Chronic Disease Evaluation Series

Lesson 2
Approaches to Evaluation

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**CSTE**

March 19, 2015

2pm – 3pm Eastern

Webinar Housekeeping

- Please note that today's webinar is being **recorded**
  - The presentation slides and recording will be available on the CSTE website in the Webinar Library (http://www.cste.org/?page=WebinarLibrary)

- All phone lines have been placed on **mute.**
  - To hear the audio, Dial in number: **877-668-4490**; Access code: **797 214 704**

- After the speakers' remarks, there will be a question-and-answer period
  - To ask a question, please use the **Q&A box** on the **right side of your screen**

- When the webinar ends, you will be redirected to an evaluation
  - Please complete the evaluation!

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**COUNCIL OF STATE AND TERRITORIAL EPIDEMIOLOGISTS**

To Ask a Question

- Open the Q&A box on the right side panel on your screen

- Type a question

- Send it to All Panelists

- Questions will be answered during the Q&A period
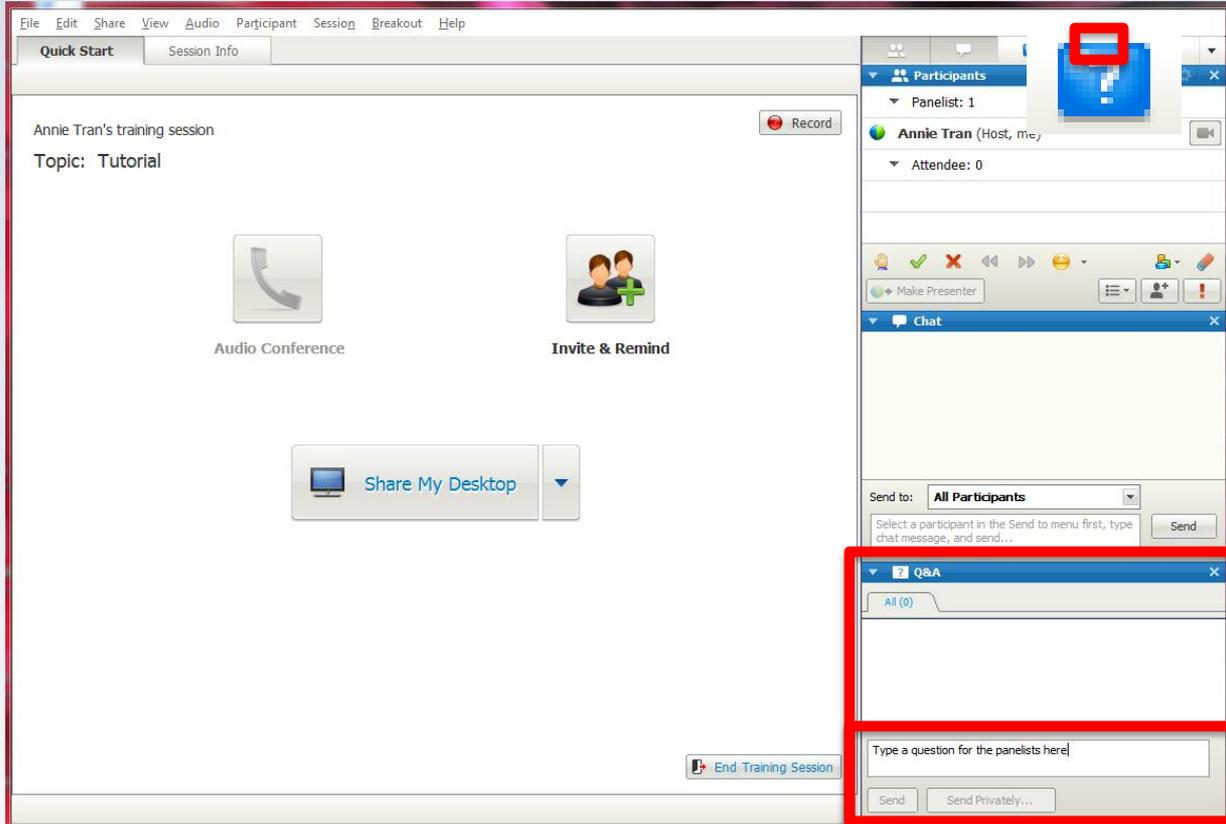
Discussion Boards

- **Discussion board**

  - **http://cste.freeforums.net/**

  - **Create account**

  - **References, Resources, Discussions**

- **Purpose of the series**

  - **Provide a BROAD overview of evaluation**
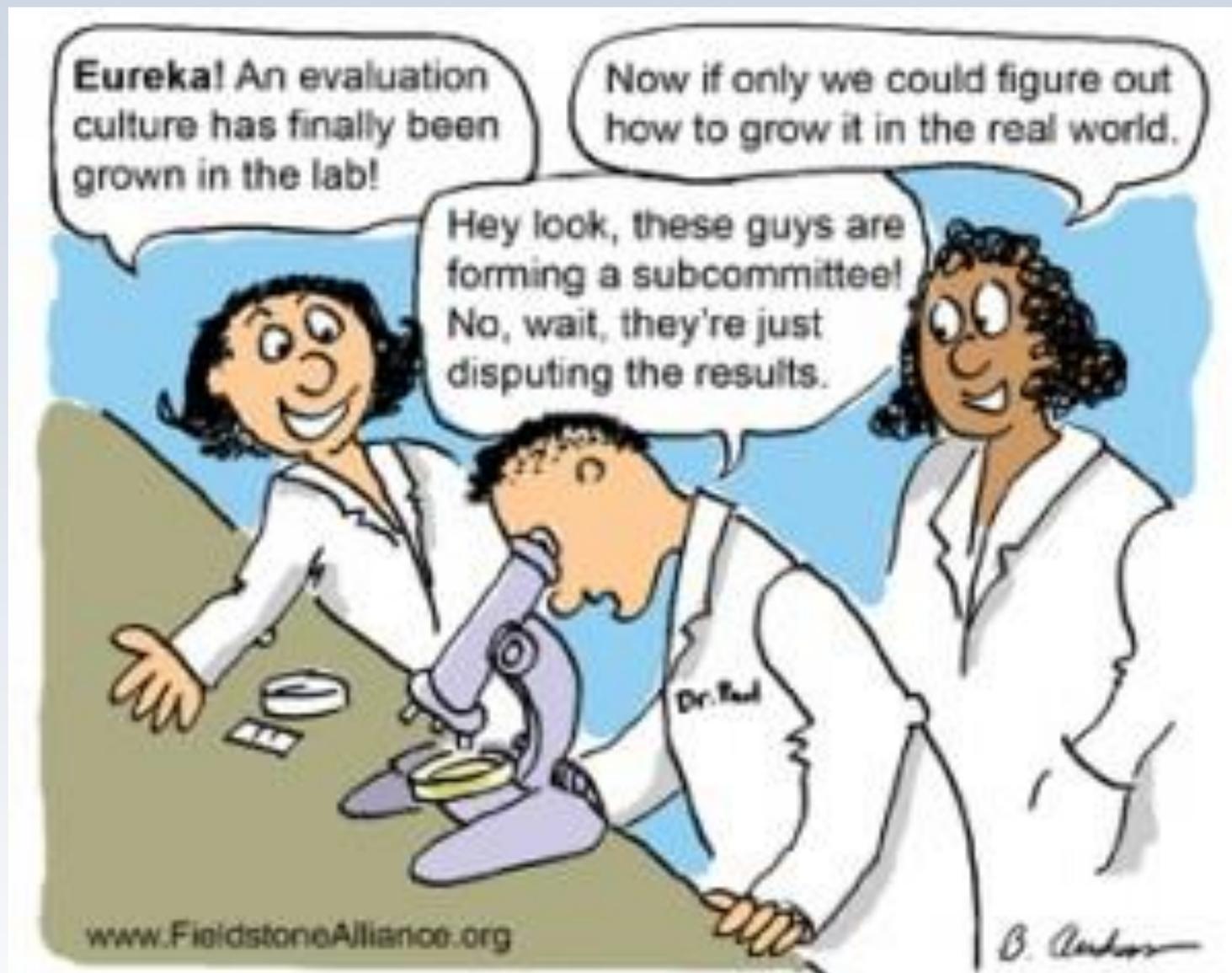
Poll

- **Which evaluation theory(ies) are you familiar with?**

- **Which evaluation theory/perspective do you MOST identify with?**

Lesson 2 Overview

- **Four Primary Evaluation Approaches –**

    - **Utilization-Focused Evaluation**

    - **Developmental Evaluation**

    - **Theory driven evaluation**

    - **Kirkpatrick model**

- **Types of Evaluation**

    - **Summative Evaluation**

    - **Formative Evaluation**

    - **Process evaluation**

    - **Outcome evaluation**

Strengths/Weaknesses/Considerations

Utilization Focused Evaluation

Evaluation should be designed and implemented with specific consideration of key stakeholder users needs and intended uses

Considerations

- **How will the evaluation be used, how useful is it**
- **Mixed methods**
- **Very situational/personal, integral engagement between evaluator and stakeholders**

Utilization Focused Evaluation

Impacts on evaluation design

- No preference for a particular method or model

- Emphasizes program evaluation standards for accountability and quality assurance

Strengths

- Flexibility

- Emphasis on usefulness

Weaknesses

- Challenging to coordinate with stakeholders and ensure useability

Developmental Evaluation

Provides a way to examining the impact of a program in an uncertain environment that includes examining real-time data and provides almost real-time feedback to program staff/stakeholders

Considerations

- **Flexible and adaptable to changing environment**
- **Utilizes real-time information and includes close communications with stakeholders**

Developmental Evaluation

Impacts on evaluation design

- Generally mixed methods
- Utilization of existing, ongoing data sources

Strengths

- Provides crucial in the field information to programs being developed in unstable environments
- Includes different perspectives and information sources

Weaknesses

- Challenging to managing boundaries
- Generalizability

We have a board meeting coming up and could use a little input from the evaluation team.

Sorry, we're not scheduled to provide input until year 3.

freshspectrum.com

Theory-Driven Evaluation

Evaluation that explicitly uses a set theory in all aspects of the evaluation (conceptualization through reporting)

Considerations

- **More 'scientific' approach**

- **Emphasize scientific validity**

Impacts on evaluation design

- **More likely to utilize an RCT and pursue causal relationships**

- **How, Why, When and for Whom the program works**

Theory-Driven Evaluation

Strengths

- **Ensures that program/strategy remains consistent with implicit theory**

- **Stay close to intended outcomes**

Weaknesses

- **Can make it difficult to observe unintended consequences**

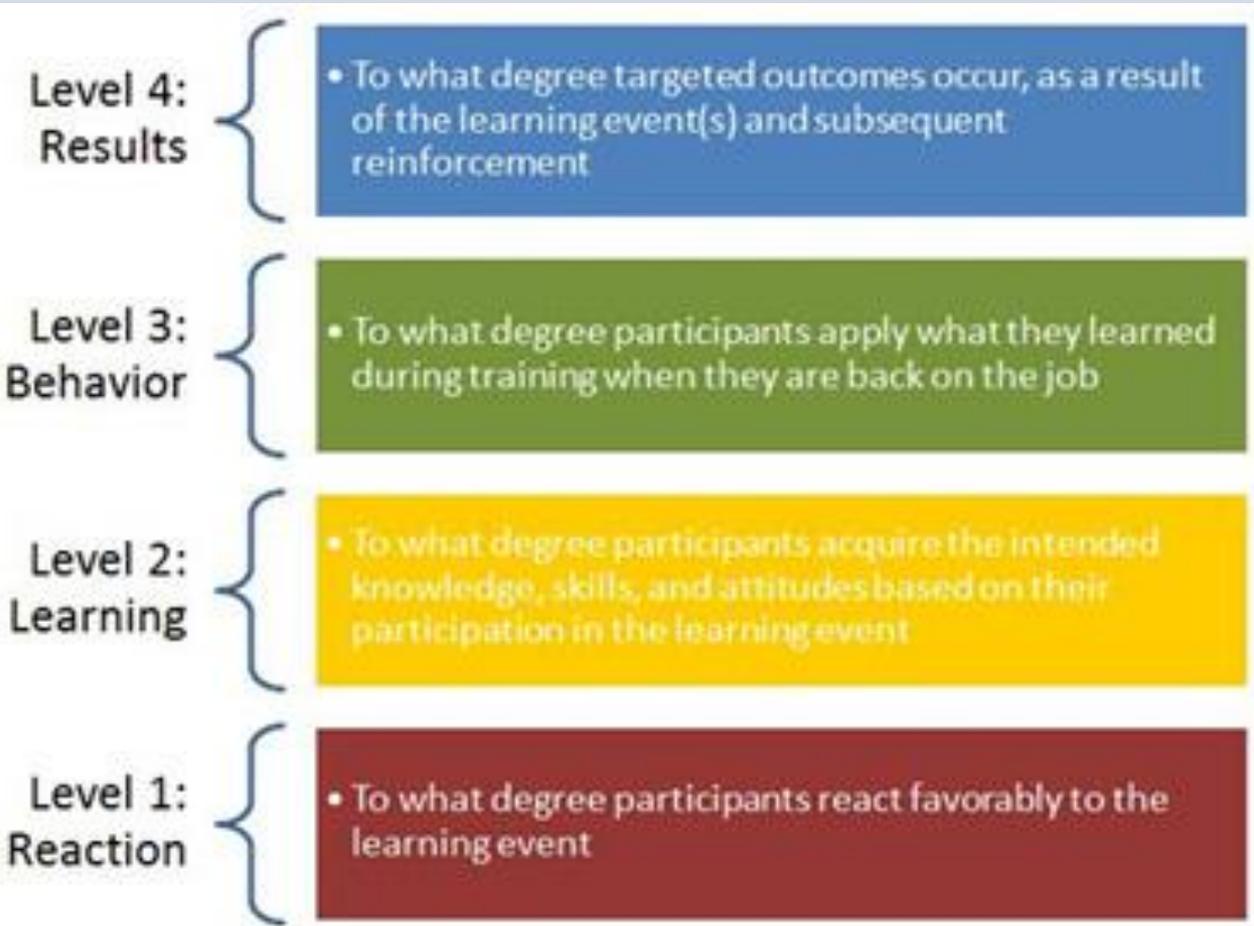- **Sometimes less 'accessible' to stakeholders**

Kirkpatrick Evaluation

Primarily a training program evaluation model focused on different levels of learning

Provides very specific guidance about the different levels of learning/integration of information

Industry standard for training evaluation

Kirkpatrick Evaluation

Level 4: Results
- To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement

Level 3: Behavior
- To what degree participants apply what they learned during training when they are back on the job

Level 2: Learning
- To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event

Level 1: Reaction
- To what degree participants react favorably to the learning event

Summary of Kirkpatricks 4 levels From usgs.gov

Poll

- **If you were asked to design an evaluation for a professional development training program, which approach would you use?**

- **A strategic plan evaluation targeting multiple benchmarks?**

Formative Evaluation

- **Evaluation occurring during the program implementation**
- **Importance**
  - **Provides key information improve implementation and design**
  - **Ensures match between program and need/demand**
- **Types of questions**
  - **What components are necessary to fully implement the program?**
  - **What does the community/program need?**
  - **Is implementation consistent with planning?**

Summative Evaluation

- **Examines overall impact of the program on the target group/stakeholders**

- **Importance**
  - **Provides answer to the typical evaluation question**
  - **Answers what worked and why**

- **Types of questions**
  - **Did the program have the anticipated outcome on participants?**
  - **Did the benchmarks of interest change after the program completed?**

Poll

**Which of the following is an example of a formative evaluation?**

- Organizational progress toward set benchmarks
- Impact of a law/policy of public health/safety
- Effectiveness of a new/novel training approach
- Disproportionality of vaccine distribution

"What gets measured Gets Done".... Unknown

Process Evaluation

- **Assess whether the program is being implemented as planned and reaching the target population**

- **Importance**
    - **Crucial to explaining why program may or may not have had intended implications**
    - **Identifies way to improve and/or replicate the program**

- **Types of questions**
    - **Was the program implemented as planned? What changes needed?**
    - **Did the program reach the target population**
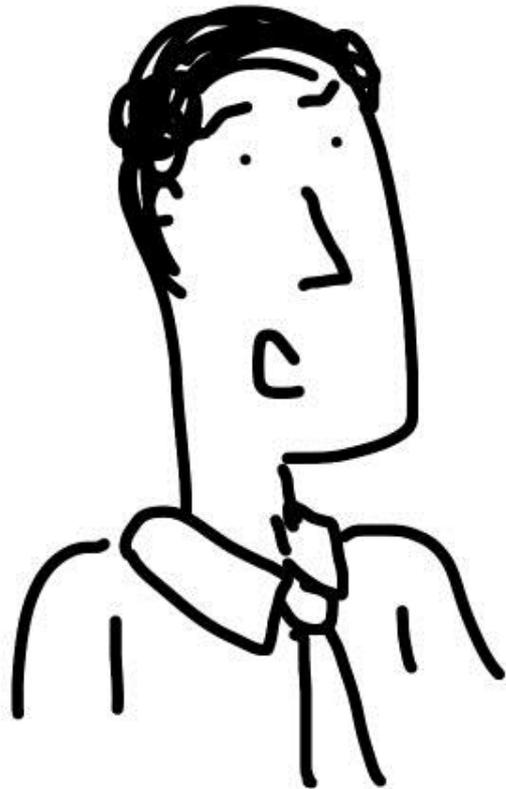
Outcome Evaluation

- **Assesses the impact of the program on the participants**

- **Importance**
  - **Answers the key questions about whether the program has achieved the documented goals/planned outcomes**
  - **Provides key insights into the value of the program**

- **Types of questions**
  - **Did the program have the intended impact on the participants?**
  - **Were there any unintended consequences?**

Matching Stage to Framework/Theory

Program Development/Planning

Formative

Process

Program Implementation

Formative

Process & Outcome

Program Outcome Stage/End of Grant

Process & Outcome

Summative

Program Development Stage

- **Utilization-focused approach**

  - **Including appropriate stakeholders?**

- **Developmental Evaluation**

  - **Is the evaluation cycle designed to include a feedback loop?**

- **Theory driven**

  - **Does the program design fit with the theory?**

Program Implementation Stage

- **Utilization-focused approach**
  - **Is the program implementation and management occurring in the most efficient manner?**

- **Developmental Evaluation**
  - **How is the program refined based on the process data?**

- **Theory driven**
  - **Is the implementation of the program occurring consistent with the plan and program theory?**

Program Outcome Stage

- **Utilization-focused approach**
  - **How are the outcomes reported back to stakeholders and how do they influence planning?**

- **Developmental Evaluation**
  - **Has the program had any impact (intended or newly identified) on stakeholders?**

- **Theory driven**
  - **Did the program have the anticipated/planned outcomes?**

Poll

Can a formative evaluation include both process and outcome components?

Next Steps – Future discussions

Ensuring fit between design and questions

Preparing the most useful reports

"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted" -- Albert Einstein

Additional Resources

Discussion Board - http://cste.freeforums.net/

- **Relevant references and resources**

- **Discussion questions for group engagement between webinars**

- **Submission of 'assignments' for feedback/group discussion**

Selected References

Chen, H. Theory Driven Evaluations. (1990). Sage Publications.

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and Use. (2011). The Guilford Press.

Thank you for participating in today's call!

Please complete the evaluation for this webinar at
https://www.research.net/s/CDEval_Lesson1