

Evaluation

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Introductions

- Join a pair with someone you do not know/know very well.
- Your task – introduce your partner to the group highlighting
 - Name
 - Campus/Organization
 - Role/function of position
 - What role evaluation plays in role/position/function duties
 - Greatest evaluation failure/horror story
 - Greatest evaluation success



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Evaluation is

- “any effort to use assessment evidence TO IMPROVE departmental, institutional, departmental, divisional, or agency effectiveness (Upcraft & Schuh, 1996, p.19).”
- “a tool for informing your own decisions – a tool to use in problem solving (USHHS, 1987, p.3).”
- “the systematic collection and analysis of data needed to make decisions (Muraskin, 1993, p.4).
- “about making judgements ABOUT THE VALUE of any component part of an organization or its products, services or benefits, or about the organization as a whole (knowhownonprofit.org, 2016)



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Evaluation, Monitoring, Assessment, Research – Aren't they all the same?

- **Assessment** is: “any effort to gather, analyze, and interpret evidence which DESCRIBES institutional, departmental, divisional, or agency effectiveness (Upcraft & Schuh, 1996, p.18).”
- **Monitoring** is the routine and systematic collection of information against a plan. The information might be about activities, products or services, users, or about outside factors affecting the organization or project.
- **Research** “guides theory and conceptual foundations, and typically has broader implications for student affairs and higher education (Upcraft & Schuh, 1996, p.21



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Evaluation Human Line Continuum

- Evaluation is complicated.
- Evaluation requires the involvement of an expert
- It is sufficient to implement a program without evaluating it
- If there is evidence to already support an intervention, there is no need to further evaluate it.



Evaluation Human Line Continuum

- It is better to spend time and energy on implementing an initiative than on evaluation.
- Evaluation primarily shows that an intervention has succeeded or failed
- Evaluating how a program works and delivers its results is most important aspect of evaluation.
 - Evaluating any changes which immediately after the program and as a response to the program are most important.



Evaluation myths

- It is sufficient to implement a program without evaluating it
- It is better to spend resources on running initiatives than on evaluation
- There is no need to evaluate each program individually, if there is already evidence to show that that type of initiative already works.
- Evaluation is complicated
- Evaluation requires an expert
- Evaluation only shows if the program worked
- Evaluation reflects practitioner knowledge and competency



Evaluation Myths

- Evaluation involves complex research methods
- Evaluation only focuses what is wrong
- Evaluations are a lot of work, time consuming and expensive



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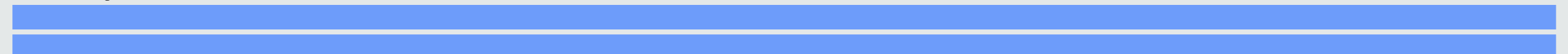
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What do you perceive are the benefits of evaluation?



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Why Does Evaluation Exist?

- To measure the program's outcomes
- To measure the program's impact
- To document that objectives have been met
- To provide feedback on resources utilized in program delivery
- To account for tangible products developed as a result of the program
- To determine successes and lessons learned
- To ensure transparency and accountability
- To provide lessons regarding good or better practice

Some Key Terms – Let's play a matching game

Term

- Input
- Output
- Outcome
- Impact

Definition

- Describes the achievements of an initiative and its immediate or direct effects on participants
- Describes the resources expended on the initiative
- Looks beyond immediate results and identifies longer-term effects, as well as any unintended or unanticipated consequences.
- Refers to the tangible products that have been developed for the initiative



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Input

- Describes the resources expended on the initiative

Output

- Refers to the tangible products that have been developed for the initiative



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Outcome

- Describes the achievements of an initiative and its immediate or direct effects on participants



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Impact

- Looks beyond immediate results and identifies longer-term effects, as well as any unintended or unanticipated consequences.



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Types of Evaluation

- Process-based
- Outcomes-based
- Impact-based



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Process-Based Evaluations

- Frequently looks at inputs and outputs
- Measures our processes – not the change in our participants
- Helps understand how a program works and delivers its results

Process-Based Evaluations

- Usually focuses on answering the following questions
 - What is needed to deliver or implement the program?
 - What training or skills do those delivering the program need?
 - What facilities and technology are needed?
 - Who will be the participants; how will they be recruited?
 - Who has participated – demographics
 - How many participated
 - % of curriculum followed vs % of curriculum not followed
 - What program objectives were met
 - What artifacts were created/developed



Outcome-Based Evaluations

- Usually focuses on answering the following questions
 - What changes have occurred in program participants
(knowledge, attitude, belief, values, perceptions, intention, skill, behavior)
 - Why did changes occur?
 - How will changes be measured?
 - What is the standard which indicates success
(what is the desired % of program respondents who have changed – was this reached)



Outcome-Based Evaluations

- Measures changes in our program participants
- May be changes seen during or immediately after program implementation
- Establishes that changes occurred as a result of the program



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Outcome-Based Evaluation Requirements

- Outcome Indicators – detailed information clearly defined
- Best and thorough assessment methods
- Reliable and rigorous method of analyzing data
- Reliable and rigorous method of data reporting/telling your story

Impact Evaluation

- Examines the long-term effects of the intervention on participants
- Very complex
- Difficult to successfully carry out.
- Usually tracks results over time, rather than just looking at a “before and after”
- May be more effective with a “control” group
- Difficult because of confounding variables
- Does require information about context of environment prior to intervention.



Most well designed programs begin with the end in mind, including evaluation actions from the beginning.

Evaluation is not just an add on action or responsibility.



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9 Program Planning Principles Which Help Set the Stage for Evaluation

1. Identify a target population/audience.
2. Decide what needs (impact and outcomes) to be addressed by the program/intervention
3. Review and determine what evidence-based interventions have worked on other campuses; determine which will be used
4. Identify key objectives for the program (outputs)

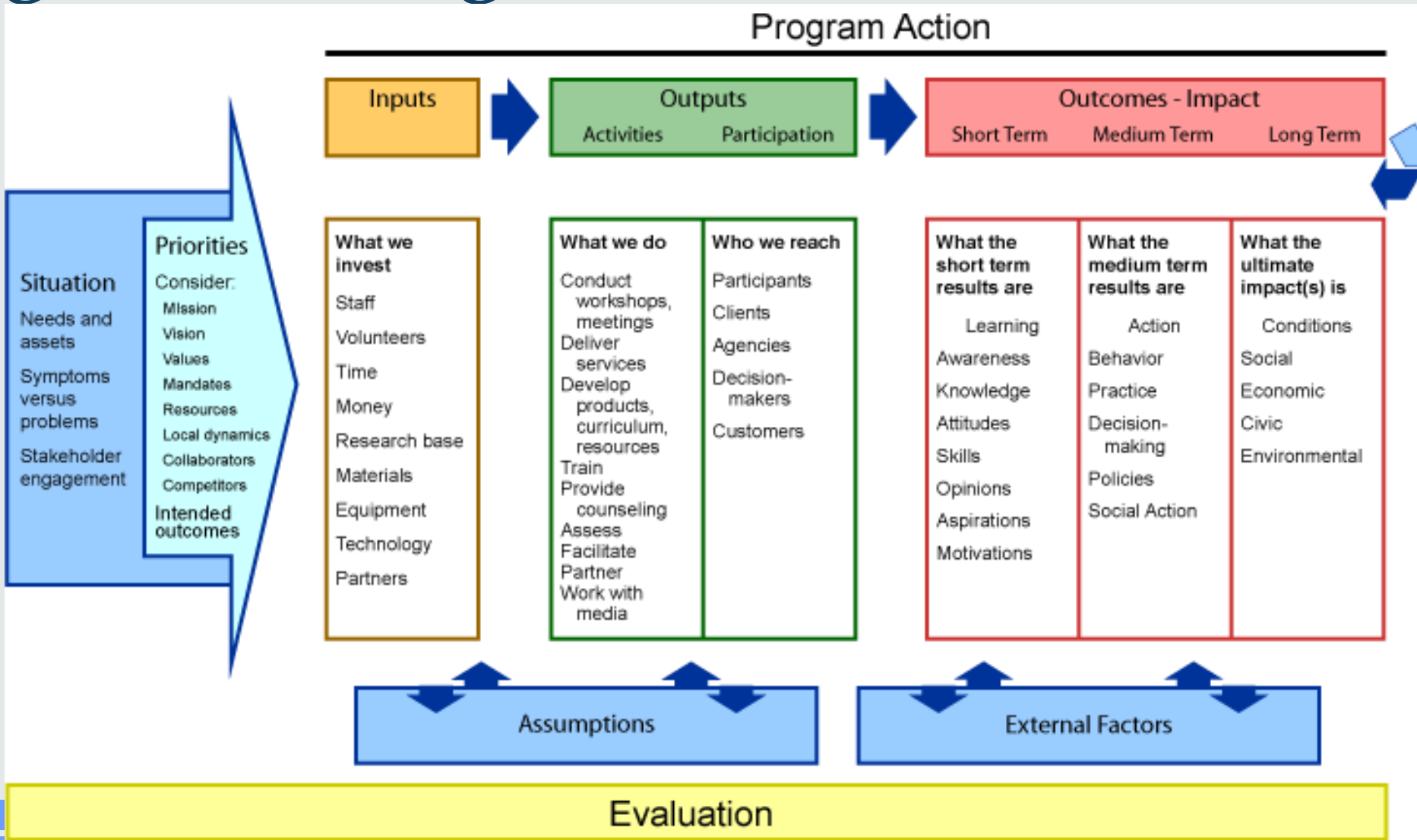


9 Program Planning Principles Which Help Set the Stage for Evaluation

5. Determine what is needed for best achieving program objectives (inputs)
6. Determine criteria for measuring whether program objectives have been met
7. Determine how to best track process and outcome-based indicators
8. Give leeway to alter or change program elements which may not seem to be working.



Logic Modeling??????

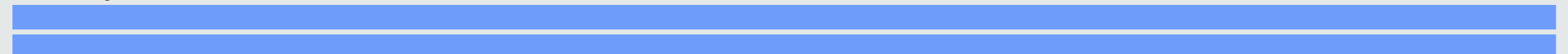


Planning and Evaluation



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Steps for Planning An Evaluation

1. Determine what is the purpose behind the evaluation
2. Determine evaluation stakeholders and their needs/wants
3. Determine possible evaluation approaches/methods
4. Determine resources which are needed; which are available.
5. Determine who will conduct the evaluation
6. Formalize evaluation methodology
7. Formalize evaluation report outline and possible dissemination
8. For outcome and/or impact-based evals – collect baseline data



What is the purpose of the evaluation

- Is it to determine impact
- Is it to determine changes in program participants (outcomes)
- Is it to deliver a tangible product (outputs)
- Is it to determine participant satisfaction and utilization (output)
- Is it to determine if program is delivered adequately (output)
- Is it to determine if program resources are adequate (inputs)



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Who are the stakeholders?

- External
 - Target audience & Significant Others
 - Campus and Community Partners and Collaborators
 - Media
- Internal
 - Supervisors/Directors
 - Senior Level Administrators
 - Funders/Donors
 - Governance Bodies



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What Evaluation Approaches Will Be Used

- Quantitative

- Measurable
- Definable
- Deductive - Theory Testing
- Ratings, rankings, interviews, surveys, observations

- Qualitative

- Descriptive
- Subjective
- Inductive – Theory Generating
- Interviews, focus groups, thematic analysis, photo analysis, document analysis,



What Resources Will be Needed

- Staffing
- Technology
- Supplies (paper, pencils)
- Permission/IRB
- Data Analysis Tools



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Who Will Conduct the Eval?

- Internal Evaluator
 - Internally Managed with External Input
 - Externally led, internally supported
 - Independent external evaluation
-
- Thoughts – Pros and Cons of Each?

Formalize Evaluation

- Develop well-written plan highlighting the 5 W's
- What key tasks are outlined
- What timelines are set
- What are the deliverables regarding evaluation activities
- Who is to do what



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Formalize Evaluation Report

- What is the structure of the report?
- What sections will be included in the report?
- Who will work on the report?
- How will significant report findings be disseminated?
 - Report, powerpoint, video, infographic
- Who will disseminate report findings?



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Data Collection – Baseline Needs

- What baseline data is available? What is needed?
 - Pre-test/Post-test
 - CORE
 - NCHA



Begin Planning An Evaluation

1. Determine what is the purpose behind the evaluation
2. Determine evaluation stakeholders and their needs/wants
3. Determine possible evaluation approaches/methods
4. Determine resources which are needed; which are available.
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Data Collection During an Intervention



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Evaluating During a Intervention

- Inputs – Time, Money, Staffing, Resources
- Outputs – Programs, Services, Attendance, Satisfaction
- Pre-test
- Mid-Intervention Indicators



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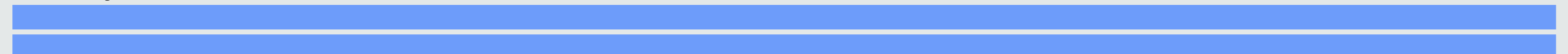
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Data Collection Steps After an Intervention



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- Post-Intervention Data to determine changes, and if relevant – changes with baseline data
- If possible, later data collection to see if changes have stuck
- Impact – possible changes in the larger community/environment



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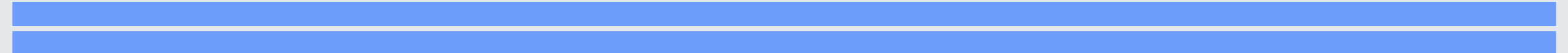
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Analyzing Data



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Why do we analyze data?

- Turn data into credible information
- Highlight program development and program performance



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Data Analysis and Interpretation Steps

1. Prepare data for analysis (cleaning, scrubbing, removing outliers)
2. Determine how to describe the data
 1. Quantitative – descriptive and inferential
 1. Determine degree of change
 2. Determine consistency of data
 2. Qualitative – emergent
 1. Determine themes and categories
 2. Identify common patterns and trends
3. Interpret the data against pre-determined criteria



Some possible evaluative criteria

- Relevance – was the need met
- Effectiveness – did we achieve what we hoped to achieve
- Efficiency – Did we get the best results with the resources we had
- Outcomes – was there a change in the program participants
- Sustainability – will the changes endure, or will additional interventions be needed?
- Timing – was the program appropriately timed?
- Duration/Dosage – Was the length and amount appropriate?



Reporting and Disseminating Findings



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A well structured report contains

- An executive summary
- Highlights the purpose of the evaluation
- Highlights the evaluation methodology
- Reports findings, especially those linked to objectives and outcomes against which program performance is assessed.
- Conclusions, lessons learned, recommendations



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A Well Written Report is Not Enough

- Could the well written report be too much?
- Are there other mechanisms and channels that could be used to tell your story?

How to Deliver Quantitative Data

- Numerical data is best presented in tables or graphs
- When reporting categorical outcomes, group and add numbers
- When asked to provide rankings, calculate a mean average of the answers to each question
- If change is monitored over time, use percentages to show increases and decreases



How to Deliver Qualitative Data

- Challenge is to identify common themes and groupings
- Interviews and focus groups – develop categories and present quotes
- Identify patterns – did participants have same behaviors or concerns
- Show similarities and differences.



Brainstorming Activity

- What are the ways that you could go about telling your story?



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Evaluation Mind Mapping Exercise

- Start in the CENTRE of a blank page turned sideways. Why? **Because starting in the centre gives your Brain freedom to spread out in all directions and to express itself more freely and naturally.**
- Use an IMAGE or PICTURE for your central idea. Why? **Because an image *is* worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focused, helps you concentrate, and gives your Brain more of a buzz!**
- Use COLOURS throughout. Why? **Because colors are as exciting to your Brain as are images. Color adds extra vibrancy and life to your Mind Map, adds tremendous energy to your Creative Thinking, and is fun!**
- CONNECT your MAIN BRANCHES to the central image and connect your second- and third-level branches to the first and second levels, etc. Why? **Because your Brain works by *association*. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.**



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<http://www.tonybuzan.com/about/mind-mapping/>

Evaluation Mind Mapping Exercise

- Make your branches CURVED rather than straight-lined. Why? **Because having nothing but straight lines is *boring* to your Brain.**
- Use ONE KEY WORD PER LINE. Why **Because single key words give your Mind Map more power and flexibility.**
- Use IMAGES throughout. Why **Because each image, like the central image, is also worth a thousand words.** So if you have only 10 images in your Mind Map, it's already the equal of 10,000 words of notes!

<http://www.tonybuzan.com/about/mind-mapping/>



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References and Sources

- <https://knowhownonprofit.org/organisation/quality/mande/monitoring-and-evaluation-the-basics>



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