

Program Evaluation Essentials

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What is Program Evaluation Anyway?

Thoughtful, systematic collection and analysis of information about activities, characteristics, and outcomes of programs, for use by specific people, to reduce uncertainties, inform decisions.

Evaluation Strategy Clarification

- ▶ All Evaluations Are:
 - Partly social
 - Partly political
 - Partly technical
- ▶ Both qualitative and quantitative data can be collected and used and both are valuable.
- ▶ There are multiple ways to address most evaluation needs.
- ▶ Different evaluation needs call for different designs, data and data collection strategies.

Evaluating Arts/Humanities Programs

What's Challenging?

1. Short term programs
2. Inconsistent or voluntary attendance
3. Multiple age groups, skill levels
4. Lack of mission certainty - history
5. Recruitment/training of staff
6. Resource constraints (time, money, space, others)
7. Multiple stakeholders/ Multiple perspectives

* Setting targets

* Identifying indicators

* Making time for data collection and analysis

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Steps to Improve Assessment and Evaluation

DO

1. Plan!
2. Set targets and see if you reach them.
3. Consider multiple perspectives.
4. Use appropriate data collection strategies.
5. Integrate evaluation into everyday activities.

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Plan for Evaluation

- ▶ Collect data

- ▶ Analyze Data

- ▶ Report Data

Things to Think about Before Collecting Data



1. What are your evaluation questions?
2. Who is your target group? Where are they?
3. Do they need assistance to answer? Do you need consent?
4. What type of data collection strategy will you use? How often?
5. What are the specific strategies – what day, what time, who's responsible? Do you need incentives?
6. How much time do you need to collect data?
7. How will you keep track of what you collect, store it and maintain confidentiality?

Plan for Evaluation

- ▶ Collect data
 - ▶ 7 Things to Think about
- ▶ Analyze Data
 - ▶ Quantitative Data
 - ▶ Qualitative Data
- ▶ Report Data
 - ▶ Convert findings to shareable form(s).
 - ▶ Think about internal & external versions.
 - ▶ Plan for multiple reports.

Evaluation Reporting: Initial Steps

1. Clearly identify your audience.

Staff? Funders? Board? Participants? Multiple

2. Determine 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(s)?

What do you need to do to conduct Evaluation?

- ▶ Specify key evaluation questions
 - ▶ Specify an approach (evaluation design)
 - ▶ Apply evaluation logic
 - ▶ Collect and analyze data
 - ▶ Summarize and share findings

Evaluation Questions

- ✓ Focus and drive the evaluation.
- ✓ Should be carefully specified and agreed upon in advance of other evaluation work.
- ✓ Generally represent a critical subset of information that is desired.

Evaluation Question Criteria

- ▶ It is possible to obtain data to address the questions.
- ▶ There is more than one possible “answer” to the question.
- ▶ The information to address the questions is wanted and needed.
- ▶ It is known how resulting information will be used internally (and externally).
- ▶ The questions are aimed at changeable aspects of activity.

Logical Considerations

1. Think about the results you want.
2. Decide what strategies will help you achieve those results?
3. Think about what inputs you need to conduct the desired strategies.
4. Specify outcomes, identify indicators and targets.**

DECIDE IN ADVANCE,
HOW GOOD IS GOOD ENOUGH



Outcomes and Indicators

- **Changes or levels of behavior, skills, knowledge, attitudes, condition or status.**
- **Specific, measurable characteristics or changes that represent achievement of an outcome.**

Indicator: Reminders

- ▶ Many outcomes have more than one indicator
- ▶ Identify the set of indicators that accurately signal achievement of an outcome (**get stakeholder input**)

Targets

Specify the amount or level of outcome attainment expected, hoped for or required.

Targets can be set. . . .

- ▶ Relative to external standards (when available)
- ▶ Past performance/similar programs
- ▶ Professional hunches

Target: Reminders

- ▶ Should be specified in advance. Requires buy in.
- ▶ Carefully word targets so they are not over or under-ambitious, make sense, and are in sync with time frames.
- ▶ If target indicates change in magnitude – be sure to specify initial levels and what is positive.

Outcome, Indicator, Target - EXAMPLE

Outcome	Indicators
Participants will be actively involved in afterschool activities	At least 500 students will participate each month.
	Students will attend 70% or more of all available sessions.
	At least half of participants will participate in 100 or more hours per semester.

Outcome, Indicator, Target - EXAMPLE

Outcome	Indicators
Participants will learn important skills	75% of campers' parents will report their child learned something new at camp.
	Two-thirds of campers enrolled in swimming will demonstrate competency in 3 basic strokes.
	Most campers (85%) will demonstrate mastery of all performance dance moves.

Desired Outcomes: Second Saturdays for Families

Outcome 1: Families feel inspired and encouraged to actively experience art together.

Indicator 1.a: Families want to create art and participate in art-related activities (e.g., work on hands-on projects; watch and take part in performances of dance, storytelling, magic or music).

Indicator 1.b: Families encounter art together as a shared experience (e.g. children and adults help each other as they create art, families take tours and look at art together, families participate in performance activities together).

Indicator 1.c: Families engage in dialogue about art (during tours or together as a group).

Outcome 2: Families connect their art experiences to their own lives.

Indicator 2.a: Families create art and talk about how it reflects their personal experiences (e.g. memories, feelings, familiar places).

Indicator 2.b: Families apply the skills they are using at the Wadsworth to their everyday lives (e.g., observing, describing, socializing, working together).

Outcome 3: Families develop a comfortable relationship with the Wadsworth and art through their experiences.

Indicator 3.a: Families interact and socialize with staff, volunteers, docents, and each other (e.g. families interact with others during performances, art creation, etc., introduce members of their group to Wadsworth staff, share a story or personal experience with Wadsworth staff).

Indicator 3.b: Families talk about a positive or meaningful experience during their visit (e.g. describe an aspect they enjoyed).

*These outcomes were specified and indicators identified as part of the 2013 CEI impact framework development project conducted with Randi Korn and Associates.

How Are Evaluation Data Collected?

- ▶ Interviews
- ▶ Surveys
- ▶ Observations
- ▶ Record Reviews
- ▶ All have limitations and benefits
- ▶ Require preparation on the front end:
 - ▶ Instrument Development and testing
 - ▶ Administration plan development
 - ▶ Analysis plan development

Surveys

- ▶ Series of items with pre-determined response choices

- ▶ Can be completed by administrator or respondents

- ▶ Can be conducted

- “paper/pencil”
- phone, internet (e-survey)
- using alternative strategies

USE SURVEYS TO:

Study attitudes and perceptions
Collect self-reported assessment of changes in response to program
Collect program assessments
Collect some behavioral reports
Test knowledge
Determine changes over time.

- ▶ Instruments are called – surveys, “evaluations,” questionnaires



Surveys Are Most Productive When They Are:

- Well targeted, with a narrow set of questions
- Used to obtain data that are otherwise hard to get.
- Used in conjunction with other strategies.

Surveys are best used:

- with large numbers
- for sensitive information
- for groups that are hard to collect data from

Most survey data are qualitative but simple quantitative analyses are often used to summarize responses.

Developing Survey Instruments

- Identify key issues or topics.
- Review available literature, other surveys.
- Convert key issues into questions, identify answer choices.
- Determine what other data are needed, add questions accordingly.
- Determine how questions will be ordered and formatted. **ADD DIRECTIONS.**
- Have survey instrument reviewed.

For Survey Items, Remember:

- 1) State questions in specific terms, use appropriate language.
- 2) Use multiple questions to sufficiently cover topics.
- 3) Avoid “double-negatives.”
- 4) Avoid asking multiple questions in one item (and).
- 5) Be ~~sure~~ response categories match the question, are exhaustive and don't overlap.
- 6) Be sure to include directions, check numbering, formatting etc.

Assessing Survey Instruments

- Are questions comprehensive without duplication, exhaustive without being exhausting?
- Do answer choices match question stem, provide coverage, avoid overlap?
- Are other data needs (e.g., characteristics of respondent) addressed?
- Do order and formatting facilitate response? Are directions clear?
- Does the survey have face validity?

Survey Result Example

Table 6: Percent of Respondents who Answered *Somewhat* or *Yes* to Questions about Development of Participants' Interest in Art

Has your experience at Second Saturdays today . . .	Nov. (n=119)	Feb. (n=83)	May (n=75)	TOTAL (n=277)
Made your family want to return to the Wadsworth Atheneum for another Second Saturday event	99%	98%	100%	99%
Made your family want to return to the Wadsworth Atheneum to explore on your own	98%	100%	100%	99%
Made your child(ren) more interested in exploring art	98%	98%	98%	98%
Helped your family find connections between art and your experiences, feelings, or memories	97%	97%	97%	97%
Made you more interested in exploring art	99%	96%	99%	98%
Developed your comfort level helping your family create art	97%	93%	98%	96%
Inspired you to create art	94%	90%	97%	93%

Note: The number of respondents to each individual question varied, (n's) represent the total number answering surveys unless otherwise noted "Excludes respondents who selected "Not Applicable."

After School Program Feedback

Table 4a: Percent of Respondents Who Thought Participation in Theatre Classes and the Spring Production Helped* Them in the Following Ways

* <i>Some or A lot</i>	9 th Grade n=71	10/11 th Grade n=97
Work collaboratively with others	90%	95%
Try new things	85%	96%
Listen actively	84%	89%
See a project through from beginning to end	79%	81%
Learn to value others' viewpoints	71%	78%
Become more confident in front of others	68%	82%
Use an expanded vocabulary	67%	72%
Express yourself with words	63%	83%
With memorization	63%	78%

After School Program Feedback

Table 4a: Percent of 10th/11th Grade Respondents Who Thought Participation in Theatre Classes and the Spring Production Helped* Them in the Following Ways,

	Helped Some	Helped A lot	Total n=97
Try new things	38%	58%	96%
Work collaboratively with others	37%	58%	95%
Listen actively	34%	55%	89%
Express yourself with words	48%	35%	83%
Become more confident in front of others	36%	46%	82%
See a project through from beginning to end	42%	39%	81%
With memorization	38%	40%	78%
Learn to value others' viewpoints	49%	29%	78%
Use an expanded vocabulary	44%	28%	72%

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

▶ 29a

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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

▶ 29b

Pre-Post Surveys: Findings Example

Table I. 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

▶ 29c

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Pre-Post Surveys: Findings Example

Table I (Alt). Pre-Post Survey Results

Question	Number Matched	Same/ Wrong		Became Wrong		Same Right		Became Right	
		N	%	N	%	N	%	N	%
Q1	100	2	2%	11	11%	35	35%	52	52%

▶ 29d

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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 2011-12, by Site

	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

Then Pre: 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

Things to Think about Before Administering a Survey



- Target group: who, where, sampling?
- Respondent assistance, A/P consent
- Type of survey, frequency of administration
- Anonymity vs. Confidentiality
- Specific fielding strategies (including alternatives), incentives?
- Time needed for response
- Tracking administration and response
- **Data analysis plans**
- Storing and maintaining confidentiality

Calculating Response Rates

Response rate is calculated by dividing the number of returned surveys by the total number of “viable” surveys administered.

Sent 110; 10 were undeliverable; 73 responded

Response rate =73%

Desirable response rates should be determined in advance of analysis and efforts should be made to maximize response.



Increasing Response Rate

- Write a good survey and tailor administration to respondents.
- Advertise survey purpose and administration details in advance.
- Carefully document who receives and completes surveys. Aggressively follow-up. Send reminders.
- Consider using incentives.
- Make response easy.

Remember: Non-response bias can severely limit your ability to interpret and use survey data.

Key Survey Administration Strategies

➤ Captive

- Use (trained, multiple) survey administrators
- Recruit/inform respondents
- Facilitate response (clipboards, deposit boxes, pencils)
- Use incentives

➤ Intercept Surveys

- Use (trained, multiple) survey administrators
- Develop brief and feasible instruments*

* (can include one or multiple sets of questions)

➤ Alternative Surveys

- Sticky dots, candy, marbles, relevant symbols
- Exhibit based (tablets, manipulatives)

➤ Electronic Surveys

- Can be used to administer and/or analyze data
- Tablets and handheld strategies available

Interviews:

▶ One-sided conversation with questions mostly pre-determined, but open-ended.

▶ Respondent answers in own terms.

USE INTERVIEWS TO:

▶ Can be conducted

- ▶ in person
- ▶ on phone
- ▶ one-on-one, or groups

Study attitudes and perceptions
Collect self-reported assessment
of changes in response to program
Collect program assessments
Document program
implementation
Determine changes over time.

▶ Instruments are called – protocols, schedules or guides

Observations:

- ▶ Observations are conducted to view and hear actual program activities.
- ▶ Users of reports will know what and how events occur.
- ▶ Can be focused on
 - ▶ programs overall
 - ▶ participants
 - ▶ pre-selected features
- ▶ Instruments are called – protocols, guides, checklists

USE OBSERVATIONS TO:

Document program implementation
Witness levels of skill/ability, program practices, behaviors
Determine changes over time.

Trained Observers Can:

- see things that may escape awareness of others
- learn about things that others may be unwilling or unable to talk about
- move beyond the selective perceptions of others
- present multiple perspectives

Methodological Decisions: Observations

- What should be observed and how will you structure your protocol? (individual, event, setting, practice)
- How will you choose what to see?
- Will you ask for a “performance” or just attend a regular session, or both? Strive for “typical-ness.”

Methodological Decisions: Observations

- Will your presence be known, or unannounced? Who should know?
- How much will you disclose about the purpose of your observation?
- How much detail will you seek? (checklist vs. comprehensive)
- How much time is required and how often will observations be conducted?

Important Reminders

To Increase Rigor: Conduct Observations

- Multiple times
- Multiple trained observers
- Multiple subjects

Good Observations Require:

- Good protocols
- An administration plan (see before, during after)
- An analysis plan

Observation Protocols

- Comprehensive
 - Setting
 - Beginning, ending and chronology of events
 - Interactions
 - Decisions
 - Nonverbal behaviors
 - Program activities and participant behaviors, response of participants
- Checklist – “best” or expected practices

Inter-Rater Consistency

- Observers need to categorize information during the observation
- Observers must know what they are seeing when they see it.
- If more than one observer is collecting data about the same subject it is especially important to ensure they will categorize it consistently.
 - Build in time to train observers
 - Conduct tests

Analyzing Observation Data

- Make summary statements about trends in your observations

Every time we visited the program, the majority of the children were involved in a literacy development activity such as reading, illustrating a story they had read or written, practicing reading aloud.

- Include “snippets” or excerpts from field notes to illustrate summary points.

Observation Results

- ▶ There was a maximum of 15 participants in the room, and a minimum of 9 participants, about 13 stayed for most of the training (some left or were there intermittently throughout the session). At least 5 different people uninvolved in the training passed through the room. The room was set between the front entrance and a back computer lab and staff offices. At least 6 participants arrived late (after the first topic had been covered) and two departed early (before most of the training had been completed).
- ▶ During the discussion portion of the training, participants are talking about verbal triggers they have experienced (e.g., being whistled at or propositioned after exiting the subway). During the exercise, one participant walked across the room and the other participants verbally offered triggering harassing comments. A majority of the group contributed comments and then added their own recollections of similar circumstances. The volunteer described what it felt like to be “harassed” during the session, and multiple participants added examples of that happening to them and how they responded.

Observation Results

The observation protocol included a quick summary assessment at the conclusion of each observation. All five Studios received an *Excellent* rating. The following are highlights consistently observed/recorded. During each visit it was noted that there were:

- ▶ Opportunities for young people to develop and hone their talents in multiple areas of the arts – film, music, photography, writing/poetry/spoken word, dance and theater.
- ▶ High quality, demanding and authentic work with many clear directions, both verbal and written, guiding apprentices as they worked to complete projects and/or prepare for performances. At the three studios that were not involved in full rehearsals, multiple opportunities for self-direction and decision-making by apprentices. At the two studios where rehearsals were underway, apprentices were observed interjecting and contributing to performance decisions. At every observation, all apprentices were present and completely engaged in the work of the day.
- ▶ Spaces in arts organizations (museums, stage and musical rehearsal rooms, theaters, classrooms) that were completely transformed into learning/practice “Studios” vibrant with the presence of young artists. Apprentices and their learning weren’t confined to a single space in their organizations though, and at every non-rehearsal session observation young people were encouraged to freely use the multiple creative environments in the buildings where they were studying.
- ▶ Positive, interactive instruction by Master Teaching Artists and a camaraderie and respect between the apprentices and the Teaching Artists, Interns and organization staff. Multiple suggestions to inspire creativity and to strengthen and polish work.
- ▶ Interactions between and availability of multiple adults (interns, partners, organization staff). Teaching Artists had support and assistance and apprentices had opportunities for individual and small group instruction.
- ▶ Technology (such as laptops with editing software, still and video cameras, projection equipment, scanners, sound recording and producing equipment, etc.) used to support the work of the young artists and being made available to everyone.
- ▶ Interconnected young people who talked and worked with each other in a variety of large and small group constellations depending on the focus of the work. Mostly during the observations, these were assigned, although sometimes they were self-selected. Consistently there were opportunities and requirements for group interactions.

Observation Results

- *Many different types of arts activities were undertaken, and personal development was either delivered directly or integrated with arts activities.*
- *Of the 57 different combinations of programming at the 10 sites, only 3 included activities that were not wholly successful with their target groups, 2 of those because of mismatch between instructor and the participant group.*
- *At all sites, ongoing projects were underway and examples of participant work were readily visible. Teaching artists were demonstrating skills, giving youth opportunities to try the skills, and providing one-on-one assistance as needed.*

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Participant Observation, Final Session: Practical Exam Results for Group B (n=9)

Participant Number	Followed Directions Using New Program-Specific Vocabulary	Number of Correctly Identified Items (n = 20)	Overall Performance Rating
Participant 1	All Directions	15	Very Good
Participant 2	All Directions	19	Excellent
Participant 3	Most Directions	15	Very good
Participant 4	All Directions	20	Excellent
Participant 5	Some Directions	14	Very good
Participant 6	All Directions	19	Excellent
Participant 7	Most Directions	12	Excellent
Participant 8	Most Directions	20	Excellent
Participant 9	Some Directions	15	Very Good
TOTAL/Average	All or Most Directions = 7	16	Very Good/Excellent = 9

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Strategies for Analyzing Qualitative Data

1. Segment or partition data (i.e., divide it into meaningful analytical units – “chunks”)
2. Code data (e.g., + or -) and count it
3. Organize, summarize and display data – using snippets or quotes
4. Verify/validate results
5. Revise summaries and displays accordingly

Coding Qualitative Data

1. A priori or deductive codes: predetermined categories based on accepted theory or program knowledge
2. Inductive: based on raw data (not predetermined)

Record Reviews:



- ▶ Accessing existing internal information, or information collected for other purposes.

USE REC REVIEW TO:

- ▶ Can be focused on

- ▶ own records
- ▶ records of other orgs
- ▶ adding questions to existing docs

Collect some behavioral reports
Conduct tests, collect test results
Verify self-reported data
Determine changes over time

- ▶ Instruments are called - protocols

What Kinds of Data Can you Collect Through Record Reviews?

- ▶ **Background information about participants** (e.g., race/ethnicity, age, gender, location, family composition)
- ▶ **Status information about participants** (e.g., whether and how much they are working, what their income levels are, whether they have prior or multiple arrest records, whether they are owed child support)
- ▶ **Behavioral data** (e.g., program attendance, program service utilization)
- ▶ **Test results** (e.g., SAT or GRE scores, employment aptitude test scores, medical test results such as immunization status, TB test results)
- ▶ **Other outcome data** (e.g., report cards, health or psychological assessments, home visit results)

Record Review Example: Descriptive

	CDR	EF	MHA	MS	CENTRAL	TOTAL
Number of Participants	32	45	33	43	157	310
AGE at INTAKE						
17 and Younger	3%	4%	0	0	10%	7%
18 – 21	0	13%	0	0	47%	20%
22 – 34	13%	29%	19%	7%	18%	17%
35 – 49	39%	27%	34%	40%	28%	30%
50 – 64	36%	22%	38%	47%	19%	23%
65 and Older	10%	4%	9%	7%	0	4%
PRIMARY DISABILITY						
Neurological	22%	60%	3%	98%	0	27%
Developmental/Cognitive	19%	31%	0	0	78%	43%
Physical	6%	0	0	0	2%	2%
Chronic Disease/Illness	3%	0	0	0	1%	1%
Psychiatric	19%	4%	97%	0	11%	19%
Sensory	9%	2%	0	0	1%	1%
Other	22%	2%	0	2%	7%	6%

Attendance Statistics, for Core Participants and All Participants, After School Programs, 2010-11

TABLE 5	Total Enrollment	% Core*	Mean Attendance in Hours - CORE	Mean Attendance in Hours - ALL
Organization 1	378	74%	338	270
Organization 2	114	69%	244	187
Organization 3	240	50%	211	139
Organization 4	85	61%	222	166
Organization 5	86	77%	201	169
Organization 6	209	47%	209	120
Organization 7	674	57%	236	154
TOTAL	1786	62%	237	172

* Core = participants with attendance in all 3 marking periods

Strategies for Analyzing Quantitative Data

Important Things to Look at or Summarize

Frequencies: How often a response or status occurs.

Valid Percentages: Frequency/ Adjusted Total *100

Measures of Central Tendency: Mean, Median

Distribution: Minimum, Maximum, Groups (*iles)

Cross-Tabulations: Relationship between two or more variables (also called contingency analyses, can include significance tests such as chi-square analyses)

Steps to Take When Analyzing Quantitative Data

- I. Develop an Analysis Plan
- II. Code and Enter Data
- III. Verify Data Entry (randomly or x%)
- IV. Prepare Data for Analysis
- V. Conduct Analyses According to the Plan
- VI. Develop Tables, Figures and Narrative Summaries to Display Results of Analysis

Definitive Statements

	Walk-in Visitors n=442	Second Saturdays n=244	First Thursdays n=589	Community Days n=563	Total n=1838
Black or African-American	6%	20%	10%	14%	12%
Hispanic/Latino	5%	17%	9%	9%	9%
Caucasian	80%	51%	75%	62%	69%

- Most of the adult walk-in visitor respondents (80%) identified their race/ethnicity as white. The others identified as Black or African American (6%), Hispanic or Latino (5%) or *other* (9%).
- The racial/ethnic composition of the Second Saturday, Community Days and First Thursday groups were quite different. A total of 20% of Second Saturday respondents, 14% of Community Days and 10% of First Thursday respondents indicated they were Black or African American; 17% of Second Saturday respondents, and 9% of First Thursday and Community Days respondents indicated they were Hispanic or Latino.

What happens after data are collected?

1. Data are analyzed according to plans. Results/findings are summarized.
2. Findings must be converted into a format that can be shared with others.
3. Action steps should be developed from findings.

“Now that we know _____ we will _____.”

Collecting Data About Culminating Activities

- ✓ Intercept interviews or surveys*
- ✓ Performance assessments/judging*
- ✓ Observation checklists*
- ✓ Post program interviews (participants, spokespersons, staff)
- ✓ Surveys of participants or spokespersons
- ✓ Comprehensive observation/judging*

*Can be collected DURING the activity.

Steps to Improve Assessment and Evaluation

DON'T

1. Shoot a mouse with a cannon!
2. Make grand claims.
3. Over-rely on surveys.
4. Over-collect and under-analyze.
5. Look for your watch where the light is better.

CAUTIONS

1. **Don't shoot a mouse with a cannon!**
 - Keep it simple, stick to your plan
 - Look for evidence and understanding not proof/causation
2. **Don't make grand claims.**
 - Be careful with generalizations, only summarize to the actual group
3. **Don't over-rely on surveys.**
 - Be sure to use **observations**, interviews and record reviews too
4. **Don't over-collect and under-analyze.**
 - Only ask for information you know you want, need and will use.
5. **Don't look for your watch where the light is better.**
 - Be careful using strategies that were designed for other purposes

Components of A Strong 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)



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 stakeholders

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

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 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 (as needed) to further emphasize data.

Thinking About Figures and Tables

- 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.

Rules for Pie Charts

- Avoid using pie charts
- Use pie charts only for data that add up to some meaningful total
- Never use three-dimensional pie charts
- Avoid forcing comparisons across more than one pie chart.

Rules for Bar Graphs

- Minimize the ink. Do not use 3-D effects.
- Sort the data on the most significant variable.
- Use rotated bar charts (i.e., horizontal) if there are more than 8 – 10 categories
- Place legends inside or below the plot area
- Keep the gridlines faint.
- With more than one data series beware of scaling distortions.

Bar charts often contain little data, a lot of ink and rarely reveal ideas that cannot be presented more simply in a table.

Bars Can Be “Stacked” to Show Distribution

- Use with caution especially when there is no implicit order to the categories.
- Stacked bar charts work best when the primary comparisons are to be made across the data series represented at the bottom of the bar.

Line Graphs Show Change Over Time

Figure 5.2 Attendance Patterns for Visitors Overall and First-Time Visitors, FY 2009 - FY 2013

