

## Introduction to Evaluating Health Promotion Programs

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### Five-minute OUTCOME evaluation course



- In pairs, carefully observe one another.
- Turn your backs to each other, changing three things about your personal appearance.
- Now, face each other, and in turn, try to identify the three changes in the other person.
- Discuss.....

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### Definitions



- **Program Evaluation** – “The systematic gathering, analysis and reporting of information to assist in decision-making.”

Ontario Ministry of Health, Public Health Branch (1996)

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**Check -in** T H  
C U  
THE HEALTH COMMUNICATION UNIT

- Purpose
- Process
- Proceed?
  
- Evaluation forms
  
- Other logistics
- Toolkit
- Your evaluation and policy initiatives

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**Steps in evaluation process** T H  
C U  
THE HEALTH COMMUNICATION UNIT

- Step 1:** Clarify your program
- Step 2:** Engage stakeholders
- Step 3:** Assess resources for evaluation
- Step 4:** Select the type of evaluation
- Step 5:** Determine methods of measurement and procedures
- Step 6:** Develop workplan, budget and timeline
- Step 7:** Collect data
- Step 8:** Process the data and analyze the results
- Step 9:** Interpret and disseminate results
- Step 10:** Take action

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**Step One: Clarify your program**



- Ensure that your program has clearly defined goals, populations of interest, outcome objectives, activities, outputs and indicators.

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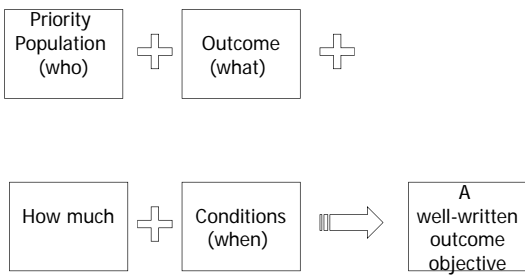
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**Recall the Elements of a well-written outcome objective**



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**Step Two: Engage stakeholders**



- Define your stakeholders, understand their interests and expectations, and engage them in a review of objectives
- This will help you define you evaluation questions

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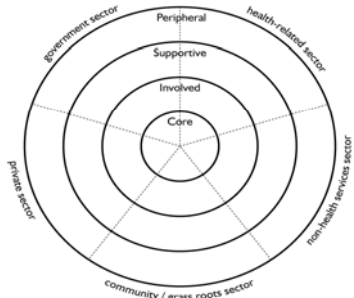
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## Who are our stakeholders?



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## Understanding stakeholder interests

- What do they want to know from the evaluation?
- How do they expect the evaluation to be conducted?
- Usually need to prioritize stakeholder interests due to budget limitations

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## Understanding the reason for evaluation

- In step two we aim to develop our evaluation questions.
- We do this by:
  - Defining our stakeholders
  - Engaging them in an appropriate way
  - Learning about their interests and expectations
- Our work in step two sets the tone for stakeholder relationships that will carry through the rest of the evaluation

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### Engaging stakeholders



- involve stakeholders from the beginning
- only expect involvement in things they are interested in
- communicate the benefits of their involvement
- be clear about how decisions will be made – avoid raising unrealistic expectations
- do not burden with unnecessary tasks or timelines
- share information in tailored formats
- celebrate successes with stakeholders

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### Benefits of participatory evaluation



- helps to ensure appropriate evaluation methods (e.g., reading level, cultural appropriateness)
- helps ensure evaluation questions are grounded in the perceptions and experiences of the program participants
- helps facilitate the process of empowerment (i.e., giving people greater control over decisions affecting their health)
- helps to overcome participant resistance to evaluation
- helps to foster participant understanding

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### Step Three: Assess resources for evaluation



- Clarify staff time, money and other resources available for evaluation.
- The will inform your evaluation design decisions
- Consider:
  - Funds
  - Staff and volunteer time and interests
  - Timeline
  - Equipment and tools
  - Support of partners

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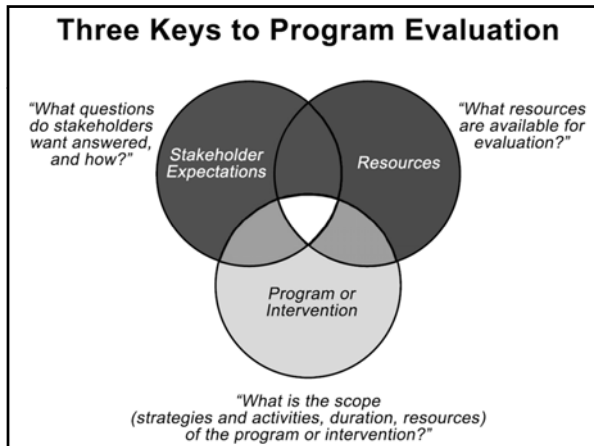
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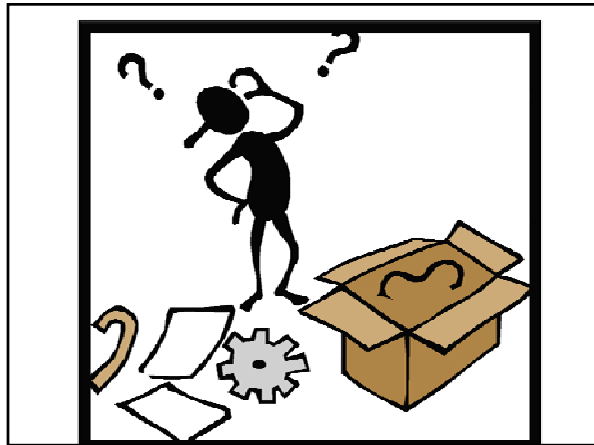
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**Step Four: Select the Type of Evaluation**

THE HEALTH COMMUNICATION UNIT

- Select the best type of evaluation for your program at this time.
- Choices include formative, process and summative
  - There are different terms/interpretations/types of summative evaluation including:
    - Outcome evaluation
    - Impact evaluation
    - Cost-benefit evaluation
    - Cost-effectiveness

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**Step Five: Determine appropriate methods of measurement and procedures**



- Identify the most plausible kinds of evaluation methods as well as how the data will be collected
  - Methods: Qualitative or quantitative
  - How and How often?
  - Choose, adapt or develop evaluation tool
  - Choose a sample and recruitment method

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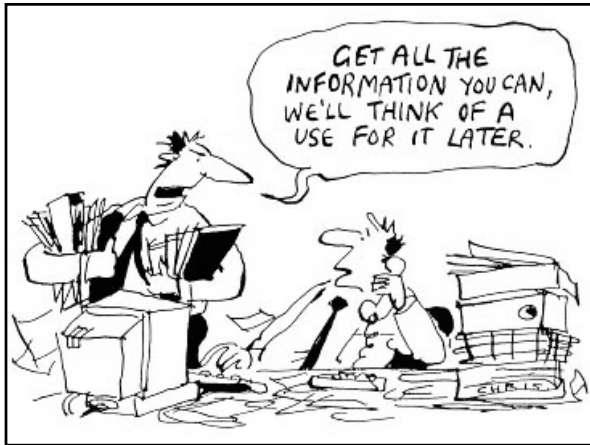
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**Step Six: Develop workplan, budget and timeline**



- Identify specific tasks, roles, resource allocations and deadlines for the evaluation

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**Step 7: Collect the Data**  
**TIPS**



- Train, train, train! – data collection is a skill
- Easy formats
- Support and encourage data collectors
- Check information recorded
- Audio tape in-depth interviews and focus groups
- Computerize as much as possible

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**Step 8: Process the Data**  
**Quantitative Data**



- Quantitative information is easier to analyze when it has been entered as a number. In other words all response categories should be assigned a number
- Use data analysis software (EXCEL, SPSS)
- Verify 10% of the data entry to eliminate errors. Most errors are systematic
- What if you don't have data analysis software?

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**Step 8: Analyze the Data**  
**- Quantitative Data**



- For most surveys or tracking methods simple descriptive statistics (frequencies, means, ranges, etc.) are all that is needed.
- More complex analysis may be required when comparisons are needed between subgroups of the population or to test changes over time.

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**Step Nine: Interpret and Disseminate the results**



- After interpretation, share results with all stakeholders in formats that are tailored to their specific interest in the evaluation

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**Step Ten: Take action**



- Make changes to improve the program based on the evaluation results
- How are you going to use the results of your evaluation plan?

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Indicators



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### Matching Indicators to Objectives



- To increase the number of employees in X workplace eating nutritionally balanced meals by 25% by June 2009.
- Indicators
  - # of healthy and lower nutritional value choices offered
  - # of healthy and lower nutritional value choices purchased (e.g. pop)

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### Exercise



- Look at the proposed indicators for one outcome objective and one process objective
- For each of the two chosen indicators, consider whether it is valid, reliable, accessible.
- Make notes of your analysis.
- Vote, using your clickers
- Compare your answers to the answer key
- Raise any questions.

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### Debrief of Activity: More about Indicators



- Units of measurement used to assess the extent to which objectives have been met.
- Building block for a comprehensive evaluation plan.
- Must be valid, reliable, and accessible.

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**For each indicator identify:**



- What you will measure
- Where the data is available
- Any concerns about:
  - Validity
  - Reliability
  - Accessibility

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**What will you measure?**



- percentage of people who agree that...(outcome)
- Number sent (process)
- Participant comments (process)
- Etc.

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**Where is the data available?**



- Outcome indicator examples:
  - Community health survey
  - Collect it ourselves
  - Media monitoring service
- Process indicator examples:
  - Program secretary budget files
  - Physician office records
  - Workshop registration forms

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## Validity

- Can you generalize the results beyond your sample (external validity)?
  - I.e., is your sample like the 'rest of the world'?
- Is it a true indicator of what you wanted to measure (internal validity)?
  - E.g. If they say they 'like' it – it doesn't mean it is 'useful'

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## Reliability

- Will it give consistent, accurate measurement over time?
  - If you ask the same question at different times, will they respond in the same way?
  - Are you using the right 'scale'?
  - Does everyone understand the question in the same way? Is there too much room for interpreting the question?
  - Can emotions or other circumstances change the respondents answers from day to day?

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## Are there any limitations on accessibility for this indicator?

- Examples:
  - There is a limited sample from our region
  - There is a fee to access the info
  - Physicians are difficult to reach
  - There are few people who have permission (or skills) to access the data

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**Sources of Health Promotion Indicators**



- Health Canada website (search 'indicators') [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)
- U.S Healthy People 2010 Local Health Indicators [www.healthypeople.gov/LHI](http://www.healthypeople.gov/LHI)
- Canadian Council on Social Development [www.ccsd.ca](http://www.ccsd.ca)
- Federation of Canadian Municipalities quality of life reporting system [www.fcm.ca](http://www.fcm.ca)

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**More Sources of Health Promotion Indicators**



- "Indicators that Count: Measuring Population Health at the Community Level" <http://www.ncbi.nlm.nih.gov/pubmed/10686755>
- Indicators of Quality of Life in Canada: A Citizen's Prototype <http://www.cprn.org/doc.cfm?doc=91>
- APHEO <http://www.apheo.ca/>
- Health Evidence Network
- [http://www.euro.who.int/HEN/Syntheses/20030820\\_1](http://www.euro.who.int/HEN/Syntheses/20030820_1)
- What is the evidence on effectiveness of empowerment to improve health? <http://www.euro.who.int/Document/E88086.pdf>

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**Evidence to support planning decisions-collection of resources**



- [http://www.thcu.ca/infoandresources/planning\\_resources\\_soe.cfm?ownership=ALL](http://www.thcu.ca/infoandresources/planning_resources_soe.cfm?ownership=ALL)
- This is in your handout package.

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Select Type of Evaluation

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**Step Four: Select the Type of Evaluation**

- Select the best type of evaluation for your program at this time.
- Choices include formative, process and summative

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**Types of evaluation**

- Formative
- Process
- Summative

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**Formative evaluation**



- Assesses process of developing a program
- Helps to ensure that programs are developed in accordance with stakeholder needs
- Identifies how/why key decisions were made

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**Process evaluation**



- Assesses the procedures and tasks involved in implementing a program (“what’s happening?”)
- Sometimes known as program tracking or monitoring

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**Components of process evaluation**



- # and type of people reached by program
- Quantity and type of activity/service provided
- Description of how services are provided
- Quality of services provided (participant satisfaction)

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**Summative evaluation**



- Attempts to determine value of program
- Includes measures of short and long term outcomes
- Includes process considerations.

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**Summative Evaluation: There are many terms/types/interpretations**



- For example, all of the following may be a part of summative evaluation
  - Changes in attitudes, knowledge, behaviour
  - Changes in morbidity or mortality rates
  - Number of people participating or served
  - Cost-benefit analysis
  - Cost-effectiveness analysis
  - Changes in policies
  - Outcome assessments
  - Impact assessments

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**Selecting Evaluation Type Handout/guided example**



1. When will you be doing the evaluation?
2. Why are you conducting the evaluation?
3. What questions do your stakeholders want answered?
4. Who is available to conduct the evaluation?
5. How do you expect to conduct the evaluation?
6. How much resources do you have? (time, expertise, funds)
7. What evaluation have you already conducted?

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**1. When will you be doing the evaluation?**



- a. Prior to or early in intervention
- b. Middle of intervention
- c. As intervention is winding down

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**2. Why are you conducting the evaluation?**



- a. To ensure the intervention is consistent with the needs and wants of the people involved
- b. To ensure that the intervention is being implemented according to plans and best practices (are we doing things right?)
- c. To assess the extent to which the intervention achieved its purposes and objectives (are we doing the right things?)

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**3. What questions do your stakeholders want answered?**



- a. Who is the best audience for this intervention?
- b. How many people are we reaching? Are they satisfied?
- c. Did we achieve what we set out to do? Did the benefits justify the costs?

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**4. Who is available to conduct the evaluation?**



- a./b. Program participants, stakeholders, and interventionists
  
- c. Experienced and expert evaluators and researchers, in addition to program participants, stakeholders, and interventionists

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**5. How do you expect to conduct the evaluation?**



- a. Needs assessments, pre-testing of materials and procedures
- b. Program logs, diaries
- c. Pre and post surveys

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**6. What resources do you have? (time, expertise, funds)**



- a. Moderate
- b. Minimal
- c. Substantial

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**7. What evaluation have you already conducted?**



- a. None
- b. Formative
- c. Formative and process

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**Evaluation**



- Exercise

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**Break for 15 minutes**



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**Video Clip**

- What does this tell you evaluation?



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**Step Five: Determine appropriate methods of measurement and procedures**

- Identify the most plausible kinds of evaluation methods as well as how the data will be collected
  - Methods: Qualitative or quantitative
  - How and How often?
  - Choose, adapt or develop evaluation tool
  - Choose a sample and recruitment method

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**Methods**

- Qualitative or Quantitative?
- Consider:
  - Stakeholder expectations
  - Success indicators
  - Available resources
  - Type of evaluation
- Examples:
  - Survey of experts
  - Interviews
  - Record-keeping
  - Pre/post health status measures

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## Quantitative vs Qualitative Evaluation

“Not everything that can be counted counts, and not everything that counts can be counted.”

Albert Einstein



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## How and how often?

- How many times will you collect data?
- Include a comparison group?
- Use random assignment?

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## How and How Often?

- O X O – simple pre and post test
- O X O O
  - Second observation, time series, to see whether effects are lasting
- O X O O vs O O O
  - Control group – not exposed to an intervention – silver standard
- R O X O O vs R O O O
  - Random assignment addition – a control trial – the gold standard

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**To decide how and how often, consider:**



- Do you need to show comparative impact on people who have not been exposed?
- What is the best way and time to communicate with participants/recipients?
- How can you limit the burden on study participants?
- What are your success indicators?

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**Choose a sample and a recruitment method**



- How many will be included?
- How will the people be selected?
- Random or convenience sample?
- How to decide?
  - Size of entire population
  - Budget
  - How confident do you need to be with the results
  - Do you need to look at subgroups?

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**Relate back to examples**



- CPRF Case Study – evaluation methods
- Your suggestions from the beginning of the workshop

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### Evaluation tool

- Design is important
- But the heart of it is whether you have a good tool, that measures the right things.
- Choose, adapt or develop
- Consider:
  - Success indicators
  - Time and resources
  - Type of evaluation study

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### What's Wrong With This Questionnaire?

- At your table, review the questionnaire and discuss whether you feel there are flaws in the questions.
- Make notes about your conclusions
- You have 15 minutes

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### Types of Errors to Look For

- 'Leading' questions (therefore bias).
- Incorrect order (creating resistance or bias).
- Intrusive questions that may generate hostility.
- Lingo and complicated words/phrases.
- Double-barrel questions
- Changing response categories (order or the terms).

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**What's Wrong With This Questionnaire?**



- Compare your results with the answer key in your package
- Raise any outstanding questions, or other comments

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**Conclusion**



- Additional resources
- Evaluation form if leaving us today
- THCU promo material in your package
  
- Policy projects you are working on for tomorrow's discussion?

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Resources



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**Resources** 

Essential Skills Resource Tour  
[http://www.thcu.ca/workshops/hpskillsresource\\_tour.htm](http://www.thcu.ca/workshops/hpskillsresource_tour.htm)

THCU's Resource Database (Evaluation Section)  
[http://www.thcu.ca/infoandresources/resource\\_display.cfm?res\\_topicID=5](http://www.thcu.ca/infoandresources/resource_display.cfm?res_topicID=5)

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**THCU Evaluation Podcast** 

- Evaluating Health Promotion Programs Workbook in French and English
- Conducting Survey Research Workbook
- Conducting Focus Groups Workbook
- Tips for Running Focus Groups with Youth
- Continuous Quality Improvement Slideshow
- Evaluation At a Glance

[http://www.thcu.ca/infoandresources/resource\\_display.cfm?res\\_topicID=5](http://www.thcu.ca/infoandresources/resource_display.cfm?res_topicID=5)

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**Glossaries** 

- WHO Health Promotion Glossary
  - <http://www.who.int/hpr/support/material.shtml>
- NCI Health Comm Glossary
  - <http://www.cancer.gov/pinkbook/page14>
- Atlantic Centre of Excellence for Women's Health EVAL glossary
  - <http://www.acewh.dal.ca/eng/reports/EVAL.pdf>
- Canadian Evaluation Society List of Glossaries
  - <http://www.evaluationcanada.ca/site.cgi?s=1&ss=1&num=00676>

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**Thanks for being flexible!**



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**A big thank you to**

- Ontario Agency for Health Protection and Promotion
- Our THCU colleagues
- Our workshop participants



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**Disclaimer**

The Health Communication Unit and its resources and services are funded by the Ontario Agency for Health Protection and Promotion. The opinions and conclusions expressed in this presentation are those of the author(s) and no official endorsement by the Agency for Health Protection and Promotion is intended or should be inferred.

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