

Easy Evaluation – Online

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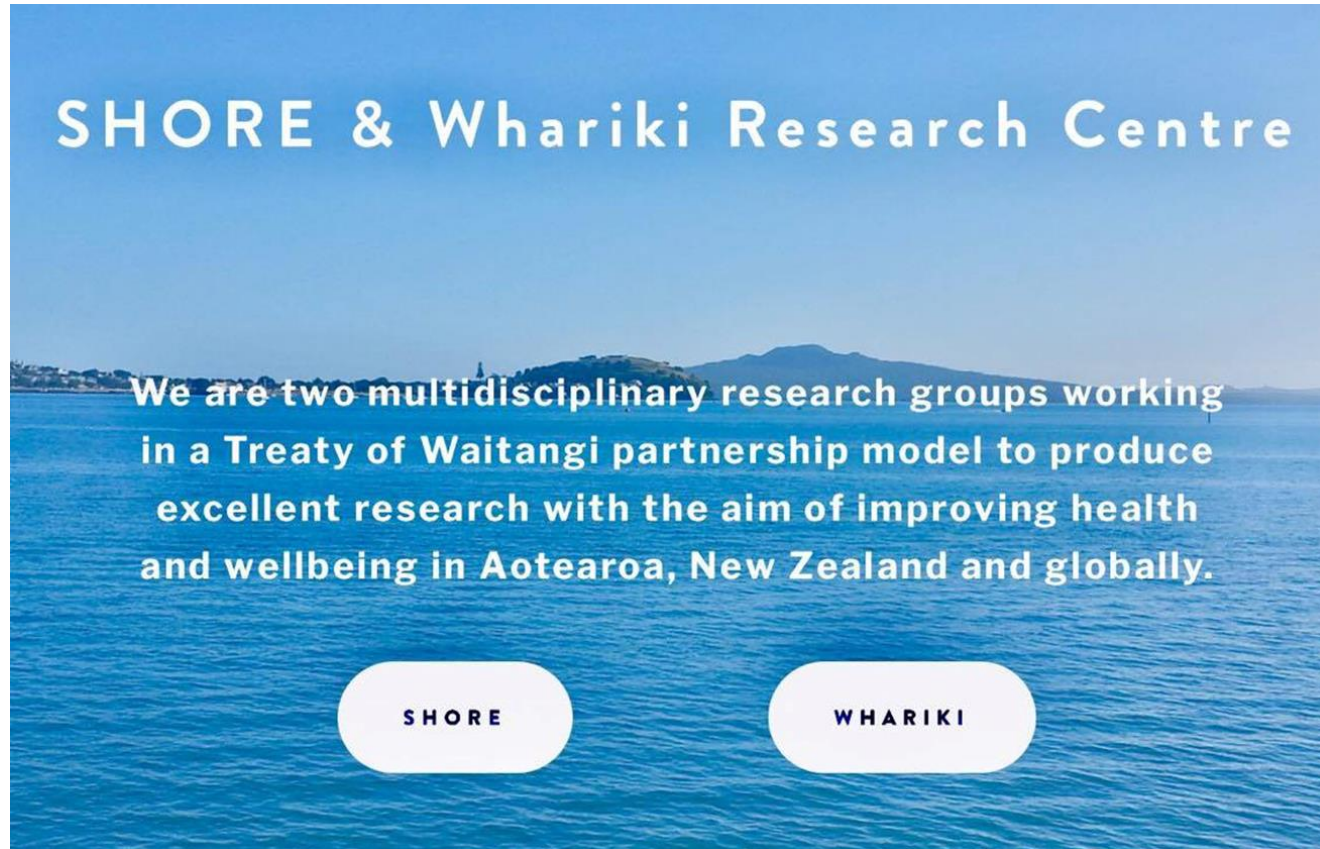
Introductions

- Name
- Where from
- Work role
- Something to share

e.g., favourite recreation activity, special talent, something else



Introductions



SHORE & Whariki Research Centre

We are two multidisciplinary research groups working in a Treaty of Waitangi partnership model to produce excellent research with the aim of improving health and wellbeing in Aotearoa, New Zealand and globally.

SHORE **WHARIKI**

National Public Health Evaluation Training Service



Aims of sessions

- Greater familiarity and more experience with developing programme logic models
- An increased understanding of different forms of evaluation
- Gained knowledge, skills and confidence about planning and conducting evaluation

Sessions

Session 1: Introduction, evaluation and projects

Session 2: Logic models

Session 3: Understanding evaluation and criteria and standards

Session 4: Making evaluative judgements

Sessions

- Teaching session (ppt and resources available online)
- Work in between sessions – highly recommended, but optional
- Follow-up support (online)
- Resources: <https://easyevaluation.shore.ac.nz>

Understanding evaluation

- What is evaluation?
- Forms of evaluation
- Internal and External evaluation
- Research and Evaluation

G ♥ ♥ D
INTENTIONS ARE NOT...
ENOUGH

Defining evaluation

- Brief discussion in breakout room (8 minutes)
- Develop a definition (sentence) –

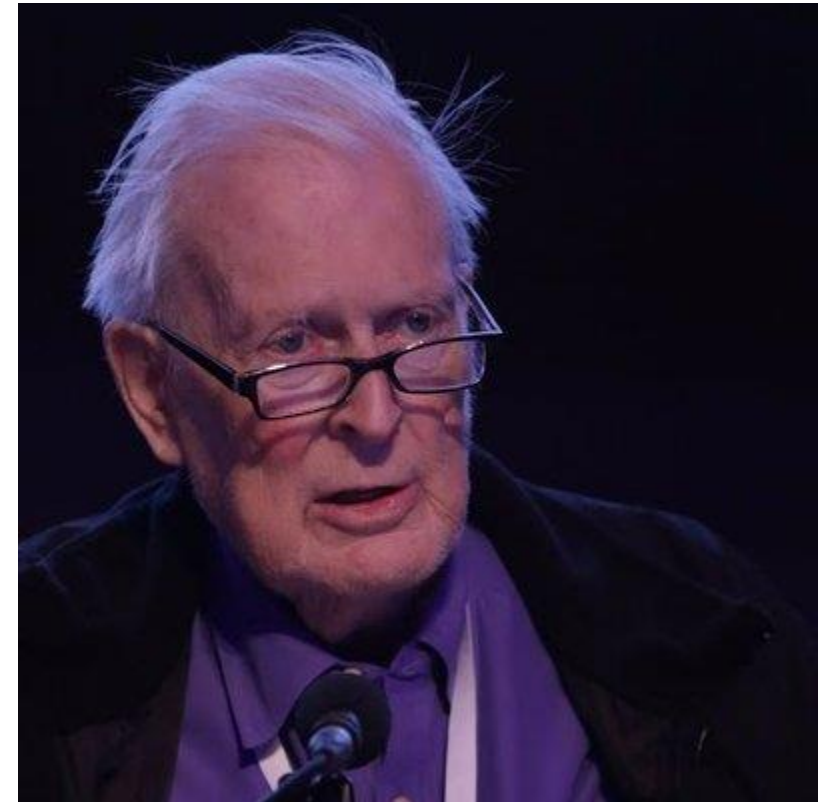
What is evaluation?

- Each group get someone to type the sentence in chat when return to main group

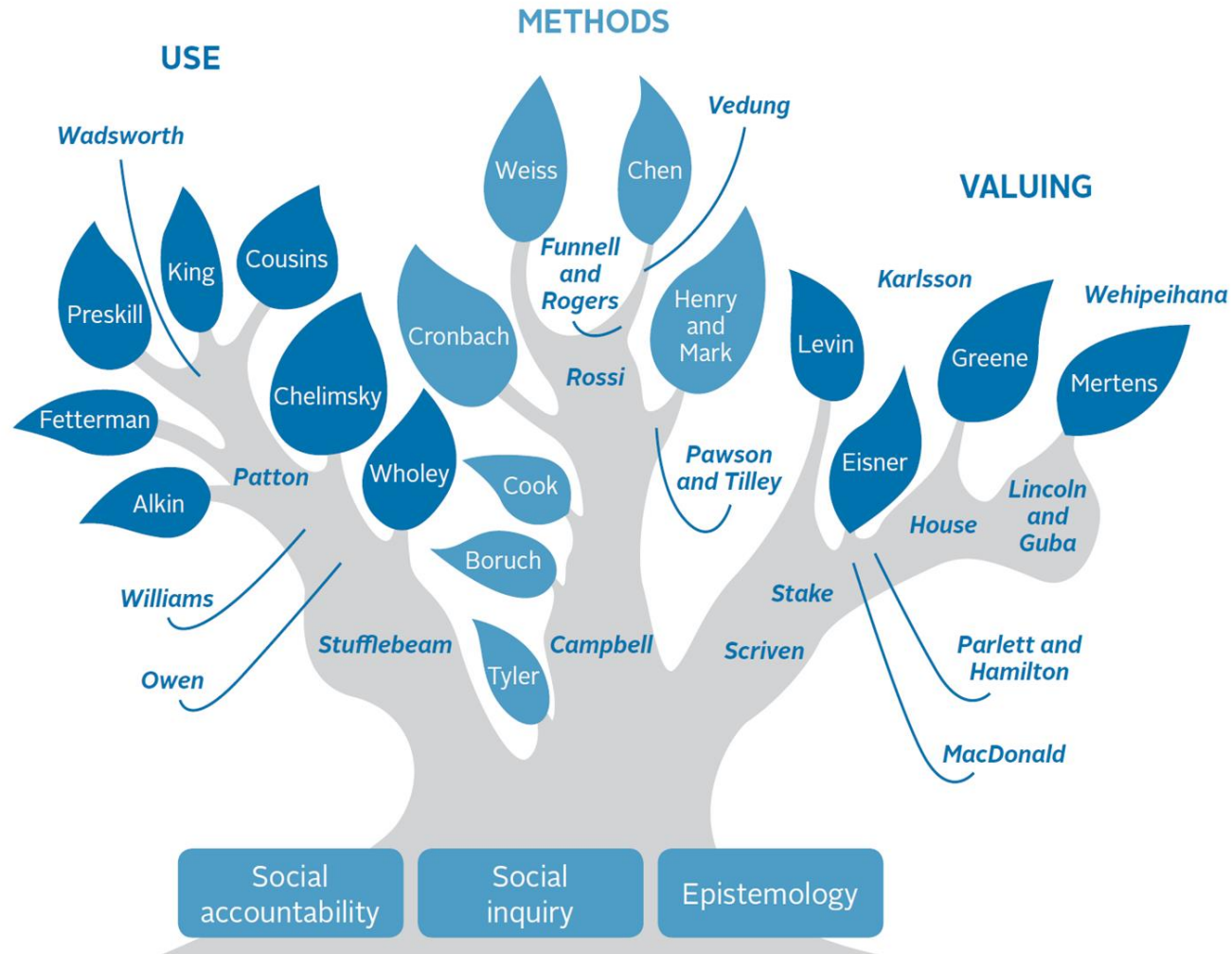
A definition

Michael Scriven (1991)

The **systematic** determination
of the **quality** or **value** of something
(a project, programme or organisation)
in order to take action



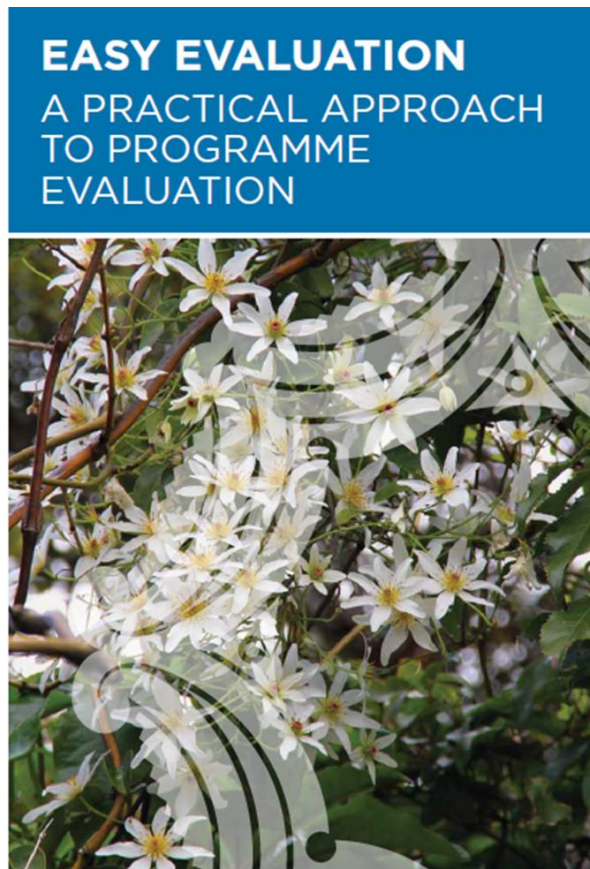
Evaluation Theory Tree



Easy Evaluation approach

1. Theory-driven (logic models)
2. Valuing – assessing quality, worth and merit
3. Participatory

Easy Evaluation (Dickinson, Adams, Asiasiga, & Borell, 2015)



Program Evaluation for Health Professionals: What It Is, What It Isn't and How to Do It

Jeffery Adams¹  and Stephen Neville² 

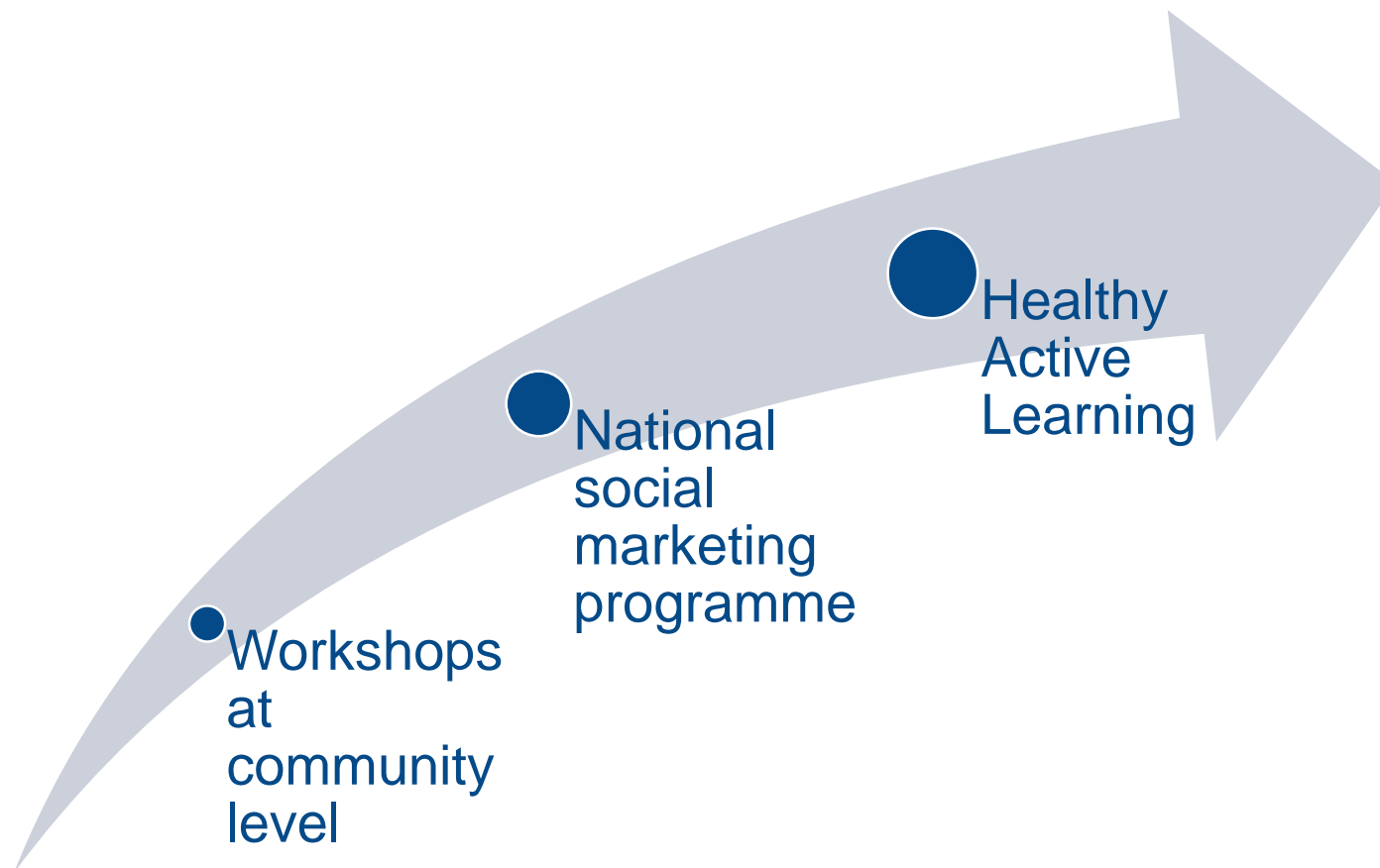
Abstract

Health professionals deliver a range of health services to individuals and communities. The evaluation of these services is an important component of these programs and health professionals should have the requisite knowledge, attributes, and skills to evaluate the impact of the services they provide. However, health professionals are seldom adequately prepared by their training or work experience to do this well. In this article we provide a suitable framework and guidance to enable health professionals to appropriately undertake useful program evaluation. We introduce and discuss “Easy Evaluation” and provide guidelines for its implementation. The framework presented distinguishes program evaluation from research and encourages health professionals to apply an evaluative lens in order that value judgements about the merit, worth, and significance of programs can be made. Examples from our evaluation practice are drawn on to illustrate how program evaluation can be used across the health care spectrum.

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Easy Evaluation – suits a range of programmes

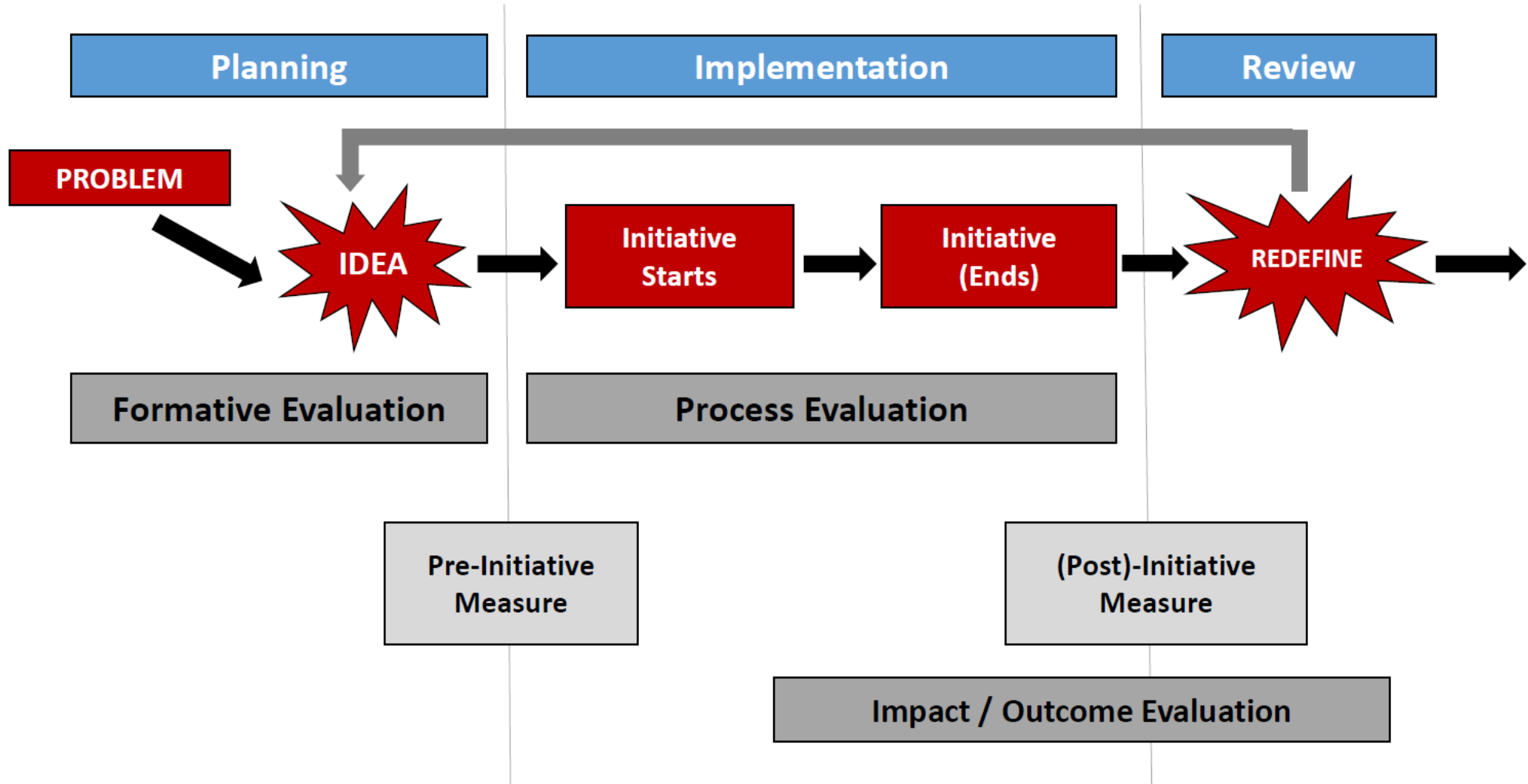


Easy Evaluation approach

1. What is the quality of the project, programme or policy
2. To what extent have we achieved outcomes

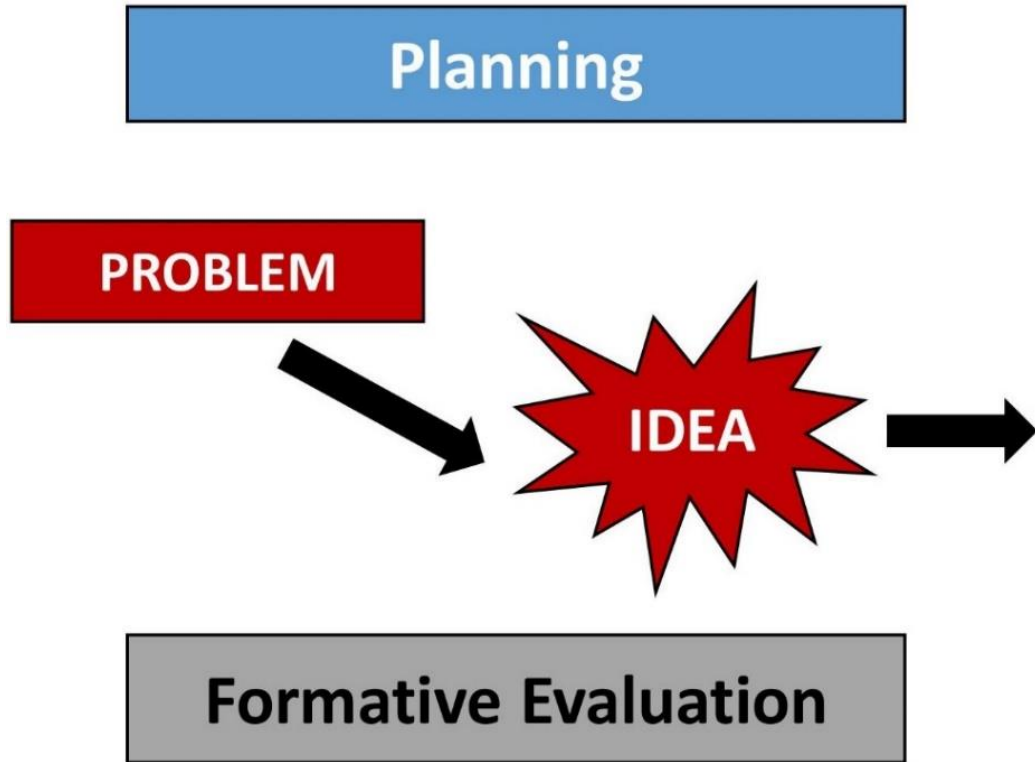
Program Planning and Delivery Cycle

WHEN DO YOU EVALUATE DURING THE PROGRAM CYCLE?



(Pragmatic Evaluation, 2019)

Formative evaluation



Informative before the initiative is delivered

Problem definition

- existing 'big' data
- social/behavioural/ organisational research
- needs assessment

Solution generation

- best practice (evidence/ theory)
- logic model
- pilot testing

(Pragmatic Evaluation, 2019)

Process evaluation

Implementation

Initiative
Starts



Initiative
(Ends)

Process Evaluation

The delivery of the initiative

Fidelity: delivered as intended?

Exposure: how much was received?

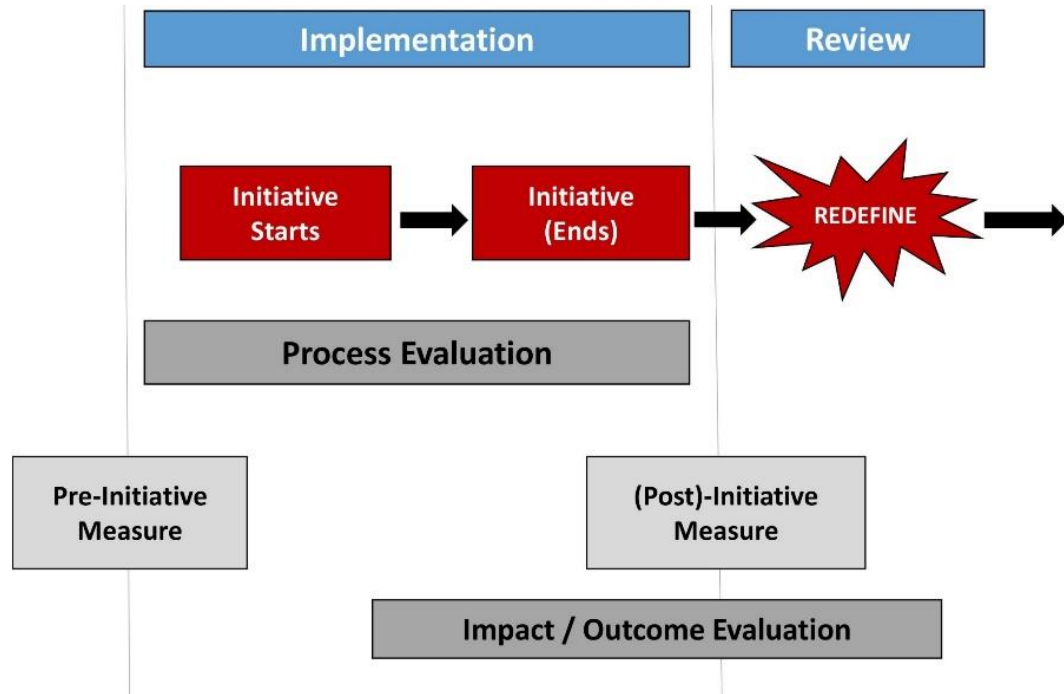
Satisfaction: expectations – were they met?

Context: did anything else influence the intervention?

Reach: how many and who?

(Pragmatic Evaluation, 2019)

Outcome/impact evaluation



The change due to the initiative

Stated outcomes achieved – and to what degree?

Unexpected outcomes identified?

Often – but not always – before and after measures

(Pragmatic Evaluation, 2019)

Internal and external evaluators



(Pragmatic Evaluation, 2019)

Internal and external evaluators

Which is best?

Internal and external evaluators

Which is best?

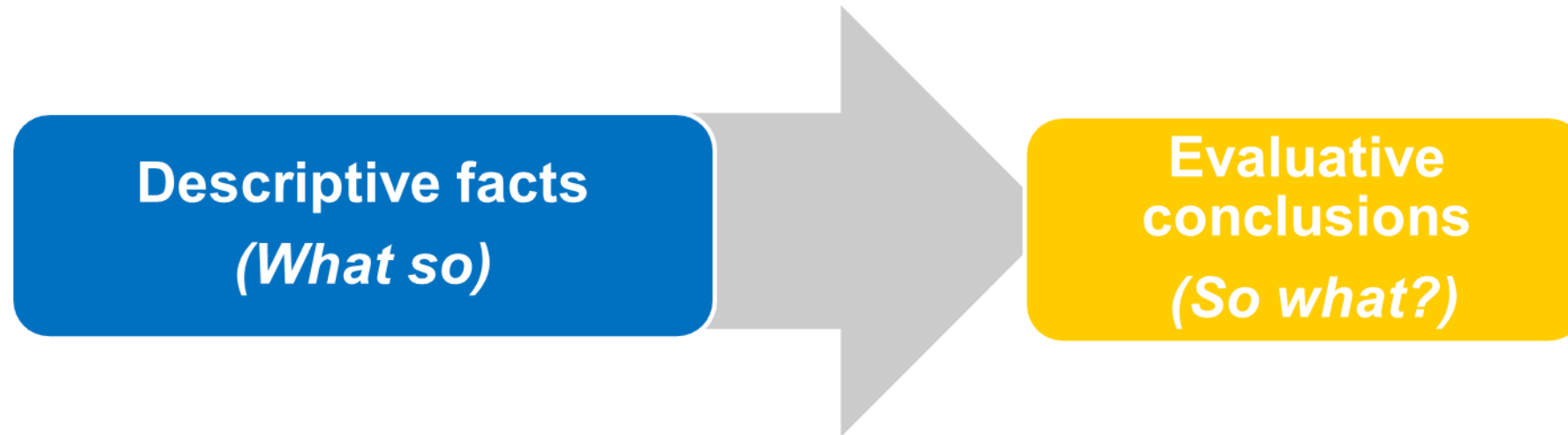


Research and evaluation

Not the same



E-VALUATION



Evaluations should generate not just evidence, but evaluative conclusions
(Davidson, 2013)

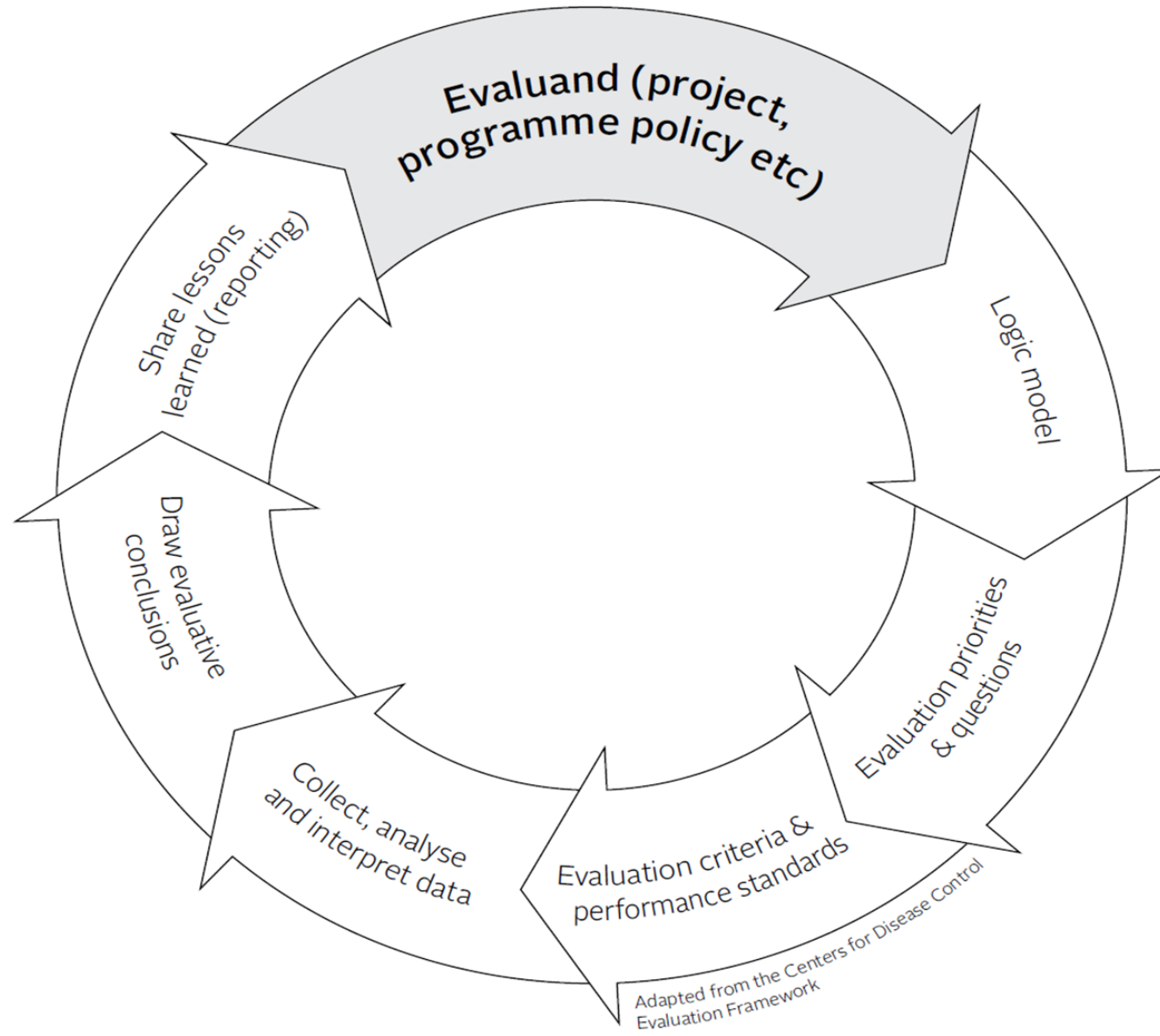
Making evaluative conclusions (Davidson, 2013)

Rorschach inkblot



Divine judgement





Your programme or project

Need, issue or concern is crucial (not the solution)

Focus on the project – not the evaluation of it

Your programme or project

Low levels of physical activity among children

Problematic alcohol consumption among young people

Smoking prevalence in community and among whānau

Enhance the wellbeing of all those affected by sexually transmitted infections

Your programme or project

Low levels of physical activity among children

- Active children

Problematic alcohol consumption among young people

- Young people are low-risk drinking or not drinking

Smoking prevalence in community and whānau

- Community and whānau are Auahi Kore

Enhance the wellbeing of all those affected by sexually transmitted infections

- Sexually healthy young people