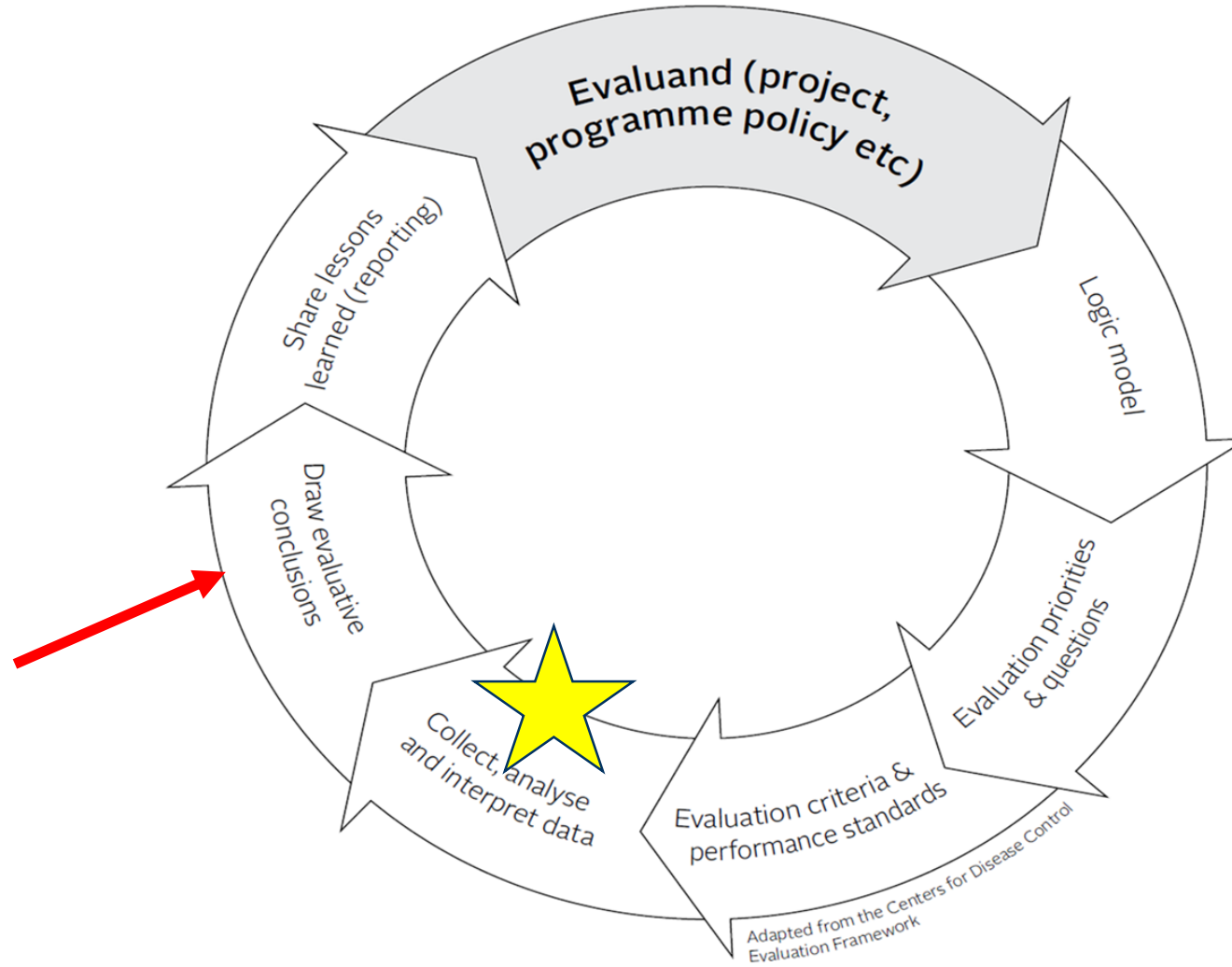


Easy Evaluation – Online

Jeff Adams PhD
Verne McManus

Aims

- 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**



Choosing methods

The evaluation needs and questions
should drive the choice of method

Don't let methods drive the evaluation

But practicalities also come into play

We're just starting to plan
our evaluation. Which
methods should we consider?

All of them.



freshspectrum.com

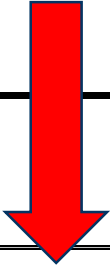
Practicalities

Time

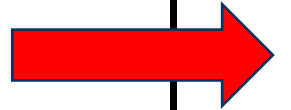
Budget

Expertise

Acceptability to stakeholders

Evaluation Criteria	Key Sources of Data	Method
<ul style="list-style-type: none">• The content covers skills required for cooking and accurate nutrition information• The delivery of lessons is engaging, interesting and at the appropriate level for participants• The lesson design allows participants time to practise new skills and apply knowledge	<ul style="list-style-type: none">• Dietician or nutritionist• Participant• Course leader• Participant	 <ul style="list-style-type: none">• Review of cooking lesson plans• Feedback form• Interview• Reflection/assessment• Feedback form

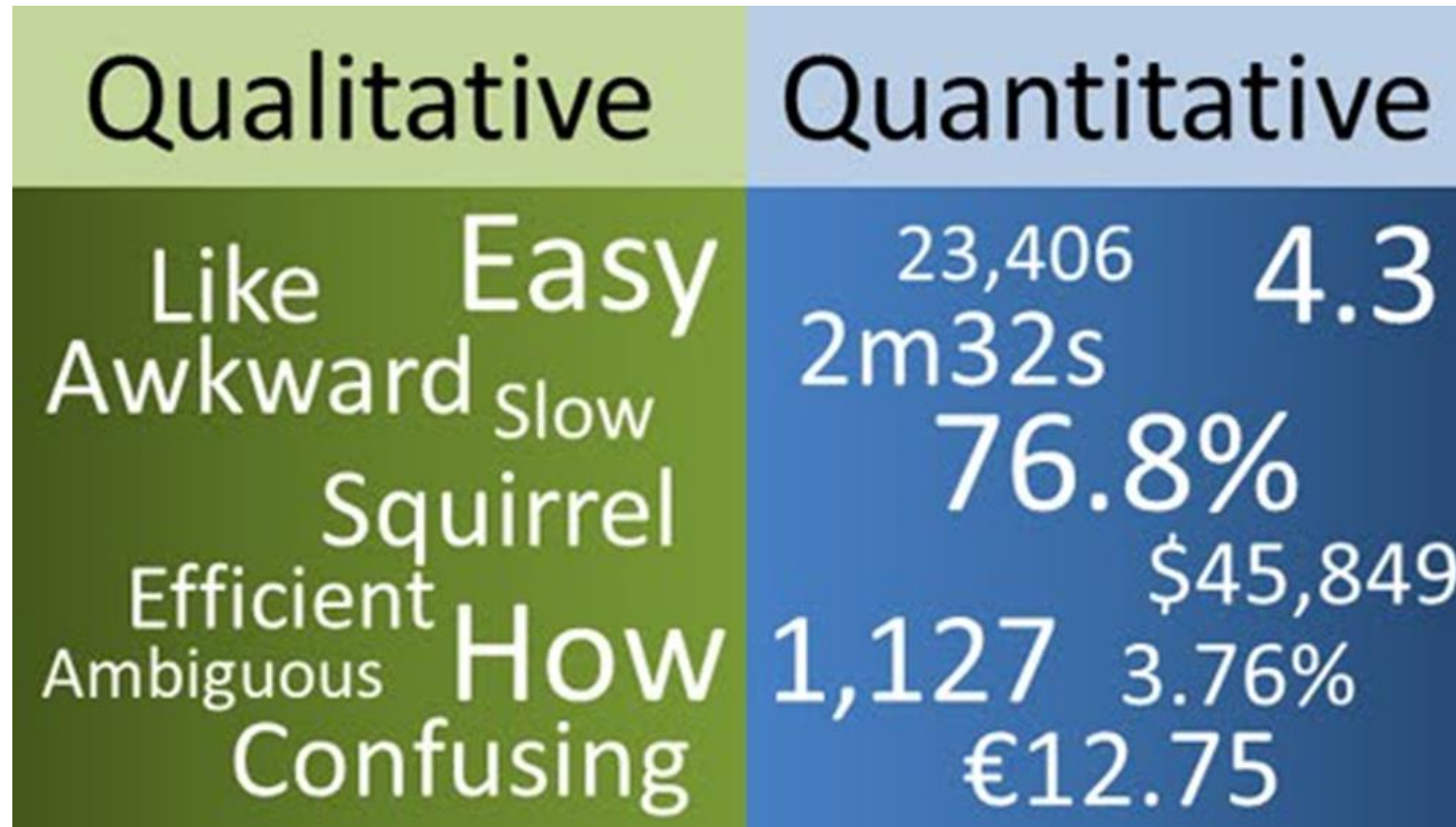
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Cooking lessons for family

Criteria	Feedback question	Response type
Lessons are: <ul style="list-style-type: none"> engaging interesting 	I found the lessons engaging and interesting	1 – 5 rating scale
	I was bored during the lessons	1 – 5 rating scale
	Do you have the comments about the facilitation of the workshop?	Open ended
Participants have time to practise new skills	I had enough time to practice the cooking skills taught to me?	1 – 5 rating scale

Data collection



@MattPLavoie

Quantitative Methods



Qualitative Methods



Features of qual and quant

Qualitative	Quantitative
Rich, but narrow	Broad, but shallow
Seeks difference and convergence	Seeks consensus and norms
Seeks to interpret and understand	Seeks to explain and predict
Generates theory; is inductive	Tests theory; is deductive
Subjective	Objective
Flexible	Less flexible

Features of qual and quant

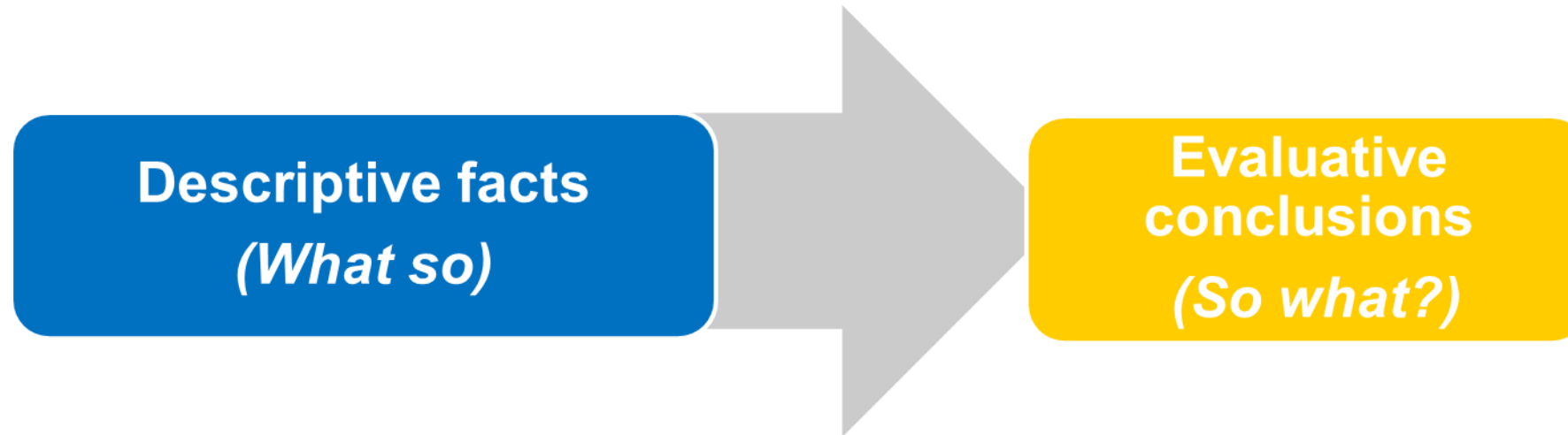
Qualitative	Quantitative
Works better with small groups	Works well with large populations
May require proximity	Can work with dispersed populations
Can work with people with less developed language skills	Usually requires well-developed language skills
Tends to take longer to complete	Can be completed quickly
Large projects may need team of researchers	Large projects can be carried out by small teams
Can be expensive	Can be expensive

Why multiple / mixed methods

“since ... programs can involve complex, multi-component interventions at many levels, it is often appropriate to observe the program from qualitative and quantitative perspectives”

(Bauman & Nutbeam, 2014)

Making evaluative conclusions



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

Making evaluative conclusions (Davidson, 2013)

Rorschach inkblot



Divine judgement



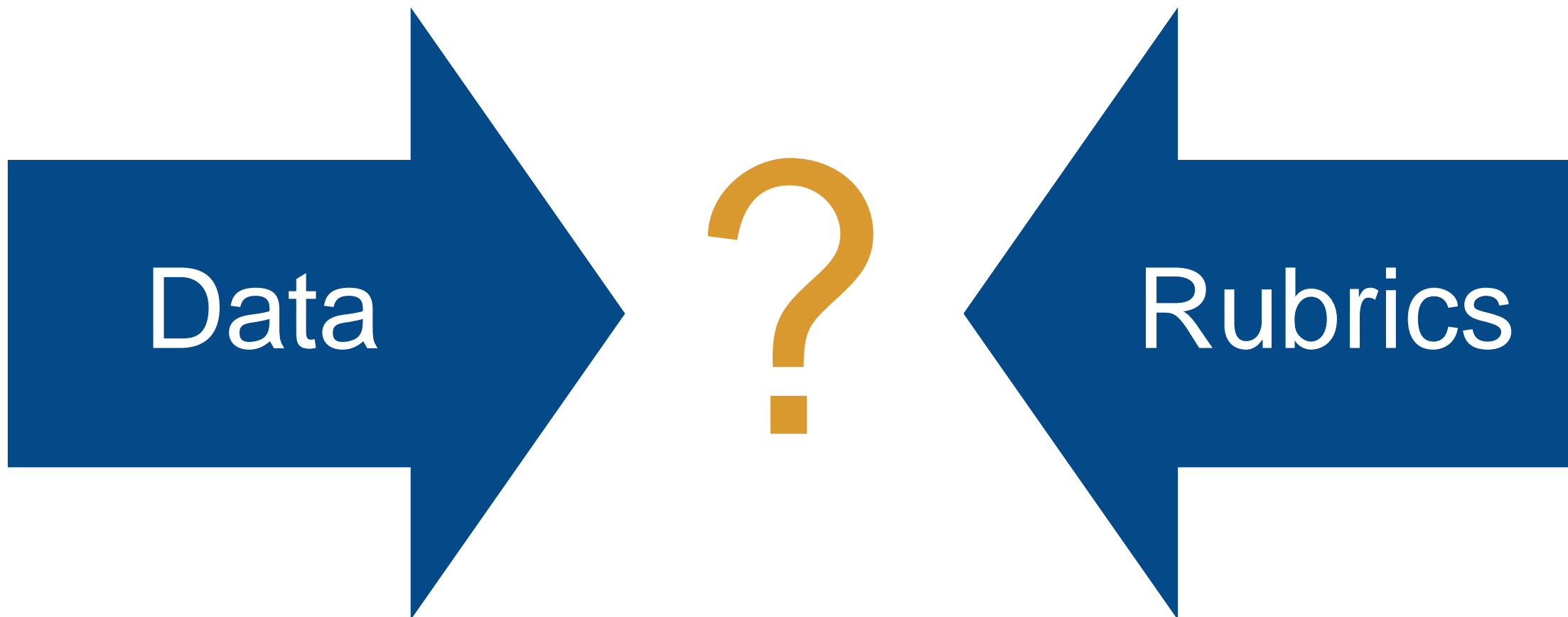
Drawing evaluative conclusions

Determine merit
(criteria, standards,
rubrics)

Collect and analyse
data

Convert evidence
(descriptive facts)
into evaluative
conclusions

Map data to rubrics



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 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)

Criteria	Data
Identify the main food groups	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 10 out of 20 could explain the best sources of certain key vitamins and minerals
Design a balanced nutritious meal using fresh ingredients	<ul style="list-style-type: none">• 18 out of 20 participants could design a balanced, nutritious meal using fresh ingredients

Cooking lessons incorporating traditional Maori foods and cooking methods

Rating	Explanation (how you decide merit)
Excellent	All 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 participants found the lessons interesting and engaging although sometimes there was not 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 dd not provide accurate nutrition information.

Example: Data on the criteria related to quality of cooking and nutrition lessons incorporating traditional Maori 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.

High capability

Leaders (including Boards of Trustees, a group of parents elected by parents to govern the school) clearly make it a strategic priority to proactively create and sustain culturally intelligent, inclusive environments, particularly for Māori learners, Pasifika learners and learners with special education needs, including those learners transitioning from schooling where the language and/or methods of instruction were different. They are highly skilled at leading and changing this aspect of organisational culture for the benefit of learners. Their genuine personal commitment to inclusiveness is evidenced in their clear and deep knowledge of who their learners are, what they pay attention to, how swiftly they identify and react to emerging issues, how they advocate for minority groups, how adequately they resource and do the most important things, build their own knowledge, etc. (Davidson, 2013)

Reporting

Keep it brief (sample report in the resources)

Direct answers –

- to what extent did you achieve outcomes
- quality of the interventions

Think about feeding results back – written plus ????

Ethics – what are the issues



Ethics

Informed consent

Voluntary participation (does not affect service provision)

Do no harm – individuals and communities

Feedback results (in appropriate ways)

Check out sector / organisational procedures –
may need formal review

Some other considerations

Budget and resourcing

Timeline

Risks



2019 key evaluation and project activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
DHBs Co-design phase (4 practices)												
DHBs Validation phase (12 practices)												
Evaluation plan development												
Ethics approval												
Document review												
Baseline data (clinical review & survey)												
Progress report												
Draft evaluation report - 4 practices												
2020 key evaluation and project activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
DHBs Validation phase (12 practices)												
Document review												
Follow up data (clinical review & patient survey)*										?	?	
Patient focus groups*										?	?	
Progress report												
Final evaluation report - 4 practices												
18 month evaluation report												
* timing for follow-up to be discussed												
2021 key evaluation and project activities	Jan	Feb	Mar	Apr	May	Jun						
Document review												
Follow up data (clinical review & patient survey)*				?	?							
Patient focus groups*				?	?							
Progress report												
Draft evaluation report												
Final evaluation report												
* timing for follow-up to be discussed												



Sample evaluation reports (available online)

Dickinson, P., Adams, J., & Neville, S. (2016). The final evaluation of the Northern Regional Accelerated Sonography Training Pilot 2014 to 2016. Auckland: SHORE & Whariki Research Centre, Massey University.

<https://www.health.govt.nz/system/files/documents/publications/final-evaluation-northern-regional-accelerated-sonography-training-pilot-2014-2016-jun16.pdf>

Dickinson, P., Adams, J., Asiasiga, L., & Moewaka Barnes, A. (2014). *Get Out! Stay Out! evaluation*. Wellington: New Zealand Fire Service Commission. <https://fireandemergency.nz/assets/Documents/Research-and-reports/Report-132-Get-Out-Stay-Out-Evaluation.pdf>

Wilkinson, J., Carryer, J., Adams, J., & Channing-Pearce, S. (2011). Evaluation of the Diabetes Nurse Specialist Prescribing Project. Wellington: School of Health and Social Services, Massey University.

<https://www.nzssd.org.nz/documents/dnss/DNS%20prescribing%20%20project%20final%20report%202011.pdf>

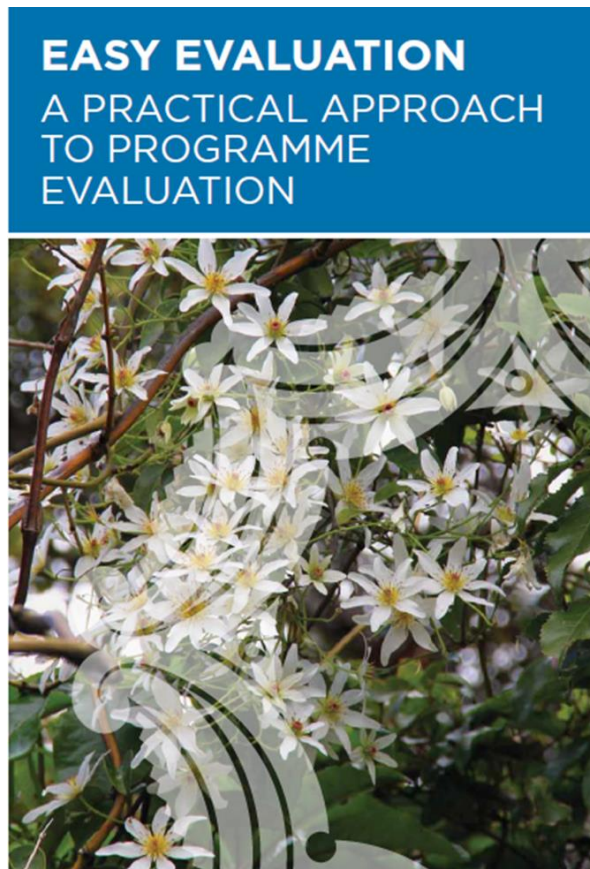
Sample evaluation journal articles (available online or on request)

Adams, J., Neville, S., Parker, K., & Huckle, T. (2017). Influencing condom use by gay and bisexual men for anal sex through social marketing: A program evaluation of Get it On!. *Social Marketing Quarterly*, 23(1), 3-17. doi: 10.1177/1524500416654897

Wilkinson, J., Carryer, J., & Adams, J. (2014). Evaluation of a diabetes nurse specialist prescribing project. *Journal of Clinical Nursing*, 3(15-16), 2355-2366. doi: 10.1111/jocn.12517

Adams, J., Neville, S., & Dickinson, P. (2013). Evaluation of Bro Online: An Internet-based HIV prevention initiative for gay and bisexual men. *International Journal of Health Promotion and Education*, 51(5), 239-247. doi: 10.1080/14635240.2012.702502

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.

International Journal of Qualitative Methods
Volume 19: 1–11
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On your own

Have a go ...

Develop an evaluation plan: logic models; criteria, standards and rubrics; data collection tools

Contact j.b.adams@massey.ac.nz if you want some help

Resources @ <https://easyevaluation.shore.ac.nz>