Program Evaluation

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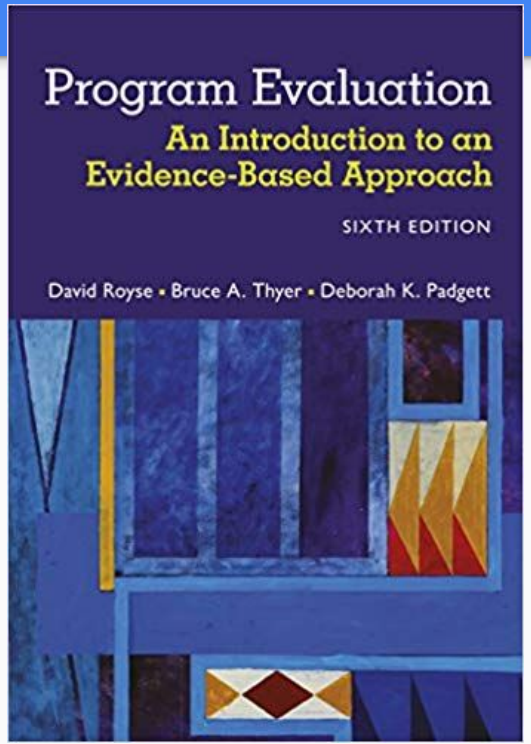
Agenda

1. Introductions
2. CDC Program Evaluation Graphic as Overview
3. Transition to DBL Software & Program Evaluation
4. Conclusions/Question & Answers

Main text for this presentation:

Royse, D., Thyer, B. A., & Padgett, D. K. (Eds.). (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Boston, MA: Cengage. E-Book version.



Also recommend:

Chyung, S. Y., Wisniewski, A., Inderbitzen, B., & Campbell, D. (2013). An improvement- and accountability-oriented program evaluation: An evaluation of the Adventure Scouts program. *Performance Improvement Quarterly, 26*(3), 87-115. (5 different types of program evaluations)

Sridharan, S., & Nakaima, A. (2011). 10 steps to making evaluation matter. *Evaluation and Program Planning, 34*, 135-146. (10 helpful steps)

W.K. Kellogg Foundation. (2004). *Using Logic Models to Bring Together Planning, Evaluation, and Action Logic Model Development Guide.* W. K. Kellogg Foundation. Retrieved at: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide (Logic model development)

Framework for Program Evaluation Presentation: Public Health & CDC Model

https://www.cdc.gov/eval/index.htm

What is the context or organization within which the program evaluation will take place?

Definition: Organization or Context

The context or organization is the place where the program is being held. These may be large organizations such as the Department of Defense, or smaller organizations such as local schools, businesses, or community health centers.

Example #1 of context or organization within a program evaluation

Morgenlander, J., & Walker, B. (2019). Evaluation of the Duke Neurology Advanced Practice Provider Training Program. *Neurology, 92*(15). 5.9-075.

There is a current and projected shortage of Neurologists to meet the need of neurology services in the United States. The use of Advanced Practice Providers (APPs) has been suggested as a possible way to meet the need of patient access. While there are differences in the education of Physician Assistants (PA) and Nurse Practitioners (NP, collectively APPs), both groups have little exposure to neurology during their initial training. In 2016, the Department of Neurology at Duke established the first ever formalized training program for APPs in neurology. This study attempts to capture the experience of the Program APPs prior to and during their training as well as the perceptions of the Neurology Physician Faculty during and after their training.

Is there a context or specific organization?

Context

Specific Organization

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Is there a context or specific organization?

Context

Specific Organization

Department of Neurology at Duke

Example #2 of context or organization within a program evaluation

Zimmerman, M. A., Eisman, A. B., Reischl, T. M., Morrel-Samuels, S., Stoddard, S., Miller, A. L., … Rupp, L. (2018). *Youth Empowerment Solutions: Evaluation of an After-School Program to Engage Middle School Students in Community Change.* Health Education & Behavior, 45(1), 20–31. https://doi.org/10.1177/1090198117710491

We report on an effectiveness evaluation of the Youth Empowerment Solutions (YES) program. YES applies empowerment theory to an after-school program for middle school students. YES is an active learning curriculum designed to help youth gain confidence in themselves, think critically about their community, and work with adults to create positive community change. …. Our sample included 367 youth from 13 urban and suburban middle schools. …. The results support both empowerment theory and program effectiveness.

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Is there a context or specific organization?

Context

Specific Organization

13 urban and suburban middle schools

Example #3 of context or organization within a program evaluation

Zhou, Y., Liao, J., Feng, F., Ji, M., Zhao, C., & Wang, X. (2018). Effects of a Nurse-Led Phone Follow-up Education Program Based on the Self-efficacy Among Patients With Cardiovascular Disease. *The Journal of Cardiovascular Nursing*, *33*(1), E15–E23. doi: 10.1097/JCN.0000000000000414

Objectives: The aim of this study is to determine the effectiveness of an NP-FEP in improving SE (primary outcome) and achieving goals related to cardiovascular risk (secondary outcome) for patients with cardiovascular disease.

Study Participants: Referrals for participation (403 in total) were obtained from the Inpatient Cardiovascular Department of Shanghai East Hospital in June and July 2013 by the study nurses, who collected demographic data before discharge.

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Context

Specific Organization

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Context

Specific Organization

Inpatient Cardiovascular Department of Shanghai East Hospital

Upstream Constituents

Definition: Upstream Constituents

Constituents are the individuals and/or groups which are involved with an organization and/or program. Constituents include those who run the organization, those who implement programs, and those who benefit from the programs.

UPSTREAM CONSTITUENTS are **those who make the decisions.** They are the leaders of the organization, including Board of Directors members. Sometimes those who implement the program are also considered upstream constituents.

Example #1 of a program evaluation with clearly defined upstream constituents.

Rassbach, C., & Blankenburg, R. (2018). A Novel Pediatric Residency Coaching Program: Outcomes After One Year. Academic Medicine, 93(3), 430–434. doi: 10.1097/ACM.0000000000001825

“For program directors and clinical faculty members to optimally assess residents’ readiness for independent practice, they need firsthand data on resident performance within the context of patient encounters.”

“When the program began in 2013, eight faculty coaches were recruited based on their teaching evaluations, application to the program, and interviews with residency leaders. The program has subsequently expanded to 10 coaches, a coaching director (C.E.R.), and an associate director. Each coach is assigned 3 to 4 pediatric residents from each training level for a total of 10 to 11 residents. Each coach receives 10% salary support for their coaching efforts (the Department of Pediatrics funds the coaching program).”

Who were the upstream constituents?

Program Directors

Residents

Students

Department of Pediatrics

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Those who fund programs are always “UPSTREAM” as they make the decision to continue, alter, or discontinue the program under review!

Who were the upstream constituents?

Program Directors

Residents

Students

Department of Pediatrics

Who were the upstream constituents?

What about FACULTY?

“eight faculty coaches were recruited” and “expanded to 10 coaches, a coaching director (C.E.R.), and an associate director.”

YES, these individuals could be considered part of the upstream constituents as they are helping *administer* (in this case, teach in) the program. However, those administering the program might or might not be making decisions about continuing, altering, or discontinuing the program.

Downstream Constituents

Definition: Downstream Constituents

Constituents are the individuals and/or groups which are involved with an organization and/or program. Constituents include those who run the organization, those who implement programs, and those who benefit from the programs.

DOWNSTREAM CONSTITUENTS are **those who benefit from the program.** They are the individuals who are directly served, the families of those individuals, as well as potential communities within which the program is in effect which may be altered due to the program.

Example #1 of a program evaluation with clearly defined downstream constituents.

Rassbach, C., & Blankenburg, R. (2018). A Novel Pediatric Residency Coaching Program: Outcomes After One Year. Academic Medicine, 93(3), 430–434. doi: 10.1097/ACM.0000000000001825

“Program development: The Stanford Pediatric Residency Coaching Program, which is based on the conceptual frameworks of reflective practice, self-determination theory, and lifelong learning and goal setting, began in 2013. We developed a new conceptual model for coaching in medicine; that is, the coaching itself constitutes a continuous improvement cycle in which both the coach and resident are active participants”

“All residents are assigned a dedicated faculty coach who coaches or mentors them in different clinical settings throughout their years of training.”

Who were the downstream constituents?

Program Directors

Residents

Students

Department of Pediatrics

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Who were the downstream constituents?

Residents receive the coaching

Program Directors

Residents

Faculty Coaches

Department of Pediatrics

Needs Assessment

Definition: Needs Assessment

A needs assessment is a study conducted by an organization in order to determine the needs of its constituents. The needs assessment may be a formal study, such as a survey of students, clients, or patients to gain their feedback on what might be missing in a program or what could be better. Or, a needs assessment may be based off of existing data, such as hospital records or reading scores for 5th grade students.

NOTE: Needs assessments are conducted PRIOR to a program implementation. It helps the organization decide which program might be useful.

Example #1 of a program evaluation with a needs assessment

Rassbach, C., & Blankenburg, R. (2018). A Novel Pediatric Residency Coaching Program: Outcomes After One Year. *Academic Medicine*, *93*(3), 430–434. doi: 10.1097/ACM.0000000000001825

“Problem: The ACGME requires all residency programs to assess residents on specialty-specific milestones. Optimal assessment of competence is through direct observation of performance in clinical settings, which is challenging to implement….”

“In a March 2013 needs assessment of the Stanford Pediatric Residency Program, residents reported receiving insufficient feedback and written evaluations that did not always align with the feedback they did receive. We recognized the opportunity to fundamentally change our approach ….”

Was there a needs assessment conducted?

Yes

No

Example #1 of a program evaluation with a needs assessment

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Was a needs assessment conducted?

Yes

No

In a March 2013 **needs assessment** of the Stanford Pediatric Residency Program....

What constitutes a “program” within a program evaluation?

Definition: Program

A program is an organized intervention (usually) created for a specific purpose within an organization or community. A program is supported by upstream constituents by their devoting resources to the creation and execution of the program, and is utilized by downstream constituents who partake in the program and benefit from the program activities. Programs contain within them all aspects of the program (inputs, activities, outputs, and outcomes), which are mapped within a Logic Model.

Definition: Logic Model

A logic model is a tool for identifying the processes and components that lead to the proposed program outcomes. More precisely, a logic model is a diagram, generally a one-page diagram, describing how the program should work conceptually or in theory to achieve the desired outcomes for participants. That is, it points out the program's inputs, activities, outputs, and outcomes that visually show "how hypothesized processes will lead to accomplishing an initiative's objectives" (Herranz, 2010, p. 57).

Royse, D., Thyer, B. A., & Padgett, D. K. (Eds.). (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Boston, MA: Cengage. E-Book version.

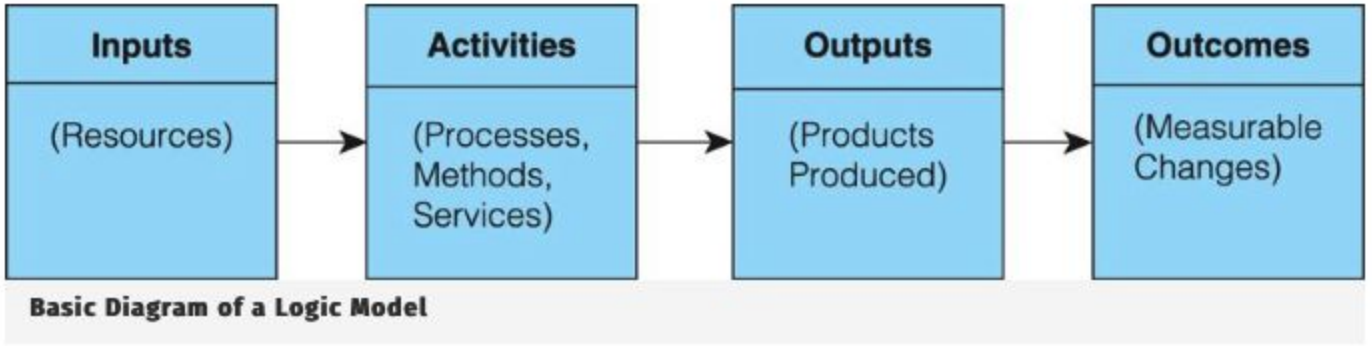
Logic Model

Inputs: all of the resources, including money, trainings, staff, facilities, etc.

Activities: planned events or tasks of the program (what the facilitators DO)

Outputs: countable products (ex., number of sessions, pamphlets, etc.)

Outcomes: positive changes (ex., client or student changes) as a result of the program



Basic Diagram of a Logic Model

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Type of Program Evaluation

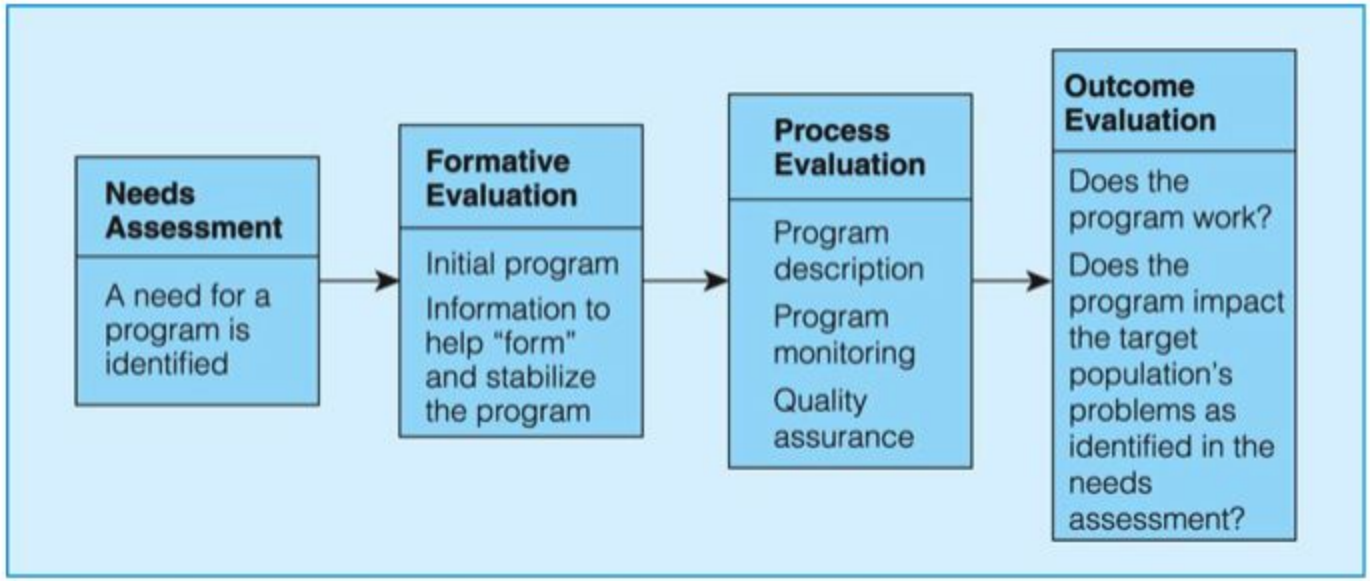
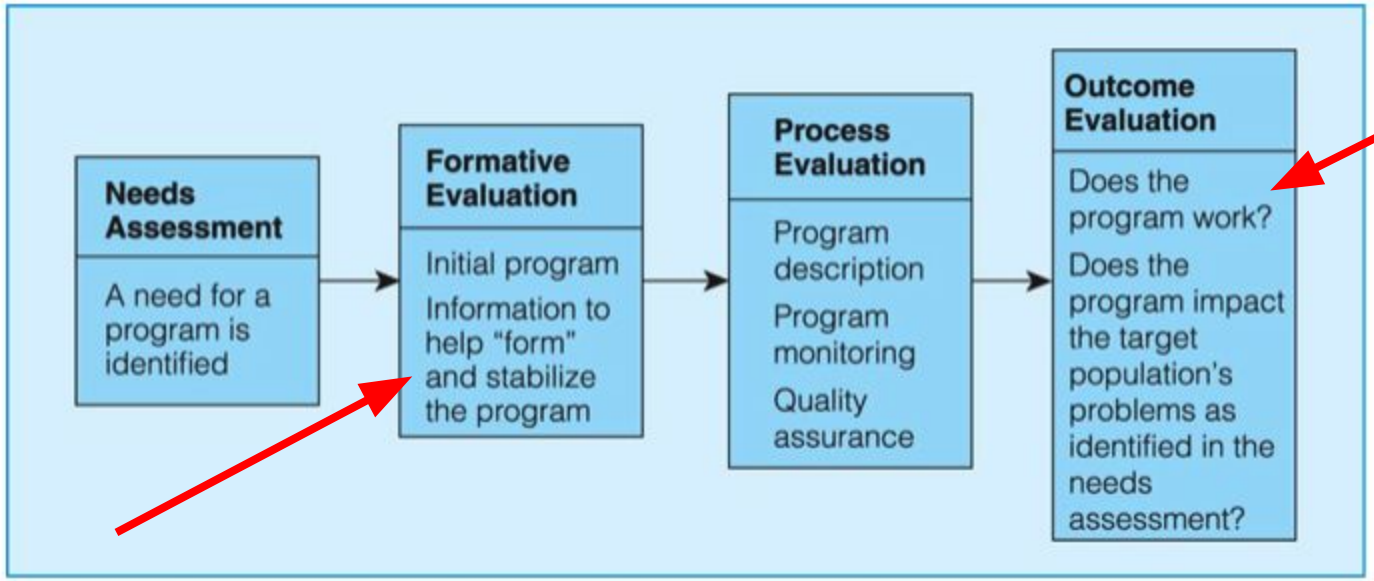


Figure 5.3: How Formative and Process Evaluation Fit into an Overall Evaluation Plan

Royse, D., Thyer, B. A., & Padgett, D. K. (Eds.). (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Boston, MA: Cengage. E-Book version.

Formative / process

Summative / conclusive / outcome



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Formative Evaluation

Used to adjust a program

Solve problems along the way

Guide the program

Assess if it is being implemented appropriately (fidelity)

Formative Evaluation: A few approaches

1. Locate Model Standards (original program manual compared to current activities)
2. Expert Consultation (see program in expert or new light)
3. Ad Hoc Evaluation Committee (staff, board members, professionals in community, other stakeholders, who then interview/collect data on current program, compare to other programs, hold focus groups)

Process Evaluation

“One major difference between formative evaluation and process evaluation is that while a formative evaluation seeks to influence the initial development of a program, a process evaluation can be conducted anytime during a project-even at its end.” (Royse, Thyer, & Padgett, 2016, p. 129).

Process Evaluation Overarching Goals

1. Program description
2. Program monitoring
3. Quality assurance

Asks the question, ‘Did the program really cause the changes in participants?’

Summative / Conclusive / Outcome Evaluation

Goals:

1. To review data on program to determine if it had the impact desired
2. To determine if resources used where ‘adequately utilized’
3. To establish if program should continue, or if another program might better meet needs of the specific community

May collect data throughout or at the end of the program, but data is summarized and reviewed by upstream constituents to make organizational determinations.