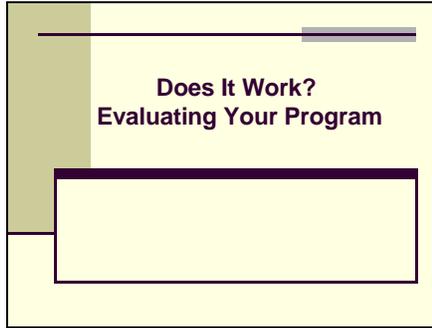


# Module 5: Evaluation

Slide 1



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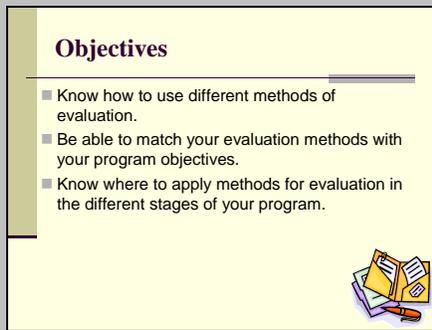
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## Purpose:

- Participants will learn how to implement their program as well as develop and conduct an evaluation plan for their program.

Slide 2



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## Objectives for the Lesson:

- By the end of this module, participants will:
  - Know how to use different methods of evaluation
  - Be able to match their evaluation methods with their program objectives
  - Know where to apply methods for evaluation in the different stages of their program.

## Materials Required:

- Name tags or seat cards
- Paper for notes
- Pens

- Newsprint or chart paper
- Easel
- Masking tape
- LCD projector and screen
- Laptop with Internet access (if available)

– Module 5: Does It Work? Evaluating Your Program Microsoft PowerPoint file

Slide 3

**Handouts**

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- Evaluation Worksheet
- The Evaluation Procedure
- Matching Objectives with Evaluation Methods
- Evaluation Methods
- Practice Journal Article
- Adapting the Evaluation Case Study Activity: Worksheet
- Adapting the Evaluation Case Study Activity: Possible Answers.

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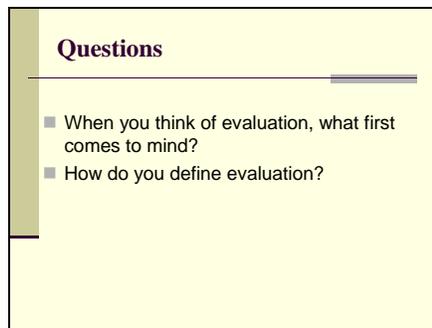
- Handouts
  - HO-1: Slide Handout
  - HO-2: Evaluation Worksheet
  - HO-3: The Evaluation Procedure
  - HO-4: Matching Objectives with Evaluation Methods
  - HO-5: Evaluation Methods
  - HO-6: Practice Journal Article
  - HO-7: Adapting the Evaluation Case Study Activity: Worksheet
  - HO-8: Adapting the Evaluation Case Study Activity: Possible Answers.

## Lesson Outline

1. Activity 1: Defining evaluation
2. Purpose and types of evaluation
3. Activity 2: Evaluation planning with a personal goal
4. Discussion question: When should you evaluate?
5. When to evaluate
6. Discussion question: Your experience with evaluation
7. How to evaluate
8. Matching objectives and evaluation methods
9. Pilot testing
10. Evaluating your adapted program
11. Replicating evaluation methods
12. Group activity: Finding program goals, objectives, and evaluation methods
13. Changing your evaluation methods
14. Activity 3: Case study activity
15. Closing.

## Activity 1: Defining Evaluation

Slide 4



Questions

- When you think of evaluation, what first comes to mind?
- How do you define evaluation?

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- Ask participants to take 2 to 3 minutes to jot down their answers to these questions:
  - When you think of evaluation, what first comes to mind?
  - How do you define evaluation?
- Review responses.

# Purpose and Types of Evaluation

Slide 5

**The Purposes of Evaluation**

Evaluation helps you to:

- See whether program objectives were met
- Document the strengths and weaknesses of the program
- Have data for keeping good financial records
- Improve staff member skills in planning, conducting, and evaluating activities
- Meet grant or contract requirements
- Promote public relations and awareness
- Find out the extent to which a program or its components are appropriate for other populations or settings
- Add to the knowledge base of health education program design
- Identify hypotheses about behavior for future evaluation.

From Windsor et al., 1994

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## TRAINER: TALKING POINTS

- Now that you have adapted an evidence-based program, you can find out if it works by using the same methods as the original program. Here are some basics on evaluation to get you started and help you learn about different methods that can be used:
  - Evaluation helps you to:
    - See whether program objectives were met
    - Document the strengths and weaknesses of the program
    - Have data for keeping good financial records
    - Improve staff member skills in planning, conducting, and evaluating activities
    - Meet grant or contract requirements
    - Promote public relations and awareness
    - Find out the extent to which a program or its components are appropriate for other populations or settings
    - Add to the knowledge base of health education program design
    - Identify hypotheses about behavior for future evaluation (Windsor et al., 1994).
  - These are types of evaluation used in program planning and development.

Slide 6

**Process Evaluation**

- Process evaluation can find problems early on in the program.
- It includes an assessment of the staff, budget review, and how well the program is doing overall.
- For this kind of evaluation, it may be useful to keep a log sheet to record each of your activities.



From Windsor et al., 1994

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**TRAINER: TALKING POINTS**

- Process evaluation can find problems early in the program.
  - It includes an assessment of the staff, budget review, and how well the program is doing overall (Windsor et al., 1994).
  - For this kind of evaluation, it may be useful to keep a log sheet to record each of your activities.

Slide 7

**Impact Evaluation**

- Impact evaluation can tell if the program has a short-term effect on the behavior, knowledge, and attitudes of your population.
- It also measures the extent to which you have met your objectives.

From Green and Kreuter, 1991

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**TRAINER: TALKING POINTS**

- Impact evaluation can tell you if the program has a short-term effect on the behavior, knowledge, and attitudes of your population (Green and Kreuter, 1991).
  - It also measures the extent to which you have met your objectives.

Slide 8

**Outcome Evaluation**

- Outcome evaluation looks to see if the long-term program goals were met. These goals could be changes in rates of illness or death, as well as in the health status of your population.



From McKenzie & Smeltzer, 1997

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**TRAINER: TALKING POINTS**

- Outcome evaluation looks to see if the long-term program goals were met. These goals could be changes in rates of illness or death, as well as in the health status of your population (McKenzie and Smeltzer, 1997).

**Activity 2: Evaluation Planning With a Personal Goal**

Slide 9

**Activity**

- In the first column of Handout #2: Evaluation Worksheet, write down a personal goal and objective. For example:
  - Goal: I want to lose weight.
  - Objective: I want to lose 10 pounds in 2 months.

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**TRAINER: TALKING POINTS**

- Instructions: **Take out Handout #2: Evaluation Worksheet.** After completing a column, fold the paper over, covering up what you wrote and showing the next column to be completed. You then will pass this paper to the person on your right.
- In the first column, write down a personal goal and objective. For example:
  - Goal: I want to lose weight.
  - Objective: I want to lose 10 pounds in 2 months.
- Fold the paper to cover your answer and pass the paper to the person on your right.

**Slide 10**

**Activity**

- In the second column, write one activity that will help you achieve your objective. For example:
  - I am going to learn ways to reduce the calories I eat each day and eat only 1,300 to 1,500 calories a day.
- In the third column, write one way to measure if your activity is working. For example:
  - I am going to keep a journal of what I eat, including how many calories.
  - I am going to weigh myself once a week.

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**TRAINER: TALKING POINTS**

- In the second column, write down one activity that will help you achieve your objective. For example:
  - I am going to learn ways to reduce the calories I eat each day and eat only 1,300 to 1,500 calories a day.
- Fold the paper to cover your answer and pass the paper to the person on your right.
- In the third column, write one way you are going to measure if your activity is working. How are you going to see if it works? For example:
  - I am going to keep a journal of what I eat, including how many calories.
  - I am going to weigh myself once a week.
- Fold the paper to cover your answer and pass the paper to the person on your right.

**Slide 11**

**Activity**

- In the fourth column, write what you hope to learn from your evaluation activity. For example:
  - I hope to learn how many calories I am eating and how much weight I am losing each week.
- In the fifth column, write down the materials you will need to conduct your evaluation. For example:
  - I will need a journal, a writing instrument, a book with the calorie content of common foods, and a scale.

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**TRAINER: TALKING POINTS**

- In the fourth column, write down what you hope to learn from your evaluation activity. For example:
  - I hope to learn how many calories I am eating and how much weight I am losing each week.
- Fold the paper to cover your answer and pass the paper to the person on your right.
- In the fifth column, write down the materials you will need to conduct your evaluation. For example:
  - I will need a journal, a writing instrument, a book with the calorie content of common foods, and a scale.
- Fold the paper to cover your answer and pass the paper to the person on your right.

Slide 12

**Activity**

■ In the sixth column, write what you hope to learn from your evaluation method that would tell you if you are achieving your goal. For example:

- I hope to learn from the journal writing exercise that I am eating between 1,300 and 1,500 calories a day and am losing 1 to 2 pounds a week.
- After 2 months I hope to learn that I have lost 10 pounds.

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**TRAINER: TALKING POINTS**

- In the sixth column, write what you hope to learn from your evaluation method that would show that you are achieving your goal. For example:
  - I hope to learn from the journal writing exercise that I am eating between 1,300 and 1,500 calories a day and am losing 1–2 pounds a week.
  - After 2 months I hope to find that I have lost 10 pounds.

Slide 13

**So What?**

- In order for your personal plan to work, you need to think about how you are going to get from one step to the next.
  - Think about how you are going to find out if you have achieved your goals and objectives.
    - Would you set a goal that you want to lose weight without ever measuring your weight loss?

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**TRAINER: TALKING POINTS**

- Have the group unfold their papers and look at the final outcomes.
  - You have now practiced using the evaluation worksheet.
  - The purpose of the activity is to show you that you need to think about how you are going to get from one step to the next in order for your personal plan to work.
- If you ignore how the different pieces of your plan fit together it will not make sense, much like the final outcome of the activity.
- You need to think about how to find out whether you have achieved your goals and objectives.

**Discussion Question: When Should You Evaluate?**

Slide 14

**Discussion Question**

- Q: When should you begin to think about program evaluation?
- A: From the very beginning.
  - Evaluation should be a part of the whole planning and implementation process.
    - Do not misinterpret the order in which you are receiving this module. It does not mean that evaluation comes last.

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## When To Evaluate

### TRAINER: TALKING POINTS

- When should you begin thinking about evaluation?
  - Evaluation should be a part of the whole planning and implementation process. It is very important.
- Do not misinterpret the order in which you are receiving this module. It does not mean that evaluation comes last.

Slide 15

**Evaluate From the Beginning**

- Evaluation begins with your needs assessment.
  - Use the data you collect about your audience to find out how it is affected by the health issue before your intervention. This is your "baseline."
  - The baseline will help you to measure the effect that your program has on your audience.
    - The outcome of your program has no value if you do not know where your audience was before the start of the program.

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### TRAINER: TALKING POINTS

- Before you chose an evidence-based program, you developed a baseline of health information from your needs assessment.
  - You can collect data about the baseline health situation of your audience before your program. You get information about behaviors, knowledge, attitudes, and beliefs. This is done through focus groups, interviews, or a literature review. This is your baseline data.
  - This baseline will help you to measure the effect of your program on your audience.
  - Remember, the outcome of your program has no value if you do not know the health status of your audience before the program began.

**Note to Presenter:** If you have not conducted Module 2: Needs Assessment and/or Module 3: Finding an Evidence-Based Program, refer the group to the materials in those modules at this time.

Think about going over the key points of these modules during this discussion.

Slide 16

**Pre- and Post-Evaluation**

- You may develop a way to compare the baseline data from the needs assessment with the final outcome of your program. This will let you see if you have achieved your objectives.




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**TRAINER: TALKING POINTS**

- You may find a way to compare the baseline data from the needs assessment with the final outcome of your program. This will let you see if you have achieved your objectives.
  - For example, you may want to increase your target audience’s knowledge of how often to get a mammogram by 25 percent.
  - You may use a questionnaire before and after your program that asks the audience to say how often women should get mammograms.

**Discussion Question: Your Experience With Evaluation**

Slide 17

**Questions**

- Now that you know when you should evaluate, how do you do it?
- If you have done an evaluation before, how did you select your methods?

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**TRAINER: TALKING POINTS**

- Share the following with the participants:
  - Now that you know when you should evaluate, let’s talk about how to do it.
  - If you have done an evaluation before, how did you select your methods?

## How To Evaluate

Slide 18

**The Evaluation Procedure**

- Planning—Develop the questions, consult with the program stakeholders or resources, make a timeline
- Data Collection—Pilot testing. How will the questions be asked? Who will ask them?
- Data Analysis—Who will analyze the data and how?
- Reporting—Who will report and how? Who will receive the data and when? How will it affect the program?
- Application—How could your results be applied in other places?

(Refer to Handout #3: The Evaluation Procedure.)

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### TRAINER: TALKING POINTS

- **Refer to Handout #3: The Evaluation Procedure.**
  - Planning—Develop the questions, consult with the program stakeholders/resources, make a timeline
  - Data Collection—Pilot testing. How will the questions be asked? Who will ask them?
  - Data Analysis—Who will analyze the data and how?
  - Reporting—Who will report and how? Who will receive the data and when? How will it affect the program?
  - Application—How could your results be applied in other places?

Let's take a moment to review Handout #3, The Evaluation Procedure. Let me know if you have any questions or points for discussion.

## Matching Objectives and Evaluation Methods

Slide 19

**Program Objectives and Evaluation**

- Your objectives should be measurable so that they can be evaluated.
- The evaluation should be in line with your objectives.



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**TRAINER: TALKING POINTS**

- Share the following with participants:
  - You should be able to measure your objectives so that you can evaluate them.
  - Your evaluation methods should be in line with your objectives.
  - The table on the next slide shows how your objectives may guide your evaluation questions and methods:

Slide 20

Objective	Result	Evaluation
<i>Program Objective</i>	Changes in morbidity, mortality, and quality of life	<ul style="list-style-type: none"> <li>• What is the outcome?</li> <li>• Is there a change in health status and is it attributed to the program?</li> </ul>
<i>Behavioral Objective</i>	Changes in behavior, behavioral adaptation	<ul style="list-style-type: none"> <li>• What is the impact?</li> <li>• Has a new, healthier behavior been adopted, and can it be attributed to the program?</li> </ul>
<i>Learner Objective</i>	Changes in knowledge, attitude, practices, etc.	<ul style="list-style-type: none"> <li>• Is there the requisite change in knowledge, attitudes, habits, and skills needed for behavior change?</li> </ul>
<i>Process Objective</i>	Adherence to timeline tasks, completion of activities, efficient use of resources	<ul style="list-style-type: none"> <li>• Is the program working?</li> <li>• Are people attending?</li> <li>• Are the methods appropriate?</li> </ul>

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**TRAINER: TALKING POINTS**

This table is also available on Handout #4: Matching Objectives with Evaluation Methods.

Please take a moment to look over this handout and let me know if you have any questions or discussion points.

**Pilot Testing**

Slide 21

**Pilot Testing**

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- You may want to do a pilot test in order to evaluate the effect of your program. (A pilot test is a practice run using a small group who are similar to your target audience.)



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**TRAINER: TALKING POINTS**

- Share with the group:
  - Pilot testing is another way that evaluation may play a key role in your program.

Slide 22

**Pilot Testing**

- In a pilot test you collect feedback about the program from this test group. You evaluate the pilot program, and make needed changes in your program before you carry it out with the wider audience.
- It gives you a chance to see if there are any major problems before you commit yourself to the program.
- Pilot testing lets you get an idea of possible evaluation results.



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**TRAINER: TALKING POINTS**

- Pilot testing is a trial run of your program with a small group of people from your intended audience. In this way you can begin to see if the program will be effective and find any problems with the program plan.
- You collect feedback about the pilot program from this test group. You evaluate the pilot program and make needed changes before you carry it out with the larger audience.
- Pilot testing lets you get an idea of possible evaluation results.
- It gives you a chance to see if there are any major problems with the program before you commit yourself to it.

**Evaluating Your Adapted Program**

Slide 23

**Q: When Should Evaluation Be Made a Part of Your Program?**

**A:** During program adaptation.

- For a program to be “evidence-based,” it must have been evaluated. Therefore, each program you use will already have some suggested evaluation methods.
- Keep in mind how the changes you make to the program will affect your evaluation methods.
- You may need to adapt these methods to your needs and resources.



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**TRAINER: TALKING POINTS**

- Now that you have some basic understanding of evaluation, let’s discuss evaluating your adapted program.
- Evaluating the adapted program:
  - In order for a program to be “evidence-based,” it must have been evaluated. Therefore, each program you use will already have some suggested evaluation methods. These methods provide a good starting point for your evaluation.

- Keep in mind how the changes you make in the program will affect your evaluation methods.
- You may also need to adapt your evaluation methods to your needs and resources.

## Replicating Evaluation Methods

Slide 24

**Replicating the Evaluation**

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- Evidence-based programs have already done some type of evaluation.
- Look to see how the program was evaluated before. Try to use the same methods.

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**TRAINER: TALKING POINTS**

- Remind the participants that evidence-based programs have already done some type of evaluation.
  - You can use the same evaluation methods.
  - Look to see how the program was evaluated before. Since your objectives and strategies are likely to be in line with the original version of the evidence-based program, you can use the same evaluation methods.

Slide 25

**Evaluation Methods**

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- Evaluation methods can be found in journal articles about the original study.
- Contacting the project officer for your selected program can also be helpful.
  - This person can give you input on any challenges or obstacles you may find when doing the evaluation.

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**TRAINER: TALKING POINTS**

- Evaluation measures can be found in journal articles about the original study.
  - If you use a program from Step 4: RTIP of Cancer Control PLANET (<http://cancercontrolplanet.cancer.gov/>), there is a list of journals on the program summary page.

- For evidence-based programs not on Cancer Control PLANET (<http://cancercontrolplanet.cancer.gov/>), refer to the same journal in which you found the evidence-based program.
  - You may need to conduct a keyword search or a quick literature review in order to find the published study for your model program.
- Contacting the project officer for your selected program can also be helpful.
  - This person can give you input on any challenges or obstacles you may find when doing the evaluation.

**Note to Presenter:** Remind participants they can refer to Handout #5: Literature Review from Module 2 and Handout #4: Talking With the Principal Investigator from Module 3.

**Note to Presenter:** Some participants may need more practice with identifying program goals, objectives, and evaluation methods. The following is an optional activity to identify these items from a journal article.

### Optional Activity: Finding Program Goals, Objectives, and Evaluation Methods

- Refer participants to Handout #6: Practice Journal Article. For this activity, skim the article and pull out the program goal(s), objectives, and evaluation method(s). You can circle the items or jot them down on a piece of paper.
- Allow 10–15 minutes for this activity. Then bring the participants back and ask for volunteers to provide the answers.

Slide 26

**Activity Results**

- **Goal:** Evaluate the usefulness of the information aid for women with a family history of breast cancer.
- **Objectives:**
  - 1. Evaluate women's satisfaction with the aid
  - 2. Assess the effect of the aid on women's knowledge, breast cancer-related anxiety, risk perception, and attitudes toward screening.
- **Evaluation Method:** Questionnaires

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## Changing Your Evaluation Methods

Slide 27

**Changing Your Evaluation Methods**

You may change your evaluation methods if:

- You do not have the same resources as they had in the original program.
- The methods do not fit your objectives.
  - This should *rarely* be the case. The objectives should not have changed much from the original program.
- The methods will not be appropriate for your audience.

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### TRAINER: TALKING POINTS

- You may change your evaluation methods if:
  - You do not have the same resources as they had in the original program.
  - The methods do not fit your objectives. This should *rarely* be the case. The objectives should not have changed much from the original program.
  - The methods will not be appropriate for your audience.
- For example, sampling methods could be different. You may not be able to separate your audience into groups to test the success of the parts of the program.
- Refer Participants to Handout #5: Evaluation Methods, which provides a brief overview of the advantages and disadvantages of some evaluation methods. This handout provides an overview of the major methods used for collecting data during evaluations.

### Activity #3: Case Study Activity

#### TRAINER: TALKING POINTS

Remember, you can use the same methods as provided by the original program. But you may need to change your evaluation methods based on available resources. For example, our case study, the Cambodian Women’s Health Project, used a randomized control study for evaluation. This may not be possible for your group. Using Handout #5: Evaluation Methods, match possible evaluation methods with the objectives from our adapted program.

#### TRAINER: TALKING POINTS

- Explain that the goal of this group assignment is to practice planning an evaluation.
  - Ask them to take out Handout #7: Adapting the Evaluation Case Study Activity: Worksheet.
- Divide the class into three groups, each covering a specific objective. Each group will complete the rest of the form for their objective.
- For column 1 the groups will use:
  - Goals and Objectives:
    - **Goal:** Reduce cervical cancer mortality among Mexican American/Tejana women. They will be 18 to 65 years of age and live in Cameron County, TX.
    - **Objective 1 (Group 1):** Increase the number of women who receive Pap test screening by 20 percent during the life of the program.
    - **Objective 2 (Group 2):** Learn about the cervical cancer screening behaviors of this group of women.
    - **Objective 3 (Group 3):** Increase the number of women in the program who can state that HPV is linked with cervical cancer by 20 percent.

Slide 28

**Case Study Activity**

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Intervention protocol:

- Introductory mailing
- Home visits and group meetings with video, visual aids, and counseling focused on barriers to Pap test screening.
- Help with logistics. This could include referral to local clinics, scheduling appointments, interpreter services at clinics, and help with transportation.

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- For column 2 they would use:
  - Intervention:
    - Introductory mailing
    - Home visits and group meetings with video, visual aids, and counseling focused on barriers to Pap test screening.
    - Help with logistics. This could include referral to local clinics, scheduling appointments, interpretation services at clinics, and help with transportation.

Slide 29

**Evaluation Worksheet**

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- **Evaluation Activities column**
  - Look for possible evaluation activities. They should be based on the goals and objectives as well as planned program activities.
- **Evaluation Results column**
  - Brainstorm about what you hope to learn from the evaluation.
- **Evidence of Activities and Quality column**
  - Brainstorm about what kinds of materials will be needed.
    - For example, a focus group would require a question guide and consent forms. You might need instruction materials for the participants.
- **Evidence of Results column**
  - Think about what kind of results would show that an objective has been met.

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**TRAINER: TALKING POINTS**

- For the **Evaluation Activities** column of the table: Look for possible evaluation activities. They should be based on the goal and objectives as well as planned program activities.
- **Participants can use examples from Handout #5: Evaluation Methods.**
- For the **Evaluation Results** column of the table: Brainstorm about what you hope to learn from the evaluation.
- For the **Evidence of Activities and Quality** column: Brainstorm about what kinds of materials they would need to carry out the evaluation activity.
  - For example, a focus group would need a question guide and consent forms. You might need instruction materials for the participants.
- For the **Evidence of Results** column: Think about what kind of results would show that an objective has been met.
  - For example, a group said that they would use a pre- and post-test to find out whether objective 2 had been met. Then a good result would be that the women answered the question “What causes cervical cancer?” with “HPV.”

- Tell participants that they will have 10–15 minutes to complete the exercise.
- After 10–15 minutes bring the groups back to share their answers.
- Ask each group to share their plan for their objective. In this way, evaluation plans for all three objectives will be shared.
- **Refer participants to Handout #8: Adapting the Evaluation Case Study: Possible Answers.** This completed form provides some possible answers that may have already been provided by the groups. Review the results after each group reports back.

## Closing

Slide 30

**Objectives**

- Know how to use different methods of evaluation.
- Be able to match your evaluation methods with your program objectives.
- Know where to apply methods for evaluation in the different stages of your program.

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- Review the module objectives.

Slide 31



Questions?

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- Ask for any questions.
- Thank participants for their attention.