who was involved in programme development?
- Were there any changes to the original plan, and why?
- What resources were involved in the programme?
- How well was the programme implemented?
- Were the activities of high quality?

Finding out how programme participants and other key people (stakeholders) perceived the programme. Since the effectiveness of a programme can depend very much on how it is perceived by stakeholders, gathering information from these people can be very useful. For example, you can ask questions about:

- Whether the programme is meeting people's needs
- How they feel about being involved in the programme
- What they may like to have changed
- What are some of the strengths and weaknesses of the programme.

Documenting what resources have been used to implement the programme

- Resources include money, time and people.

This information can be used to:

- Compare the level and types of resources planned with those actually used
- Establish the resources needed for different activities
- Improve future programme planning
- Review the efficiency and effectiveness of resources used.

Demonstrating programme reach. It is important to know whether your programme is reaching or affecting those it is intended to. Often programmes do not reach the intended participants. This can have important implications for how your programme, and others similar to yours, should be run in the future.

Key message: Remember, it is useful to feed back evaluation information to a programme while it is still being implemented.

READING FOUR: OUTCOME EVALUATION

Based on excerpts from Duignan (2001) and Waa, Holibar, & Spinola (1998).

Outcome evaluation is any evaluative activity directed at determining the positive or negative short-, intermediate- or longer-term outcomes of a programme. It looks at how **successfully** a programme has achieved the outcomes it is seeking. Where this can be done, this is very useful information for stakeholders, particularly if it is in a form in which the effectiveness of the programme being evaluated can be compared with other strategies for achieving the same outcomes.

Given that the final outcomes of real world programmes can take a number of years to achieve, determining long-term outcomes may be outside the timeframe of the measurements being undertaken in an evaluation. Logic models can be useful for communicating the outcomes of the programme. These range from short-, intermediate- to long-term outcomes.

Short-term outcomes refer to the immediate effects of a programme. The types of information that can be collected include:

- People's perceptions of the programme and the health promotion issues
- Short-term changes in environments directly affected by the programme
- Short-term changes in knowledge, attitudes and behaviour of people who have been involved in the programme.

Some short- and intermediate-term outcome evaluation activities include:

- Establishing programme participants' and/or stakeholders' perceptions about the programme and its effects.
- Collecting data on people's knowledge, attitudes or behaviour before (baseline data), during and after the programme has been implemented, to establish changes that can be linked to the programme.
- Assessing the extent to which the programme met its outcomes. Look back at the programme outcomes; if they have been well thought out, they will guide your outcome evaluation activities, reminding you of what is considered an indicator of programme effectiveness and success.
- Assessing positive or negative effects of the programme.

Reviewing process evaluation information to establish how the programme was implemented and whether there are any factors which may impact on what has been achieved.

Evaluating long-term outcomes requires substantial resources, skills and long timeframes. The types of information that can be collected in long-term outcomes include:

- Long-term changes in people's knowledge, attitudes and behaviour
- Long-term environmental changes
- End results or overall outcomes of your programme.

Due to the longer time frame, it may be unrealistic for health promotion providers to undertake these evaluation activities alone. This is because changes in knowledge, attitudes, behaviour or environments are usually incremental, long-term and brought about by a combination of factors. It is therefore difficult to claim that any overall, long-term change is a direct result of your programme.

Programme outcomes can be both intended and unintended. The intended programme outcomes should be covered in your logic model. It is also useful to establish any unintended outcomes which your programme has had.

These can aid or inhibit the overall effectiveness of your programme. For example, a marae-based drink drive programme may have the unintended outcome of developing positive relationships between Maori communities and the police. This could enhance the overall programme as well as allowing more collaborative relationships to be developed in the future.

EASY EVALUATION FRAMEWORK

Evaluation priorities and questions

EVALUATION PRIORITIES

Activity: Select two interventions and two outcomes (short- or medium-term) on which to focus the evaluation

List prioritised interventions

List prioritised outcomes

Evaluation questions for prioritised interventions and outcomes

Example:

For **interventions** ask: What is the quality (i.e., content, design and delivery) of the prioritised interventions? e.g.

What is the quality (i.e., content, design and delivery) of the gardening lessons for Marae whanau?

Evaluation questions for interventions

For outcomes ask:

How successfully has (outcome) been achieved? OR

To what extent has (outcome) been achieved? OR

How well has (outcome) been achieved?

Examples:

How successfully was the cooking skills outcome achieved?

To what extent were cooking skills achieved?

How well was the cooking skills outcome achieved?

Evaluation questions for outcomes

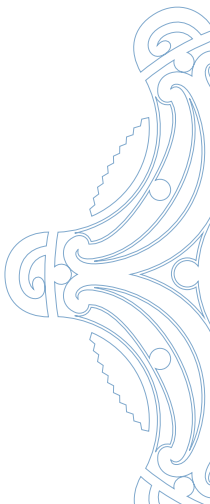
EASY EVALUATION FRAMEWORK

Develop evaluation criteria and standards

In this section you will be developing evaluation criteria and standards which will be used to help you determine quality and value in relation to your project.

Activity: Making evaluative decisions

The purpose of this exercise is to enable you to understand some of the key concepts in making evaluative decisions.



Setting Performance Expectations

Establishing Criteria What are the criteria on which pens should be judged? (e.g., colour, ink flow)	**Constructing Standards** How well should the pens perform on each of the criteria? What are your standards? Develop a rating system.	**Measuring Performance & Comparing with Standards** Based on your criteria for what makes good pen, how well does each pen measure up against the standards you set?	**Synthesizing & Integrating Evidence into Judgment of Worth** Using the results from the previous column, rank the pens from best to least performing.

Which pen would you recommend?

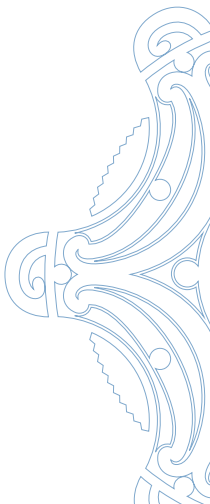
Developing outcome evaluation criteria

(See page 41-42 *Easy Evaluation: A Practical Guide to Programme Evaluation* for an example of outcome criteria)

Activity:

- Select a short-term outcome from your logic model
- List the relevant evaluation criteria
- For each evaluation criteria, list possible sources of data

Note: Do not, at this stage, complete the Outcome Standards table.



OUTCOME CRITERIA AND STANDARDS TABLES

Outcome:

Evaluation criteria (What will a successful outcome look like?)	**Data sources**	**Method**

Outcome standards

Rating	**Explanation (How you will determine merit)**
Excellent	
Very good	
Good	
Poor	

OUTCOME CRITERIA AND STANDARDS TABLES

Outcome:

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Outcome standards

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OUTCOME CRITERIA AND STANDARDS TABLES

Outcome:

Evaluation criteria (What will a successful outcome look like?)	**Data sources**	**Method**

Outcome standards

Rating	**Explanation (How you will determine merit)**
Excellent	
Very good	
Good	
Poor	

Activity: Now go back to the templates on pages 24-27 and develop standards for your prioritised outcomes from your logic model using the evaluation criteria.

(See page 42 *Easy Evaluation: A Practical Guide to Programme Evaluation* for an example of performance standards)

Developing process evaluation criteria

(See page 42-43 *Easy Evaluation: A Practical Guide to Programme Planning* for an example of evaluation criteria)

Activity: Go to the Process-Quality definition table (page 43) and develop evaluation criteria for one intervention from your logic model.

- Select the project intervention
- List the evaluation criteria for this intervention
- For each evaluation criteria, consider possible sources of data

Note: Do not, at this stage, complete the outcome standards table.

PROCESS CRITERIA AND STANDARDS TABLES

Intervention:

Evaluation criteria What will a quality intervention look like?	**Data sources**	**Method**

Performance standards

Rating	**Explanation (How you will determine merit)**
Excellent	
Very good	
Good	
Poor	

PROCESS CRITERIA AND STANDARDS TABLES

Intervention:

Evaluation criteria What will a quality intervention look like?	**Data sources**	**Method**

Performance standards

Rating	**Explanation (How you will determine merit)**
Excellent	
Very good	
Good	
Poor	

PROCESS CRITERIA AND STANDARDS TABLES

Intervention:

Evaluation criteria What will a quality intervention look like?	**Data sources**	**Method**

Performance standards

Rating	**Explanation (How you will determine merit)**
Excellent	
Very good	
Good	
Poor	

Activity: Now go to the rubric template on pages 29-31 and develop standards for your selected interventions from your logic model using the evaluation criteria.

(See page 43 *Easy Evaluation: A Practical Guide to Programme Planning* for an example of performance standards)

EASY EVALUATION FRAMEWORK

Collect, analyse and interpret data

Activity: Data Collection Methods – Pros and cons

EASY EVALUATION FRAMEWORK

Draw evaluative conclusions

Let's take the Marae-based Nutrition and Exercise programme as an example and one of its interventions.

Example: Cooking and nutrition lessons incorporating traditional Māori foods and cooking methods

Rating	Explanation (how you decide merit)
Excellent	All the participants found the lessons interesting and engaging and they had time to practise their new skills. The content provided accurate nutrition information.
Very Good	Most of the participants found the lessons interesting and engaging and there was enough time to practise their new skills. The content provided accurate nutrition information.
Good	Most of the participants found the lessons interesting and engaging but there was not enough time to practise. The content provided accurate nutrition information.
Poor	Most participants were bored with the lessons and quickly lost interest or the content did not provide accurate nutrition information.

Example: Data on the criteria related to quality of the interventions: Cooking and nutrition lessons incorporating traditional Māori foods and cooking methods

Criteria	Data
Accurate nutrition information included	Reviews of the nutrition information by two independent (and credible) nutritionists noted accurate nutrition information was provided There was some missing information relating to the absorption of Vitamin C.
Engaging and interesting lessons	17 out of 20 participants reported that the lessons were engaging and interesting. Three complained about the facilitation stating that they were bored and disinterested.
Time to practise new skills	17 out of 20 participants considered they had enough time to practise new skills. Three reported that they needed more time than was allocated.

Activity: How would you rate the cooking and nutrition lessons using the rubric above? Why? Write a few sentences summarising the evidence that led you to your conclusion. It should be clear why the lessons achieved the rating and not the one above or the one below.

We will now look at the outcome: Awareness of the nutrient value of foods.

Rating	Explanation (How you decide merit)
Excellent	All participants are able to identify the main food groups, explain which foods are the best sources of certain key vitamins and minerals (e.g., iron, Vitamin C), and design a balanced, nutritious meal using fresh ingredients
Very Good	Most participants are able to identify the main food groups, explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C), and design a balanced, nutritious meal using fresh ingredients
Good	Over half of the participants are able to identify the main food groups, and design a balanced nutritious meal using fresh ingredients although they may not be able to explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C)
Poor	Fewer than half of the participants are able to identify the main food groups, and design a balanced nutritious meal using fresh ingredients or explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C)

Example: Data relating to the outcome: Awareness of the nutrient value of foods

Criteria	Data
Identify the main food groups	15 out of 20 participants identified the main food groups
Explain which foods are the best sources of certain key vitamins and minerals (e.g., iron, Vitamin C)	10 out of 20 could explain the best sources of certain key vitamins and minerals
Design a balanced nutritious meal using fresh ingredients	18 out of 20 participants could design a balanced, nutritious meal using fresh ingredients

Activity: How would you rate the outcome: Awareness of the nutrient value of foods using the rubric above? Write a few sentences summarising the evidence that led you to your conclusion. It should be clear why the lessons achieved the rating and not the one above or the one below.

EASY EVALUATION FRAMEWORK

Ensure use and share lessons learned

Activity: Evaluation audiences

Write a list of the audiences to whom you are going to disseminate findings from your project evaluation. Check the list of stakeholders you identified earlier and make sure you have included everyone.

Activity: Evaluation reporting and use (See *Easy Evaluation: A Practical Guide to Programme Evaluation* pages 64 to 69 for a sample report)

Now think about your audiences and list some ways that you might disseminate information about your project and its evaluation.

EVALUATION PLANS

(Final sections of evaluation plan)

Evaluation ethics and standards

Evaluation risk assessment

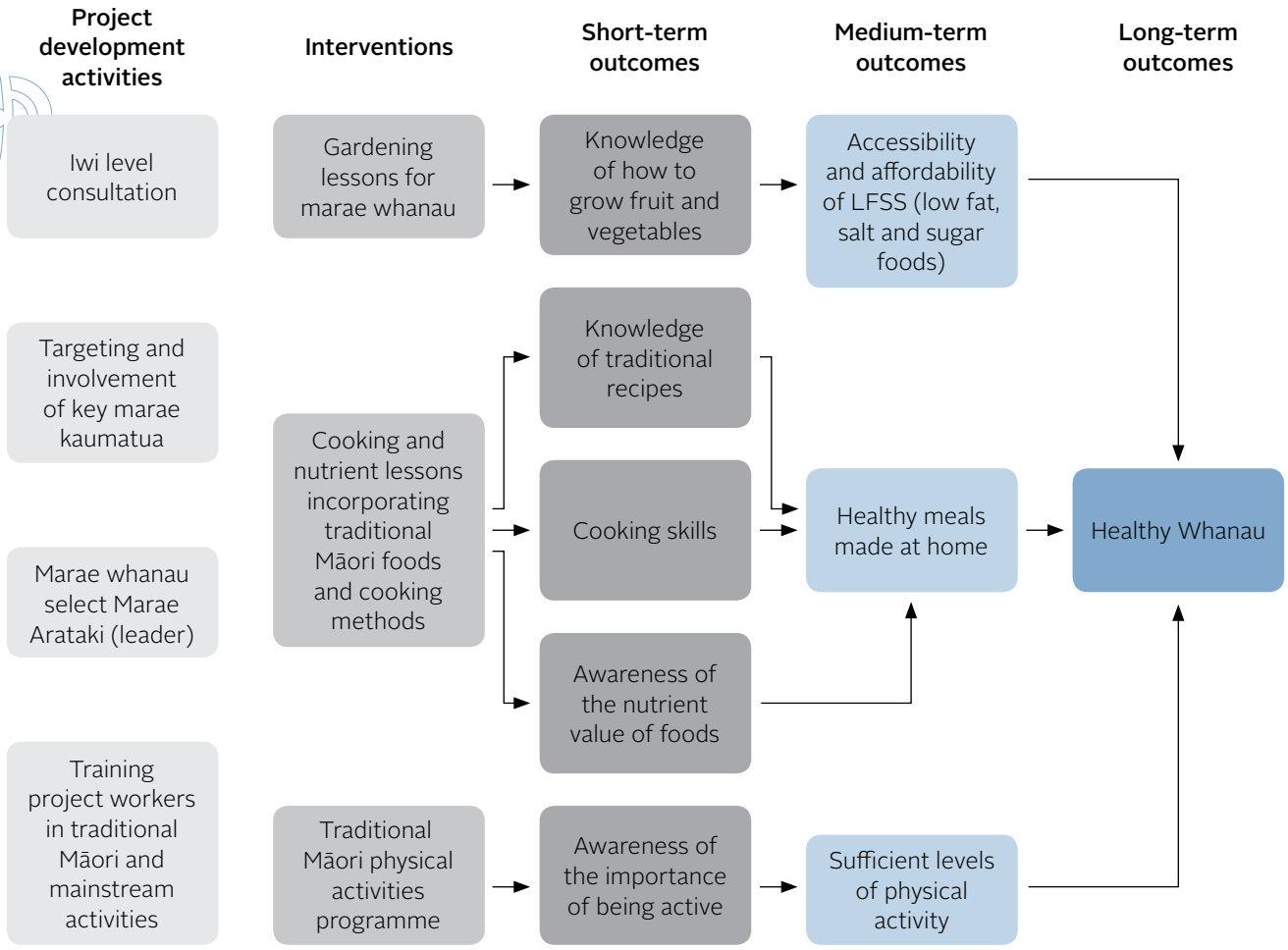
Evaluation management and timelines

Programme and evaluation resourcing and budget

Appendices

WHAT DO I NEED FOR A WELL-PLANNED PROJECT

MARAE-BASED NUTRITION AND EXCERCISE PROGRAMME LOGIC MODEL



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