



WISEWOMAN™

Well-integrated Screening and Evaluation
for Women Across the Nation

Evaluation Toolkit

Section 4: Resource Guide

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WISEWOMAN Evaluation Toolkit Resource Guide

This resource guide includes selected evaluation resources that may be helpful to you during the planning, implementation, and reporting stages of evaluation, as well as a glossary of key terms, and a list of references cited.

References

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Glossary of Key Terms

Accuracy standards

Accuracy standards ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.²

Activities

Activities are the specific events or actions undertaken by program staff or partners to produce desired outcomes (i.e., what you do).^{5,7}

CDC Evaluation Framework

CDC's Framework for Program Evaluation in Public Health has provided a set of steps and standards for practical evaluation by programs and partners. While the focus is public health programs, the approach can be generalized to any evaluation effort.¹

Codebook

A codebook is a document with a list of "codes" that detail the instructions on how data elements should be defined in a standardized way. Quantitative data codes specify a name and description for each item, while qualitative codes are used to organize the data into themes.¹⁰ In other words, your codebook should specify how your data will be used in the evaluation and transformed to align with the evaluation indicators you identified.

Contextual factors

Contextual factors are characteristics of the political, social, economic, and physical environment surrounding your program that may interact with or influence program participants.^{5,7} For example, contextual factors might be similar initiatives being implemented by other agencies, changes in health care or public health policies, and social norms and values held by program participants.

Covariate

A covariate is a variable that may be related to the dependent variable and may account for some (or all) of the observed change in the dependent variable—beyond what may be associated with the independent variable.^{15,22} For WISEWOMAN, covariates to account for in your analysis may include participant attributes (e.g., age, race, ethnicity), as well as other variables that may be related to the dependent variable (e.g., number of days since participants began the lifestyle program, number of minutes of moderate physical exercise participants report engaging in at screening).

Data accuracy

Data accuracy (or measurement validity) means that the data measure what you intend them to measure.^{6,10}

Data collection instrument

A data collection instrument is a tool or method used to collect data (e.g., survey, questionnaire).¹⁰

Data collection plan

A data collection plan or protocol is a tool that can help you organize data collection activities, engage stakeholders involved in data collection, and ensure consistency and fidelity in data collection activities. It should specify who is responsible for collecting the data; timing of data collection; procedures for collecting the data; procedures for cleaning, submitting, and managing data; and data security measures.¹⁰

Data reliability

Data reliability means that the data provide consistent measurements over time.^{6,20}

Data sources

Data sources are the entities or individuals from which or whom you will obtain data. Data for your evaluation activities may come from existing sources or from new sources (e.g., database, electronic medical records).⁵

Descriptive statistics

Descriptive statistics include frequency counts, rates, percentages, measures of central tendency (means, medians, and modes), and measures of dispersion (range, standard deviation).^{15,16}

Dependent variable

A dependent variable is often synonymous with an effect or outcome. Typically, evaluators are interested in observing changes in dependent variables and determining whether a treatment or program intervention may be associated with or have had an influence on the observed change.^{15,21} For WISEWOMAN, a dependent variable could be the number of minutes of moderate physical exercise participants report at a follow-up point after completing a lifestyle program.

Dissemination plan

A dissemination plan describes who you will share your evaluation findings with, how you will share the findings, and when you will share your evaluation findings.⁴

Evaluation

CDC defines evaluation as a systematic approach to collecting, analyzing, and using data in order to determine the effectiveness and efficiency of programs and to inform continuous program improvement.¹⁰

Evaluation plan

An evaluation plan is a detailed description of how the evaluation will be implemented and includes the program description, evaluation goals and questions, evaluation methods, analysis and interpretation plan, and dissemination plan.⁵

Evaluation stakeholder(s)

Evaluation stakeholders are individuals and organizations with a stake or vested interest in the evaluation process or findings from the evaluation.^{5,7,8,9}

Evaluation stakeholder group

The members of the evaluation stakeholder group are the primary users of the evaluation results and generally act as a consultative group throughout the entire planning process as well as the implementation of the evaluation.^{5,10}

Evaluation questions

Evaluation questions define the issues that will be explored during the evaluation. The evaluation questions should be developed and prioritized in tandem with your evaluation stakeholders.⁵

Feasibility standards

Feasibility standards ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.²

Focus group

A focus group is a type of qualitative research in which a group of people are asked their perceptions or opinions about a service or program.²⁴

Formative evaluation

Formative evaluation is usually conducted in the planning stages of a new program (or when a program is being revised) to help ensure that the program is feasible to implement, appropriate for the priority audience(s), and acceptable to program stakeholders (including program participants). Formative evaluation activities include needs assessments, pilot studies, concept testing, and message or materials testing (e.g., in WISEWOMAN, this could include testing a risk-reduction counseling protocol and materials).¹⁰

Impact

An impact is the ultimate effect you expect to see from the program. Sometimes this is referred to as a program “aim.” Impacts in public health programs are usually presented in terms of an effect on the population. Generally, it takes many years or decades before you may expect to see impacts of chronic disease prevention and control programs.^{12,13}

Impact evaluation

Impact evaluation refers to an assessment of the program in achieving its ultimate goals (e.g., in WISEWOMAN, this might refer to an assessment of the program’s contribution to reduced morbidity and mortality due to cardiovascular disease or the economic impact of the program).^{12,13}

Independent variable

An independent variable is a variable that is believed to have an influence over another variable (or variables). An independent variable may be a treatment or program intervention.^{15,21} For WISEWOMAN, an independent variable could be participation in a lifestyle program.

Indicator

An indicator is a specific, observable, and measurable marker of change or accomplishment.^{4,7,10} An indicator should be something that is observed (e.g., a change in behavior), heard or reported (e.g., shared by program participants), or read (e.g., program records). This is somewhat similar to how you might identify SMART objectives for your program.⁴

Inferential statistics

Inferential statistics are used to test for relationships between variables. These include correlational procedures (e.g., Spearman, Pearson, biserial), chi-square, analysis of variance, *t* tests, and regression).^{15,16}

Inputs

Program inputs are resources that are invested into the program (e.g., funding sources, partners, staff, program materials).^{5,7}

Intermediate outcomes

Intermediate outcomes are effects of the program that take longer than short-term outcomes before a change is observed.^{5,7} Logically, you would expect your intermediate outcomes to take place sometime after you observe changes in short-term outcomes—the specific timeframe will be dependent on the nature of your intervention (e.g., duration and number of intervention points) and the specific intermediate outcomes to be assessed. Typically, you will find changes in behaviors among the intermediate outcomes of a program.

Interviews

Interviews are a form of data collection in qualitative research and usually involve semi-structured interview guides.¹⁵

Logic model

A program logic model visually illustrates the linkages between program activities and outcomes. Logic models can help in guiding evaluation activities and in interpreting the findings.^{5,7}

Long-term outcomes

Long-term outcomes reflect more distal effects of a program that can take months or years to accomplish (depending on the nature of your intervention and specific long-term outcomes to be assessed).^{5,7} These changes likely would be observed after you observe changes in short-term and intermediate outcomes.

Outcomes

The desired results of the program or what you expect to achieve. Program outcomes may be observed at an organization, system, or participant level.^{5,7}

Outcome evaluation

Outcome evaluation focuses on the short-term, intermediate, and sometimes long-term outcomes of the program.^{3,5,7,8} Outcome evaluation is used to determine the effectiveness of the program on your expected outcomes (e.g., in WISEWOMAN, outcome evaluation could involve assessing whether WISEWOMAN program participation was associated with change in physical activity behavior).

Outputs

Outputs are the direct and tangible results or products of program activities—often things that can be counted.^{5,7} These are often represented by documentation of progress on implementing program activities (e.g., program materials developed, partnerships formed, number of providers trained, women screened).

Pretest

A pretest is an assessment administered to program participants to determine their baseline upon entry into the program.⁸ For WISEWOMAN, the program pretest assesses participants' readiness to change.

Posttest

A posttest is an assessment administered to program participants after they have participated in the program to make comparisons against the baseline (e.g., readiness to change) over time.⁸

Process evaluation

Process evaluation is used to determine whether a program is being implemented as intended (e.g., in WISEWOMAN, process evaluation could include assessing whether evidence-based lifestyle interventions are implemented as designed).^{3,5,8,15}

Propriety standards

Propriety standards ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in and affected by the evaluation.²

Protected health information

Protected health information (PHI) is information, including demographic information, which relates to a person's health condition or provision of health care. Protected health information includes many common identifiers (e.g., name, address, birth date, Social Security number) when they are associated with health information.²⁵

Qualitative methods

Qualitative methods are used to gather data in the form of notes, verbal responses, transcripts, and written responses. These methods generally allow you to capture thoughts, feelings, and perspectives.^{4,15}

Quantitative methods

Quantitative methods are methods used to gather numerical data to make calculations and draw conclusions.^{10,16}

Short-term outcomes

Short-term outcomes are expected to occur within a relatively short timeframe following the intervention. Short-term outcomes should logically lead to intermediate and long-term outcomes.^{5,7}

SMART objectives

SMART objectives are specific, measurable, achievable, relevant, and time-bound.⁴

Stakeholder engagement

Stakeholder engagement is the process by which a program or organization involves stakeholders who may be affected by the evaluation or findings from the evaluation.^{5,7,8,10}

Survey

A survey is a data collection generally through the use of a questionnaire. Surveys or questionnaires are useful for gathering different kinds of information in a consistent fashion from many participants.²⁶

Utility standards

Utility standards ensure that an evaluation will serve the information needs of intended users.²

Resources

Centers for Disease Control and Prevention

- **CDC Framework for Program Evaluation**

The CDC Framework for Program Evaluation summarizes and organizes the steps and standards for effective program evaluation.

www.cdc.gov/eval/framework/index.htm

The Guide to Community Preventive Services (The Community Guide)

The Guide to Community Preventive Services is a credible resource for evidence-based recommendations and findings on interventions and policies that improve health and prevent disease in communities. A user can conduct a search on various topics, such as nutrition, obesity, physical activity, tobacco, and diabetes. Also, the Community Guide provides information on policies, programs or services, funding, research, and education.

www.thecommunityguide.org/index.html#topics

- **Division for Heart Disease and Stroke Prevention (DHDSP) Evaluation Resources**

DHDSP has developed evaluation tools and resources to assist State health departments, tribal organizations, communities, and partners in their programmatic and evaluation efforts.

- Field notes
- Program evaluation guides
- Evaluation tip sheets
- Indicators spotlights
- Podcasts/Webinars
- Program/project evaluations

www.cdc.gov/dhdsp/evaluation_resources.htm

- **Division of Adolescent and School Health (DASH) Evaluation Resources**

DASH provides a number of evaluation resources and a series of evaluation briefs, including the following:

- Data Collection Methods for Program Evaluation: Focus Groups (No. 13, July 2008)
- Data Collection Methods for Program Evaluation: Questionnaires (No. 14, November 2008)
- Checklist to Evaluate the Quality of Questions (No. 15, November 2008):

- Data Collection Methods for Program Evaluation: Observation (No. 16, December 2008)
 - Data Collection Methods for Program Evaluation: Interviews (No. 17, January 2009)
 - Data Collection Methods for Program Evaluation: Document Review (No. 18, January 2009)
 - Analyzing Qualitative Data for Evaluation (No. 19, April 2009)
 - Analyzing Quantitative Data for Evaluation (No. 20, July 2009)
 - Increasing Questionnaire Response Rates (No. 21, July 2010)
 - Using Incentives to Boost Response Rates (No. 22, July 2010)
 - Using Ordered Response Options To Collect Evaluation Data (No. 23, July 2011)
- www.cdc.gov/healthyyouth/evaluation

- **Impact and Value: Telling Your Program's Story**

www.cdc.gov/OralHealth/publications/library/pdf/success_story_workbook.pdf

- **Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide**

www.cdc.gov/eval/guide/CDCEvalManual.pdf

- **Practical Use of Program Evaluation Among Sexually Transmitted Disease (STD) Program**

This manual from the Division of STD Prevention provides step-by-step guidance on how to design and implement a program evaluation according to the six steps of the CDC Program Evaluation Framework.

www.cdc.gov/std/program/pupestd.htm

- **Program Evaluation Web Site**

This Web site contains documents and resources specific to the CDC Evaluation Framework, as well as links to other general resources on program evaluation:

- Step-by-step manuals
- Logic models
- Data collection methods and sources
- Evaluation of specific types of programs or interventions
- Web sites offering comprehensive evaluation resources and assistance
- Key professional associations
- Key journals

www.cdc.gov/eval/resources/index.htm

- **Selecting an Evaluation Consultant**

www.cdc.gov/healthyyouth/evaluation/pdf/brief1.pdf

American Evaluation Association (AEA)

The American Evaluation Association is an international professional association of evaluators devoted to the application and exploration of program evaluation, personnel evaluation, technology, and many other forms of evaluation. AEA's goal is to be the preeminent source for online resources of interest to evaluators.

www.eval.org

- **Coffee Break Demonstration Series, List of Past Webinars (public)**

AEA's Coffee Break Demonstrations (CBD) are short, 20-minute Webinars by and for evaluators on a wide variety of evaluation topics, including data analysis and reporting.

http://comm.eval.org/coffee_break_webinars/Resources/ListofPastWebinarsPublic1

- **Find an Evaluator**

If you are interested in finding an evaluation consultant and you are not sure where to look, consider the American Evaluation Association's Find an Evaluator tool to find an evaluation consultant near you.

www.eval.org/p/cm/ld/fid=108

The Evaluation Center (Western Michigan University)

The Evaluation Center is committed to advancing the theory, practice, and utilization of evaluation through research, education, service, and leadership.

www.wmich.edu/evalctr

Wilder Research

Wilder Research works with organizations of all sizes at the local, State, and national level to help them bring about needed change, increase their effectiveness, and demonstrate the value of what they do. Here, we highlight a few key resources, including resources that may be especially helpful to WISEWOMAN programs conducting evaluation on a tight budget.

- **Analyzing and Interpreting Data**

www.evaluatod.org/resources/evaluation-guides/Analyzing_InterpretingData_8-09.pdf

- **Data Entry and Analysis Guide**

www.evaluatod.org/resources/evaluation-guides/DataEntryAnalysis_2-09.pdf

- **Effectively Using Qualitative Data**
<http://bit.ly/1utC70p>
- **Evaluation on a Shoestring Budget**
<http://bit.ly/1yX6FNz>
- **Finding Funds: Sources and Tips**
<http://bit.ly/1vWCvsP>
- **Glossary of Key Data Analysis Terms**
<http://bit.ly/1BBNye5>
- **Making Sense of Your Data**
<http://bit.ly/1GIz05>
- **Organizing and Analyzing Your Data**
<http://bit.ly/1whERIU>

University of Wisconsin-Extension

The University of Wisconsin-Extension provides a number of practical, easy-to-use guides that may be useful to agencies or funders who are seeking assistance with realistic evaluation strategies:

- Questionnaire design: Asking questions with a purpose
- Sampling
- Collecting evaluation data: An overview of sources and methods
- Collecting evaluation data: Direct observation
- Analyzing quantitative data
- Analyzing qualitative data
- Using graphics to report evaluation results
- Using Excel for analyzing survey questionnaires

www.uwex.edu/ces/pdande/evaluation/evaldocs.html

Books

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- Dillman DA, Smith JD, Christian LM. Internet, mail, and mixed-mode surveys: The tailored design method. 3d ed. Hoboken (NJ): Wiley & Sons; 2009.
- Joint Committee on Standards for Educational Evaluation. The program evaluation standards: A guide for evaluators and evaluation users. 3d ed. Thousand Oaks (CA): Sage; 2011.
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