

## Step 6: Planning for Evaluation



Planning For Evaluation

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## Evaluation thinking

- Evaluation begins with the needs assessment
- Rossi and colleagues (1999) describe understanding the program as the first step in evaluation planning
- We talk about evaluation as IF the program was successful (effect – sometimes called outcome or impact evaluation ) and WHY the program was successful or not (process)

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## Reasons for evaluation

- Summative efficacy and effectiveness
- Program management and improvement
- Generation of new knowledge
- Different reasons for different stakeholders



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## CDC evaluation framework



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## Stakeholders

- Policy-makers and Decision-makers
- Program Sponsors and Funders
- Evaluation Sponsors and Funders
- Target Groups; Beneficiaries
- Program Adopters
- Program Developers
- Program Managers
- Program Staff/Implementers
- Program Competitors
- Health Education Community
- Evaluation Community

Source: Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (1999). *Evaluation: A systematic approach* (6th ed.). Newbury Park, CA: Sage.  
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## IM Step 6: Evaluation plan

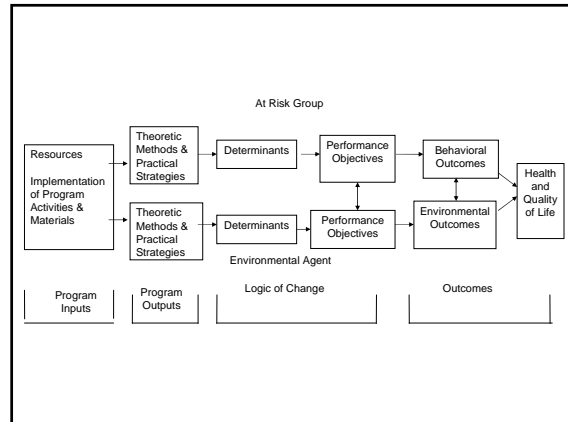
- Develop a logic model to describe program outcomes for quality of life, health, behavior and environment
- Write outcome evaluation questions
- Write evaluation questions based on the matrix, i.e. concerning performance objectives and determinants as expressed in the change objectives
- Write process evaluation questions based on the descriptions of methods, conditions, strategies, program and implementation
- Develop indicators and measures
- Specify evaluation design
- Develop evaluation model

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## Describe the program

- Develop a logic model
- Use the logic model to describe the program
- Use the logic model to ask evaluation questions

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## Outcome evaluation

- Does the program make a difference?
  - Determinants and change objectives
  - Behaviors and environmental Conditions
  - Health
  - Quality of life
- Validity considerations: evaluation requires a comparison design, eg. Intervention groups vs comparison group; time series
- Time frame

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## Outcome evaluation questions

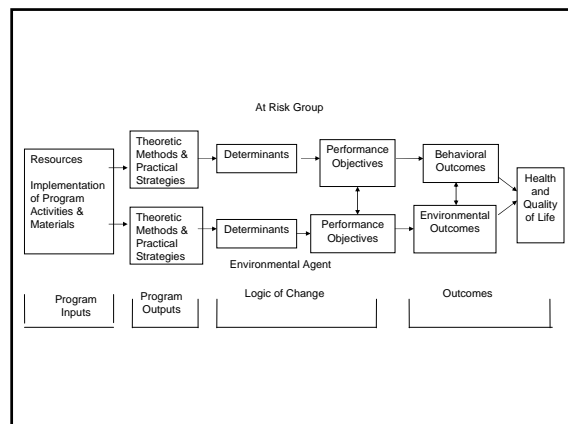
- Does the program affect change objectives?
- Does the program change behavioral and environmental causes of the health problem?
- Does the program reduce the health problem?
- Does the program improve quality of life?

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## Outcome evaluation

- Efficacy: program effects under optimal conditions
- Effectiveness: program effects under 'real life' conditions
- Formative: program improvement
- Summative: were goals met?

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## Process Evaluation

- Scheirer (1994) presents two categories of process evaluation:
  1. Program Implementation
    - Is it being delivered to whom it is intended and what proportion?(reach)
    - Does it maintain its original design? (fidelity) Have theoretical methods been well interpreted? (fidelity)
  2. Why was it delivered as it was?
    - Organizational, program and implementation factors
- Intervention group only but this does not mean that you ignore validity (eg. Multiple sources)
- Evaluation of IM Steps 2,3 and 4

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## Process evaluation

- Methods and strategies
- In the final analysis of program activities and materials how did your intentions to translate the change objectives work out?
- Did you cover all objectives?
- Did you meet the parameters for the methods?

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## Indicators and measures

- Define constructs
- Look for measurable indicators for the constructs
- Create or choose measurement

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## Indicators and measures

**Behavior:** condom use  
(Among whom? How much? When?)  
*Indicators: condom use at first intercourse*  
*Measures: self-reports*

**Health Effects:** Decrease in STD/HIV; pregnancy  
*Indicators: number of new STD/HIV infections*  
*unwanted teenage pregnancies*  
*Measures: incidence statistics*

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## Indicators and measures

### Determinants and Change Objectives

*Indicators: determinants variable, e.g. Self-efficacy*  
*Measures: self-efficacy scale*

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## Matrix of change objectives: Blueprint for measures

	Determinant 1	Determinant 2
Performance objective 1	Change objective	Change objective
Performance objective 2	Change objective	Change objective

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### Matrix of change objectives: Condom use

	Personal Determinants:	
	Knowledge	Self-efficacy
	Change objectives	
	Identify places where condoms can be purchased or obtained for free	Express confidence in ability to go into a store and buy a condom
Identify places in drug stores or supermarkets where condoms are located	Feel confident in ability to deal with embarrassment when buying a condom	
Buys or obtains a condom	Describe different types of condoms and features to improve effectiveness	
	Explain how to buy or obtain a condom	

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### Evaluation Plan: Summary

- Evaluation questions, design, indicators, measurement, timing
- Statistical analyses and presentation of results
- Description of how the evaluation will be carried out

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