

Evaluating health promotion programs

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Five-minute exercise in evaluation design

- In pairs, carefully observe one another
- Turn your backs to each other
- Both of you change **three** things about your personal appearance while your back is turned

Five-minute exercise in evaluation design

- Now, face each other, and in turn, try to identify the three changes in the other person
- As a large group, discuss what this tells us about:
 - The nature of change
 - Measurement of change
 - Attributing change to interventions

Learning objectives:

By the end of this session, you will be able to:

1. Explain the purpose of each step in our evaluation model
2. Describe what is involved in each step
3. Identify how these steps can be applied to your situation
4. Know how to access our evaluation products and services to support your evaluations

Definition: program evaluation

- The application of systematic methods to address questions about program operations and results
- It may include ongoing monitoring of a program as well as one-shot studies of program processes or program impact¹



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Evaluation...we've all done it!

- **Program evaluation** takes it a step further
 - To focus on a **program**
 - And to be **systematic** about what information we use and how we use it

How have you been involved in program evaluations?

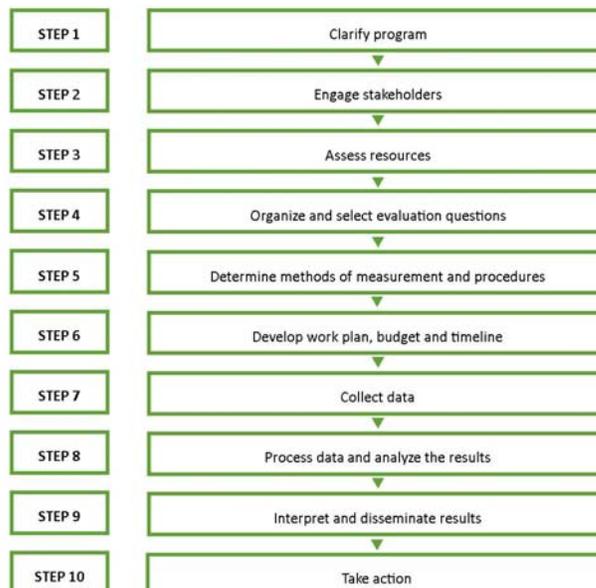
- Doing an evaluation of a program
- Having your program evaluated by someone else
- Providing data for an evaluation
- Reading evaluation reports

Why should we evaluate a program?

- For learning:
 - To provide information about the program
 - To compare different program types
 - To improve a program
- For accountability:
 - To measure the program's effectiveness or contribution
 - To demonstrate the program's value
 - To meet funding requirements

Note: we can also evaluate groups of programs, whole systems, series of events...not always a single program/single evaluation

The **10** steps to evaluating a health promotion program



Terminology varies...

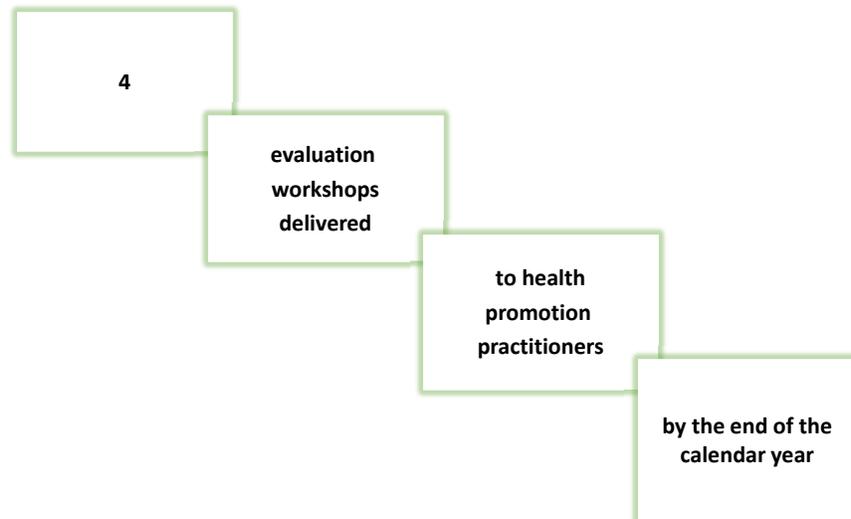
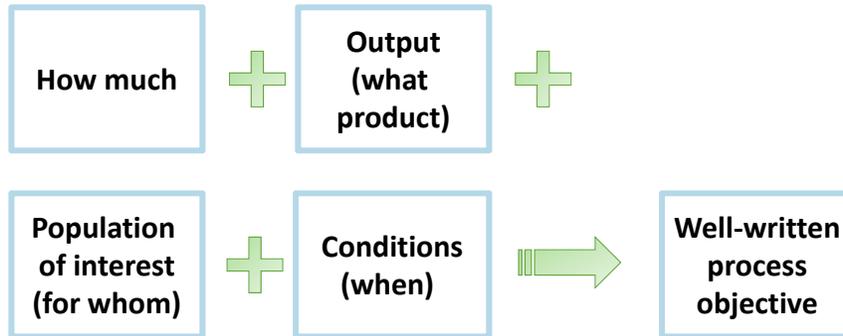
Our term	Alternatives
Activities	Process objectives, implementation objectives
Goal	Purpose, mission
Indicators	Benchmarks, criteria for success, outputs
Objectives	Outcomes, impacts, effects
Outcome evaluation	Summative evaluation
Population of interest	Target group, audience, community
Resources	Budget, assets, inputs
Strategies	Components, initiative, intervention

Step 1: Clarify program

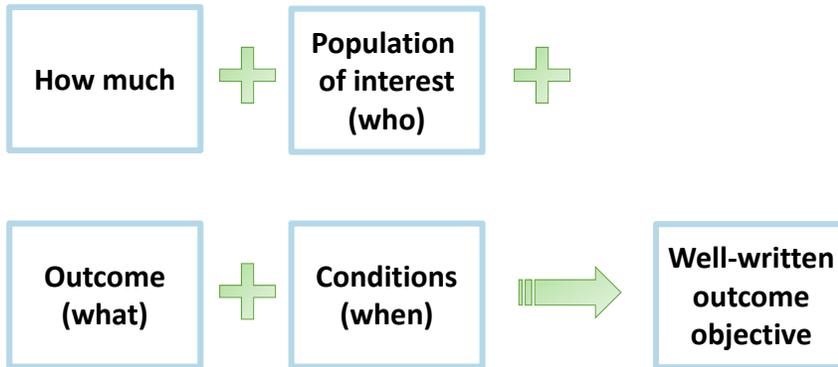


- Ensure that your program has clearly defined goal(s), populations of interest, outcomes, strategies, activities, outputs, and indicators
- Often accomplished using a logic model
- A logic model is a diagrammatic representation of a program
- It shows the **relationships** among:
 - **WHAT:** what does the program do?
 - **WHO:** who are the recipients of the program?
 - **WHY:** what outcomes are to be achieved?

Elements of a well-written **process objective**



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



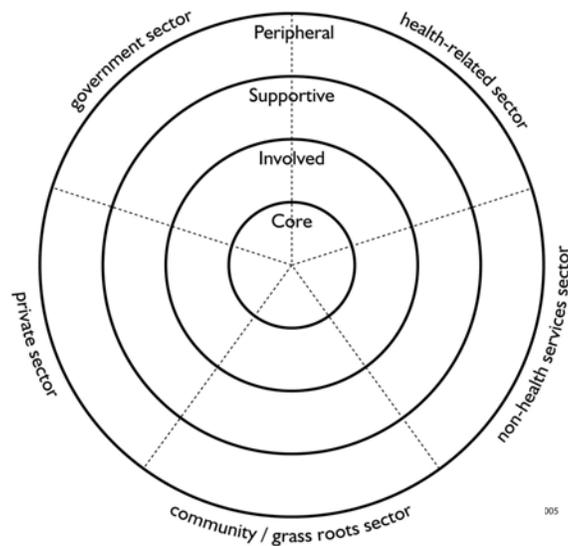
Step 2: engage stakeholders

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



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Who are our stakeholders?



Understanding stakeholder interests and expectations

- What do they want to know from the evaluation?
- How do they expect the evaluation to be conducted?

What do they care about?

What kind of information will persuade your stakeholders?

Usually need to prioritize stakeholder interests due to budget limitations.

Step 3: Assess resources

- Clarify staff time, money and other resources available for evaluation
- This will inform your evaluation design decisions



Consider:

- Funds
- Staff and volunteer time and interests
- Timeline
- Equipment and tools
- Support of partners

Step 4: Organize and select evaluation questions



- Organize your evaluation questions by type:
 - Formative
 - Process
 - Outcome
- **Select** your key evaluation questions
- Think about:
 - What type of decisions need to be made with the evaluation data
 - Stakeholder interests
 - Resources

Formative evaluation

Is used in the development and planning stages of a program

- **Situational assessment**
Is there a need for this type of program?
- **Logic model development**
Theory of change - how will the activities lead to the outcomes?
- **Evaluability assessment**
Is the program ready to be evaluated?
What type of evaluation?
- **Pre-testing materials**
Is the message that we want to communicate being understood by our population of interest?

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Process evaluation

Measures program activity and implementation

- Sometimes known as program tracking or monitoring
- Sample process evaluation questions:
 - Was the program carried out as designed?
 - Did we reach the desired target group?
 - How many participants attended each session?
 - What were the implementation facilitators and barriers?

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Outcome evaluation

Estimates success of program at meeting goals and objectives

- Measures change produced by program activities (i.e., the effect)
- It can be difficult to measure long-term outcomes
- Sample outcome evaluation questions:
 - Has there been an increase in physical activity levels?
 - Are participants more ready to quit smoking?
 - Have participants increased their knowledge of healthy eating?

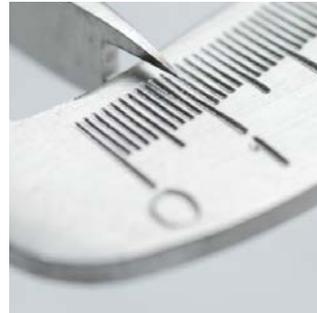
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Selecting evaluation type – guided example

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 resource support** do you have (time, expertise, funds)?
7. **What evaluations** have you already conducted?

Step 5: Determine methods of measurement and procedures

- **What** will you measure?
- **When** will you collect data?
- **How** will you collect data?
- **Who** will you collect data from?
- **Who** will use the data?



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Methods and procedures: **what** will you measure?

- **Indicators** are ways of measuring the objectives
- Sometimes indicators exactly measure the objectives
- Often we need to find indirect ways of measuring our objectives

<p>Methods and procedures: what will you measure?</p>	Goal			
	Population(s) of interest			
	Long-term outcome objectives			
	Short-term outcome objectives			
	Activities			
	Outputs/process objectives			
	Resources			

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Methods and procedures: **what** will you measure?

- **Short-term outcome objectives:**
 - By the end of the first year, 80% of participating parents will have increased access to affordable, nutritious food through participation in the community kitchen program.

- **Possible outcome indicators:**
 - # of participating parents reporting decreased reliance on food bank
 - % of participating parents who agree that they have increased access to affordable, nutritious food

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Methods and procedures: **what** will you measure?

There are three main considerations for selecting indicators:

- Validity
- Reliability
- Accessibility

Validity

- How well does the indicator actually measure what it should?²
- Examples:
 - Self-reported weight versus actual weight?
 - If they say they 'like' it – it doesn't mean it is 'useful'

Reliability

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

Accessibility

- What are the barriers to obtaining data on your outcome indicators?
- Examples:
 - There is a limited sample of parents willing to complete the survey
 - Others?

Exercise

- Look at the proposed indicators for one outcome objective and one process objective
- For each of the indicators, consider whether it is:
 - **Valid**
 - **Reliable**
 - **Accessible**
- Make notes of your analysis

Process objective:

To make 25 presentations to community members of all ages about diabetes and the value of traditional foods in prevention and treatment.

Indicator:

Number of people in attendance at each community presentation as recorded by meeting organizers.

Valid? Reliable? Accessible?

Outcome objective:

That at least one traditional food is available every day to all community members through daycares, schools, homes and events by end of the year.

Indicator:

Percentage of daycare directors that claim to be offering at least one traditional food (from a list provided to them) to the children in their daycare, each day, when contacted for a brief telephone survey.

Valid? Reliable? Accessible?

Sources of indicators

- Canadian Council on Social Development³
 - Federation of Canadian Municipalities quality of life reporting system⁶
 - Health Canada website⁷
 - U.S. Healthy people 2020 local health indicators⁸
- Clearinghouses and other repositories for indicators can help with this step. Some examples of these include:
 - Canadian Institute for Health Information (CIHI)⁴
 - Association of Public Health Epidemiologists in Ontario⁵



Methods and procedures: **when** will you collect the data?

Before, during, after the intervention?

Methods and procedures: **how** will you collect the data?

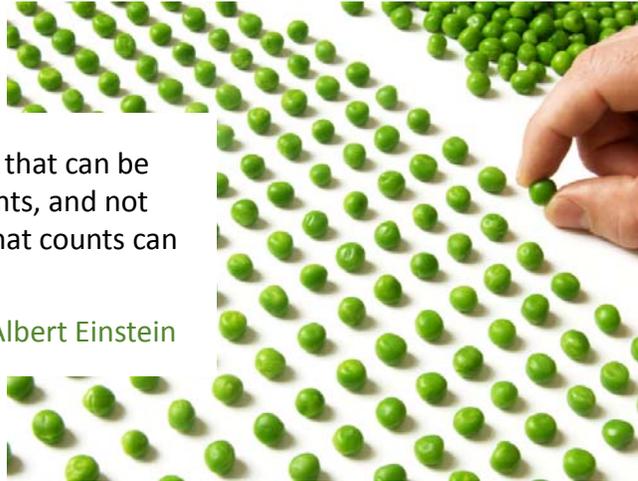
- Four main data collection methods:
 - 1) Talking to people
 - 2) Getting written responses
 - 3) Reviewing existing data or documentation
 - 4) Observing and tracking
- What are you already capturing?
- Pilot testing?

Quantitative and qualitative evaluation methods



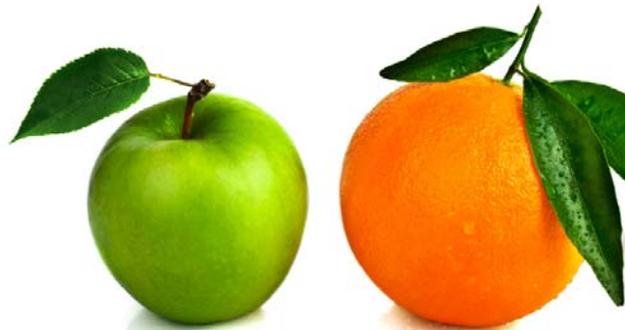
Not everything that can be counted counts, and not everything that counts can be counted."

Albert Einstein



Methods and procedures: **who** will you collect data from?

Will you have a comparison group?



Ethical issues

- The following ethical issues should be considered:

- Informed consent
 - Purpose/goal/objectives of the evaluation
 - Evaluation method
 - Potential risks
 - Potential benefits



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- Anonymity, confidentiality and security of data
- How the participants will be informed of the results

Methods and procedures: **who** will use the data?

- Who needs to be persuaded?
- This will influence the types of measurements you use

Components of an evaluation plan

Evaluation question

What do you want to know about the program?

Objective (refer to logic model)

What did the program set out to do?

Indicator (refer to logic model)

What will demonstrate success?

Method of data collection

What tools will you use to collect the information you need?

Step 6: develop work plan, budget and timeline



- Identify specific tasks, roles, resource allocations and deadlines for the evaluation
- In-house versus out-source?

Step 7: collect data

- Pilot test tools and procedures
 - Revise
 - Train
 - Collect data



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



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-barreled questions
- Changing response categories (order of the terms)

Step 8: process data and analyze the results

- Double-check at least 10% of data
- Put data in a format that can be summarized and interpreted
- Identify themes in qualitative data
- Enlist the support of a data analysis expert whenever possible



Step 9: interpret and disseminate the results

- Work with stakeholders to make sense of findings
- Draw conclusions based on the findings. What are the answers to your evaluation questions?
- Make recommendations on actions that should result from the evaluation
- Share results in formats that are tailored to specific audience needs/preferences

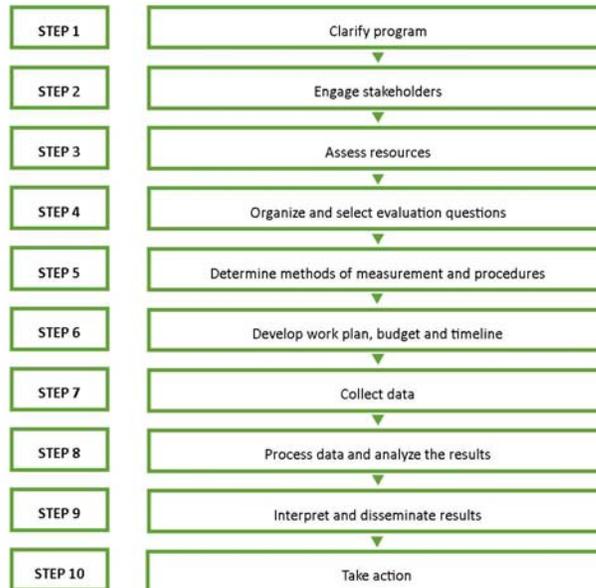


Step 10: take action

- Involve your stakeholders
- Use the answers to your evaluation questions:
 - Try something different?
 - Keep doing something that worked well?
 - Improve program?
 - Replace program?



The **10** steps to evaluating a health promotion program



PHO evaluation resources

- At a glance: ten steps to evaluating health promotion programs⁹
- Evaluating health promotion programs workbook¹⁰
- Health communication outcomes. At the heart of good objectives and indicators¹¹
- Online Health Program Planner¹²

Resources are available in both English and French

Other recommended evaluation resources

- Making evaluations matter: a practical guide for evaluators¹³
- W.K. Kellogg Foundation evaluation handbook¹⁴
- Introduction to program evaluation for public health programs¹⁵
- Developing an effective evaluation plan¹⁶

Health promotion capacity building services

- Free to those working on Ontario-focused projects
- Service request form:
 - <http://www.oahpp.ca/services/hpcdpip-consultation-services.html>

Health promotion capacity building services

- Scope varies, depending on need:
 - Brief, one-time advice
 - Links to other sources of information and resources
 - Review your work or product
 - Consultations
 - Training sessions/workshops

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THCU (originally known as The Health Communication Unit, started in 1993 at the University of Toronto) moved to Public Health Ontario's Health Promotion, Chronic Disease and Injury Prevention Department in 2011.



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