



BEYOND CHECKING THE BOXES: A DISCUSSION ON EDUCATION PROGRAM EVALUATION

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Poll 1

I have hosted educational programs for adult learners:

☐ Yes

☐ No

☐ Not sure

Poll 2: Check all that apply

If yes, I have evaluated my educational programs:

- ☐ When I start to design an education program
- ☐ Throughout an educational event
- ☐ At the end of an educational event
- ☐ After an educational event
- ☐ I do not conduct evaluations.

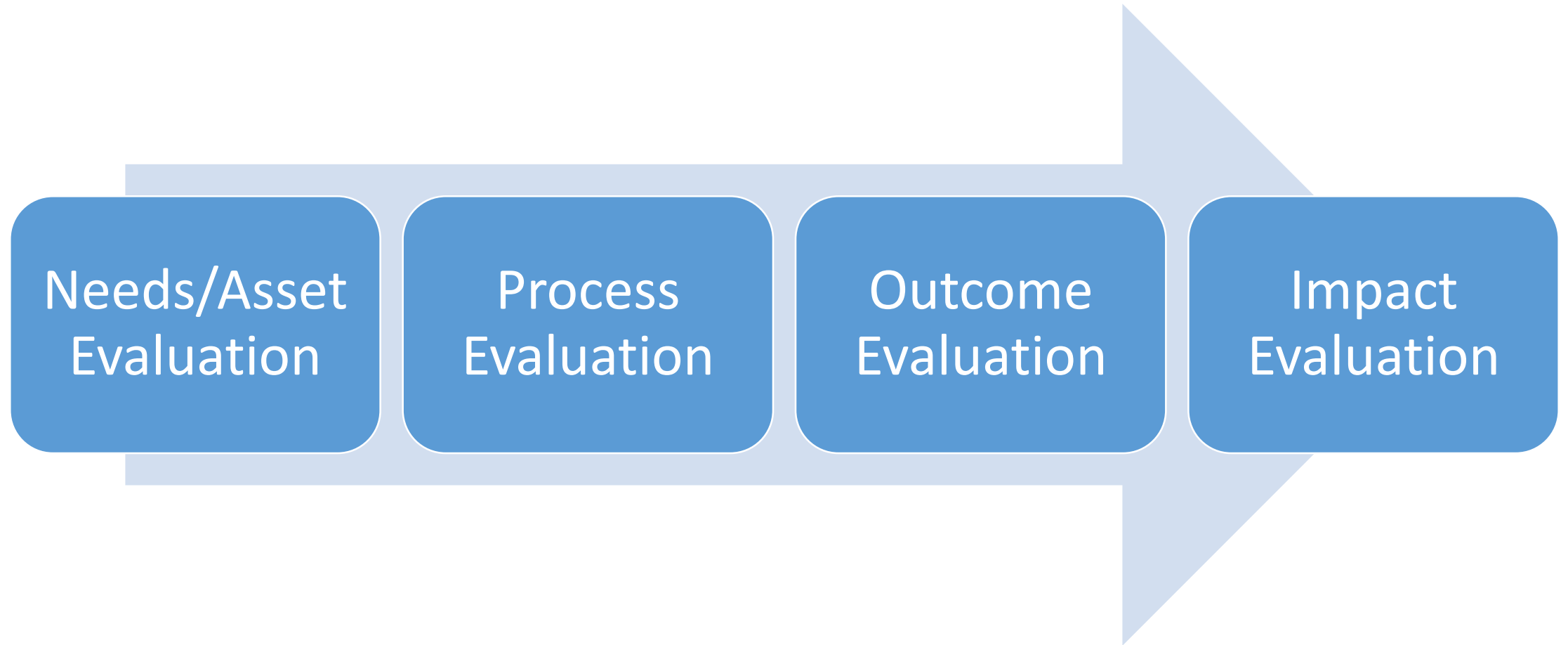
Impediments to Evaluation

- Evaluation always takes a back seat to training
- Training has little value unless what is learned is applied and the learner's performance helps to contribute to your larger goal.
- Fears around evaluation
 - Budgetary concerns
 - Failure
 - Lack of knowledge
 - Complexity

Evaluation: Why?

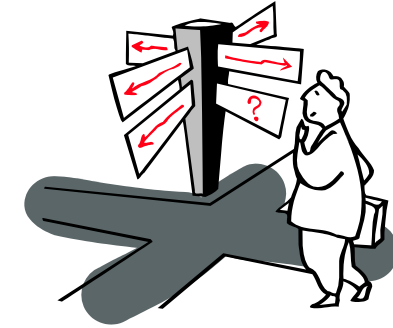
- Improves programs
- Helps make info stick (“learning transfer”)
- Demonstrate value to funders/stakeholders/others
- “Move beyond the event and become involved in creating and showing value.”
- -Kirkpatrick’s Four Levels of Training Evaluation

Types of Evaluations



The Questions

- Where are you going?
- How will you get there?
- What will show that you've arrived?
- Always involve your stakeholders in asking the questions and planning your program



“If you don’t know where you are going, how are you gonna’ know when you get there?”

Yogi Berra

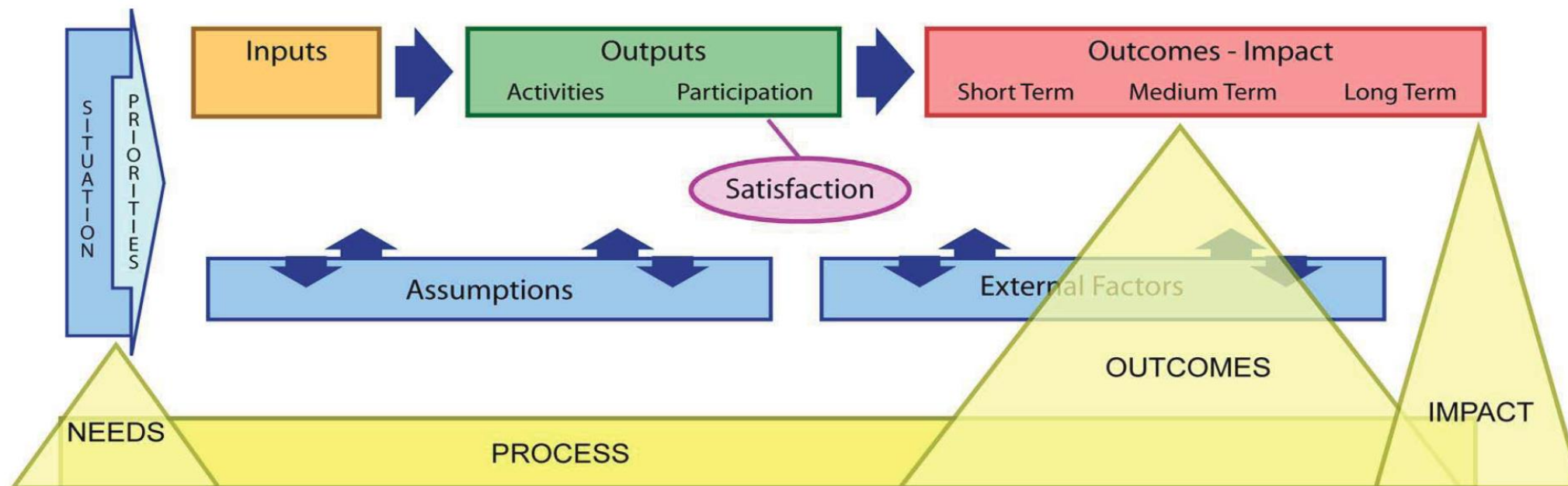
A logic model is...

- A depiction of a program
 - what resources you have to work with
 - what the program will do
 - what it hopes to accomplish
 - for whom, and when
- A series of “if-then” relationships
- The core of program planning and evaluation – helps to develop a thorough understanding of a program

The logic model & evaluation

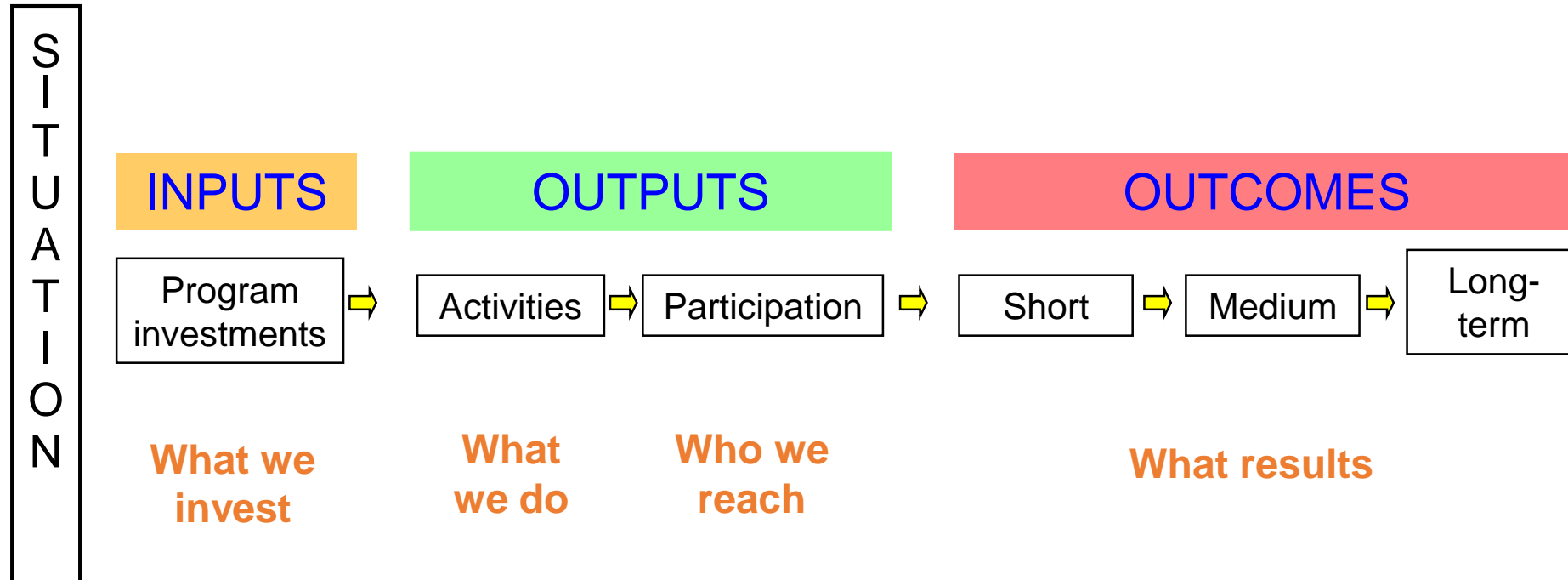
- In conducting an evaluation, it is tempting to focus most of your attention on data collection
- Your evaluation efforts will be more effective if you start with a logic model
- Going through the logic model process helps ensure your evaluation will yield relevant, useful information
- The figure on the next slide illustrates how a logic model can serve as the foundation for future evaluation plans

LOGIC MODEL AND COMMON TYPES OF EVALUATION



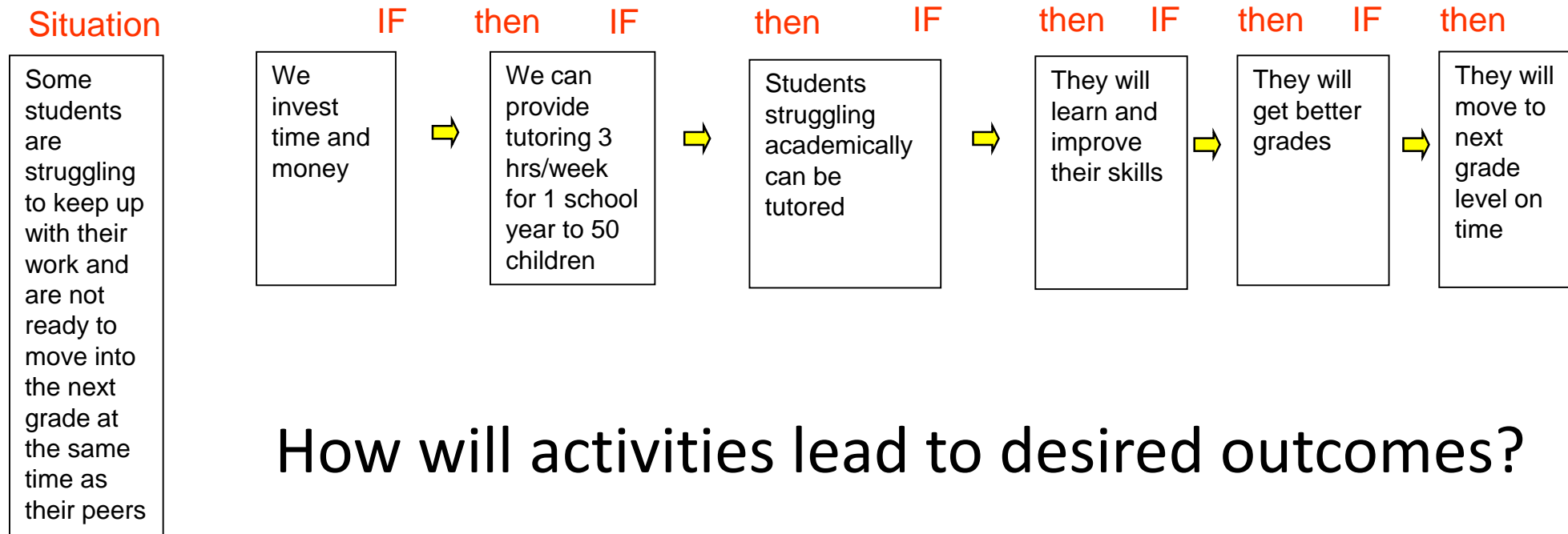
Review and affirm the descriptions of the logic model with stakeholders to ensure it accurately represents the program and the relationships among the components

Logical chain of connections showing what the program is to accomplish



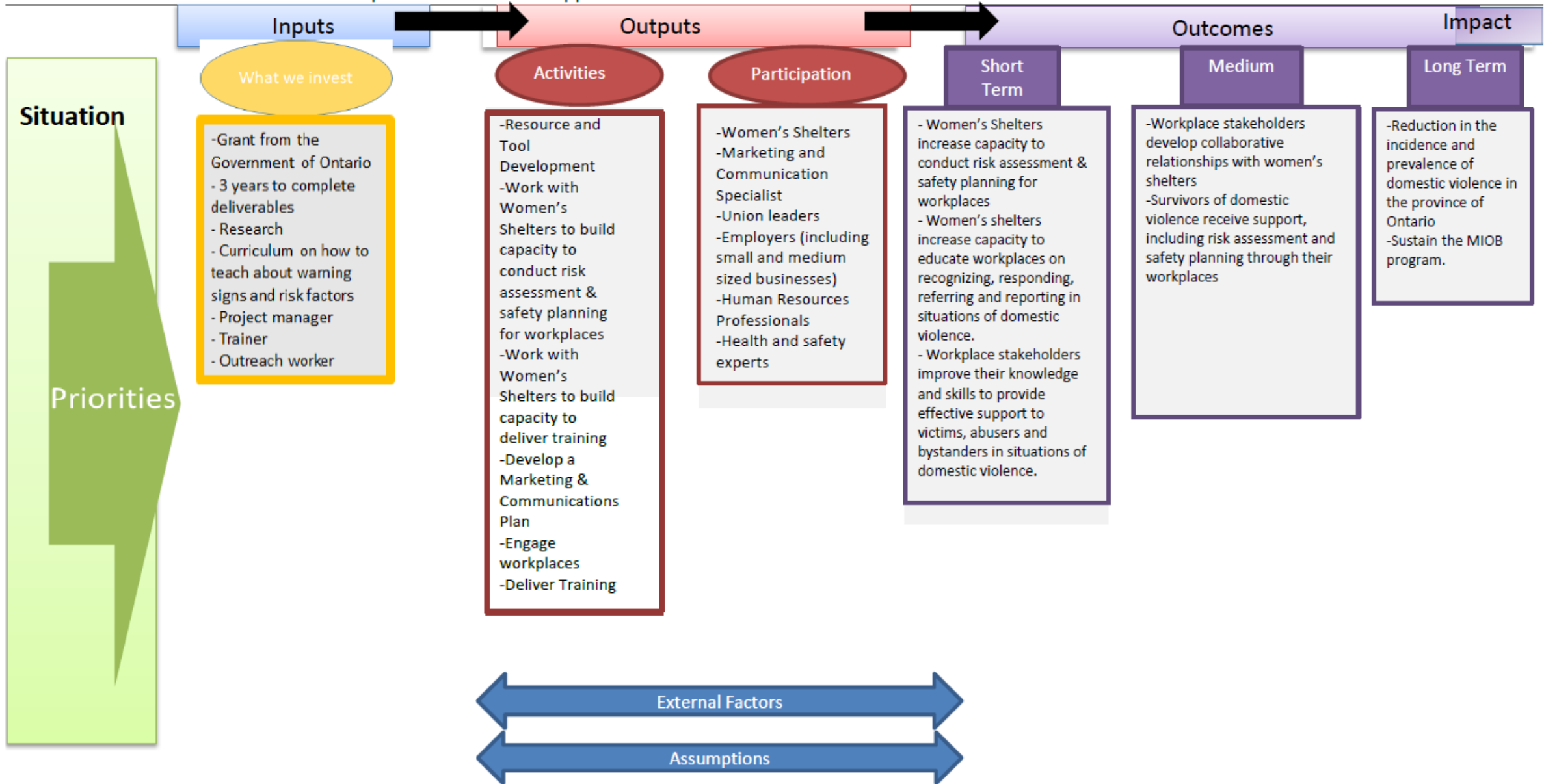
A series of if-then relationships

A Tutoring Program



How will activities lead to desired outcomes?

Situation Statement: Workplaces are unprepared to deal with domestic violence when employees are experiencing abusive behaviour, witnessing abusive behaviour or engaging in abusive behaviour or when there is the potential for this to happen.



Assumptions & External Factors

- Assumptions underlie much of what we do
 - hinder success
 - produce less-than-expected results
- Logic models help to make our assumptions explicit
- External Factors over which you have little or no control but which may affect your program's outcomes
- These factors may require you to make program adjustments
- You need to be aware of them to make the needed adjustments

Situation Statement

- What is the *problematic* condition?
 - Critical first step
- If you don't understand the situation correctly
 - everything that flows from it will be wrong
- Review research, build your knowledge-base
- What is the *programmatic* response?
 - Why does your program exist?
 - For whom does it exist?
 - Who has a stake in the problem?
 - What can be changed?
- Situation statement → Needs Assessment
 - Informal or formal; based on research and/or stakeholder knowledge

Inputs

What we invest

Staff

Volunteers

Time

Money

Research base

Materials

Equipment

Partners



Make It Our Business

Domestic violence is not a private matter:
We all have a role to play

Inputs

What we invest

- Grant from the Government of Ontario
- 3 years to complete deliverables
- Research
- Curriculum on how to teach about warning signs and risk factors
- Project manager
- Trainer
- Outreach worker

Outputs

| <i>Activities</i> | <i>Participation</i> |
|--|---|
| <ul style="list-style-type: none">- Train, teach- Deliver services- Develop products & resources- Network with others- Build partnerships- Assess- Facilitate- Work with media- | <ul style="list-style-type: none">- Participants- Clients- Agencies- Decision makers- Policy makers- ... |



Make It Our Business
Domestic violence is not a private matter:
We all have a role to play

Outputs

Activities

- Resource and Tool Development
- Work with Women's Shelters to build capacity to conduct risk assessment & safety planning for workplaces
- Work with Women's Shelters to build capacity to deliver training
- Develop a Marketing & Communications Plan
- Engage workplaces
- Deliver Training

Participation

- Women's Shelters
- Marketing and Communication Specialist
- Union leaders
- Employers (including small and medium sized businesses)
- Human Resources Professionals
- Health and safety experts

Outcomes: What results for individuals, organizations, communities, ect.

| <i>Short Term</i> (Learning) | <i>Medium Term</i> (Action) | <i>Long Term</i> (Conditions) |
|--|--|---|
| Changes in: <ul style="list-style-type: none">- Awareness- Knowledge- Attitudes- Skills- Opinion- Aspirations- Motivation- Behavioural intent | Changes in: <ul style="list-style-type: none">- Behaviour- Decision making- Policies- Social action | Changes in: <ul style="list-style-type: none">- Social conditions- Health conditions- Economic conditions- Civic conditions- Environmental conditions |

Outcomes: What results for individuals, Women's Shelters, Workplaces & Society

| <i>Short Term</i> | <i>Medium Term</i> | <i>Long Term</i> |
|---|---|--|
| <ul style="list-style-type: none">- Women's Shelters increase capacity to conduct risk assessment & safety planning for workplaces- Women's shelters increase capacity to educate workplaces on recognizing, responding, referring and reporting in situations of domestic violence.- Workplace stakeholders improve their knowledge and skills to provide effective support to victims, abusers and bystanders in situations of domestic violence. | <ul style="list-style-type: none">- Workplace stakeholders develop collaborative relationships with women's shelters- Survivors of domestic violence receive support, including risk assessment and safety planning through their workplaces | <ul style="list-style-type: none">- Reduction in the incidence and prevalence of domestic violence in the province of Ontario- Sustain the MIOB program |

Outputs vs. Outcomes

- Example:
Number of participants who attend a training is an **output**.
Number of participants who have a better understanding of warning signs and risk factors is an **outcome**.



*Not how many worms
the bird feeds its young,
but how well the fledgling flies*

(United Way of America, 1999)

Focus the Evaluation

4 Important Standards

- **Utility:** Who needs the information from this evaluation and how will they use it?
- **Feasibility:** How much money, time, skill, and effort can be devoted to this evaluation?
- **Propriety:** Who needs to be involved in the evaluation to be ethical?
- **Accuracy:** What design will lead to accurate information?

Process Evaluation Questions

Relate to the Outputs in your logic model

- What strategies and activities did you use to implement your program?
- Was [specific] activity implemented as planned?
- What factors prevented the activities in the focus from being implemented as planned? Were [specific inputs and moderating factors] responsible?
- What was the cost for implementing the activities?

Outcome Evaluation Questions

Relate to the Outcomes in your logic model

- To what extent did knowledge increase?
- To what extent did skills increase?
- What lessons were learned from the program implementation?
- What were the major barriers and challenges?
- Did [specific] outcomes occur and at an acceptable level?
- What factors prevented (more) progress on the outcomes in the focus?
Were [specific moderating factors] responsible?
- What was the cost-benefit or cost-effectiveness of the outcomes that were achieved?

Indicators

- Your logic model lays out the broad parameters of:
 - what resources you have to work with
 - what the program will do
 - what it hopes to accomplish - for whom, and when
- Indicators are markers of accomplishment or progress
- They are specific, observable, and measurable accomplishments or changes
- They show the progress you have made toward achieving a specific output or outcome in your logic model or work plan
- The indicators you select should answer your evaluation questions

Examples of process indicators

- **Program reach indicators:**
 - Number of participants
 - Proportion of the target population participating in the program
 - The proportion of the program that participants attend or are involved in (dose received)
 - Dropout rate
 - Number of key stakeholders involved.

Process indicators

- **Participant satisfaction indicators:**

- Do participants feel comfortable, listened to and understood?
- Are other participants and staff friendly and approachable?
- Is the venue and set up appropriate to the audience and the group activities?
- Is the program affordable and run at convenient times?
- Do the topics covered meet the program's purposes, and are they interesting and relevant?
- Are the topics too confronting, too complex or covered adequately?

Process indicators

- **Program implementation indicators:**
 - Number of workshops conducted
 - All activities were implemented
 - Material used caught people's attention
 - Materials were easy to comprehend
 - Materials used were appropriate for the target audience
 - Media coverage achieved

Outcome indicators

- Measure whether the program is achieving the expected effects/changes in the short, intermediate, and long term
- Some programs refer to their longest-term outcome indicators as **impact** indicators
- Because outcome indicators measure the changes that occur over time, indicators should be measured at least at baseline (before the program/project begins) and at the end of the project

Outcome indicators

- Long-term outcomes are often difficult to measure and attribute to a single program
- However, you can try to determine if a program has contributed to the impact of interest (e.g., decrease in morbidity related to particular health issue)

Outcome indicators

Short term

- Changes in awareness, knowledge and skills
- Changes in intended behaviour

Medium term

- Changes in individual capacity, i.e. confidence, self esteem, social skills, problem solving skills, help-seeking behaviour, coping skills and optimism
- Changes in social networks
- Changes in relationships

Impact Indicators

- Changes in mental wellbeing
- Changes in physical wellbeing
- Changes in engagement – for individuals, communities, organizations
- Changes in education levels
- Changes in employment rates

Selecting Indicators

- Review the logic model
- Literature review
- Consult with stakeholders
- Develop a list of possible indicators
- Assess each indicator

Sources of Information

- Existing data
 - Program records
 - Evaluations
 - Tracking charts
 - Reports
 - Etc.
- Program participants
- Key informants
- Partners
- Staff

Methods of Data Collection

- Surveys
- Interviews
- Focus groups
- Teleconferences
- Structured observation
- Document reviews
- Registrations

Knowledge, Awareness, Skills Change

Hard data

1. Measured scores on tests, scales of learning, etc.
2. self-reported change in learning, skills, etc.
3. Supervisor / leader reports of learning change (the transfer of learning)

Soft data

1. self-reported learning, skill, attitude / value change.
2. Feelings of increased competence
3. New motivation

Behaviour Change

Hard data

1. Direct observation by supervisor, colleagues of new learning or practice
2. Collected data about change (increase, improvement, etc.)

Soft data

1. self-report of different (new, improved, changed) outcomes at work, home, community
2. Interaction with others about new practice change

End Results

Hard data

1. Changed numbers re. relevant life / work / community aspects
2. Direct reported changes, new results, etc.

Soft data

1. Self – reported changes in life, work, community environments
2. Feelings of renewed quality of life (personal, work, community)

Draft the evaluation plan

| Evaluation Questions | Indicators | Data Sources(s) | Data Collection Methods | Timing, Duration & Frequency of Data Collection |
|----------------------|------------|-----------------|-------------------------|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

No Budget to Big Budget

- What can you do?

Investment of Resources

- The amount of resources (e.g., funds, personnel, time) needed for data collection, analysis, and use of data or findings
- What resources are needed to collect and analyze the data?
- This includes consideration of the knowledge or skills necessary to use an indicator
- In many cases, discussion of investment of resources results in identification of hard choices to be made regarding feasibility, quality, and timeliness of the data



Thank you!

Please complete the evaluation.

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