



OMNI

DEDICATED TO YOUR SUCCESS

Evaluation Basics



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welcome

POLL



How comfortable are you with evaluation?

1. I am starting from the beginning but am excited to learn.
2. I know some of the basics but am looking to learn more.
3. I have a pretty good grasp on evaluation and am just looking for a refresher.
4. I am extremely comfortable with a variety of evaluation methods.

Learning Objectives

Participants will understand:

- » the value of evaluation
- » key evaluation terms and definitions
- » general evaluation methods
- » basic data interpretation

How much do you know?



1. T/F – Evaluation is anecdotal
2. T/F - Process evaluation helps to determine if a program is being implemented as it should be.
3. Which is not an example of quantitative data?
 - a. 10 participants
 - b. 30% increase
 - c. “I get alcohol from my older friends”
 - d. 250 students

How much do you know?



4. T/F - Qualitative data is best explained in numbers
5. You can collect the following types of data through a survey.
 - a. Qualitative
 - b. Quantitative
 - c. Both
6. T/F – Losing participants from your program can impact your evaluation results.

What is evaluation?

- **Collection of information**
- **Analysis of information**
- **Is your programming effective?**
- **How your programs can improve?**

A close-up photograph of a person's face, focusing on their right eye which is viewed through a magnifying glass. The person has short, dark hair and is wearing a dark jacket. The background is a solid, muted blue-grey color. The text 'Evaluation is:' is overlaid in the top left, 'Systematic' is centered over the magnifying glass, and 'Methodical' is in the bottom right.

Evaluation is:

Systematic

Methodical

Quiz Question #1



1. T/F – Evaluation is anecdotal

The correct answer is - FALSE

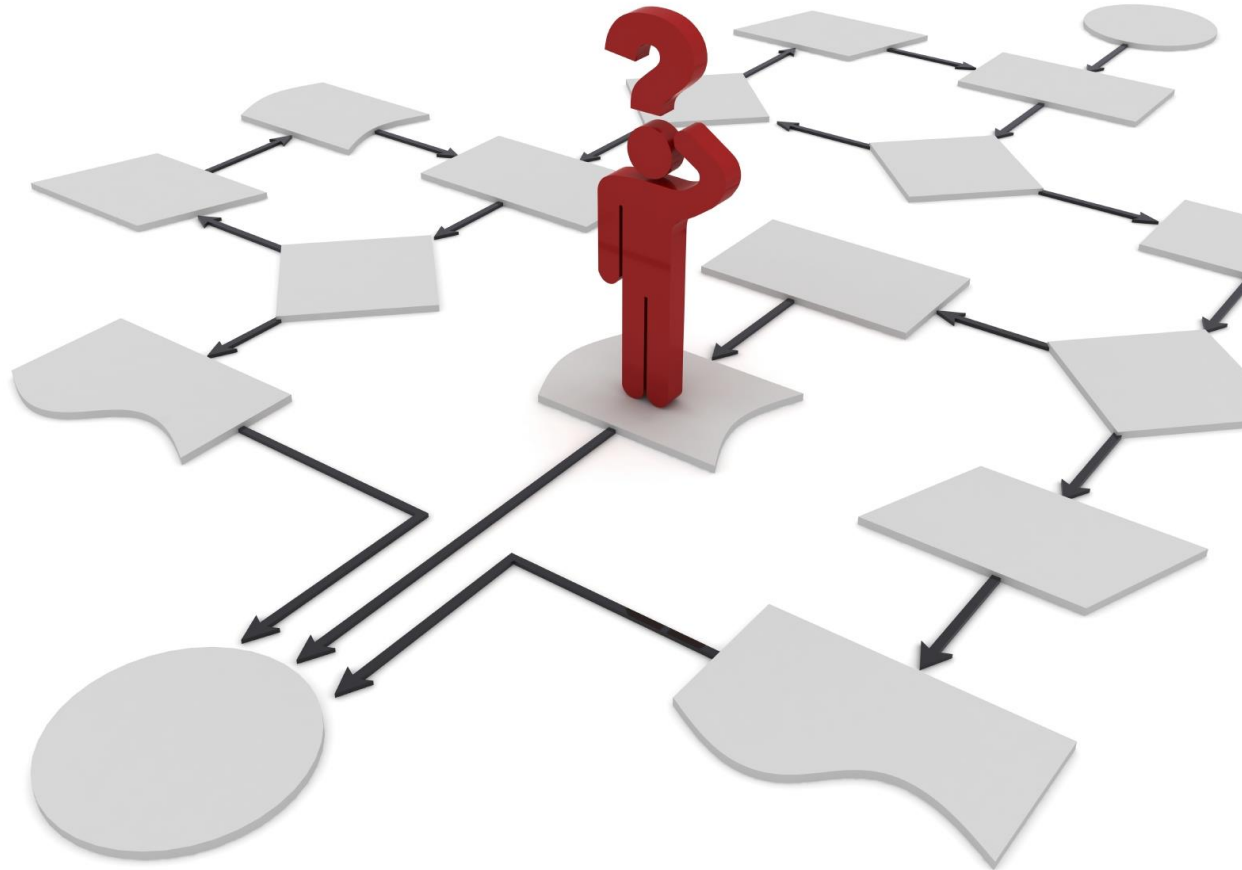
Why Evaluate?



Why do you evaluate?

- » Reflect on progress
- » Build capacity and engage the community
- » Influence policy makers & funders
- » Share what does/does not work
- » Required
- » Tells us where we are and where we should go
- » Ensures funding sustainability
- » Strengthen accountability

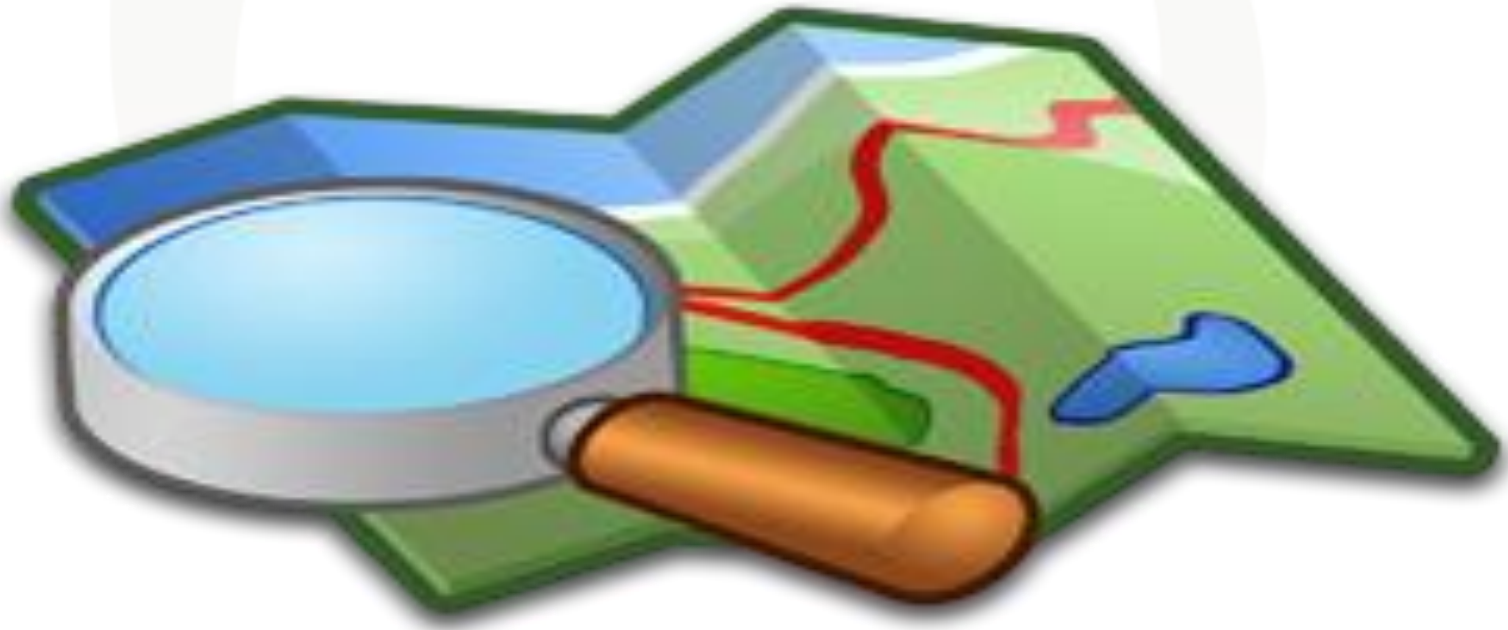
Why Evaluate?



Outcomes , Activities & Objectives

■ Why Evaluate?

Road Map



Why Evaluate?

Build
capacity &
engage the
community



Why Evaluate?

Influence
policy makers
& funders



Why Evaluate?

It is required

POLL



What are some concerns that you have about evaluation?

1. Evaluation unnecessarily diverts resources and services from my programs.
- 2: Evaluation automatically determines whether or not my program will be eliminated.
- 3: Evaluation (process/results) is too complicated.
- 4: What if the data reveal something negative?
- 5: I don't have concerns about evaluation.

What other concerns do you have?

What if the data reveal something negative?



What if the data reveal something negative?

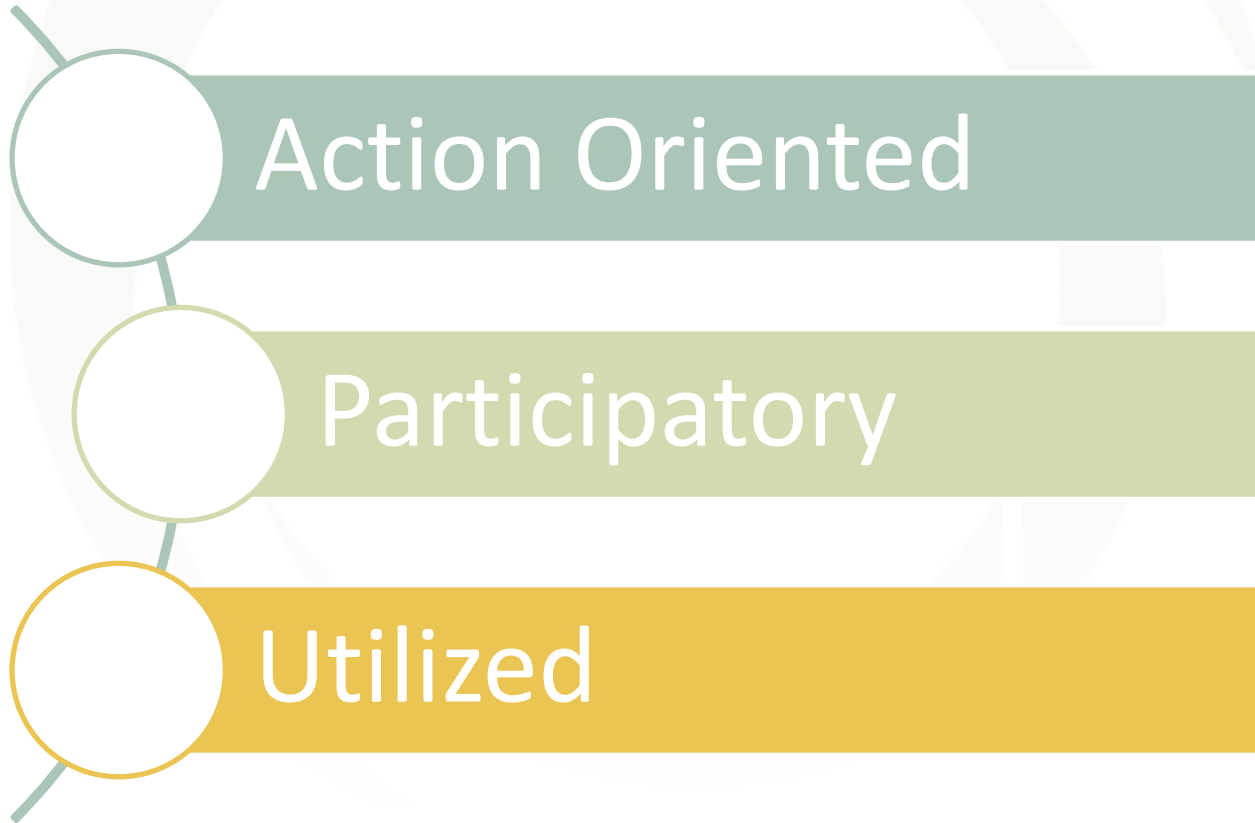
»Celebrate the positives

»Be realistic

»Make improvements

»Provide adequate context

Evaluation is valuable when it is:



Valuable Evaluation is ACTION ORIENTED



Valuable Evaluation is

PARTICIPATORY



Valuable Evaluation is **UTILIZED**





Types of Evaluation

Types of Evaluation

PROCESS evaluation

OUTCOME evaluation

Process Evaluation



Is the program
being implemented
as expected?

Quiz Question #2



2. T/F- Process evaluation helps to determine if a program is being implemented as it should be.

The correct answer is - TRUE

Outcome Evaluation



What was the
impact of the
program?

POLL



Process vs. Outcome Evaluation

Evaluation Question	Process	Outcome
1. How many individuals/groups did the intervention serve?		
2. How many participant youth used alcohol one year after the end of the intervention?		
3. What cultural adaptations were made to the intervention?		
4. After the intervention, did people exposed to it have more positive normative beliefs compared to those not exposed?		



Types of Data

Types of Data

Process vs. Outcome

Quantitative vs. Qualitative

Primary vs. Secondary

Types of Data: Process Data

- » 25 staff completed the training on program implementation.
- » Media messages were posted in 50 key locations in the county.
- » 35 participants were enrolled in the program this quarter.
- » Brochures were handed out to 20 medical offices.

Types of Data: Outcome Data

**Change in 30 day
Substance Use from Pre-
to Post-Test:**



56% of youth reported a decrease in marijuana use from pre- to post-test.

Types of Data: Outcome Data

Change in Perceived Risk of Harm Associated with Substance Use:

40% of youth demonstrated a decreased perception of risk associated with substance use.

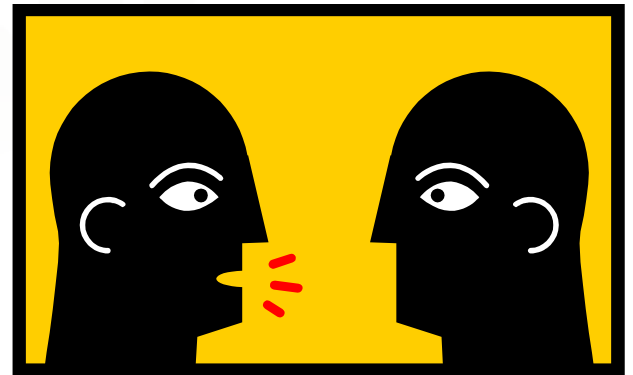
Types of Data: Quantitative

- » 145 parents reported...
- » 30% of youth reported...
- » Mean survey scores increased from 3.5 to 4.2 from pre- to post-test

Types of Data: Qualitative

“Alcohol is easy to get from my older friends.”

“Our community has lots of events which provide easy access to alcohol.”



Quiz Question #3



3. Which is not an example of quantitative data?
- a. 10 participants
 - b. 30% increase
 - c. "I get alcohol from my older friends"
 - d. 250 students

The correct answer is - C

Quiz Question #4



4. T/F- Qualitative data is best explained in numbers.

The correct answer is - FALSE

Types of Data: Primary



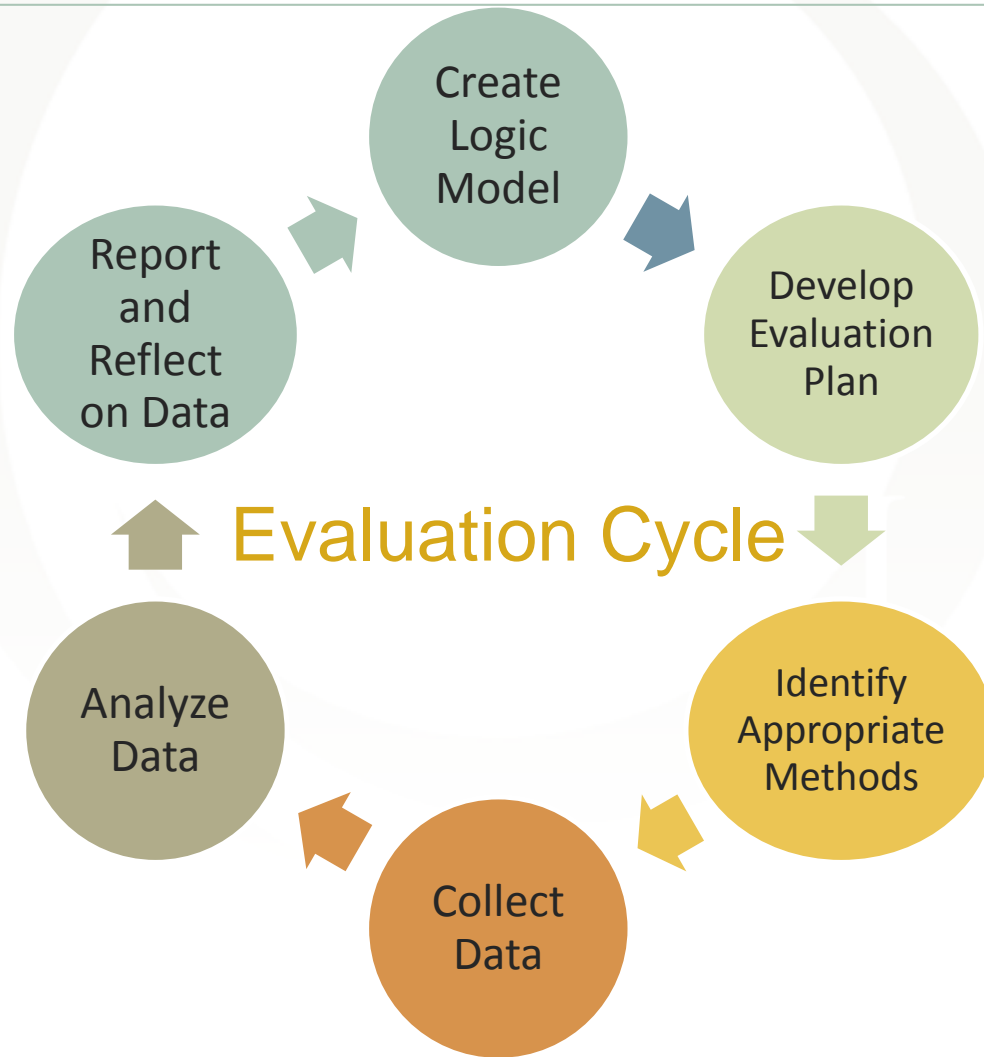
Types of Data: Secondary



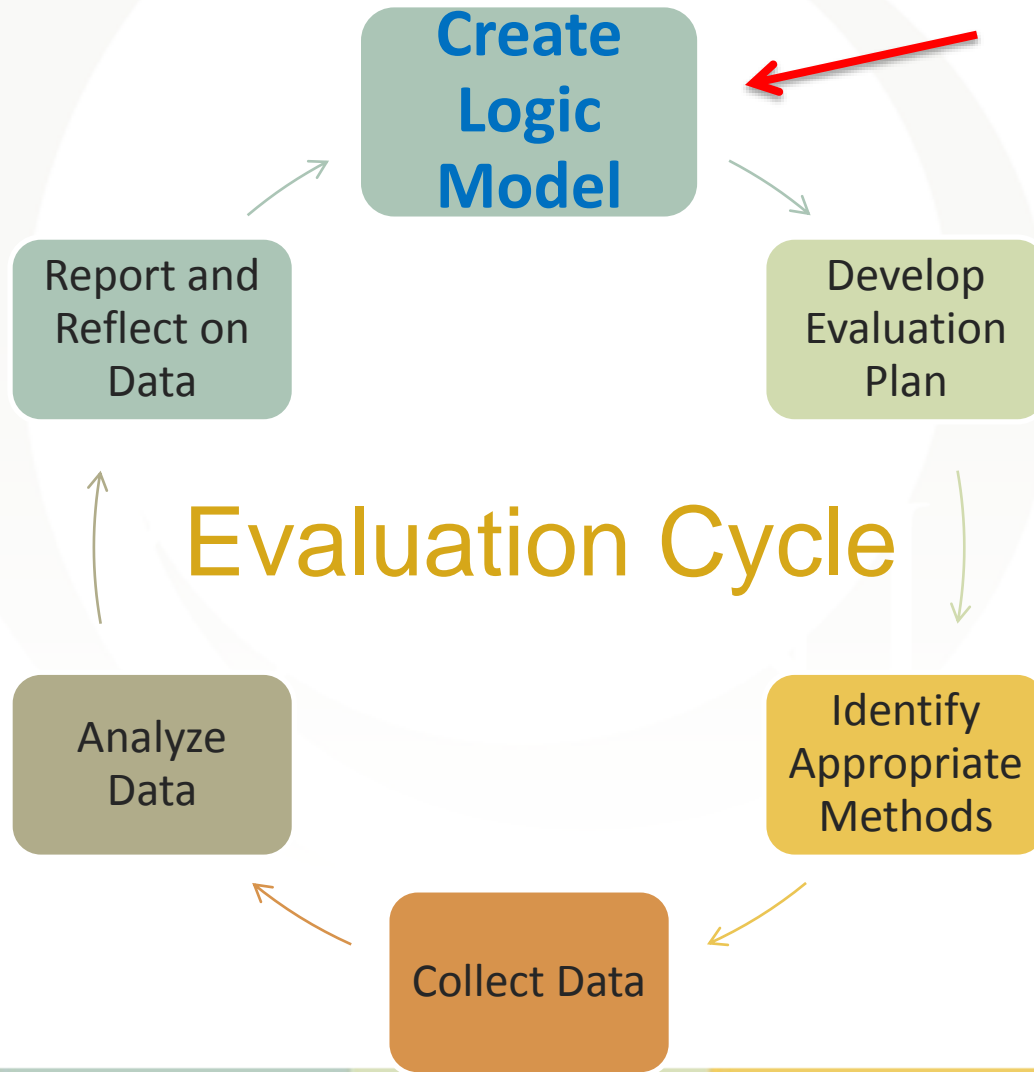


Steps of Evaluation

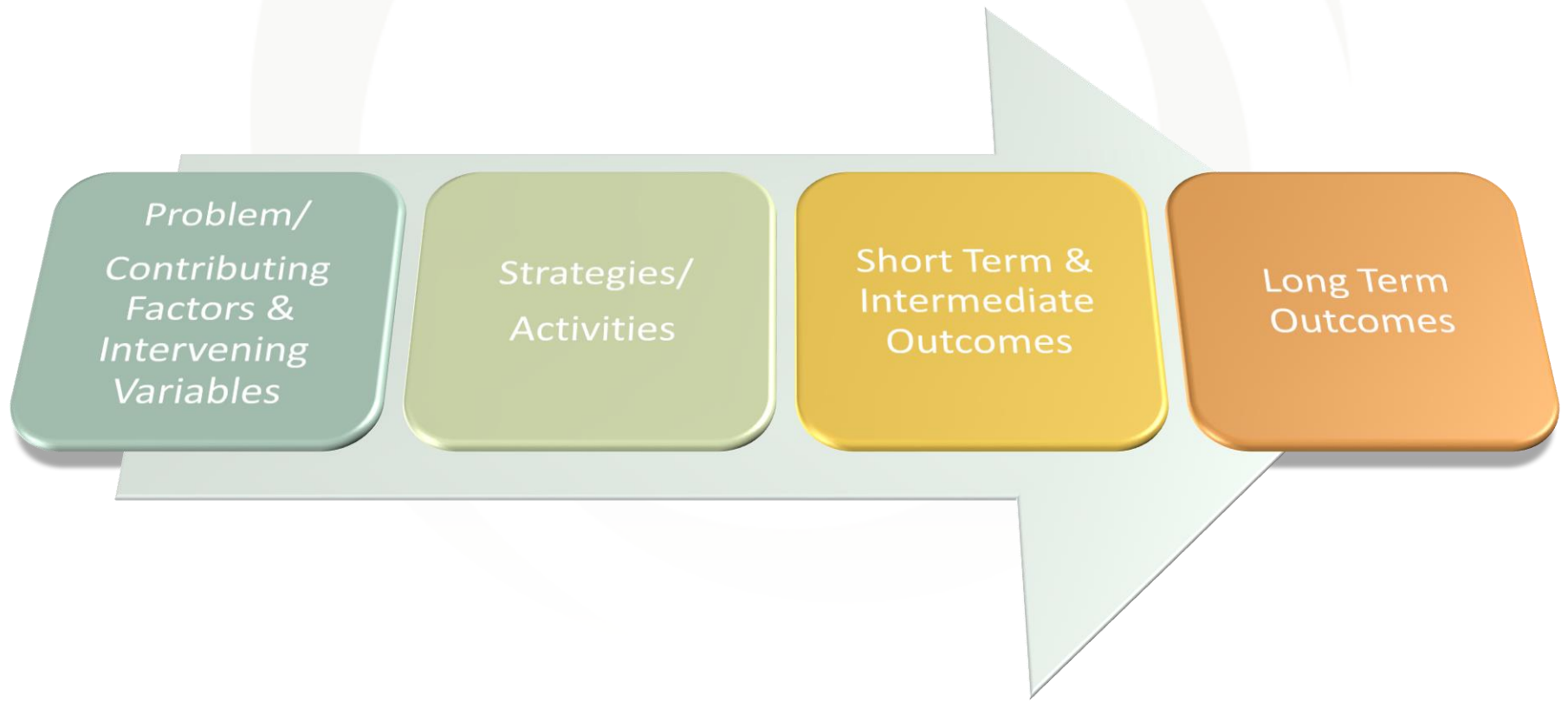
Steps of Evaluation



Steps of Evaluation: Step 1



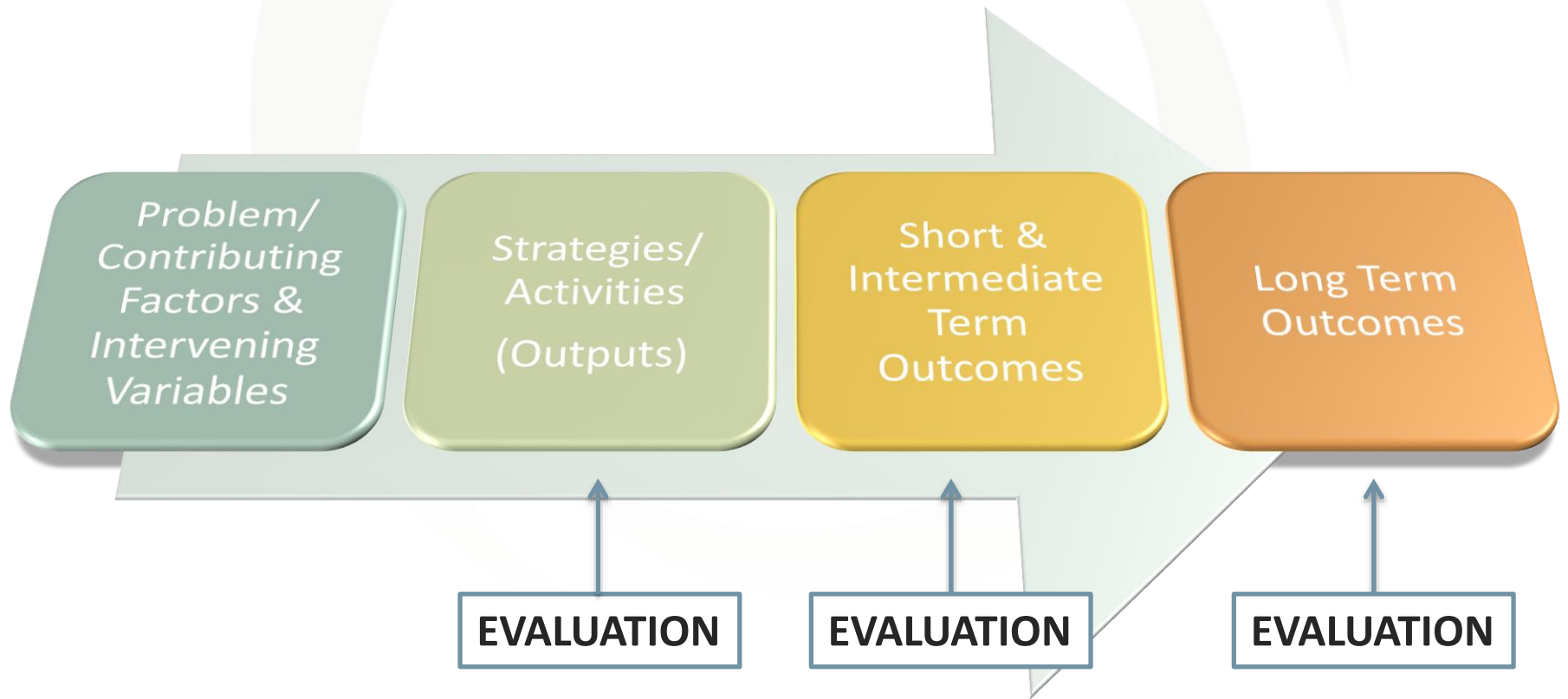
Step 1 of Evaluation: Logic Model



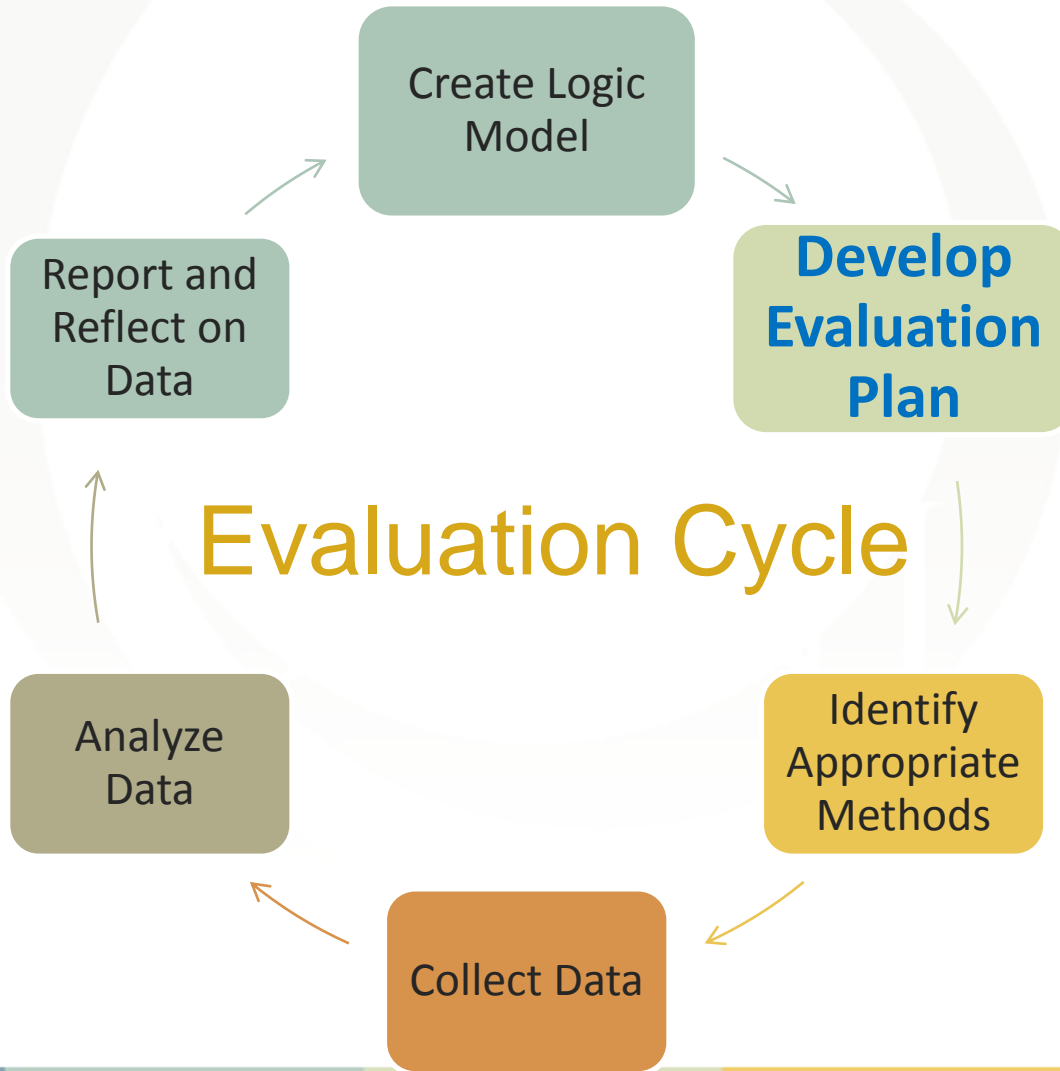
Step 1 of Evaluation: Logic Model

Problem Statement (SPF Steps 1-2)		Outputs (SPF Step 3-4)		Outcomes (SPF Step 5)		
PROBLEM	INTERVENING VARIABLES and CONTRIBUTING FACTORS But Why? But why here?	STRATEGIES What are we doing to address contributing factors? (Step 3)	ACTIVITIES What are we doing to implement strategies? (Step 4)	SHORT-TERM How are we implementing the strategies?	INTERMEDIATE What behaviors will we change?	LONG-TERM Are we meeting our long-term goals?
<i>Brief description of the behaviors or issues that currently exist and need to change (documented by local data)</i>	<p><i>Research based factors that are strongly related to and influence the identified problem, such as:</i></p> <ul style="list-style-type: none"> <i>• Enforcement</i> <i>• Retail/social access</i> <i>• Norms</i> <i>• Perceptions of risk and harm.</i> <p><i>Community specific influence that directly affect the problem</i></p>	<i>Program, practice, or policy that address the problem, intervening variable and contributing factor</i>	<i>Concrete and specific actions for implementing the identified strategy.</i>	<i>The most immediate impact of your efforts. Typically include changes in participant knowledge, and skills as a result of activities</i>	<i>Points that track progress toward more long-term outcomes, Change in behaviors, decision-making, and/or actions</i>	<i>More distant targets of your organization's work and include changes in norms, policies, behaviors, and consequences</i>

Step 1 of Evaluation: Logic Model



Steps of Evaluation: Step 2



Step 2 of Evaluation: Developing a plan

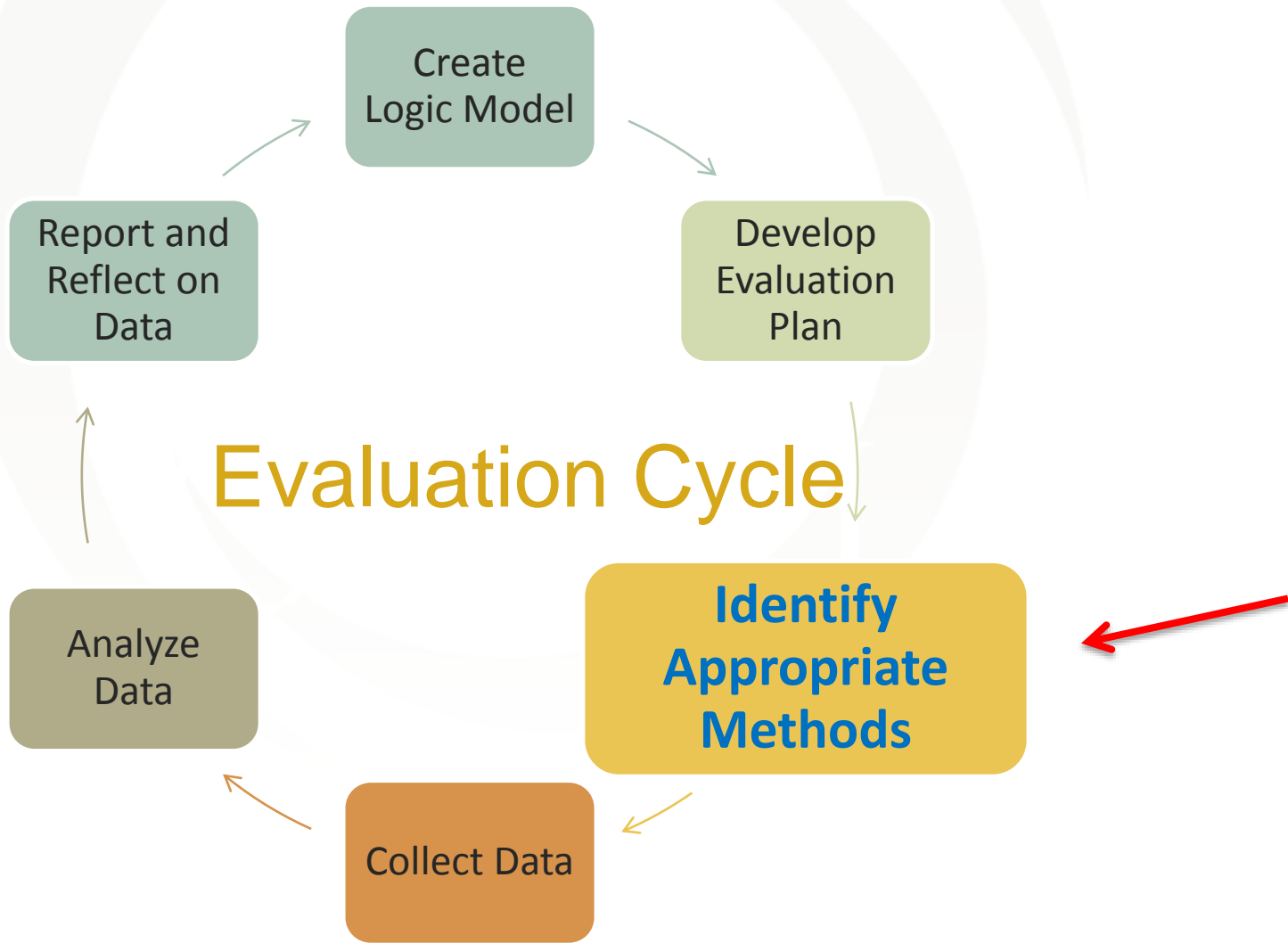
» **Goals & objectives**

» **Outputs & outcomes**

» **Tools**

» **Data collection intervals**

Steps of Evaluation: Step 3





Quantitative & Qualitative Data Collection

Quiz Question #5

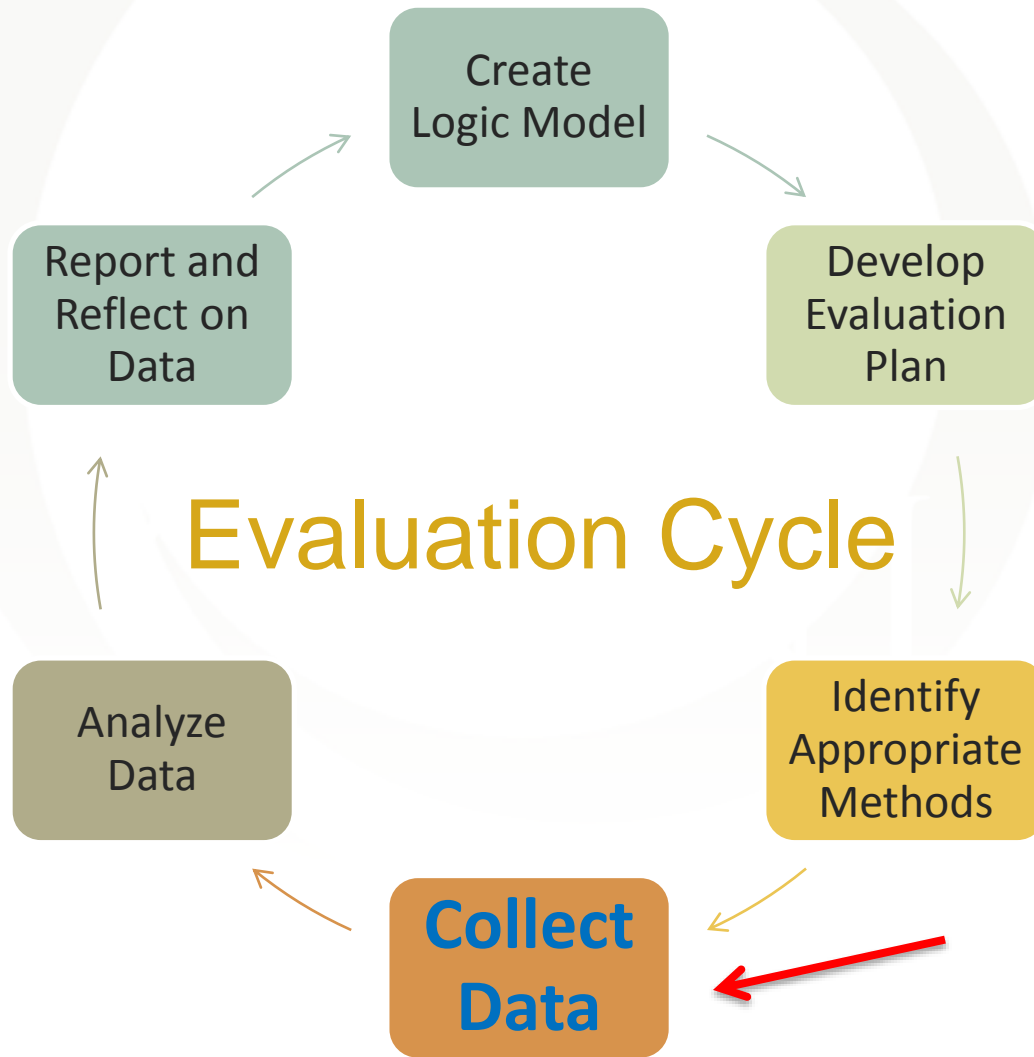


5. You can collect the following types of data through a survey.

- a. Qualitative b. Quantitative c. Both

The correct answer is - C

Steps of Evaluation: Step 4

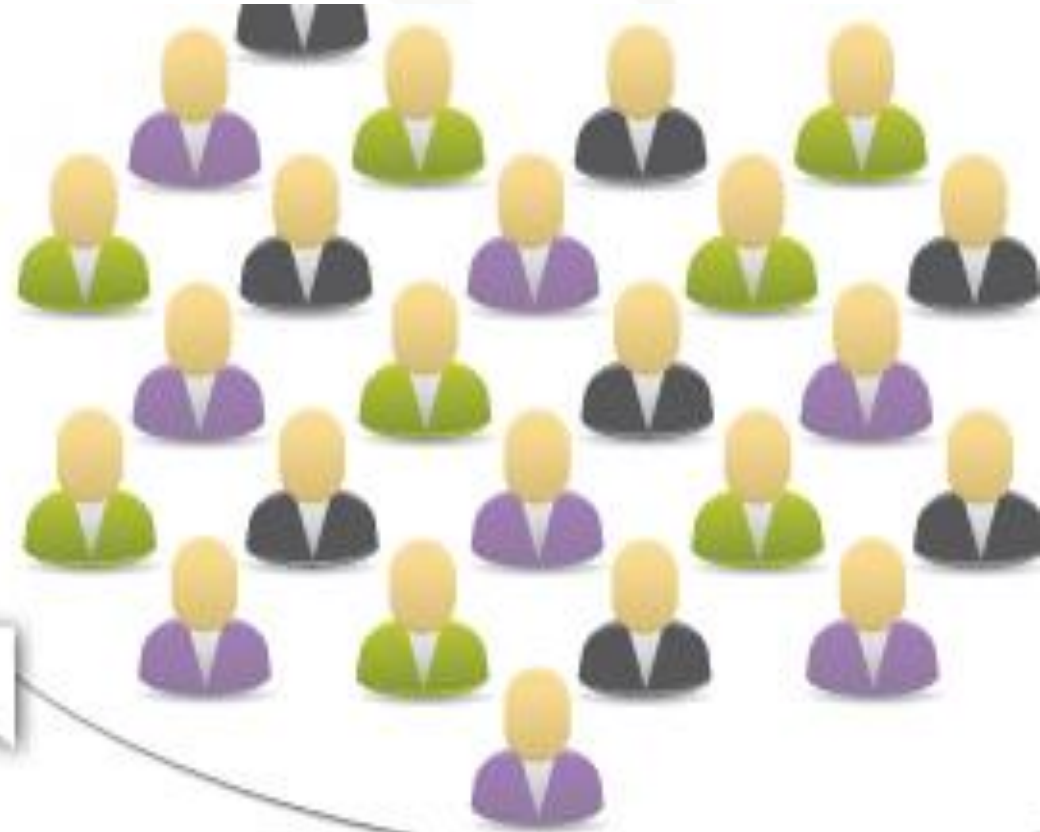


Step 4 of Evaluation: Collecting Data



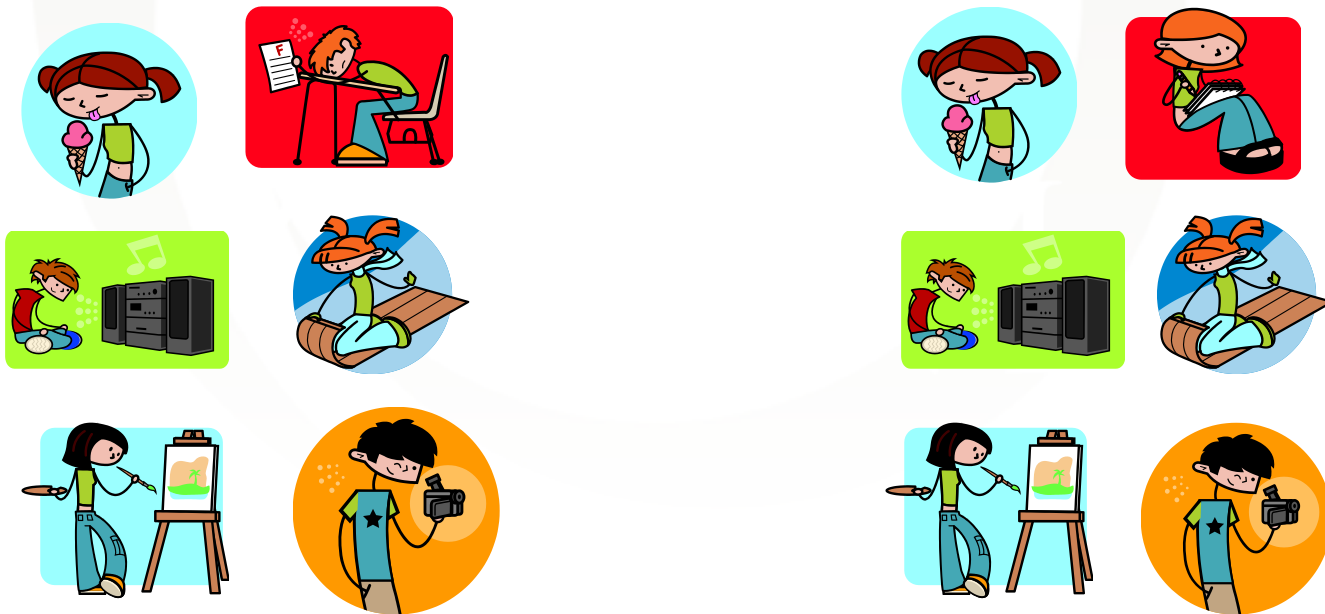
Collecting Data: Sample Selection

SAMPLE
“N”



Collecting Data: Matched Sample

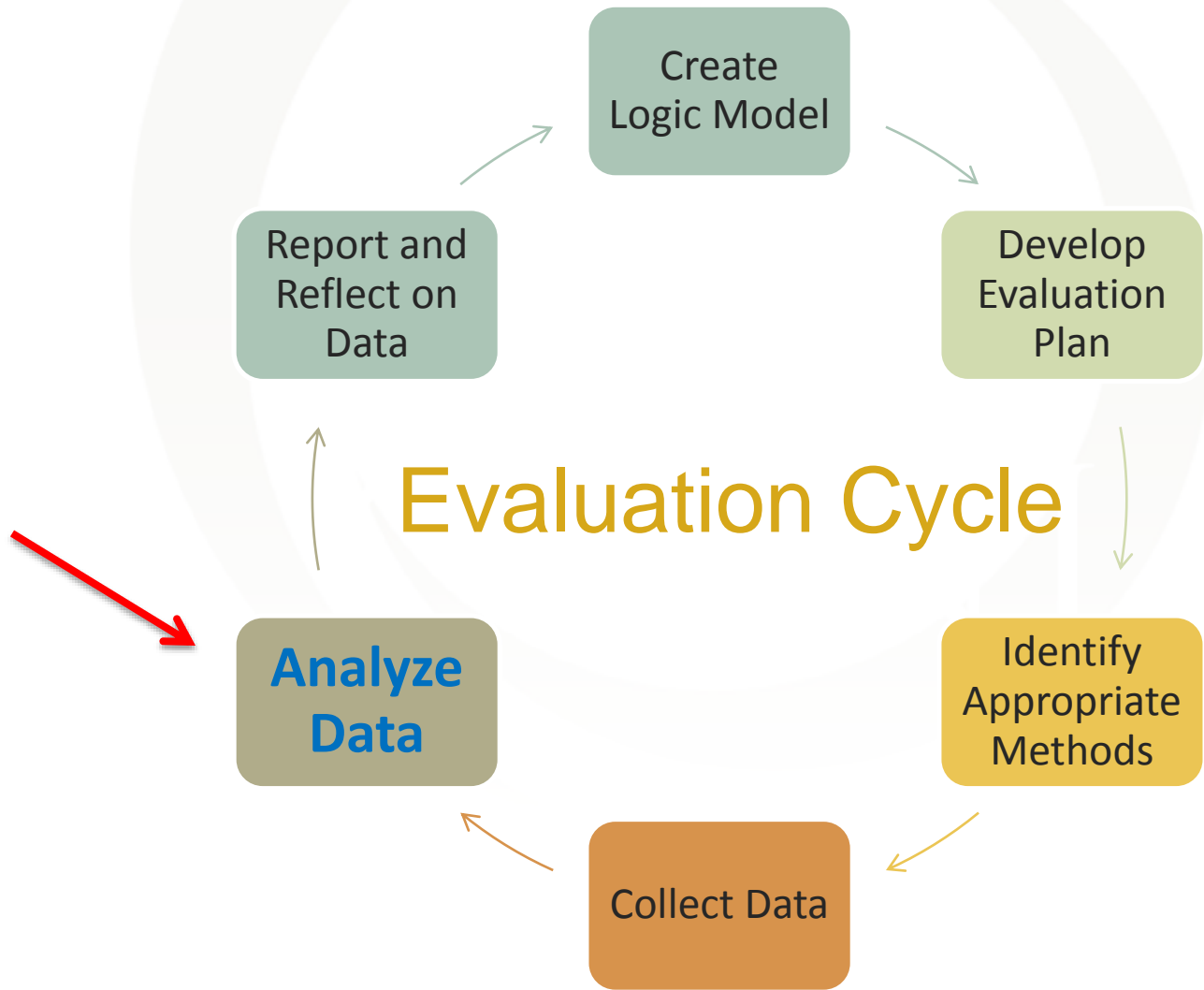
Pre-test.....→ Post-test



A group of young women are shown from the chest up, holding several green beer bottles together in a toast. They are wearing colorful clothing, including a red top, a blue jacket, and a pink top. The background is slightly blurred, focusing attention on the bottles and hands. The text 'Binge drinking among 9th graders' is overlaid in large white font on the image.

Binge drinking among 9th graders

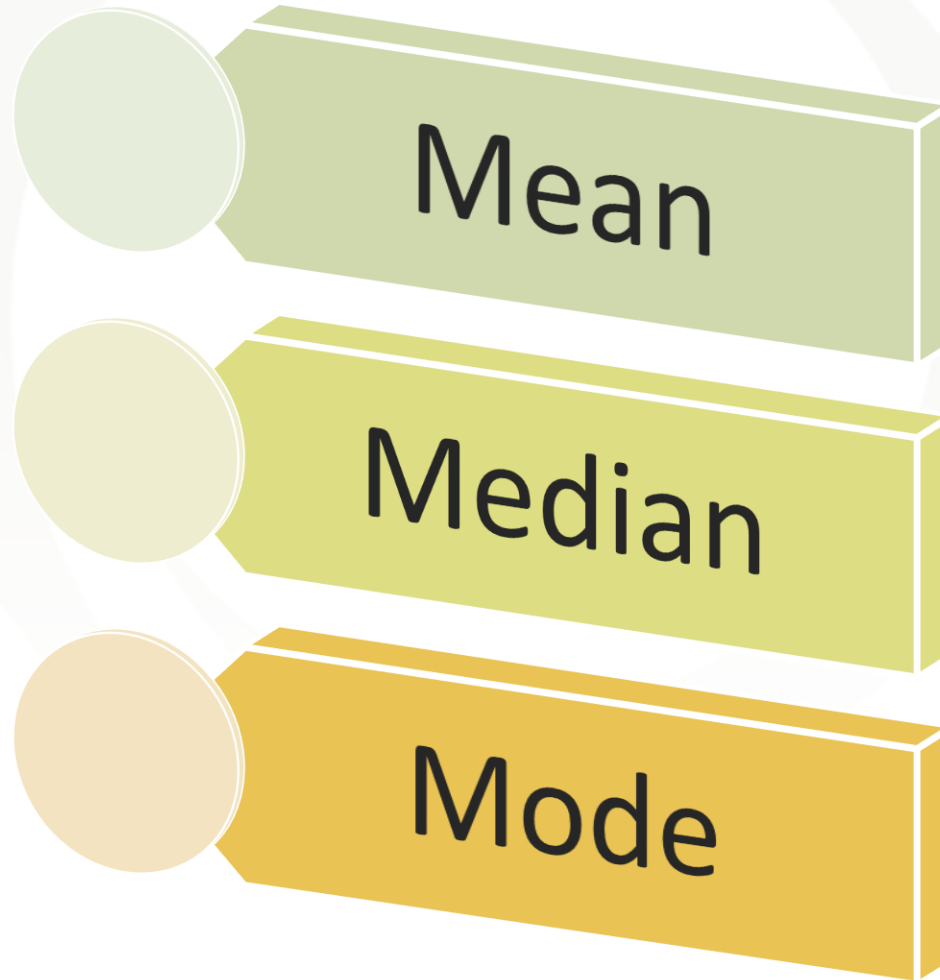
Steps of Evaluation: Step 5



Analyzing Data



Basic Quantitative Analyses:



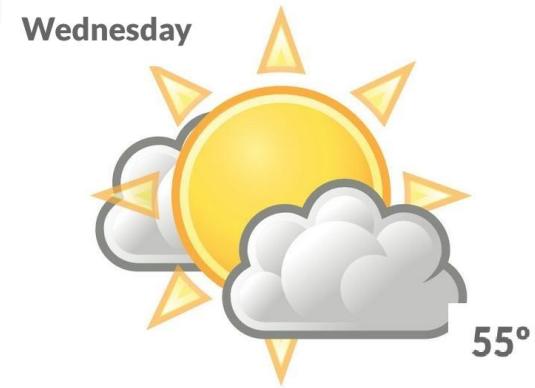
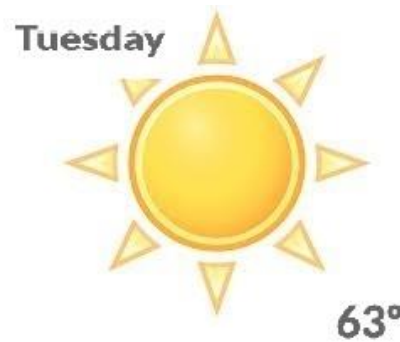
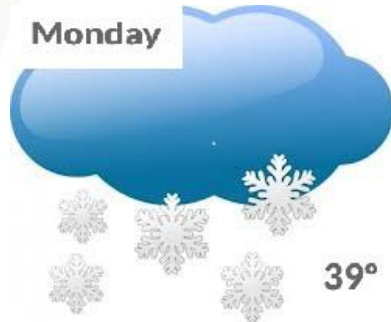
Basic Quantitative Analyses:

MEAN

The sum of a set of numbers/values/scores divided by the number of values

Mean/Average Temperature

= 59°

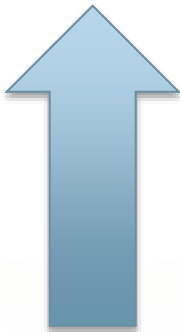
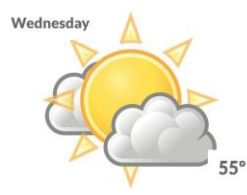
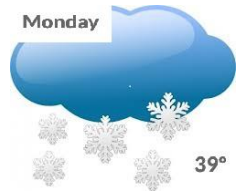


Basic Quantitative Analyses: MEDIAN

The middle number/value/score

Median Temperature

= 63°



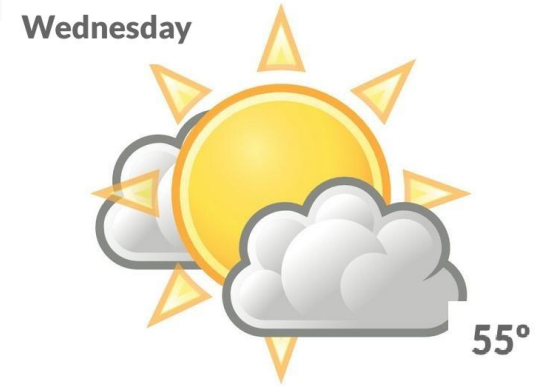
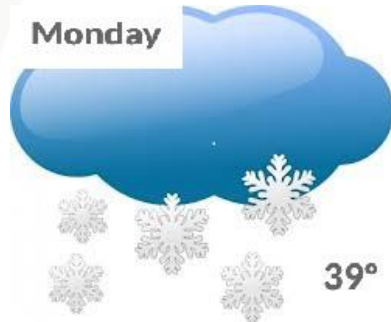
MEDIAN

Basic Quantitative Analyses

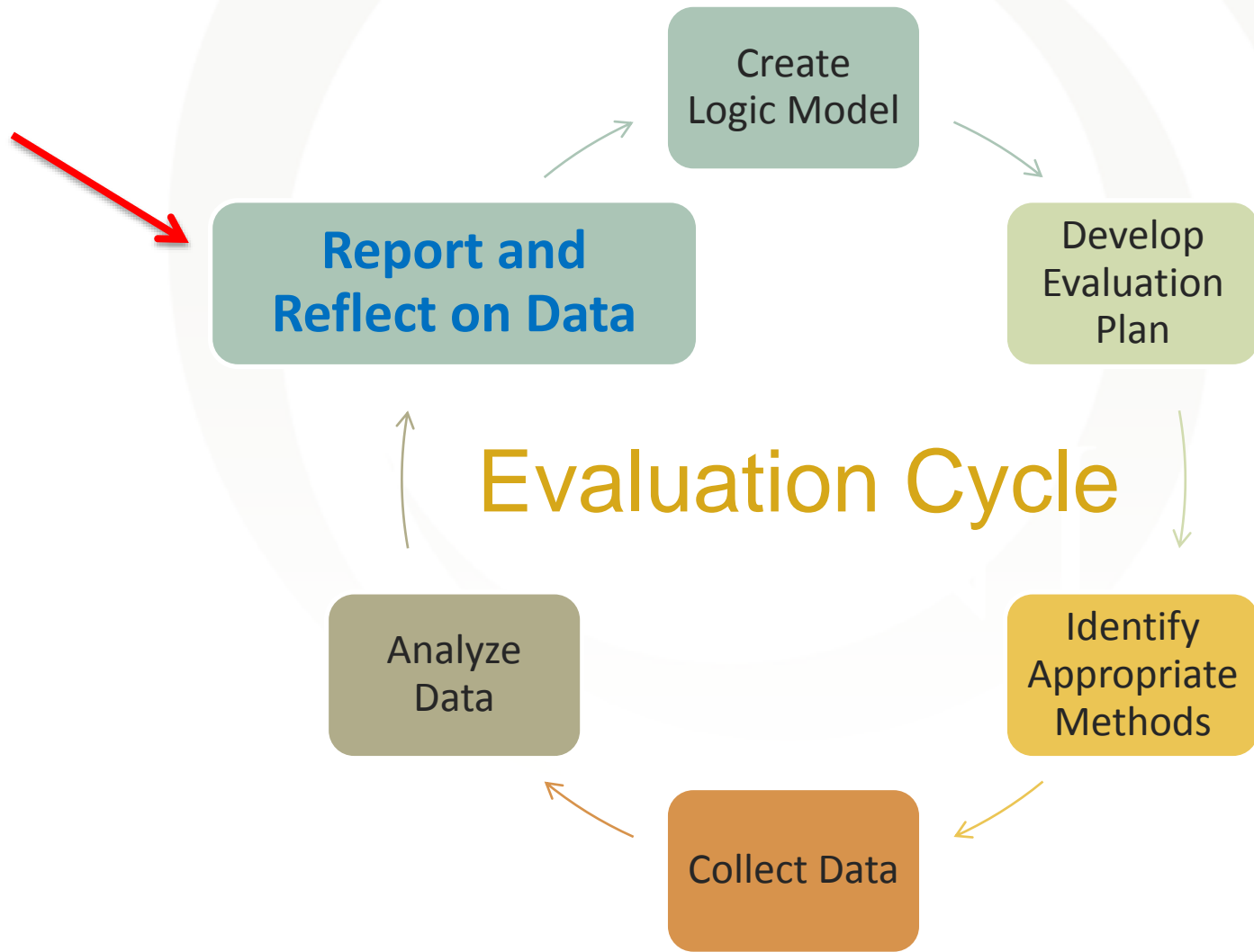
MODE

The most frequently occurring number/value/score

Mode Temperature = 68°



Steps of Evaluation: Step 6



A photograph of a man driving a car. He is wearing a plaid shirt and a seatbelt. He is holding a glass bottle of beer in his right hand and a lit cigarette in his left hand. The car's interior, including the steering wheel and dashboard, is visible. The background is dark, suggesting it might be nighttime.

Reflecting on Your Data

What do the data tell you about your program?

What do the data tell you about your participants?

Factors That May Impact Results

Evaluation Activities

- » Pre test vs. post test
- » Attrition
- » Data loss or Data entry error
- » Honest responses?



Factors That May Impact Results

Program/Population

- » Program fidelity
- » Service combination
- » Focus population
- » Cultural competence

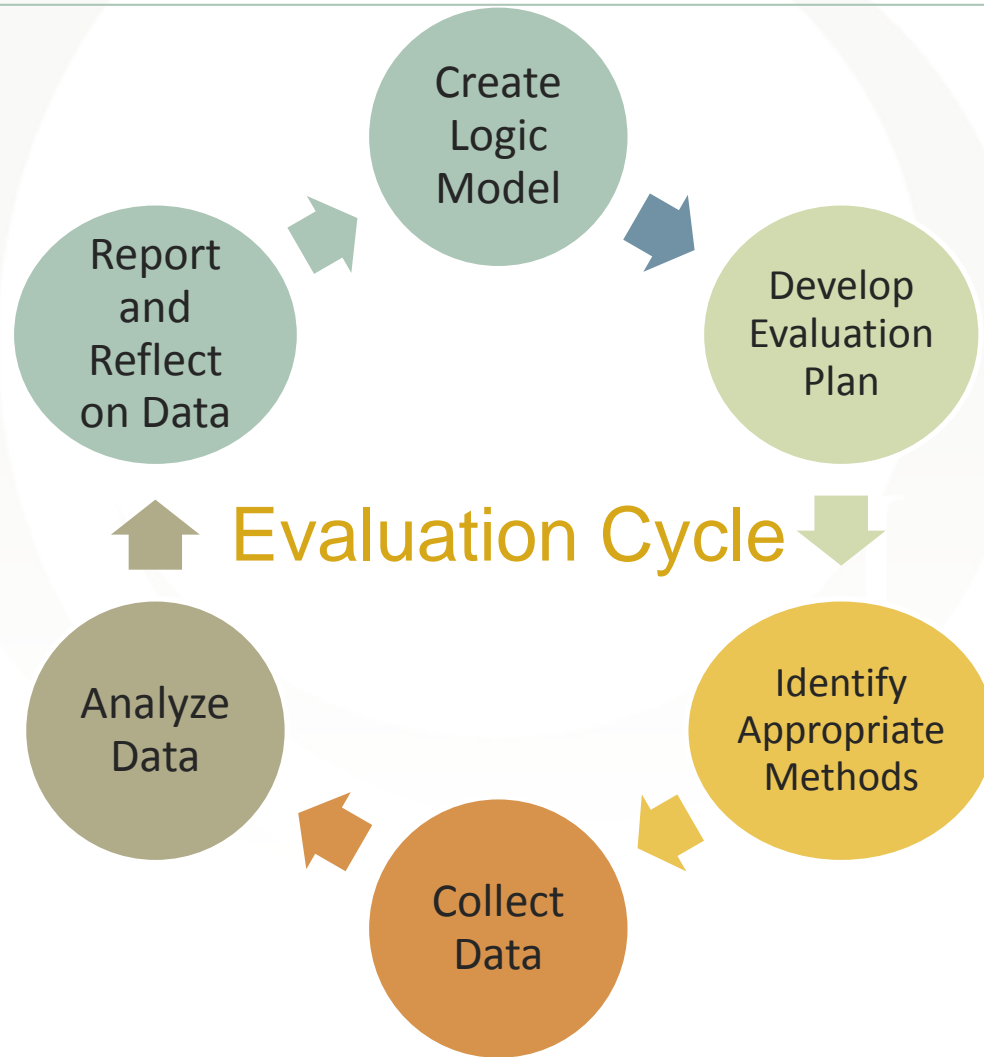
Quiz Question #6



6. T/F – Losing participants from your program can impact your evaluation results.

The correct answer is - True

Steps of Evaluation Review





QUESTIONS?



Thank you

Thank you for your participation
in this webinar!

If you have any additional questions or
comments do not hesitate to contact your
OMNI TA Consultant for additional
assistance.