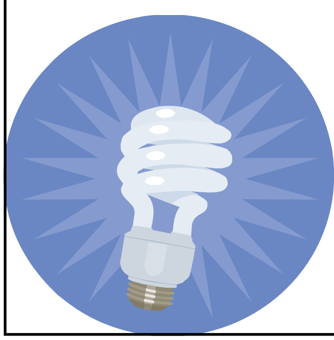
Building Evaluation Capacity
Session 7

Evaluation Reports, Analytical Reminders, Introduction to Graphics



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Increasing Rigor in Program Evaluation

- ➔ Mixed methodologies
- ➔ Multiple sources of data
- ➔ Multiple points in time

Evaluation Reporting: Initial Steps
Clearly Identify Audience
Decide on Format

Who is your audience?

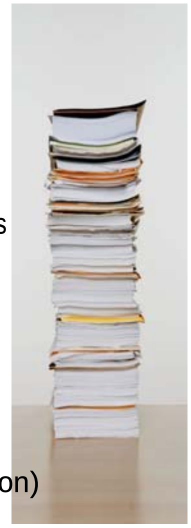
Staff? Funders? Board? Participants? Multiple

What Presentation Strategies work best?

PowerPoint	Newsletter
Fact sheet	Oral presentation
Visual displays	Video
Storytelling	Press releases
Report	

full report, executive summary, stakeholder-specific report?

Components of A Strong Program Evaluation Report



Introduction
- Description of the subject program.
- Clear statement about the evaluation questions and the purpose of the evaluation.

Methods
- Description of actual data collection methods

Findings
- Summary of key findings (including tables, graphs, vignettes, quotes, etc.)
- Discussion or explanation of the meaning and importance of key findings

Conclusions
- Suggested Action Steps
- Next Steps (for the program and the evaluation)
- Issues for Further Consideration (loose ends)

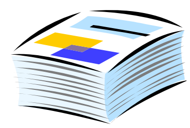
Think About Communication Strategies

Are there natural opportunities for sharing (preliminary) findings with stakeholders?

- At a special convening
- At regular or pre-planned meetings
- During regular work interactions (e.g., clinical supervision, staff meetings, board meetings)
- Via informal discussions

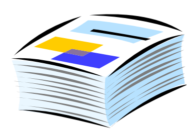
Evaluation Reports: Things to Remember

- **Follow the outline for a strong report.**
- **Make your own internal outline including who is responsible for which sections.**
  - ✓ Leave time for stakeholders to help you with editing/revisions.
- **Be economical in your decisions about what to include in your report.**
  - ✓ Shorter is better.
  - ✓ Avoid excessive use of jargon.



- **Formatting is your friend.**
  - ✓ Use headers and sections. Be consistent about where and how they appear (centered, bold, underlined, side headings).
  - ✓ Number the pages.

Evaluation Reports: More Things to Remember



- **Read your work – if you can't understand it, chances are others won't be able to either.**
  - ✓ Use complete sentences and standard English grammar conventions.
  - ✓ You can rely some on bullets and be limited in your transitions, but be sure your reader can follow your logic.
- **Be consistent in your use of language**, capitalization, punctuation etc.
  - ✓ Evaluation reports should be written in the past tense – only report what you actually did and what you found.
  - ✓ The action steps or Issues for Further Consideration sections can include references to future actions.

Evaluation Reports:
Still More Things to Remember

- **Use tables and graphs to help illustrate findings**.
  - ✓ All tables and graphs must have titles, labels and legends or footnotes so that they stand alone.
- **Use quotes and vignettes or snippets from field notes to illustrate your findings.**
  - ✓ Quotes should have quote marks around them and be attributed to the speaker (or type of speaker) or writer.
  - ✓ Field notes should be clearly identified and in context.
- **Do not introduce totally new topics into your report in the final sections.**
  - ✓ Be sure to develop an outline first and pass it by some stakeholder

Pre/Post Surveys: A Closer Look

Pre Survey → INTERVENTION → Post Survey

Post Survey – Pre Survey = RESULT

Pre-Post Surveys
Effective Use

1. Unique identification system for matching (preferably user generated)
2. Brief, well-constructed survey (with items connected to intervention)
3. Careful mix of items

   ** Knowledge, Attitudes **Behaviors
4. Set targets (Pre, Post, Change, Match)
5. Successful pre-administration to all/sample of participants

Pre-Post Surveys
Effective Use (Continued)

6. Review of responses after pre-administration

   Modify curriculum

   Modify instrument ???????
7. Aggressive administration of post-survey to all/sample of participants
8. Prepare Results for Sharing

% Who correctly or favorably answered	Pre	Post	CHANGE
ITEM 1	15%	85%	+75
ITEM 2	50%	50%	0

Pre-Post Surveys: Findings Example

Table 1. Pre-Post Survey Results

Question	Pre	Post	Difference
Q1	20%	100%	+80
Q2	10%	100%	+90
Q3	23%	95%	+72
Q4	2%	80%	+78
Q5	60%	85%	+25
Q6	35%	5%	-30
Q7	29%	20%	- 9

Pre-Post Surveys
Challenges

1. Respondent unfamiliar with terminology (pre-test)
2. Respondent answers falsely(social desirability)
3. Pre-measures show existing knowledge, or desired attitudes or behaviors
4. Substantial data loss (pre without post, post without pre)
5. Pre-post change is small or varied
6. Change is large enough and in desired direction but alternative explanations exist

Pre-Post Surveys: Data Loss Example

Table 1. Data Received for Evaluation 2010-11, by City

	Site 1	Site 2	Total
Pre-Survey Only	455	82	537
Post-Survey Only	261	17	278
Matched Pre- and Post-Surveys	177	66	243
TOTAL	893	165	1058

Pre-Post Surveys: Data Loss Example

Table 1. Data Received for Evaluation 2011-12, by City

	Site 1	Site 2	Site 3	Site 4	TOTAL
Pre-Survey Only	194	561	154	8	917
Post-Survey Only	100	139	54	13	306
Matched Surveys	136	276	67	32	511
TOTAL	430	976	275	53	1734

Pre-Post Surveys
Alternatives

1. Post Only (compare results to targets)

2. Retrospective Survey

   2 Questions for each item:

   Post First: Ask about behavior after

   Pre First: Ask about behavior before

Pre-Post Surveys
Alternatives

Figure 1.
Example Question from Retrospective Survey

	Do not do	Seldom	Sometimes	Most of the time	Always
1a. After ENP how often do you now plan meals ahead of time?					
1b. Before ENP how often did you plan meals ahead of time?					

Pre-Post Surveys
Alternatives

Table 2. Retrospective Survey Behavior Frequencies			
Positive Behaviors	**Pre (Most of the Time + Always)**	**Post (Most of the Time + Always)**	**Change in frequency**
Resource Management			
Plan Meals	19%	64%	+45
Compare prices	49%	86%	+37
Use grocery list	38%	78%	+39
Nutrition			
Read labels	17%	60%	+43
Eat low fat	22%	60%	+38
Eat vegetables	23%	71%	+48
Food Safety			
Wash utensils	84%	98%	+14
Cook meat	84%	98%	+14

General Characteristics of Effective Tables and Graphs

- The table or graph should present **meaningful** data.
- The data should be **unambiguous**.
- The table or graph should convey ideas about data **efficiently**.

Thinking About Tables and Figures

Tables are organized as a series of rows➔ and columns ➘.

- ✓ The first step to constructing a table is to determine how many rows and columns you need.

The individual boxes or "cells" of the table contain the information you wish to display.

Thinking About Tables and Figures

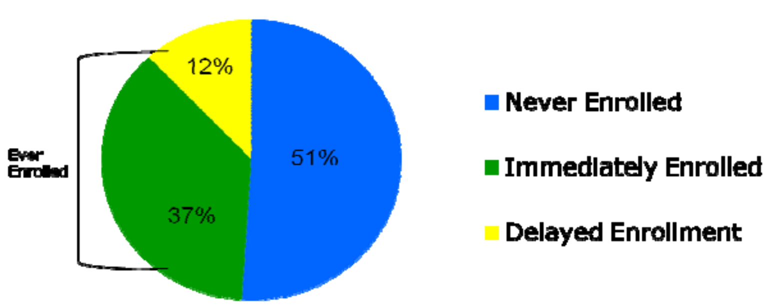
- Tables must have a table number and title (be consistent). Where possible, use the title to describe what is really in the table.
  - ✓ *Table 1: Percent of Respondents Agreeing with Each Item in the Customer Satisfaction Scale.*
- All rows and columns must have headings.
- It should be clear what data are displayed (n's, %s)
- You don't have to show everything, but a reader should be able to independently calculate what you are displaying. Clarify with footnotes if needed.
- Use lines and shading to further emphasize data.

Thinking About Tables and Figures

- Figures, which include graphs/charts and pictures or any other visual display also must have a figure number and title (be consistent). Like tables, use the title to describe what is really in the figure.
  - ✓ *Figure 1.3 Exit Status of 2006 Domestic Violence Program Participants.*
- For bar and line graphs, both the X ➔ and Y 🡅 axes must be clearly labeled.
- The legend, clarifies what is shown on the graph. You can also add individual data labels if needed.
- For any bar or line graph with multiple data groups, be sure to use contrasting colors – that are printable in black and white.

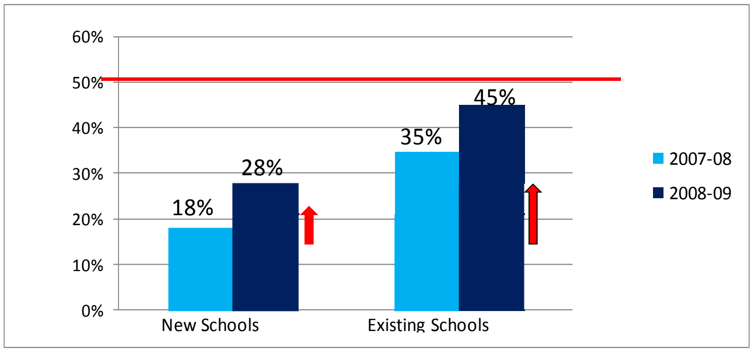
Pie Charts Show Composition of a Whole Group

Figure 1:
College Enrollment Among HS Graduates from Graduating Classes 2003-2009



Bar Graphs Show Frequencies Vertical or Horizontal

Percent of CSI Participants with High Attendance (100 or more hours), by Year



Bar Graphs Show Frequencies Horizontal or Vertical

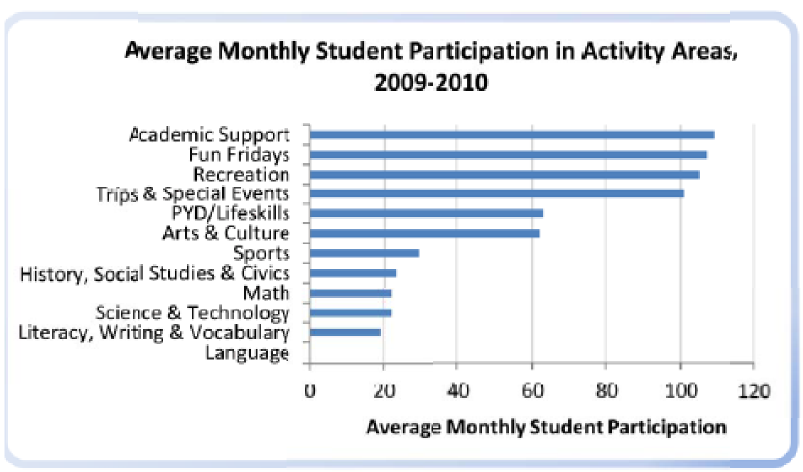
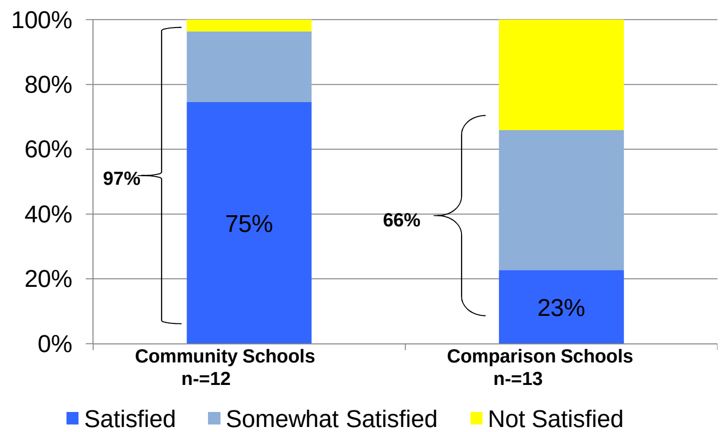


Figure 3: Survey Results:
Percent of Principals Who are Satisfied with 6th Grade Literacy Achievement at Community Schools and Comparison Schools



Line Graphs Show Change Over Time

Figure 6.7 Proportion of Students Passing Proficiency Test