

Evaluability Assessment

Developing a process to determine if a program is ready and able to be evaluated

Jennifer Gilchrist

200061984

April 22, 2014

Senior Supervisor: Dr. Bruce Lanphear

Second Reader: Dr. Karen Snyder

The Interior Health evaluation team identified the need to formalize evaluability assessment as part of their evaluation process. Evaluability assessment provides a mechanism to determine evaluability and provides a formalized deliverable that would facilitate discussions with stakeholders on the steps necessary to prepare the project for program evaluation. In this paper, I have provided the necessary background information on evaluability assessment and customized a formal yet flexible evaluability assessment process and tool for use by Interior Health. This process and tool will help the evaluation team to assess if an evaluation would be appropriate, practical, and useful.

Table of Contents

1.	Abstract.....	1
2.	Introduction	1
2.1.	Purpose of the paper	1
2.2.	Literature review.....	2
2.2.1.	What is evaluation?	2
2.2.2.	What is evaluability assessment?	3
2.2.3.	The origins of evaluability assessment	5
2.2.4.	Why complete an evaluability assessment?.....	6
2.3.	The context: Interior Health	8
2.3.1.	Evaluability assessment at Interior Health	8
2.3.2.	The opportunity to incorporate evaluability assessment in standard practice at Interior Health.....	10
3.	Methods.....	11
4.	The evaluability assessment process.....	12
4.1.	When should an evaluability assessment be used?	12
4.1.1.	Types of Evaluations	12
4.1.2.	Timing.....	13
4.2.	Who should implement evaluability assessments?.....	14
4.3.	Evaluability assessment processes in the literature	15
4.4.	Recommended steps for evaluability assessment at IH.....	16
4.4.1.	Element 1: Determine if the project is an evaluation.....	16
4.4.2.	Element 2: Determine project priority and the team most likely to conduct the evaluation	17
4.4.3.	Element 3: Identify and review program documentation	17
4.4.4.	Element 4: Identify and engage intended evaluation users and other key stakeholders.....	18
4.4.5.	Element 5: Prepare a logic model.....	19
4.4.6.	Element 6: Assess if the program is plausible	20
4.4.7.	Element 7: Determine evaluation focus and intended use	21

4.4.8.	Element 8: Assess time, resources and data required to proceed with an evaluation	22
4.4.9.	Element 9: Determine if the program is suitable for evaluation.....	22
4.4.1.	Element 10: Discuss evaluability assessment findings and conclusions with stakeholders.....	22
5.	Description of applying the evaluability assessment process and tool.....	23
6.	Limitations.....	25
6.1.	Evaluability assessments assume rationality.....	25
6.2.	Bias and conflict of interest	26
6.3.	Need for depth and assessment of program reality.....	27
6.4.	Evaluability assessments take time and resources.....	28
6.5.	Presenting evaluability assessment findings and ensuring use.....	29
6.6.	Perception of evaluability	30
7.	Discussion.....	31
8.	Critical reflection on my role as a public health practitioner as it relates to evaluation and evaluability assessment	34
9.	References	37
10.	Appendix I: Figures.....	43
11.	Appendix II: Evaluability assessment tool.....	45
12.	Appendix III: Example of evaluability assessment tool in practice.....	54
13.	Appendix IV: Bibliography of all reviewed evaluability assessment literature	65
14.	Appendix V: Bibliography of all review methods/process/tools for evaluability assessment (this is a subset of the previous bibliography)	75

1. Abstract

The Interior Health evaluation team identified the need to formalize evaluability assessment as part of their evaluation process. Evaluability assessment provides a mechanism to determine evaluability and provides a formalized deliverable that would facilitate discussions with stakeholders on the steps necessary to prepare the project for program evaluation. In this paper, I have provided the necessary background information on evaluability assessment and customized a formal yet flexible evaluability assessment process and tool for use by Interior Health. This process and tool will help the evaluation team to assess if an evaluation would be appropriate, practical, and useful.

2. Introduction

2.1. Purpose of the paper

The primary purpose of this paper is to research the current literature on evaluability assessment and develop a formalized yet flexible evaluability assessment process for Interior Health (IH) to use to assess if an evaluation would be appropriate, practical, and useful. I will outline the purpose, methods, and tools required to conduct an evaluability assessment and why it is an important step in evaluation. Although evaluability assessment can be used widely, the focus of this paper will primarily be on evaluability assessment in public health and, when appropriate, in the context of IH.

2.2. Literature review

2.2.1. What is evaluation?

Patton (2012) describes evaluation as something that determines “merit, worth, value, or significance” (p. 2) by answering three questions “What? So What? Now What? [sic]” (p.3). Essentially, program evaluations make judgements about programs to improve their effectiveness and/or to inform decisions (Patton, 2012). Table 1 illustrates the four main types of evaluation and their purpose.

Table 1: Types of evaluation

Type of Evaluation	Purpose of Evaluation
Impact	To investigate changes rendered by a program. (Most appropriate when intermediate outcomes have been achieved and stakeholders are trying to determine cause-and-effect.)
Summative	To render a judgement about “did it work or not.” (Most appropriate when trying to determine the overall effectiveness of a program and measuring measures outcomes against pre-determined goals and frameworks.)
Formative	To improve a model. (Most appropriate when there is a knowledge base or a model that stakeholders are looking to improve.)
Developmental	To develop something. (Most appropriate in situations where there is not a knowledge base or you are adapting to changing conditions or changing knowledge).

Source: Patton, 2009, 2012.

Table 2 outlines the five program evaluation standards and their intent. These standards guide evaluators’ professional practice and are approved as an American National Standard (Joint Committee on Standards for Educational Evaluation, 2014). According to Patton (2012), a key principle of a successful evaluation is that evaluations must be utilization-focused, answer stakeholder questions, and have stakeholder buy-in and participation.

Table 2: Program standards for evaluation

Program Evaluation Standard	Intent of Program Standards
Utility	Intended to ensure program stakeholders find the evaluation process and products met their needs.
Feasibility	Intended to ensure the evaluation will be effective and efficient.
Propriety	Intended to ensure the evaluation will be conducted in a manner that is proper, legal, fair, right, just, and ethical and considers the welfare of those involved in the evaluation and those affected by the results of the evaluation.
Accuracy	Intended to ensure the evaluation representations, propositions, and findings those in relation to the program's merit or worth, are dependable and truthful.
Accountability	Intended to ensure evaluations are conducted with adequate documentation and subsequent metaevaluations that aim to improve the evaluation process and products.

Source: Joint Committee on Standards for Educational Evaluation, 2014

2.2.2. What is evaluability assessment?

There is widespread acceptance of the most widely used definition for the term *evaluability*, which is “the extent to which an activity or project can be evaluated in a reliable and credible fashion” (Davies, 2013b, p. 9). Conversely, there is no agreement among evaluation professionals on the definition of *evaluability assessment*. In recent listserv threads (i.e. Fear, 2014), there has been debate on what constitutes evaluability assessment and no clear consensus has been established. In Davies’ (2013b) recent synthesis of the evaluability assessment literature, he concludes that although there is a lack of clarity and a great deal of variation in what is considered an evaluability assessment, there are two different but complimentary concepts. He explains there is evaluability “in principle” and evaluability “in practice” (p. 9). “In principle” evaluability assessment examines whether a project can be evaluated in its current state based on the project design and Theory of Change. “In practice” evaluability assessment examines whether the relevant data will be available for evaluation based the systems and capacity of the program. Davies (2013b) goes on to explain that most

evaluability assessments examine more than evaluability, such as the practicality and usefulness of moving forward with an evaluation. Some evaluability assessments also examine the design or framework of a subsequent evaluation, or recommended improvements so the project could be evaluated in the future (Davies, 2013b).

The definition and purpose for evaluability assessment that I find most straightforward, useful, and flexible, is one used by the UNIFEM Evaluation Unit (2009). They define evaluability assessment as “a systematic process that helps to identify whether a programme is in a condition to be evaluated, and whether an evaluation is justified, feasible and likely to provide useful information” (p. 2). The purpose of evaluability assessment as described by UNIFEM is “not only to conclude if the evaluation is to be undertaken or not, but also to prepare the programme to generate all the necessary conditions to be evaluated” (*ibid*, p. 2). UNIFEM advises that evaluability assessment occurs as a pre-evaluation activity or part way through a project to identify areas that need to be improved for an evaluation to take place at a later stage in the project (*ibid*, p. 2). They caution that evaluability assessment “**does not replace good programme design and monitoring**; rather, it is a tool that helps managers to verify whether these elements are in place to fill any common gaps [emphasis in original]” (*ibid*, p. 2).

It is also important to note that evaluability assessment is not evaluation. Unlike evaluations, evaluability assessments do not make judgements about a program’s achievements (Davies, 2013b; Leviton, Khan, Rog, Dawkins, & Cotton, 2010; Office of Juvenile Justice and Delinquency Prevention, 2003; Trevisan & Huang, 2003). They instead provide a tool to assess if all the elements are in place for a worthwhile evaluation.

It may be helpful to consider evaluability assessment as a “pre-evaluation activity” while considering this paper to help distinguish evaluability assessment from a “full evaluation¹.” As evaluators will notice, there are many elements of evaluability assessments that overlap with evaluation planning. In fact, the majority of the information collected from an evaluability assessment can be used in a subsequent evaluation. An evaluability assessment is merely the formalization of a process to collect specific information that will determine if a program has the necessary conditions for a successful evaluation to take place at that time. The process also provides specific information about which areas of their program need to be bolstered before a meaningful evaluation can take place.

2.2.3. The origins of evaluability assessment

Evaluability assessment was first introduced by Joseph Wholey in the 1970s to improve evaluation practice (Cohen, Hall, & Cohodes, 1985; Jung & Schubert, 1983; Rog, 1985; Smith, 2005; Trevisan & Huang, 2003; Trevisan, 2007; Via Evaluation, 2014). Evaluability assessment was categorized as a type of exploratory evaluation, which was originally designed as a pre-evaluation activity meant to improve and support the outcomes of any subsequent summative evaluation (Leviton et al., 2010; Smith, 2005; Trevisan, 2007; Wholey, 2010). Wholey (2010) explained that evaluability assessment “assesses the extent to which programs are ready for **useful evaluation** [emphasis added] and helps key stakeholders come to agreement on evaluation criteria and intended uses of evaluation information” (p. 3).

Evaluability assessment arose in response to the need for more useful information to be provided from summative evaluations (Davies, 2013b; Smith, 1990; Smith, 2005; Trevisan,

¹ A full evaluation can refer to any type of evaluation (as described in Section 2.2.1) that is completed and includes planning, developing, and implementing an evaluation framework.

2007). This was due to policy makers' perceptions that summative evaluations were a waste of resources and evaluators' concerns that they were being asked to evaluate programs with unrealistic goals or without objectives and, consequently, were only able to give vague evaluations or report on a program's deficiencies (Leviton et al., 2010; Smith, 1990). Evaluability assessments were proposed as a method to reconcile the differences between stakeholders and evaluators and increase the probability of a successful evaluation by identifying any potential weaknesses prior to evaluation (Smith, 1990; Smith, 2005; Trevisan, 2007). Evaluability assessment has been particularly useful in ensuring that only useful data are collected during an evaluation and that all stakeholders agree on program goals and objectives (Trevisan & Huang, 2003). Evaluability assessment has also been successful in fostering stakeholder buy-in to the evaluation process thereby making it more likely that evaluations meet the needs of the program and that evaluation results are used by stakeholders (Trevisan & Huang, 2003). As mentioned in Section 2.2.1, evaluation utility is an evaluation standard and the use of evaluation by stakeholders is a key principle of a successful evaluation (Patton, 2012).

2.2.4. Why complete an evaluability assessment?

Although the use of evaluability assessment has declined since the early 1980s² (Smith, 2005; Trevisan & Huang, 2003), many evaluators argue that evaluability assessment still has an integral role in the evaluation process (Dunet, Losby, & Tucker-Brown, 2013; Trevisan & Huang, 2003; Trevisan, 2007). As alluded to in Sections 2.2.1 and 2.2.3, the main rationale for

² There have been many explanations given for the decline of evaluability assessment use including under-reporting when they are conducted, being seen as an extra expense, a lack of clear methodology, and being seen as a pre-evaluation step instead of as a separate process (Davies, 2013, p. 29).

completing an evaluability assessment is to reduce the number of poor quality evaluations or “pseudo-evaluations” and to ensure that resources are not expended on an evaluation that is not worthwhile or useful (Davies, 2013b; Dunet et al., 2013; Leviton et al., 2010; Ruben, 2012).

A review of evaluations in the Netherlands found that two-thirds of executed private sector evaluations could not be used (Ruben, 2012). The primary reason these evaluations were unusable was due to poor or weak program design (Davies, 2013a; Ruben, 2012).

Evaluability assessments are a useful activity to incorporate into the evaluation process. Evaluability assessments help design robust evaluations that are utilization focused, based on stakeholder need, and can provide accurate and reliable evidence to support informed decision-making (Dunet et al., 2013; Leviton et al., 2010). Additionally, because evaluability assessment is less resource intensive than evaluations, it can be used to prevent evaluation resources from being spent when it is premature or unfeasible (Leviton et al., 2010). They provide a quick and comparatively inexpensive means to make certain all elements are in place for a successful evaluation. Evaluability assessment can greatly benefit subsequent evaluations by leading to the various outcomes including those listed in Table 3. Additionally, Leviton et al. (2010) have identified that evaluability assessment not only benefits evaluation teams and the evaluation stakeholders, but also public health in general.

Table 4 lists the benefits to public health described by Leviton et al. (2010, p. 214).

Table 3: Benefits of evaluability assessment to subsequent evaluations

1.	Viable evaluation
2.	Distinction between program failure and evaluation failure
3.	More appropriate and realistic program and evaluation goals and outcomes
4.	More accurate estimation of long term program outcomes
5.	Clear definition of stakeholder needs
6.	Increased knowledge of which evaluation data are available and obtainable
7.	Evaluation users who are willing and able to use evaluation results
8.	Stable program implementation
9.	Increased investment in the program by stakeholders
10.	Improved program performance
11.	Improved program development and evaluation skills of stakeholders
12.	Increased visibility and accountability for the program
13.	Clearer administrative understanding of the program
14.	Better policy choices
15.	Continued support of the program and of evaluation

Source: Trevisan & Huang, 2003, Benefits, para. 1; Wholey, 2010, p. 84

Table 4: Benefits of evaluability assessment to public health

1.	Serving the core public health functions of planning and assurance
----	--

2.	Building evaluation capacity
3.	Navigating federal performance measurement requirements
4.	Translating evidence-based research models into practice
5.	Translating practice into research by identifying promising practices

Source: Leviton et al., 2010, p. 214

2.3. The context: Interior Health

IH is the BC Health Authority responsible for providing health services to the residents of the Southern Interior of BC. IH serves approximately 16.2% of BC's total population, which is approximately 744,340 people (Strategic Information, 2011). The IH evaluation team has three members and serves all of IH as external evaluators³. The exception is that the IH evaluation team does not evaluate most programs within the Community Integrated Health Services (CIHS) portfolio, which has its own, internal, evaluation team. There are many evaluation projects the IH evaluation team is asked to be involved in each year. Because there are limited evaluation resources within the organization, the evaluation team has developed an evaluation selection/prioritization process. This selection/prioritization process is outlined in Section 10. Step 6 of this process indicates that an evaluability assessment should be performed prior to planning, developing, and implementing an evaluation framework. However, this stage of the selection process has only been formally conducted once at IH.

2.3.1. Evaluability assessment at Interior Health

Evaluability is almost always considered when an evaluator takes on a new project, but it is not always formalized. At IH, although evaluability assessment is incorporated into their

³ "Internal evaluators are employed by the program, project, or organization being evaluated. External evaluators work as independent contractors" (Patton, 2012, p.96). According to these definitions, the IH evaluation team members are "internal evaluators" because they report to someone within the organization and directly depend on that organization for their livelihood. However, the IH evaluation team refers to themselves as "external evaluators" because they are not directly involved in the projects they evaluate and conduct the evaluations at "arms-length." Thus minimizing bias and maximizing independence, objectivity, and credibility.

evaluation selection/prioritization process, this practice has only been documented once in a standardized or formal fashion, which was in 2011 (J. Coyle, Personal Communication, March 12, 2014). For the past two years one of the identified needs of the IH evaluation team has been to synthesize the literature on evaluability assessment and to formalize the use of evaluability assessment as part of the evaluation process. However, this area has not been a top priority for the evaluation team as more pressing priorities have always taken precedence for resources.

Recent exchanges on the foremost international evaluation listserv, Evaltalk, on “Evaluability” (Fear, 2014) have re-stimulated the IH evaluation team’s interest in the use of evaluability assessment as a part of formal practice. A response by Tom Grayson (2014) was of particular interest because the post provided a “usable and working definition” of evaluability assessment (J. Coyle, Personal Communication, January 22, 2014). Grayson’s (2014) post described evaluability assessment as “a tool to verify whether [the necessary] elements are in place” to move forward with an evaluation by “looking at the practicality and usefulness of doing an evaluation through discussions with stakeholders.”

Within the last year, there have been at least five IH programs where a systematic evaluability assessment approach would have revealed programs which were not ready for evaluation (J. Miller, Personal Communication, February 28, 2014). There were a variety of reasons why an evaluation was not the appropriate step including: stakeholders were not ready to make use of the evaluation results, the program had not been in place long enough to see the types of outcomes the stakeholders were looking to achieve, or a lack of clarity about what was being evaluated (J. Miller, Personal Communication, February 28, 2014). Having a

formalized evaluability assessment process in place to provide a mechanism to determine evaluability would have identified these issues early, provided documentation to the stakeholders about the areas that needed to be improved to move forward with a successful evaluation, ensured the appropriate type of evaluation is being used, and would have conserved evaluation resources.

Evaluability assessment is a re-emerging method being used in the evaluation field (Leviton et al., 2010). The IH evaluation team assessed that a flexible evaluability assessment process that could work with any type of evaluation would be a useful part of their evaluation process (J. Miller, Personal Communication, February 28, 2014). By formalizing an evaluability assessment process, the evaluation team could proactively assess if an evaluation would be appropriate, practical, and useful.

2.3.2. The opportunity to incorporate evaluability assessment in standard practice at Interior Health

As mentioned, the evaluation team at IH have discussed that evaluability assessment should be a part of their evaluation practice. Evaluability assessment was included in their “Evaluation Selection Process” (Figure 1), but was never formally executed in practice. In recent years there have been a number of instances where the evaluation process was “not very easy or suitable” or the evaluation team “struggle[d] to figure out what ‘type of evaluation’” was most suitable (J. Coyle, Personal Communication, January 22, 2014).

In January 2014, the Director of Performance & Evaluation at Interior Health re-identified the need to formalize evaluability assessment practice as a part of their evaluation process (J. Coyle, Personal Communication, January 22, 2014). A project lead within the

evaluation team to establish a standardized evaluability process and/or tool needed to be identified and resources within the team were limited. Fortunately, circumstances arose in which I, an evaluation capstone student, was able to take on this project and assist the IH evaluation team in developing a formalized evaluability assessment process and tool as part of IH's evaluation process.

3. Methods

The approach used to develop the evaluability assessment tool was participatory and utilization focused. James Coyle, Director of Performance & Evaluation, and Jennifer Miller, Evaluation Analyst, were interviewed to establish the elements that would need to be a part of the evaluability assessment process and how an evaluability assessment tool would have been useful in past evaluations. These were unstructured interviews using a free attitude interview approach. My core question was “what is the evaluability assessment need for the evaluation team?”

After establishing the evaluability assessment need and history at IH, I looked through the recent Evaltalk thread (Fear, 2014) for any articles mentioned by the authors. One article of particular interest was by Dr. Rick Davies (2013b), which included a bibliography of 131 documents (2013a) that were published from the inception of evaluability assessment in 1979 to 2013. I reviewed the bibliography and accessed relevant articles. To look for additional literature I used Google Scholar, MedLine, CINAHL, and PsychINFO with the search term(s) “evaluability” or “evaluability assessment” looking for relevant published literature between 1970 and present. I identified 64 documents that were of particular interest and I was able to access 57 of these publications for a more thorough review. These publications included journal

articles, books, reports, web pages, and presentations (see Section 13 for list of these publications).

I developed and customized an *Evaluability Assessment Process* (Section 4) suited to the IH evaluation team's needs and created an *Evaluability Assessment Tool* (Section 11). Section 5 shows an example of an evaluability assessment for a requested evaluation at IH using this *Evaluability Assessment Process* and includes recommendations for discussion with the stakeholders. Section 12 is an example of how the tool can be used in conjunction with the *Evaluability Assessment Process*. In Section 6, I discuss the limitations of the process.

4. The evaluability assessment process

4.1. When should an evaluability assessment be used?

4.1.1. Types of Evaluations

Although evaluability assessments were originally conceived for use with summative evaluations, today evaluability assessments are used with any type of evaluation (Office of Juvenile Justice and Delinquency Prevention, 2003; Patton, 2012; Trevisan & Huang, 2003; UNIFEM Evaluation Unit, 2009). Evaluability assessment can be used for any type of activity, project, portfolio, legislation, or policy initiative and used in a wide variety of disciplines and fields (Davies, 2013a; Trevisan, 2007). In the literature, evaluability assessments are linked mostly to formative and summative evaluations (Office of Juvenile Justice and Delinquency Prevention, 2003; UNIFEM Evaluation Unit, 2009); however, Patton (2012, p. 58) describes the use of evaluability assessment to help any program get ready for evaluation. In fact, evaluability assessment may help programs realize that they are not ready for a formal formative or

summative evaluation, and instead more program development and/or a developmental evaluation would be a more suitable next step (Patton, 2012; Rog, 1985).

4.1.2. Timing

According to my research, evaluability assessment is most appropriate when the “evaluation is aimed at improving the efficiency or effectiveness of a specific program” (Wholey, 1979), p. 53). The findings of an evaluability assessment may determine that an evaluation should be focused more on developing a program, but the initial focus of the evaluation request will have been aimed at evaluating the efficiency or effectiveness of the program. Evaluability assessments can be used during the planning stages or mid-term review of a project to identify areas to improve project design with respect to evaluation, or used as part of the evaluation process to identify evaluation constraints early in the process (Davies, 2013a; UNIFEM Evaluation Unit, 2009). When an evaluability assessment should be completed largely depends on the needs and resources of an organization (Davies, 2013a). Evaluability assessments do have a resource cost associated with them and require skilled evaluation professionals to implement them⁴ (Leviton et al., 2010; Smith, 2005; Trevisan & Huang, 2003); thus, in resource limited organizations such as at IH, it is likely that evaluation assessments will take place after an evaluation request has been initiated. In such instances, evaluability assessments are not only assessing program evaluability, but also likely to inform the design of the evaluation as well as determine if the timing of the evaluation is appropriate.

⁴ See Section 4.2 “Who should implement evaluability assessments?” for further information.

4.2. Who should implement evaluability assessments?

One of the questions I was asked to address during my interviews with the IH evaluation team was “who could lead an evaluability assessment?” The literature is relatively clear on this point. Evaluability assessments require a great deal of skill and experience to implement properly (Davies, 2013b; Leviton et al., 2010; Office of Juvenile Justice and Delinquency Prevention, 2003; Smith, 2005). They require the ability to negotiate with stakeholders and a deep understanding of the evaluation process as well as knowledge and understanding of the program (Office of Juvenile Justice and Delinquency Prevention, 2003; Smith, 2005). The literature concludes that evaluability assessment should be led by an evaluator, but users of the evaluation and those most familiar with the program should be a part of the evaluability assessment team to ensure a successful, efficient, and comprehensive assessment (Leviton et al., 2010; Office of Juvenile Justice and Delinquency Prevention, 2003; Trevisan & Huang, 2003). This will generate an evaluability assessment team that is comprised of those knowledgeable about the program and those knowledgeable about evaluation and the required criteria for a successful evaluation.

Davies (2013b) suggests that evaluability assessments should be led by independent, third party evaluators to minimize bias and reduce the risk of a conflict of interest. However, in all situations, evaluators should be aware that there is the potential for bias when becoming involved with the program during an evaluability assessment and making decisions about investing further evaluation resources into the program (Davies, 2013b; Smith, 2005). There is also a possibility for a conflict of interest when an evaluator could lose revenue by determining that a program is not currently evaluable (Davies, 2013b; Smith, 2005). It may be advised that

prior to making decisions about moving forward with an evaluation, a second evaluator, who is not involved with project, review the primary evaluator's assessment to ensure they agree with the conclusions.

4.3. Evaluability assessment processes in the literature

One of the short-comings of evaluability assessment was that no formal methodology were established when it was first originated and the methods that were later developed by Smith in 1989 did not receive much attention due to lack of promotion by the publisher and the almost unattainable cost of the publication (Smith, 2005). However, recently evaluability assessment has re-emerged in the literature and more easily accessible information and methods are available (Leviton et al., 2010) and today there are many examples of evaluability assessment methods in the literature. Section 14 is a list of the methods I have reviewed in detail.

To develop a customized process for IH, I used aspects from the eight most comprehensive methods. These methods were in: Davies, 2013, p. 19-21; Gunnarsson, 2012; Leviton et al., 2012; Office of Juvenile Justice and Delinquency Prevention, 2003; Reimann, 2012; Smith, 1989; Thurston , Graham, & Hatfield, 2003; and Trevisan & Huang, 2003, Methods and Process. The customized tool for IH was developed from the criteria outlined in: Davies, 2013, p. 19-21; International Labor Organization, 2011, p. 5-7; Smith, 1989; UNIFEM Evaluation Team, 2009, p. 3-4. Figure 2 outlines the process I used to develop and revise the *Evaluability Assessment Process* for IH.

There were many commonalities between the evaluability assessment methods in the literature and, in general, the methods outlined are consistent with each other. The major

differences are how the steps of evaluability assessment are ordered or labelled and what is included in each step. Trevisan & Huang (2003) suggest that the steps for evaluability assessment should not be a “lock-step linear process” (Method and Process, para. 2), but instead should be a flexible process that takes into account context and purpose. I have taken this suggestion and, using my best judgement and input from the Director of Evaluation at IH, I have a customized evaluability assessment process with elements configured in the most suitable fashion for IH. I have included all the suggested elements from the literature although the language and criteria within these elements are shaped to suit the purposes of IH.

4.4. Recommended steps for evaluability assessment at IH

Sections 4.4.1 to 4.4.7 are the suggested elements for an evaluability assessment process at IH based on their current evaluation procedures and a brief explanation of each element. Although there is an inherent sequence to the elements of the evaluability assessment, they are not meant to be rigidly-ordered. Some of the elements are likely to occur simultaneously and in a cyclical fashion. Section 11 is an *Evaluability Assessment Tool* to use concurrently with this *Evaluability Assessment Process* to record the evaluability assessment findings.

4.4.1. Element 1: Determine if the project is an evaluation

At IH, the evaluation team must first determine if they are the most suitable department for the project (Figure 1). This determination should be incorporated as part of the evaluability assessment process. As Figure 1 shows, evaluation projects are received by the IH evaluation team via two mechanisms: through an evaluation request or through a proactive evaluation scan by the evaluation team. Upon receiving the evaluation request/opportunity,

the evaluation team then must determine if the request/opportunity is in fact an evaluation or if it is best suited for another service such as: research, audit, information management, patient experience, quality improvement, monitoring, or elsewhere.

4.4.2. Element 2: Determine project priority and the team most likely to conduct the evaluation

After completing Element 1, the evaluation team must determine the priority of the evaluation and who will most likely complete the evaluation. Based on the project priority, the evaluation team will work with stakeholders to determine who will lead the evaluation. This may be the IH evaluation team, the IH CIHS evaluation team, a private consultant, or the program itself with support from the IH evaluation team. IH evaluation project team support happens in two ways. The first is through coaching or consultation and the second is through the program evaluation cohort series. If the evaluation is conducted by or supported by the IH evaluation team, an evaluability assessment should take place prior to an evaluation. If a consultant is hired by IH, the evaluation team should first conduct an evaluability assessment to ensure it is worthwhile hiring an external evaluator (i.e. consultant) prior to the resources being spent.

4.4.3. Element 3: Identify and review program documentation

Identifying and reviewing program documentation will familiarize the evaluator with the program, including its vision, mission, purpose, goals, objectives, and any other descriptions (Leviton et al., 2010). This review will orient the evaluator to the program and highlight any areas where there is little or no documentation or gaps in the program logic that should be discussed with stakeholders (Gunnarsson, 2012; Thurston & Potvin, 2003). The evaluator should

also review the clarity, ownership, availability, relevance, and potential quality of any data that would be subsequently collected during an evaluation, as well as the capacity of the systems and staff to provide the necessary data during an evaluation (Davies, 2013b). The *Evaluability Assessment Tool* in Section 11 lists the key elements that should be included in this documentation, such as program proposals, progress reports, previous evaluation reports, impact assessments, studies, a theory of change, any logic models, etc.

4.4.4. Element 4: Identify and engage intended evaluation users and other key stakeholders

“There are five key variables that are absolutely critical in evaluation use. They are, in order of importance: people, people, people, people, and people” (Patton, 2012, p. 61). The intended users of the evaluation and any other potential stakeholders need to be involved right from the outset. An evaluability assessment provides the first opportunity during the evaluation process to engage with stakeholders. At this stage, all key stakeholders and their roles should be identified, especially those who are gatekeepers to information (Leviton et al., 2010; Thurston & Potvin, 2003). Engaging stakeholders will garner their support and commitment to the evaluation process and provide an opportunity for stakeholder participation (Leviton et al., 2010; Thurston & Potvin, 2003). The *Evaluability Assessment Tool* in Section 11 provides space to list key stakeholders and their roles.

Discussions with stakeholders will provide the opportunity to clarify and fill in any gaps in the documentation and identify their expectations of the evaluation (Davies, 2013b).

Interviews with stakeholders early in the process will identify areas where the reality of the program differs from the description of the program and any goals, objectives, etc., which may

have changed since the last update of the formal documentation (Leviton et al., 2010; Thurston & Potvin, 2003). This is also the opportunity for the evaluator to assess whether there are any disagreements between stakeholders about any aspects of the program including its purpose, objectives, or information needs (Leviton et al., 2010; Thurston & Potvin, 2003). Site visits may be a useful method to validate if the model is working as described and as intended (Smith, 1989). Evaluator observations and documentation of staff experiences can help identify where there are differences between the documentation and the reality of the program (Smith, 1989). Seeing the program in action will allow the evaluator to find out key information about who, when, where and how data is collected and stored and the quality and reliability of the process and the data (Office of Juvenile Justice and Delinquency Prevention, 2003).

4.4.5. Element 5: Prepare a logic model

A logic model is a useful way of depicting a program rationale in a sequential series. They generally include resources/inputs, activities, outputs, outcomes, and impacts (W.K. Kellogg Foundation, 2001). They could also include risk factors/barriers and assumptions (W.K. Kellogg Foundation, 2001). Fundamentally, a logic model outlines your planned work and your intended results (W.K. Kellogg Foundation, 2001). Logic models are often used in program planning as well as in evaluations to provide a framework for the evaluation and focus the evaluation on what is important to stakeholders (W.K. Kellogg Foundation, 2001).

The logic model provides the opportunity for the stakeholders to clearly see a graphical representation of their program (W.K. Kellogg Foundation, 2001). A logic model developed during an evaluability assessment would be no different from one developed during evaluation however it could differ from one developed during program planning. Introducing, reviewing,

or revising the logic model during evaluability assessment will capture the current stage of the program as well as the planned future state (Thurston & Potvin, 2003). This offers a way for evaluators to test assumptions (Leviton et al., 2010; Thurston & Potvin, 2003). Different stakeholders may have different ideas of or assumptions about aspects of the program theory or there may be gaps in the program logic. A graphical model depicting the program, or a portion of the program, is an effective tool for assisting stakeholders to come to an agreement about the program model (Thurston & Potvin, 2003). If the program model is sound, the evaluator should work with stakeholders to ensure program objectives are SMART: specific, measurable, achievable, realistic and time limited (Thurston & Potvin, 2003; W.K. Kellogg Foundation, 2001). If there are large gaps in the logic model, this may indicate that it is still too early for an effective formative or summative evaluation (Patton, 2012). At this stage, the evaluator may find it useful to discuss a developmental evaluation with the stakeholders, which may lead to substantial program changes and prepare the program for a later formative or summative evaluation (Patton, 2012).

4.4.6. Element 6: Assess if the program is plausible

An evaluability assessment needs to assess if the program is plausible (Leviton et al., 2010; Thurston & Potvin, 2003). Plausibility gauges whether a program can expect to have its proposed intended impact given its current activities and resources (Davies, 2013b). Although it is unlikely that the programs that request an evaluation at IH will not be plausible, the literature I have reviewed all agree that this is an important step of an evaluability assessment. As such, I have suggested its inclusions in the IH *Evaluability Assessment Process* and after review and discussion the Director of Evaluation has agreed with this suggestion. Based on Elements 3 to 5,

further discussions with the stakeholders, and review of current literature, the evaluator should be able to determine if the program outputs are deliverable and the program outcomes likely to be achieved in the given timeframe (Leviton et al., 2010; Thurston & Potvin, 2003) and whether there is general agreement that the program is plausible among the stakeholders from different levels of the organization that are most involved with the program (Davies, 2013b). The evaluator should also ascertain if there is a logical link between program resources, activities, outputs, outcomes, and impacts (Davies, 2013b). An evaluation is futile if a program has unrealistic goals and objectives because these goals would never be met regardless of how well the program is performing (Office of Juvenile Justice and Delinquency Prevention, 2003). Table 5 below outlines the conditions that should exist for a program to be considered plausible.

Table 5: Conditions necessary for a program to succeed

1.	Clear intentions aimed to bring about change
2.	Reasonable on-going and planned activities that are linked to the expected outcome
3.	Sufficient quality and quantity of activities to exert influence on the expected outcome
4.	Sufficient number and type of resources to support the implemented and planned activities

Source: Smith, 1989, p. 115

4.4.7. Element 7: Determine evaluation focus and intended use

At this stage the evaluators need to work with stakeholders to determine the evaluation parameters (Wholey, 2010). These would include:

1. Data to be collected on specific program inputs, activities, outputs, and outcomes;
2. Data analyses;
3. Evaluation timeframe; and

4. Intended use of evaluation results.

(Wholey, 2010, p. 88)

Another aspect to look at during this stage of the evaluability assessment is whether enough time has passed to address the intended/preliminary evaluation questions.

4.4.8. Element 8: Assess time, resources and data required to proceed with an evaluation

This step will look at all resources required for the evaluation based on the information garnered from the evaluability assessment. The evaluation team, intended users, and stakeholders must have the capacity and resources to participate in an evaluation and use evaluation results. Additionally, any data necessary to successfully evaluate the program should be accessible by the evaluator.

4.4.9. Element 9: Determine if the program is suitable for evaluation

The results of an evaluability assessment are not usually absolute but will fall on a spectrum from “fully evaluable” to “not evaluable” with the two end points being the clear case of “yes, evaluate” and “no, do not evaluate” (Reimann, 2012). However, most programs will generally fall somewhere in the middle with the program needing little to substantial improvements in order to be considered suitable for evaluation (International Labour Organization, 2011; Reimann, 2012).

4.4.1. Element 10: Discuss evaluability assessment findings and conclusions with stakeholders

The findings and conclusions from the evaluability assessment should be discussed with program stakeholders. The findings could include improvements to the program or program

logic, recommendations for monitoring systems or capacity development, the identified evaluation questions that were of primary interest to the stakeholders, and any possible evaluation designs (Davies, 2013b, p. 17). The recommendations should also include a specific action plan on the utilization of the evaluation findings. All the recommendations should be made interactively with the key stakeholders in the context of the program taking into consideration the organizations ability to act of the recommendations (Smith, 1989)

5. Description of applying the evaluability assessment process and tool

The evaluation department at IH received a request to evaluate a redesign of a program structure within IH. The evaluation was established as a student project with support from the Director of the evaluation team. Element 1 and Element 2 of the *Evaluability Assessment Process* (see Section 4) were relatively straightforward because the project was previously identified as an evaluation and the resources were established prior to the start of the evaluation. Funding support for a student to conduct the original evaluation was provided by the program. I conducted a formative evaluation of the program (hereafter call "Project A") in May to July of 2013 and a follow-up summative evaluation was scheduled to be conducted in early 2014.

In early 2014, I began the evaluation process for the summative evaluation. As I carried out the evaluation planning process, I began to question if Project A was ready for the summative evaluation. This consideration only became apparent so early in the process because of recent discussions among the IH evaluation team about evaluability assessment. As a team, we determined that Project A would be a good candidate for an evaluability assessment. At the time, there was no evaluability assessment process or tool in place at IH.

The process was created as I assessed Project A and the tool was created to be used with the evaluability assessment process. The *Evaluability Assessment Process* is outlined in Section 4 and the *Evaluability Assessment Tool* in Section 11. The *Evaluability Assessment Tool* that has been filled out as an example for Project A and can be seen in Section 12.

As I had already started building the evaluation plan for the Project A evaluation, I had already identified, received, and begun reviewing the relevant program documentation. Section 12 Element 3 outlines where the program documentation was complete and where there was room for improvement. Based on these findings, I recommend that the documentation for Project A be updated to reflect current program state. Additionally, program indicators should be updated to reflect current objectives and outcomes.

Element 4 of the process suggests engaging relevant stakeholders. For this evaluability assessment only members of the leadership team were interviewed because it became apparent that there was a need for further development of program activities and more time needed to pass before another evaluation would be useful.

A logic model was previously developed for Project A and there was general agreement between stakeholders that the objectives of the program could be achieved given the planned interventions within the lifespan of the project. However, all Directors agreed that the logic model needed to be updated to reflect current state and facilitate strategic planning. As part of the evaluability assessment recommendations, I suggested further developing and updating the logic model and offered my assistance in facilitating this activity.

During stakeholder interviews, preliminary evaluation questions were identified (see Section 12 Element 7 for a list of the questions). However, not enough time had elapsed since

the transition to the new structure or since the previous evaluation to realize any program changes. Based on stakeholder interviews, and a subsequent meeting with all the Directors, it was decided that Project A was not currently in a state to make use of evaluation findings nor would there be enough data to answer the questions the stakeholders were most interested in answering.

As outlined above, through the process of an evaluability assessment and answering focused questions about evaluability, I concluded with interactive discussions with the stakeholders that it was too early for a second evaluation. I recommended that the leadership team of Project A should work towards updating their documentation and working toward accomplishing the recommendations from the previous evaluation prior to conducting a summative evaluation of the transition. The stakeholders would like to revisit the possibility of a summative evaluation in January 2015.

6. Limitations

6.1. Evaluability assessments assume rationality

Evaluability assessments assume that there is a rational, orderly and static model/process underlying the program (Smith, 1989). In real-world scenarios this assumption does not usually hold true (Smith, 1989). This means that many, if not all, evaluability assessments will find some evaluability criteria that are not met (Smith, 1989). As such, an evaluator should expect every evaluability assessment they conduct to conclude that the program is “unevaluable” (Smith, 1989, p. 144). But this does not mean a program cannot be evaluated, merely that evaluators should work closely with stakeholders to develop an action

plan to focus improvements to the program in areas that would “disable an evaluation” (Smith, 1989, p. 144).

In my discussion with the IH evaluation team, we established that the number and criteria that were missing from the *Evaluability Assessment Tool* would guide the evaluator at IH in determining if an evaluation would be worthwhile. There could be instances where too many criteria would “disable an evaluation” and the evaluator would decide to not evaluate the program at that time or the evaluator may instead suggest a developmental evaluation, which has a purpose of developing or adapting a model to changing or emergent conditions within an organization.

6.2. Bias and conflict of interest

An evaluator can become very involved with the stakeholders of a program during and evaluability assessment (Smith, 1979, p, 149). As discussed in Section 4.2, this can lead to bias or a conflict of interest when deciding if further resources should be invested in the program (Davies, 2013b; Rog, 1985; Smith, 1989). Smith (1989) proposes two solutions: 1) require a different evaluator for the evaluability assessment and the evaluation; or 2) ensure the methodology for both the evaluability assessment and the evaluation are above reproach. I propose a third solution, which is to have a second evaluator review the findings and recommendations of the evaluability assessment to ensure they reach similar conclusions.

This area was particularly relevant for my work on the evaluability assessment example in Section 5. I had previously worked with the program team and, because my Master’s capstone was dependent on completing this evaluation, I had a vested interest in the program evaluation going forward as planned. I had to put my own interests aside and work with

stakeholders to determine what was best for the program at that time. During the course, and upon completion, of the evaluability assessment, I met with the Director of the Evaluation Team to discuss my findings to ensure we would make similar recommendations. He agreed with my conclusions, and these results were discussed with the stakeholders and a plan was developed to ensure success of a future evaluation.

6.3. Need for depth and assessment of program reality

It is necessary to complete all the steps of an evaluability assessment and to ensure depth of coverage within each step (Smith, 1989). In order to be effective, an evaluability assessment must probe deeply into each question. A program may look developed on paper, but could lack depth of content or not be implemented as outlined in the program documentation (Smith, 1989, p. 150), which could only be discovered by careful review of documentation and in-depth interviews/discussions with program stakeholders. An evaluator must delve deeply into the content of the program and stakeholder perceptions in order to make determinations about the program logic and substance (Smith, 1989). Additionally, the harder questions about program plausibility need to be answered to ensure the overall program impacts will indeed be met (Smith, 1989, p. 150). Wholey (1979) suggests that site visits are the only way to obtain this information in any real depth. He asserts that interviews with key personnel and careful observations are necessary to ensure all the information is acquired to determine if a program is evaluable (Wholey, 1979). However, given the geographic distribution within Interior Health and the reduced funding toward travel, site visits may prove challenging and could limit the information that can be collected about a program's reality. Although I would agree that site visits would be the optimal way of obtaining information about

the reality of a program, other methods can also be used. Document reviews and multiple interviews with stakeholders would reveal at least some of this information. This was the method I employed for the example evaluation described in Section 5 and it proved to provide at least partial information about the reality of the program.

While moving through the evaluability assessment elements for my example program, I could see how it would be easy to just cover the surface of each criterion. It is necessary for the evaluability assessment to look at the program in depth otherwise the assessment will not have as much meaning. For instance, while reviewing the example program's logic model (Section 5), I could have indicated that the logic model was complete. The program did have an established logic model and, without an in-depth review, it would have appeared that the model was complete. However, once discussions with stakeholders were conducted and a detailed review of the current program status was completed, it became clear that revisions were necessary to reflect the current status of the program.

6.4. Evaluability assessments take time and resources

Evaluability assessments take time. There is potential for stakeholders to perceive that an evaluability assessment is a waste of time because they require both the evaluator and the stakeholders to input resources into another "step" prior to the evaluation. However, the majority of the information necessary for an evaluability assessment would also need to be collected for an evaluation. As mentioned, an evaluability assessment could be considered a pre-evaluation activity that formalizes "the process to collect specific information that will determine if a program has the necessary conditions for a successful evaluation to take place at that time" (Section 2.2.2). If an evaluation proceeds, then the information collected can be used

in the evaluation. If the evaluation does not move forward, then the evaluability assessment will have saved the organization resources by not conducting a full evaluation that would likely have been unsuccessful. Evaluability assessment can be considered part of the evaluation process, instead of as an extra step to the process

While working on the evaluability assessment, I saw first-hand that the information I was collecting would also be the information I would collect during the evaluation planning process. However, while collecting the information I used a different lens while I was reviewing it. This evaluability lens helped me to realize that the program I was working with was not yet ready for a summative evaluation. They needed more time to realize their outcomes and to further develop activities to reach those outcomes. Resources were not wasted, because if we had decided to move ahead with a full summative evaluation, I would have used the information already collected to develop an evaluation plan. Instead, I had saved resources but not moving ahead with the evaluation, which likely would have shown the program had not yet achieved their intended outcomes and that there was little to no change since the program baseline was established.

6.5. Presenting evaluability assessment findings and ensuring use

The findings from an evaluability assessment should be reported back to decision makers. It is essential that the evaluator discusses the evaluability assessment findings and recommendations with stakeholders so that they become aware of any potential problems with the program model and how, and if, they can be addressed. Wholey (1979) suggests that this stage of the evaluability assessment can be quite lengthy and involved in order to ensure that the findings are useful to stakeholders. An evaluator should plan to devote an extended period

of time to work with stakeholders to clarify and implement the suggested changes (Wholey, 1979, p. 82).

This limitation is likely the most familiar to evaluators. Communicating findings and promoting use are essential parts of evaluation (Patton, 2012). The same skills and techniques used by evaluators during evaluations will likely be used in communicating evaluability assessment findings and promoting their use. I found this procedure familiar and comfortable while discussing the evaluability assessment findings and recommendations with the stakeholders of the example program. It was not very different from discussion evaluation findings; however, I did find I needed to have clarity when discussing “evaluability” to ensure the stakeholders understood why we were not moving forward with a full summative evaluation. (See Section 6.6 which further discusses the “perception of evaluability.”)

6.6. Perception of evaluability

There is a risk when conducting evaluability assessments that stakeholders will be confused by the concept of evaluability and its purpose (Davies, 2013b). Stakeholder may think evaluability assessment is the same as evaluation (Davies, 2013b) or they may be intimidated by the term. Evaluators must ensure they explain the purpose and focus of an evaluability assessment to manage stakeholder expectations and garner stakeholder support. This will establish the foundation for an effective evaluability assessment and ensure an uptake of any suggested program improvements (Davies, 2013b).

This was one area that we discussed during an evaluation meeting between the IH evaluation team and the CIHS evaluation team. As evaluators, we need to discuss evaluability in language that is easy for stakeholders to understand. In my opinion, this is one of the most

difficult tasks because it can be difficult to describe the differences between evaluability assessment and other areas of evaluation such as evaluation planning or formative or developmental evaluations. Based on my review, I would recommend using the description I proposed in Section 2.2.2. Evaluability assessment is a pre-evaluation activity “that helps to identify whether a programme is in a condition to be evaluated, and whether an evaluation is justified, feasible and likely to provide useful information” (UNIFEM Evaluation Unit, 2009, p. 2), which does not make judgements about a program’s achievements but instead concludes if an evaluation should be undertaken or not and provides information about how to prepare a program to generate all the necessary conditions to be evaluated (Davies, 2013b; Leviton, Khan, Rog, Dawkins, & Cotton, 2010; Office of Juvenile Justice and Delinquency Prevention, 2003; Trevisan & Huang, 2003; UNIFEM Evaluation Unit, 2009). This will be further discussed in Section 7.

7. Discussion

The evaluability assessment provides a preliminary plan for an evaluation. The individual elements of the *Evaluability Assessment Process* outlined in Section 4 are not new concepts to the evaluator. Most, if not all, of the elements are part of an evaluator’s “tool-kit” during evaluation planning and execution. So why is evaluability assessment a worthwhile process to invest valuable resources? This is a question that has arisen during evaluability assessment discussions amongst the IH evaluation team while I have been creating this process. For the IH evaluation team, there are two main benefits for conducting an evaluability assessment:

1. It is a systematic, formal process that answers specific questions about the program and a subsequent evaluation, which focuses the evaluator on a specific question “is a

program evaluation justified, feasible and likely to provide useful information” (Office of Juvenile Justice and Delinquency Prevention, 2003, p. 5); and

2. An evaluability assessment process provides a means for documenting the analysis, findings and recommendations and thus provides a rationale for evaluability decisions and a platform for discussions with stakeholders about evaluability and needed program improvements.

The other area of evaluability assessment that members of the IH evaluation team have struggled with, including me, is how do we describe the distinction between evaluability assessment and evaluation? First and foremost, unlike evaluations, evaluability assessments do not make judgements about a program’s achievements (Davies, 2013b; Leviton, Khan, Rog, Dawkins, & Cotton, 2010; Office of Juvenile Justice and Delinquency Prevention, 2003; Trevisan & Huang, 2003). An evaluation, which requires more time and effort than an evaluability assessment, looks at the components of a program and assesses whether they are used and how they are used (Office of Juvenile Justice and Delinquency Prevention, 2003, p. 6). An evaluability assessment looks at those same components but only to ensure they are accessible, usable, and sufficient for an evaluation. An evaluability assessment is meant to improve future evaluations by defining what is important to both the evaluator and the stakeholders. It provides information to the evaluator about what is important to the program and information to the stakeholders about where the program has weaknesses in relation to an evaluation. Overall, an evaluability assessment addresses three broad issues:

1. Program design;
2. Availability of program information; and

3. The institutional context of the program.

(Davies, 2013b)

I have found the most useful way to distinguish between evaluability assessment and evaluation is by considering evaluability assessment as a part of an evaluation. I see it as taking the information that is usually gathered as part of the evaluation planning stage and then using that information to determine if a full evaluation is suitable and appropriate at that time and, if so, if any minor or major improvements to the program, program documentation, or program logic are necessary prior to the evaluation.

I used the described *Evaluability Assessment Process* and *Evaluability Assessment Tool* for one assessment thus far. Moving through the process was straightforward, although not all areas of the criteria in the *Evaluability Assessment Tool* were applicable. Moving forward I suggest testing the proposed criteria in the *Evaluability Assessment Tool* in real-world situations to establish which are necessary and which can be omitted in the IH context. Some of these criteria may need to be revised for greater understanding or usability.

There are currently two evaluation requests with the IH evaluation team. Over the coming weeks/months, I will be using the *Evaluability Assessment Process* and *Evaluability Assessment Tool* to see if there are any as yet unidentified limitations of the method or if there needs to be further revisions to the methods in order for it to be useful for the IH evaluation team as part of their formalized evaluation process.

8. Critical reflection on my role as a public health practitioner as it relates to evaluation and evaluability assessment

One of the “Core Public Health Competencies” for Simon Fraser University’s (SFU) Masters of Public Health program is:

CC8. Policy and Program Planning, Implementation, and Evaluation: Identify program and policy options relevant to population and public health issues, design and implement population and public health programs, and develop appropriate methods of monitoring and evaluation [emphasis in original].

(Faculty of Health Sciences, SFU, 2011, p. 5)

Evaluation is an area of practice in which I feel very much at home. It has fit well with my career goals in public health and links nicely with the competencies and requirements of the public health program at SFU.

My first experience with evaluation as a concept was during my HSCI 826 – Program Planning and Evaluation in the 2013 spring semester. Almost immediately I could see that evaluation was an area that I seemed to naturally fit. The evaluation process was logical to me and I effortlessly picked up and applied evaluation concepts. My first exposure to an actual evaluation was during my practicum with Interior Health. This experience was eye-opening for me because it aligned so well with my own skills, experiences, and strengths. Yet, the practicum still offered me an opportunity to challenge myself and stretch my abilities. I was able to grow as a public health practitioner and as a person. From this experience I could easily see myself in a career as a health care evaluator and wanted to explore this area further during my capstone project.

Early this year I was asked to conduct a second evaluation on the program that I had worked with during my practicum. I immediately began to work through an evaluation plan with the key stakeholders. In a book review of *Evaluability assessment: A practical approach*, John Richards (1992) claimed that evaluators, including himself, tend make the “assumption that all programs or projects could and probably should be evaluated” (p. 75) and, as I have demonstrated in this report, evaluability assessment demonstrates that we should not make this assumption. I had made this assumption and fallen into this evaluator mindset. Fortunately, recent discussion at IH had prompted our team to begin looking at using evaluability assessment as a part of our evaluation process. Because of these conversations, I was able to modify my approach early in the process and conduct an evaluability assessment. I concluded that the program was not ready for a “full-fledged” evaluation. Instead, the program needed more time to clarify some of their program outcomes and objectives and to carry out the recommendations from the first evaluation and other identified activities to achieve some of their intermediate term outcomes. The evaluability assessment saved time and resources by identifying early that an evaluation was not the appropriate course of action at that time.

Going through the evaluability assessment process and working with the stakeholders to identify what they really needed, showed me that by slowing down and taking the time to look at what should be in place before proceeding with an evaluation can be beneficial to all parties. This lesson applies to many, if not all, aspects of my practice in public health. It is not just the evaluation process that can benefit from a more structured and thoughtful outset. I feel by looking thoroughly into the rationale of evaluability assessment I have gained a better understanding of both evaluation and planning in general.

Researching evaluability assessment as my capstone project offered me the opportunity to really reflect on my own approach to evaluation and other areas of public health. Too often in practice, I find that I rush into projects without taking the time to reflect and assess whether my approach is suitable or appropriate for the task at hand. As Richards (1992) described, evaluators tend to charge “headlong into a ‘full-fledged’ evaluation without thinking ‘is there anything I ought to do first?’” (p. 75). This describes me well. I am a "full speed ahead" kind of person, and evaluability assessment has made me reflect and realize that careful consideration needs to occur prior to moving ahead into something that might not be necessary or appropriate. This topic has made me see evaluation and my public health practice through a different lens. I feel I have taken many lessons from this capstone project and I hope to apply them in my public health practice.

9. References

Cohen, A. B., Hall, K. C., & Cohodes, D. R. (1985). Evaluation readiness: Improved evaluation planning using a data inventory framework. *Evaluation and Program Planning*, 8(4), 315-326. doi:10.1016/0149-7189(85)90027-8

Davies, R. (2013a). A bibliography on evaluability assessment. Retrieved March 10, 2014, from <http://mande.co.uk/blog/wp-content/uploads/2013/02/Zotero-report.htm>

Davies, R. (2013b). *Planning evaluability assessments: A synthesis of the literature with recommendations*. (Working Paper No. 40). Cambridge, UK: Department for International Development. Retrieved from <https://www.gov.uk/government/publications/planning-evaluability-assessments>

Dunet, D. O., Losby, J. L., & Tucker-Brown, A. (2013). Using evaluability assessment to support the development of practice-based evidence in public health. *Journal of Public Health Management and Practice*, 19(5), 479.

Faculty of Health Sciences, Simon Fraser University. (2011). Core public health competencies. Retrieved March 17, 2014, from <http://www.sfu.ca/content/dam/sfu/fhs/current-students/graduate/documents/Core%20Public%20Health%20Competencies.pdf>

Fear, B. (2014, January 20). Evaluability. Message posted to <https://listserv.ua.edu/archives/evaltalk.html>

Grayson, T. (2014, January 21). Evaluability assessment. Message posted to

<https://listserv.ua.edu/archives/evaltalk.html>

Gunnarsson, C. (2012). Evaluability assessment template. Retrieved February 20, 2014, from

http://www.unodc.org/documents/evaluation/Guidelines/Evaluability_Assessment_Template.pdf

International Labour Organization. (2011). *Using the evaluability assessment tool*. (Guidance Note No. 11). International Labour Organization. Retrieved from

http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165984.pdf

Joint Committee on Standards for Educational Evaluation. (2014). Program evaluation standards statements. Retrieved April 9, 2014, from <http://www.jcsee.org/program-evaluation-standards-statements>

Jung, S. M., & Schubert, J. G. (1983). Evaluability assessment: A two-year retrospective.

Educational Evaluation and Policy Analysis, 5(4), 435-444.

doi:10.3102/01623737005004435

Leviton, L. C., Khan, L. K., Rog, D., Dawkins, N., & Cotton, D. (2010). Evaluability assessment to improve public health policies, programs, and practices. *Annual Review of Public Health*, 31, 213-233. doi:10.1146/annurev.publhealth.012809.103625

Office of Juvenile Justice and Delinquency Prevention. (2003). *Evaluability assessment: Examining the readiness of a program for evaluation*. Washington, DC: Justice Research and Statistics Association. Retrieved from <http://www.jrsa.org/pubs/juv-justice/evaluability-assessment.pdf>

Patton, M. Q. (2009). Developmental evaluation as alternative to formative assessment. [web video]. Retrieved April 9, 2014, from http://www.youtube.com/watch?feature=player_embedded&v=Wg3IL-XjmuM

Patton, M. Q. (2012). *Essentials of utilization-focused evaluation*. Thousand Oaks, CA: Sage Publications, Inc.

Reimann, C. (2012). *Evaluability assessments in peacebuilding programming: Reflecting on peace practice program*. (Working Papers on Program Review & Evaluation No. 3). Cambridge, MA: CDA. Retrieved from <http://issat.dcaf.ch/mkd/content/download/39405/590100/file/Evaluability%20Assessments%20in%20Peacebuilding%20Programming.pdf>

Richards, J. D. (1992). [Review of the book *Evaluability assessment: A practical approach*, by M.F. Smith]. *Evaluation Practice*, 13(1), 75-76. doi:10.1016/0886-1633(92)90029-B

Rog, D. J. (1985). *A methodological analysis of evaluability assessment (utilization)*. ProQuest, UMI Dissertations Publishing).

Ruben, R. (2012). *Evaluability assessment: Preparatory steps before starting an evaluation*. Policy and Operations Evaluation Department, Development Cooperation, Ministry of Foreign Affairs of the Netherlands. Retrieved from <http://www.oecd.org/development/evaluationofdevelopmentprogrammes/dcdndep/46436210>

Smith, M. F. (1989). *Evaluability assessment: A practical approach*. Boston, MA: Kluwer Academic Publishers.

Smith, M. F. (1990). Evaluability assessment: Reflections on the process. *Evaluation and Program Planning*, 13(4), 359-364. doi:10.1016/0149-7189(90)90020-W

Smith, M. F. (2005). Evaluability assessment. In S. Mathison (Ed.), *Encyclopedia of evaluation* (pp. 137-140). Thousand Oaks, CA: Sage Publications, Inc.
doi:<http://dx.doi.org/10.4135/9781412950558>

Strategic Information. (2011). Population report (PEOPLE 36). interior health authority. Retrieved February 12, 2013, from <http://www.interiorhealth.ca/AboutUs/QuickFacts/PopulationLocalAreaProfiles/Pages/default.aspx>

Thurston, W. E., Graham, J., & Hatfield, J. (2003). Evaluability assessment: A catalyst for program change and improvement. *Evaluation & the Health Professions*, 26(2), 206-221. doi:10.1177/0163278703026002005

Thurston, W. E., & Potvin, L. (2003). Evaluability assessment: A tool for incorporating evaluation in social change programmes. *Evaluation*, 9(4), 453-469. doi:10.1177/1356389003094006

Trevisan, M. S., & Huang, Y. M. (2003). Evaluability assessment: A primer. *Practical Assessment, Research & Evaluation*, 8(20). Retrieved from <http://www.pareonline.net/getvn.asp?v=8&n=20>

Trevisan, M. S. (2007). Evaluability assessment from 1986 to 2006. *American Journal of Evaluation*, 28(3), 290-303. doi:10.1177/1098214007304589

UNIFEM Evaluation Unit. (2009). *Guidance note on carrying out an evaluability assessment* United Nations Development Fund for Women (UNIFEM). Retrieved from <http://gate.unwomen.org/resources/guidance/Guidance%20Note%20-%20Carrying%20out%20an%20Evaluability%20Assessment.pdf>

Via Evaluation. (2014). Evaluability assessment. Retrieved March 17, 2014, from <http://www.viaevaluation.com/evaluability-assessment/>

W.K. Kellogg Foundation. (2001). *Logic model development guide: Using logic models to bring together planning, evaluation, & action*. Battle Creek, MI: W.K. Kellogg Foundation. Retrieved from <http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf>

Wholey, J. S. (1979). *Evaluation: Promise and performance*. Washington, DC: The Urban Institute.

Wholey, J. S. (2010). In Wholey J. S., Hatry H. P. and Newcomer K. E. (Eds.), *Handbook of practical program evaluation* (Third ed.). San Francisco, CA: Jossey-Bass

10. Appendix I: Figures

Figure 1: IH Evaluation Team Selection / Prioritization Process (Nov 2012 Draft 1.3)

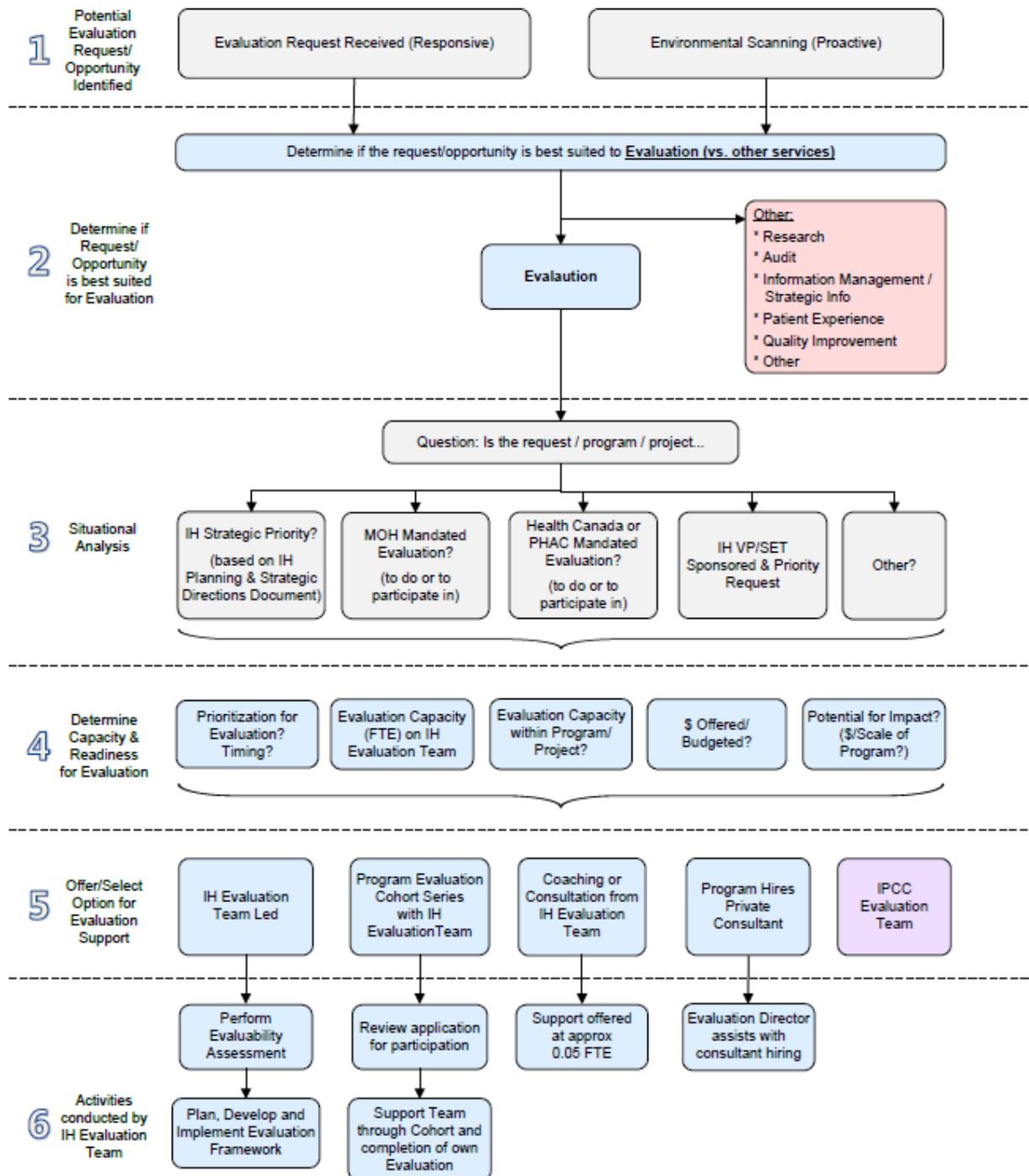
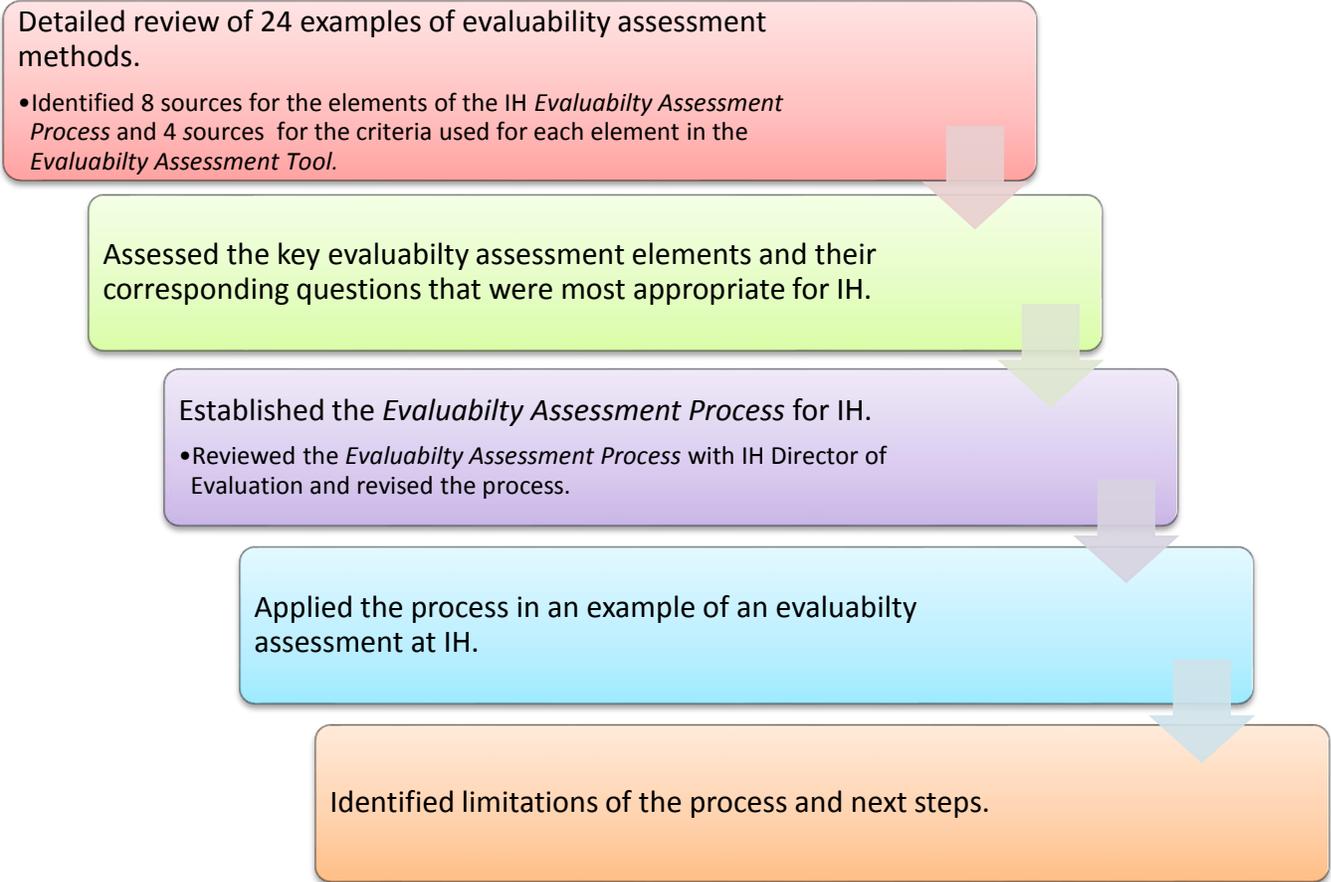


Figure 2: Process used to develop the IH evaluability assessment process and tool



11. Appendix II: Evaluability assessment tool

I have developed the *Evaluability Assessment Tool* for Interior Health’s evaluation team based on the information provided by and the checklists and tools contained within the resources listed in Section 14. Specific references are listed at the bottom of Table 6. The headings of each section match the *Evaluability Assessment Process* outlined in Section 4. I recommend that any comments that arise from using the *Evaluability Assessment Tool* be written in a separate document that will form the basis of an Evaluability Assessment Report and/or an Evaluation Framework.

Table 6: Evaluability assessment tool

Evaluability Assessment Tool		
Project Name:		
Prepared by:		
Version Date:		
Proposed evaluation timeline:		
<i>Element 1: Determine if the project is an evaluation</i>		
General Comments on Element 1		
<i>Key Questions</i>	<i>Response</i>	<i>Recommendation</i>
Is the request an evaluation project?	<input type="checkbox"/> Yes <input type="checkbox"/> No.	<input type="checkbox"/> It is an evaluation Refer project to: <input type="checkbox"/> Research <input type="checkbox"/> Audit <input type="checkbox"/> Information Management / Strategic Information <input type="checkbox"/> Patient experience <input type="checkbox"/> Quality Improvement <input type="checkbox"/> Other:

Element 2: Determine project priority and the team most likely to conduct the evaluation

General Comments on Element 2

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
What is the program priority?	<input type="checkbox"/> IH Strategic Priority <input type="checkbox"/> MOH Mandated <input type="checkbox"/> Health Canada or PHAC Mandated <input type="checkbox"/> IH VP/SET Sponsored/Priority <input type="checkbox"/> High potential impact of the project <input type="checkbox"/> Other:	The project priority is: <input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Not a priority
What team is likely to take on the new evaluation project?	<input type="checkbox"/> IH evaluation team <input type="checkbox"/> IH program team with IH evaluation team coaching /consultation <input type="checkbox"/> IH program team through the program evaluation cohort series <input type="checkbox"/> CIHS evaluation team <input type="checkbox"/> External consultant <input type="checkbox"/> Other:	
Is the program team providing funding for the evaluation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Element 3: Identify and review program documentation

General Comments on Element 3

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Is there a complete set of documents available for review? (I.e. program proposal, progress reports, evaluations, impact assessments, studies, theory of change, etc.)	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> High quality <input type="checkbox"/> Poor quality <input type="checkbox"/> No documentation available <input type="checkbox"/> Other:	
Is the purpose of the program clearly defined?	<input type="checkbox"/> Clearly defined <input type="checkbox"/> Partially defined <input type="checkbox"/> Undefined <input type="checkbox"/> Other:	

<p>Are the long-term impact and outcomes clearly identified?</p>	<p><input type="checkbox"/>Clearly identified <input type="checkbox"/>Partially identified <input type="checkbox"/>Unidentified <input type="checkbox"/>Other:</p>	
<p>Are the resources needed and proposed activities toward achieving the outcomes clearly defined?</p>	<p><input type="checkbox"/>Clearly defined <input type="checkbox"/>Partially defined <input type="checkbox"/>Undefined <input type="checkbox"/>Other:</p>	
<p>Is there logical consistency between program components?</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No (see comments) <input type="checkbox"/>Other:</p>	
<p>Are program objectives clearly relevant to the needs of the target group?</p>	<p><input type="checkbox"/>Clearly relevant <input type="checkbox"/>Relevant but needs improvement <input type="checkbox"/>Not relevant <input type="checkbox"/>Other:</p>	
<p>Does the program have SMART indicators on key areas? Will these indicators capture the relevant information?</p>	<p><input type="checkbox"/>Specific <input type="checkbox"/>Measurable <input type="checkbox"/>Attainable <input type="checkbox"/>Realistic <input type="checkbox"/>Timely <input type="checkbox"/>Will capture the relevant information <input type="checkbox"/>Indicators will not capture the relevant information <input type="checkbox"/>No indicators have been set <input type="checkbox"/>Other:</p>	
<p>Is there baseline data available or is there a specific and feasible plan in place for collecting baseline data?</p>	<p><input type="checkbox"/>Baseline data is available <input type="checkbox"/>Baseline data is available but it is insufficient <input type="checkbox"/>There is a specific and feasible plan for collecting baseline data <input type="checkbox"/>There is a plan for collecting baseline data that needs improvement <input type="checkbox"/>There is no baseline data or plan for collecting baseline data <input type="checkbox"/>Other:</p>	

Is data being collected for indicators/evidence and is it sufficient? (quantitative/qualitative)	<input type="checkbox"/> Data is being collected and it is sufficient <input type="checkbox"/> Data is being collected but it is insufficient <input type="checkbox"/> Data is not being collected <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	
Is there a clearly defined and sufficient rubric or other criteria in place by which to assess the data?	<input type="checkbox"/> There is clearly defined criteria <input type="checkbox"/> There is sufficient criteria <input type="checkbox"/> There is criteria in place but it is not clearly defined nor sufficient <input type="checkbox"/> There is no criteria in place <input type="checkbox"/> Other:	
Is there consistency in the way the program logic is described across program documentation?	<input type="checkbox"/> Consistent <input type="checkbox"/> Somewhat consistent <input type="checkbox"/> Poorly consistent <input type="checkbox"/> Not consistent <input type="checkbox"/> There is not documentation on program logic <input type="checkbox"/> Other:	

Element 4: Identify and engage intended evaluation users and other key stakeholders

General Comments on Element 4

<i>Key Stakeholder(s)</i>	<i>Role</i>	<i>Comments</i>
Name	Title and role in evaluation	
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
To what extent are different stakeholders holding similar views about the program objectives and how they will be achieved?	<input type="checkbox"/> Similar <input type="checkbox"/> Somewhat similar <input type="checkbox"/> Dissimilar <input type="checkbox"/> Completely divergent <input type="checkbox"/> Other:	
Is there consistency in the way the program logic is described in program documentation and in how stakeholders describe the program logic?	<input type="checkbox"/> Consistent <input type="checkbox"/> Somewhat consistent <input type="checkbox"/> Poorly consistent <input type="checkbox"/> Not consistent <input type="checkbox"/> There is not documentation on program logic <input type="checkbox"/> Other:	

To what extent are actual program practices similar to program documentation?	<input type="checkbox"/> Similar <input type="checkbox"/> Relatively similar <input type="checkbox"/> Dissimilar <input type="checkbox"/> Completely divergent <input type="checkbox"/> Other:	
---	--	--

Element 5: Prepare a logic model

General Comments on Element 5

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Has a logic model been clearly defined?	<input type="checkbox"/> Complete <input type="checkbox"/> Needs minor improvements <input type="checkbox"/> Needs major improvement <input type="checkbox"/> Does not exist <input type="checkbox"/> Other:	
Has a progress monitoring system been defined including actions to be undertaken to record progress?	<input type="checkbox"/> System well established <input type="checkbox"/> System established but needs minor improvements <input type="checkbox"/> System established but needs major improvements <input type="checkbox"/> System not established <input type="checkbox"/> System not necessary <input type="checkbox"/> Other:	
Has a risks monitoring system been defined, including actions to be undertaking to achieve this?	<input type="checkbox"/> System well established <input type="checkbox"/> System established but needs minor improvements <input type="checkbox"/> System established but needs major improvements <input type="checkbox"/> System not established <input type="checkbox"/> System not necessary <input type="checkbox"/> Other:	

Element 6: Assess if the program is plausible

General Comments on Element 6

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Are the overall program goals well defined?	<input type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Are program activities well defined and sufficient?	<input type="checkbox"/> Well defined <input type="checkbox"/> Sufficient <input type="checkbox"/> Neither well defined nor sufficient <input type="checkbox"/> Other:	

Are there adequate resources to implement the activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Is there a continuous causal chain linking the activities to the final impact? (See Element 5)	<input type="checkbox"/> Continuous causal chain <input type="checkbox"/> Causal chain needs minor improvements <input type="checkbox"/> Causal chain needs major improvements <input type="checkbox"/> Causal chain does not link activities and impact <input type="checkbox"/> Other:	
Do stakeholders agree that the program objectives could be achieved, given the planned interventions, within the program lifespan	<input type="checkbox"/> Agree <input type="checkbox"/> Mostly agree <input type="checkbox"/> Mostly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Other:	
Is it likely that the program objectives could be achieved, given the planned interventions, within the program lifespan?	<input type="checkbox"/> Very Likely <input type="checkbox"/> Likely <input type="checkbox"/> Somewhat likely <input type="checkbox"/> Unlikely <input type="checkbox"/> Not likely <input type="checkbox"/> Other:	
Is there evidence from elsewhere that the program objectives could be achieved, given the planned interventions, within the program lifespan?	<input type="checkbox"/> There is well document evidence available <input type="checkbox"/> There is some evidence available <input type="checkbox"/> There is no evidence available <input type="checkbox"/> Other:	
<i>Element 7: Determine evaluation focus and intended use</i>		
<i>General Comments on Element 7</i>		
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Who will be the primary users of the evaluation?	<input type="checkbox"/> See comments <input type="checkbox"/> Unknown	
Are primary evaluation users available to help define the evaluation framework and participate in the evaluation?	<input type="checkbox"/> Available to define evaluation framework <input type="checkbox"/> Available to participate in evaluation <input type="checkbox"/> Unavailable <input type="checkbox"/> Other	

What do stakeholders want to know? (i.e. What evaluation questions are relevant to whom?)	<input type="checkbox"/> See comments <input type="checkbox"/> There is no agreement among stakeholders on evaluation questions <input type="checkbox"/> Unknown	
Are the preliminary evaluation questions realistic given the program logic, current state of the program, and availability of data and resources?	<input type="checkbox"/> Realistic <input type="checkbox"/> Needs minor improvements <input type="checkbox"/> Needs major improvements <input type="checkbox"/> Unrealistic <input type="checkbox"/> Other:	
Will evaluation results likely be useful?	<input type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Have ethical risks of the program been considered and are they being mitigated?	<input type="checkbox"/> Considered <input type="checkbox"/> Mitigated <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Are any ethical issues that may arise during an evaluation likely to be mitigated?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other:	
Will stakeholders be able to manage negative findings?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other:	
<i>Element 8: Assess time, resources and data required to proceed with an evaluation</i>		
General Comments on Element 8		
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Are key stakeholders accessible?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	
Are there sufficient evaluation resources available? (i.e. time, FTEs, funding, skills)	<input type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	

Is this an appropriate time to do an evaluation? (I.e. Will the evaluation have impact on decision making or strategic planning? Has enough time passed for there to be useful lessons that can be extracted? Are the evaluation questions relevant to current activities/outcomes?)	<input type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	
Is critical data accessible, and of good quality?	<input type="checkbox"/> Data is accessible <input type="checkbox"/> Data is of good quality <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
<i>Element 9: Determine if the program is suitable for evaluation</i>		
General Comments on Element 9		
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Is the program evaluable?	<input type="checkbox"/> Fully evaluable <input type="checkbox"/> Mostly evaluable: can improve <input type="checkbox"/> Limited evaluability: needs substantial improvement <input type="checkbox"/> Not evaluable <input type="checkbox"/> Other:	
What is the evaluability follow-up?	<input type="checkbox"/> Evaluate the program <input type="checkbox"/> Make changes to the program and evaluate at a later time <input type="checkbox"/> Make changes to the program and no further action <input type="checkbox"/> Decide to stop the program <input type="checkbox"/> Other:	
What type of evaluation is recommended?	<input type="checkbox"/> Summative <input type="checkbox"/> Formative <input type="checkbox"/> Developmental <input type="checkbox"/> Other:	

Element 10: Discuss evaluability assessment findings and conclusions with stakeholders

General Comments on Element 10

<i>Key areas to Include</i>	<i>Comments</i>
<ul style="list-style-type: none"><input type="checkbox"/> Program evaluability conclusions<input type="checkbox"/> Recommended evaluation designs<input type="checkbox"/> Recommended evaluation timing<input type="checkbox"/> Recommended improvements to the program or program logic<input type="checkbox"/> Recommendations for monitoring systems or capacity development<input type="checkbox"/> Identified evaluation questions that were of primary interest to the stakeholders<input type="checkbox"/> Recommended specific steps for utilization of the evaluability assessment data (i.e create an action plan with stakeholders)	

Sources: Davies, 2013, p. 19-21; International Labor Organization, 2011, p. 5-7; Smith, 1989; UNIFEM Evaluation Team, 2009, p. 3-4.

12. Appendix III: Example of evaluability assessment tool in practice

As described in Section 5, I conducted an evaluability assessment earlier this year. The tool below is filled out as an example of how the tool can be used in practice. Section 5 gives a more detailed explanation of the *Evaluability Assessment Process* and its findings. I have colored the comments for this evaluability assessment in red for clarity.

Evaluability Assessment Tool		
Project Name:	Project A	
Prepared by:	Jennifer Gilchrist	
Version Date	V1.0 February 18, 2014	
Proposed evaluation timeline:	Evaluation to be completed by June 2014	
<i>Element 1: Determine if the project is an evaluation</i>		
General Comments on Element 1		
<i>Key Questions</i>	<i>Response</i>	<i>Recommendation</i>
Is the project an evaluation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No.	<input checked="" type="checkbox"/> The project is an evaluation Refer project to: <input type="checkbox"/> Research <input type="checkbox"/> Audit <input type="checkbox"/> Information Management / Strategic Information <input type="checkbox"/> Patient experience <input type="checkbox"/> Quality Improvement <input type="checkbox"/> Other:
<i>Element 2: Determine project priority and the evaluation team's capacity</i>		
General Comments on Element 2		
<i>Key Questions</i>	<i>Response</i>	<i>Recommendation</i>
What is the program priority?	<input type="checkbox"/> IH Strategic Priority <input type="checkbox"/> MOH Mandated <input type="checkbox"/> Health Canada or PHAC Mandated <input type="checkbox"/> IH VP/SET Sponsored/Priority <input type="checkbox"/> High potential impact of the project <input checked="" type="checkbox"/> Other: Student project	The project priority is: <input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Not a priority

What team is likely to take on the new evaluation project?	<input type="checkbox"/> IH evaluation team <input type="checkbox"/> IH project team with IH coaching /consultation <input type="checkbox"/> IH project team through the program evaluation cohort series <input type="checkbox"/> CIHS evaluation team <input checked="" type="checkbox"/> Other: Student project with support from the IH evaluation team.	This evaluation should be carried out by: <input type="checkbox"/> IH evaluation team <input type="checkbox"/> IH project team through the evaluation cohort series <input type="checkbox"/> IH project team with coaching by and/or in consultation with the IH evaluation team <input type="checkbox"/> IPCC evaluation team <input type="checkbox"/> External consultant <input type="checkbox"/> Other:
Is the program team providing funding for the evaluation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<i>Element 3: Identify and review program documentation</i>		
<i>General Comments on Element 3</i>		
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Is there a complete set of documents available for review? (I.e. program proposal, progress reports, evaluations, impact assessments, studies, theory of change, etc.)	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input checked="" type="checkbox"/> High quality <input type="checkbox"/> Poor quality <input type="checkbox"/> No documentation available <input type="checkbox"/> Other:	The documentation is very complete for this project. Evaluation was an intended goal at the project outset. All program documentation and previous evaluation frameworks and reports were available for review.
Is the purpose of the program clearly defined?	<input checked="" type="checkbox"/> Clearly defined <input type="checkbox"/> Partially defined <input type="checkbox"/> Undefined <input type="checkbox"/> Other:	
Are the long-term impact and outcomes clearly identified?	<input checked="" type="checkbox"/> Clearly identified <input type="checkbox"/> Partially identified <input type="checkbox"/> Unidentified <input type="checkbox"/> Other:	
Are the resources needed and proposed activities toward achieving the outcomes clearly defined?	<input type="checkbox"/> Clearly defined <input checked="" type="checkbox"/> Partially defined <input type="checkbox"/> Undefined <input type="checkbox"/> Other:	The resources needed and proposed activities are clearly defined but need to be updated to reflect the current status of the program.

Is there logical consistency between program components?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Are program objectives clearly relevant to the needs of the target group?	<input checked="" type="checkbox"/> Clearly relevant <input type="checkbox"/> Relevant but needs improvement <input type="checkbox"/> Not relevant <input type="checkbox"/> Other:	
Does the program have SMART indicators on key areas? Will these indicators capture the relevant information?	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Realistic <input type="checkbox"/> Timely <input type="checkbox"/> Will capture the relevant information <input type="checkbox"/> Indicators will not capture the relevant information <input checked="" type="checkbox"/> No indicators have been set <input type="checkbox"/> Other:	Indicators were clearly identified for a previous evaluation, but these indicators will need to be updated or reassessed.
Is there baseline data available or is there a specific and feasible plan in place for collecting baseline data?	<input checked="" type="checkbox"/> Baseline data is available <input type="checkbox"/> Baseline data is available but it is insufficient <input type="checkbox"/> There is a specific and feasible plan for collecting baseline data <input type="checkbox"/> There is a plan for collecting baseline data that needs improvement <input type="checkbox"/> There is no baseline data or plan for collecting baseline data <input type="checkbox"/> Other:	There is baseline data from a previous evaluation.
Is data being collected for indicators/evidence and is it sufficient? (quantitative/qualitative)	<input type="checkbox"/> Data is being collected and it is sufficient <input type="checkbox"/> Data is being collected but it is insufficient <input checked="" type="checkbox"/> Data is not being collected <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	There is no data being collected for indicators. Reports and updates are being recorded which can be reviewed as part of an evaluation.
Is there a clearly defined and sufficient rubric or other criteria in place by which to assess the data?	<input type="checkbox"/> There is clearly defined criteria <input type="checkbox"/> There is sufficient criteria <input type="checkbox"/> There is criteria in place but it is not clearly defined nor sufficient <input checked="" type="checkbox"/> There is no criteria in place <input type="checkbox"/> Other:	Criteria need to be established to assess the data.

Is there consistency in the way the program logic is described across program documentation?	<input checked="" type="checkbox"/> Consistent <input type="checkbox"/> Somewhat consistent <input type="checkbox"/> Poorly consistent <input type="checkbox"/> Not consistent <input type="checkbox"/> There is not documentation on program logic <input type="checkbox"/> Other:	
--	--	--

Element 4: Identify and engage intended evaluation users and other key stakeholders

General Comments on Element 4

The key stakeholders have been intentionally left blank for the purposes of this example. Titles have been inserted as examples of who may be relevant to have preliminary discussions. In other instances, more managers, staff or front-line workers may be appropriate to have discussions with as well.

<i>Key Stakeholder(s)</i>	<i>Role</i>	<i>Comments</i>
Name	Title and role in evaluation	
	Vice President, Department	
	Director, Department 1	
	Director, Department 2	
	Director, Department 3	

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
To what extent are different stakeholders holding similar views about the program objectives and how they will be achieved?	<input type="checkbox"/> Similar <input checked="" type="checkbox"/> Relatively similar <input type="checkbox"/> Dissimilar <input type="checkbox"/> Completely divergent <input type="checkbox"/> Other:	There is general agreement among the stakeholders on the project objectives and how they will get there. The program logic needs to be updated to ensure the activities and outcomes are still relevant.
Is there consistency in the way the program logic is described in program documentation and in how stakeholders describe the program logic?	<input checked="" type="checkbox"/> Consistent <input type="checkbox"/> Relatively consistent <input type="checkbox"/> Poorly consistent <input type="checkbox"/> Not consistent <input type="checkbox"/> There is not documentation on program logic <input type="checkbox"/> Other:	The program logic needs updating.

<p>To what extent are actual program practices similar to program documentation?</p>	<p><input checked="" type="checkbox"/> Similar <input type="checkbox"/> Relatively similar <input type="checkbox"/> Dissimilar <input type="checkbox"/> Completely divergent <input checked="" type="checkbox"/> Other:</p>	<p>Although program practices are similar to program documentation, the activities to achieve full capacity are still ongoing. More time is needed to attain program objectives. Further discussions with on the ground staff would be useful to ensure practices are sufficient to achieve goals. Because we concluded early in the evaluability assessment process that a full evaluation would not move forward, I did not have any discussions with managers or front-line staff.</p>
--	---	--

Element 5: Prepare a logic model

General Comments on Element 5

A logic model was previously developed. Through discussions with stakeholders, it was determined that the logic model needs to be updated to reflect current state.

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
<p>Has a logic model been clearly defined?</p>	<p><input type="checkbox"/> Complete <input checked="" type="checkbox"/> Needs minor improvements <input type="checkbox"/> Needs major improvement <input type="checkbox"/> Does not exist <input type="checkbox"/> Other:</p>	<p>The logic model needs to be update to reflect current state.</p>
<p>Has a progress monitoring system been defined including actions to be undertaken to record progress?</p>	<p><input type="checkbox"/> System well established <input type="checkbox"/> System established but needs minor improvements <input type="checkbox"/> System established but needs major improvements <input type="checkbox"/> System not established <input type="checkbox"/> System not necessary <input checked="" type="checkbox"/> Other:</p>	<p>For the objectives of this evaluation, a monitoring system was not necessary. A monitoring system may be necessary for other areas but was not discussed at this time.</p>

Has a risks monitoring system been defined, including actions to be undertaking to achieve this?	<input type="checkbox"/> System well established <input type="checkbox"/> System established but needs minor improvements <input type="checkbox"/> System established but needs major improvements <input type="checkbox"/> System not established <input type="checkbox"/> System not necessary <input checked="" type="checkbox"/> Other:	A risk inventory has been completed and discussed amongst the leadership team. There is not monitoring system established per se, but there is a risk assessment process.
--	--	---

Element 6: Assess if the program is plausible

General Comments on Element 6

Yes, the program is plausible.

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Are the overall program goals well defined?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Are program activities well defined and sufficient?	<input checked="" type="checkbox"/> Well defined <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Neither well defined nor sufficient <input type="checkbox"/> Other:	
Are there adequate resources to implement the activities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Is there a continuous causal chain linking the activities to the final impact? (See Element 5)	<input checked="" type="checkbox"/> Continuous causal chain <input type="checkbox"/> Causal chain needs minor improvements <input type="checkbox"/> Causal chain needs major improvements <input type="checkbox"/> Causal chain does not link activities and impact <input type="checkbox"/> Other:	
Do stakeholders agree that the program objectives could be achieved, given the planned interventions, within the program lifespan	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Mostly agree <input type="checkbox"/> Mostly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Other:	

Is it likely that the program objectives could be achieved, given the planned interventions, within the program lifespan?	<input checked="" type="checkbox"/> Very Likely <input type="checkbox"/> Likely <input type="checkbox"/> Somewhat likely <input type="checkbox"/> Unlikely <input type="checkbox"/> Not likely <input type="checkbox"/> Other:	
Is there evidence from elsewhere that the program objectives could be achieved, given the planned interventions, within the program lifespan?	<input type="checkbox"/> There is well document evidence available <input type="checkbox"/> There is some evidence available <input type="checkbox"/> There is no evidence available <input checked="" type="checkbox"/> Other:	There is documented evidence on the theory of change that is behind the program logic.
<i>Element 7: Determine evaluation focus and intended use</i>		
General Comments on Element 7		
In consultation with the evaluator, the stakeholders determined that it was too early for an evaluation. They felt they were still acting on recommendations from the previous evaluation and change was still in progress. It was determined that no measurable change would be noticed between the previous evaluation and now.		
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Who will be the primary users of the evaluation?	<input checked="" type="checkbox"/> See comments <input type="checkbox"/> Unknown	The primary users of the evaluation will be the program’s leadership team. Some of the evaluation findings may be used by the senior executive team at the organization as well.
Are primary evaluation users available to help define the evaluation framework and participate in the evaluation?	<input checked="" type="checkbox"/> Available to define focus <input type="checkbox"/> Available to participate in evaluation <input type="checkbox"/> Unavailable <input type="checkbox"/> Other	

<p>What do stakeholders want to know? (i.e. What evaluation questions are relevant to whom?)</p>	<p><input checked="" type="checkbox"/> See comments</p> <p><input type="checkbox"/> There is no agreement among stakeholders on evaluation questions</p> <p><input type="checkbox"/> Unknown</p>	<p>Some of the questions included:</p> <p>What are the gaps between what the staff expect now or expected from the transition and what is in place now?</p> <p>Where are the gaps between what is and isn't working well (structure, processes, local, global, internal, external)</p> <p>Where has the transition made an impact and how? (processes, clarity, advocacy, support, clinical, financial, education, structure)</p> <p>Are we heading in the right direction to meet PPL and staff expectations of the structural change?</p> <p>Is there anything we said we would do, or there was an expectation that we would do, that we have not done or met?</p> <p>What do our clinicians really need from leadership right now?</p>
<p>Are the preliminary evaluation questions realistic given the program logic, current state of the program, and availability of data and resources?</p>	<p><input type="checkbox"/> Realistic</p> <p><input type="checkbox"/> Needs minor improvements</p> <p><input type="checkbox"/> Needs major improvements</p> <p><input checked="" type="checkbox"/> Unrealistic</p> <p><input type="checkbox"/> Other:</p>	<p>It was too early to answer the questions that were identified by stakeholders. The stakeholders concluded that they needed more time to identify what information they needed/wanted to know from an evaluation. They determined that they would like to update their strategic priorities and outcomes prior to establishing evaluation criteria.</p>

Will evaluation results likely be useful?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	The stakeholders concluded that they were not currently in a state to make use of evaluation findings. They were still acting on the recommendations of the previous evaluation, and needed more time to allow for change. They felt there would be no measurable change between an evaluation now and the previous evaluation.
Have ethical risks of the program been considered and are they being mitigated?	<input checked="" type="checkbox"/> Considered <input checked="" type="checkbox"/> Mitigated <input type="checkbox"/> No (see comments) <input type="checkbox"/> Other:	
Are any ethical issues that may arise during an evaluation likely to be mitigated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other:	
Will stakeholders be able to manage negative findings?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other:	

Element 8: Assess time, resources and data required to proceed with an evaluation

General Comments on Element 8

<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Are key stakeholders accessible?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	
Are there sufficient evaluation resources available? (i.e. time, FTEs, funding, skills)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (see comments) <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	

Is this an appropriate time to do an evaluation? (I.e. Will the evaluation have impact on decision making or strategic planning? Has enough time passed for there to be useful lessons that can be extracted? Are the evaluation questions relevant to current activities/outcomes?)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (see comments) <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	As discussed under Element 7, the timing of would not be optimal for an evaluation. Not enough time has lapsed since the previous evaluation and the transition itself.
Is critical data accessible, and of good quality?	<input type="checkbox"/> Data is accessible <input type="checkbox"/> Data is of good quality <input type="checkbox"/> No (see comments) <input checked="" type="checkbox"/> Other:	As discussed, although the data would be accessible, it would not answer the relevant questions.
<i>Element 9: Determine if the program is suitable for evaluation</i>		
General Comments on Element 9		
<i>Key Questions</i>	<i>Response</i>	<i>Comments</i>
Is the program evaluable?	<input type="checkbox"/> Fully evaluable <input checked="" type="checkbox"/> Mostly evaluable: can improve <input type="checkbox"/> Limited evaluability: needs substantial improvement <input type="checkbox"/> Not evaluable <input checked="" type="checkbox"/> Other:	Although the program is mostly evaluable, it is an inappropriate time to do an evaluation.
What is the evaluability follow-up?	<input type="checkbox"/> Evaluate the program <input checked="" type="checkbox"/> Make changes to the program and evaluate at a later time <input type="checkbox"/> Make changes to the program and no further action <input type="checkbox"/> Decide to stop the program <input type="checkbox"/> Other:	
What type of evaluation is recommended?	<input type="checkbox"/> Summative <input type="checkbox"/> Formative <input type="checkbox"/> Developmental <input type="checkbox"/> Other:	N/A

Element 10: Discuss evaluability assessment findings and conclusions with stakeholders

General Comments on Element 10

<i>Key areas to Include</i>	<i>Comments</i>
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Program evaluability conclusions<input type="checkbox"/> Recommended evaluation designs<input checked="" type="checkbox"/> Recommended evaluation timing<input checked="" type="checkbox"/> Recommended improvements to the program or program logic<input type="checkbox"/> Recommendations for monitoring systems or capacity development<input checked="" type="checkbox"/> Identified evaluation questions that were of primary interest to the stakeholders<input checked="" type="checkbox"/> Recommended specific steps for utilization of the evaluability assessment data (i.e. create an action plan with stakeholders)	<p>The evaluability assessment findings were discussed with the stakeholders on February 18, 2014. At that time, the stakeholders decided to forego an evaluation until updates to the program strategic plan and outcomes had been completed and more time had passed since the previous evaluation. A member of the evaluation team was asked to attend their strategic planning session meeting in April 2014 to assist the leadership team in updating their program logic model.</p>

13. Appendix IV: Bibliography of all reviewed evaluability assessment literature

Akintobi, T. H., Yancey, E. M., Daniels, P., Mayberry, R. M., Jacobs, D., & Berry, J. (2012). Using evaluability assessment and evaluation capacity-building to strengthen community-based prevention initiatives. *Journal of Health Care for the Poor and Underserved, 23*(2), 33.

Better Evaluation. (2014). Evaluability assessment. Retrieved February 24, 2014, from http://betterevaluation.org/themes/evaluability_assessment

Cohen, A. B., Hall, K. C., & Cohodes, D. R. (1985). Evaluation readiness: Improved evaluation planning using a data inventory framework. *Evaluation and Program Planning, 8*(4), 315-326. doi:10.1016/0149-7189(85)90027-8

Davies, R. (2013). A bibliography on evaluability assessment. Retrieved March 10, 2014, from <http://mande.co.uk/blog/wp-content/uploads/2013/02/Zotero-report.htm>

Davies, R. (2013). *Planning evaluability assessments: A synthesis of the literature with recommendations*. (Working Paper No. 40). Cambridge, UK: Department for International Development. Retrieved from <https://www.gov.uk/government/publications/planning-evaluability-assessments>

Dunet, D. O., Losby, J. L., & Tucker-Brown, A. (2013). Using evaluability assessment to support the development of practice-based evidence in public health. *Journal of Public Health Management and Practice, 19*(5), 479.

Dunn, E. (2008). *Planning for cost effective evaluation with evaluability assessment*. (Impact Assessment Primer Series Publication No. 6). Private Sector Development Impact Assessment Initiative of the Office of Microenterprise Development, USAID. Retrieved from http://pdf.usaid.gov/pdf_docs/PNADN200.pdf

Fear, B. (2014, January 20). Evaluability. Message posted to <https://listserv.ua.edu/archives/evaltalk.html>

Grayson, T. (2014, January 21). Evaluability assessment. Message posted to <https://listserv.ua.edu/archives/evaltalk.html>

Gunnarsson, C. (2012). Evaluability assessment template. Retrieved February 20, 2014, from [http://www.unodc.org/documents/evaluation/Guidelines/Evaluability Assessment Template.pdf](http://www.unodc.org/documents/evaluation/Guidelines/Evaluability_Assessment_Template.pdf)

International Development Research Centre. (2013). Guidelines for preparing an evaluation assessment. Retrieved March, 17, 2014, from http://web.idrc.ca/en/ev-29113-201-1-DO_TOPIC.html

International Labour Organization. (2011). *Dimensions of the evaluability assessment tool*. (Guidance Note No. 12). International Labour Organization. Retrieved from http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165985.pdf

International Labour Organization. (2011). *Evaluation tool: Evaluability assessment for DWCP and projects* International Labour Organization. Retrieved from http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165990.pdf

International Labour Organization. (2011). *Using the evaluability assessment tool*. (Guidance Note No. 11). International Labour Organization. Retrieved from http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165984.pdf

Johnson, P. L. (1990). A conversation with Joseph S. Wholey about the program for excellence in human services. *Evaluation Practice*, 11(1), 53-61. doi:10.1016/0886-1633(90)90009-3

Jung, S. M., & Schubert, J. G. (1983). Evaluability assessment: A two-year retrospective. *Educational Evaluation and Policy Analysis*, 5(4), 435-444. doi:10.3102/01623737005004435

Lawrence, J. E. S., & Cook, T. J. (1982). Designing useful evaluations: The stakeholder survey. *Evaluation and Program Planning*, 5(4), 327-336. doi:10.1016/0149-7189(82)90005-2

Leviton, L. C., & Gutman, M. A. (2010). Overview and rationale for the systematic screening and assessment method. *New Directions for Evaluation*, 2010(125), 7-31. doi:10.1002/ev.318

Leviton, L. C., Khan, L. K., Rog, D., Dawkins, N., & Cotton, D. (2010). Evaluability assessment to improve public health policies, programs, and practices. *Annual Review of Public Health, 31*, 213-233. doi:10.1146/annurev.publhealth.012809.103625

Leviton, L. C., Collins, C. B., Laird, B. L., & Kratt, P. P. (1998). Teaching evaluation using evaluability assessment. *Evaluation, 4*(4), 389-409. doi:10.1177/13563899822208699

Miller, R. L., Caracelli, V., & The Oral History Project Team. (2013). The oral history of evaluation: The professional development of Joseph Wholey. *American Journal of Evaluation, 34*(1), 120-131. doi:10.1177/1098214012464300

Muramatsu, B. (2010). Evaluability assessment method. Retrieved March 14, 2014, from <http://www.mura.org/2010/08/evaluability-assessment-method/>

Naegeli, M., & Beauchamp, P. (2000). *Evaluability assessment final report: Drug prevention programs for children that involve and educate parents*. (). Phoenix, AZ: LeCroy & Milligan Associates, Inc. Retrieved from <http://lecroymilligan.com/Eval%20Assessment%20Report%202000.pdf>

Office of Evaluation and Oversight. (2000). *Evaluability assessment in project preparation*. (Working Paper No. WP-01/00). Washington, DC: Inter-American Development Bank. Retrieved from <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36531372>

Office of Evaluation and Oversight. (2007). *Analysis of project evaluability year 2001*. (No. RE-333). Washington, DC: Inter-American Development Bank. Retrieved from <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=320557>

Office of Juvenile Justice and Delinquency Prevention. (2003). *Evaluability assessment: Examining the readiness of a program for evaluation*. Washington, DC: Justice Research and Statistics Association. Retrieved from <http://www.jrsa.org/pubs/juv-justice/evaluability-assessment.pdf>

Ogilvie, D., Cummins, S., Petticrew, M., White, M., Jones, A., & Wheeler, K. (2011). Assessing the evaluability of complex public health interventions: Five questions for researchers, funders, and policymakers. *Milbank Quarterly*, 89(2), 206-225. doi:10.1111/j.1468-0009.2011.00626.x

Osuji, T. A., Dawkins , N., & Rice, S. M. (2010). Training and support for evaluability assessment methodology. *New Directions for Evaluation*, 2010(125), 51-66. doi:10.1002/ev.320

Patton, M. Q. (2012). *Essentials of utilization-focused evaluation*. Thousand Oaks, CA: Sage Publications, Inc.

Piquero, A. (1998). Applying an evaluability assessment tool to community-based programs in Pittsburgh. *The Prison Journal*, 78(1), 74-89. doi:10.1177/0032855598078001006

Pitt Barnes, S., Robin, L., Dawkins, N., Leviton, L., & Kettel-Khan, L. (2009). *Early assessment of programs and policies to prevent childhood obesity evaluability assessment synthesis*

report: Local wellness policy. (). Atlanta: U.S.: Department of Health and Human Services, Centers for Disease Control and Prevention. Retrieved from <http://www.rwif.org/content/dam/farm/reports/reports/2013/rwif57145>

Reimann, C. (2012). *Evaluability assessments in peacebuilding programming: Reflecting on peace practice program.* (Working Papers on Program Review & Evaluation No. 3). Cambridge, MA: CDA. Retrieved from <http://issat.dcaf.ch/mkd/content/download/39405/590100/file/Evaluability%20Assessments%20in%20Peacebuilding%20Programming.pdf>

Richards, J. D. (1992). [Review of the book *evaluability assessment: A practical approach*, by M.F. smith]. *Evaluation Practice*, 13(1), 75-76. doi:10.1016/0886-1633(92)90029-B

Rog, D. J. (1985). *A methodological analysis of evaluability assessment (utilization)*. ProQuest, UMI Dissertations Publishing.

Ruben, R. (2012). *Evaluability assessment: Preparatory steps before starting an evaluation* Policy and Operations Evaluation Department, Development Cooperation, Ministry of Foreign Affairs of the Netherlands. Retrieved from <http://www.oecd.org.proxy.lib.sfu.ca/development/evaluationofdevelopmentprogrammes/dcdndep/46436210>

Schmidt, R. E., Scanlon, J. W., & Bell, J. B. (1979). *Evaluability assessment: Making public programs work better.* (Human Services Monograph Series No. 14). Washington, DC:

Project Share, US Department of Health Education and Welfare National Institute of Education.

Scriven, M. (2007). *Key evaluation checklist* Western Michigan University. Retrieved from http://www.wmich.edu/evalctr/archive_checklists/kec_feb07.pdf

Smith, M. F. (1989). *Evaluability assessment: A practical approach*. Boston, MA: Kluwer Academic Publishers.

Smith, M. F. (1990). Evaluability assessment: Reflections on the process. *Evaluation and Program Planning*, 13(4), 359-364. doi:10.1016/0149-7189(90)90020-W

Smith, M. F. (2005). Evaluability assessment. In S. Mathison (Ed.), *Encyclopedia of evaluation* (pp. 137-140). Thousand Oaks, CA: Sage Publications, Inc.
doi:<http://dx.doi.org.proxy.lib.sfu.ca/10.4135/9781412950558>

Smith, N. L. (1981). The certainty of judgments in health evaluations. *Evaluation and Program Planning*, 4(3), 273-278. doi:10.1016/0149-7189(81)90028-8

Smith, N. L. (1981). Evaluability assessment: A retrospective illustration and review. *Educational Evaluation and Policy Analysis*, 3(1), 77-82. doi:10.2307/1163645

Soares, Y., Pardo, A., Gonzalez, V., & Aquino, S. (2010). *Ten years of evaluability at the IDB Inter-American Development Bank*. Retrieved from <http://www.oecd.org.proxy.lib.sfu.ca/development/evaluationofdevelopmentprogrammes/dcdndep/46436272.ppt>

Strosberg, M. A., & Wholey, J. S. (1983). Evaluability assessment: From theory to practice in the department of health and human services. *Public Administration Review*, 43(1), 66-71.

Thurston, W. E., Graham, J., & Hatfield, J. (2003). Evaluability assessment: A catalyst for program change and improvement. *Evaluation & the Health Professions*, 26(2), 206-221.
doi:10.1177/0163278703026002005

Thurston, W. E., & Potvin, L. (2003). Evaluability assessment: A tool for incorporating evaluation in social change programmes. *Evaluation*, 9(4), 453-469. doi:10.1177/1356389003094006

Trevisan, M. S., & Huang, Y. M. (2003). Evaluability assessment: A primer. *Practical Assessment, Research & Evaluation*, 8(20). Retrieved
from <http://www.pareonline.net/getvn.asp?v=8&n=20>

Trevisan, M. S. (2007). Evaluability assessment from 1986 to 2006. *American Journal of Evaluation*, 28(3), 290-303. doi:10.1177/1098214007304589

UNIFEM Evaluation Unit. (2009). *Guidance note on carrying out an evaluability assessment* United Nations Development Fund for Women (UNIFEM). Retrieved
from <http://gate.unwomen.org/resources/guidance/Guidance%20Note%20-%20Carrying%20out%20an%20Evaluability%20Assessment.pdf>

Usher, C. L. (1995). Improving evaluability through self-evaluation. *Evaluation Practice*, 16(1), 59-68. doi:10.1016/0886-1633(95)90007-1

Van Voorhis, P., & Brown, K. (1997). *Evaluability assessment: A tool for program development in corrections*. Cincinnati, OH: University of Cincinnati. Retrieved from <http://citeseerx.ist.psu.edu.proxy.lib.sfu.ca/viewdoc/download?doi=10.1.1.131.362&rep=rep1&type=pdf>

Via Evaluation. (2014). Evaluability assessment. Retrieved March 17, 2014, from <http://www.viaevaluation.com/evaluability-assessment/>

Wholey, J. S. (1979). *Evaluation: Promise and performance*. Washington, DC: The Urban Institute.

Wholey, J. S. (1987). Evaluability assessment: Developing agreement on goals, objectives and strategies for improving performance. In J. S. Wholey (Ed.), *Organizational excellence: Stimulating quality and communicating value* (Lexington Books ed., pp. 45-61). Washington, DC:

Wholey, J. S. (2010). In Wholey J. S., Hatry H. P. and Newcomer K. E. (Eds.), *Handbook of practical program evaluation* (Third ed.). San Francisco, CA: Jossey-Bass.

Wholey, J. S. (1987). Evaluability assessment: Developing program theory. *New Directions for Program Evaluation*, 33, 77-92. doi:10.1002/ev.1447

Youtie, J., Bozeman, B., & Shapira, P. (1999). Using an evaluability assessment to select methods for evaluating state technology development programs: The case of the Georgia research alliance. *Evaluation and Program Planning*, 22(1), 55-64. doi:10.1016/S0149-7189(98)00041-X

14. Appendix V: Bibliography of all review methods/process/tools for evaluability assessment (this is a subset of the previous bibliography)

Akintobi, T. H., Yancey, E. M., Daniels, P., Mayberry, R. M., Jacobs, D., & Berry, J. (2012). Using evaluability assessment and evaluation capacity-building to strengthen community-based prevention initiatives. *Journal of Health Care for the Poor and Underserved*, 23(2), 33.

Cohen, A. B., Hall, K. C., & Cohodes, D. R. (1985). Evaluation readiness: Improved evaluation planning using a data inventory framework. *Evaluation and Program Planning*, 8(4), 315-326. doi:10.1016/0149-7189(85)90027-8

Davies, R. (2013). *Planning evaluability assessments: A synthesis of the literature with recommendations*. (Working Paper No. 40). Cambridge, UK: Department for International Development. Retrieved from <https://www.gov.uk/government/publications/planning-evaluability-assessments>

Dunn, E. (2008). *Planning for cost effective evaluation with evaluability assessment*. (Impact Assessment Primer Series Publication No. 6). Private Sector Development Impact Assessment Initiative of the Office of Microenterprise Development, USAID. Retrieved from http://pdf.usaid.gov/pdf_docs/PNADN200.pdf

Gunnarsson, C. (2012). Evaluability assessment template. Retrieved February 20, 2014, from [http://www.unodc.org/documents/evaluation/Guidelines/Evaluability Assessment Template.pdf](http://www.unodc.org/documents/evaluation/Guidelines/Evaluability_Assessment_Template.pdf)

International Development Research Centre. (2013). Guidelines for preparing an evaluation assessment. Retrieved March, 17, 2014, from http://web.idrc.ca/en/ev-29113-201-1-DO_TOPIC.html

International Labour Organization. (2011). *Using the evaluability assessment tool*. (Guidance Note No. 11). International Labour Organization. Retrieved from http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165984.pdf

Jung, S. M., & Schubert, J. G. (1983). Evaluability assessment: A two-year retrospective. *Educational Evaluation and Policy Analysis*, 5(4), 435-444.
doi:10.3102/01623737005004435

Leviton, L. C., Khan, L. K., Rog, D., Dawkins, N., & Cotton, D. (2010). Evaluability assessment to improve public health policies, programs, and practices. *Annual Review of Public Health*, 31, 213-233. doi:10.1146/annurev.publhealth.012809.103625

Office of Juvenile Justice and Delinquency Prevention. (2003). *Evaluability assessment: Examining the readiness of a program for evaluation*. Washington, DC: Justice Research and Statistics Association. Retrieved from <http://www.jrsa.org/pubs/juv-justice/evaluability-assessment.pdf>

Ogilvie, D., Cummins, S., Petticrew, M., White, M., Jones, A., & Wheeler, K. (2011). Assessing the evaluability of complex public health interventions: Five questions for researchers,

fundings, and policymakers. *Milbank Quarterly*, 89(2), 206-225. doi:10.1111/j.1468-0009.2011.00626.x

Reimann, C. (2012). *Evaluability assessments in peacebuilding programming: Reflecting on peace practice program*. (Working Papers on Program Review & Evaluation No. 3). Cambridge, MA: CDA. Retrieved from <http://issat.dcaf.ch/mkd/content/download/39405/590100/file/Evaluability%20Assessments%20in%20Peacebuilding%20Programming.pdf>

Ruben, R. (2012). *Evaluability assessment: Preparatory steps before starting an evaluation* Policy and Operations Evaluation Department, Development Cooperation, Ministry of Foreign Affairs of the Netherlands. Retrieved from <http://www.oecd.org.proxy.lib.sfu.ca/development/evaluationofdevelopmentprogrammes/dcdndep/46436210>

Schmidt, R. E., Scanlon, J. W., & Bell, J. B. (1979). *Evaluability assessment: Making public programs work better*. (Human Services Monograph Series No. 14). Washington, DC: Project Share, US Department of Health Education and Welfare National Institute of Education.

Smith, M. F. (1989). *Evaluability assessment: A practical approach*. Boston, MA: Kluwer Academic Publishers.

Smith, N. L. (1981). Evaluability assessment: A retrospective illustration and review. *Educational Evaluation and Policy Analysis*, 3(1), 77-82. doi:10.2307/1163645

Strosberg, M. A., & Wholey, J. S. (1983). Evaluability assessment: From theory to practice in the department of health and human services. *Public Administration Review*, 43(1), 66-71.

Thurston, W. E., Graham, J., & Hatfield, J. (2003). Evaluability assessment: A catalyst for program change and improvement. *Evaluation & the Health Professions*, 26(2), 206-221.
doi:10.1177/0163278703026002005

Thurston, W. E., & Potvin, L. (2003). Evaluability assessment: A tool for incorporating evaluation in social change programmes. *Evaluation*, 9(4), 453-469. doi:10.1177/1356389003094006

Trevisan, M. S., & Huang, Y. M. (2003). Evaluability assessment: A primer. *Practical Assessment, Research & Evaluation*, 8(20) Retrieved
from <http://www.pareonline.net/getvn.asp?v=8&n=20>

UNIFEM Evaluation Unit. (2009). *Guidance note on carrying out an evaluability assessment* United Nations Development Fund for Women (UNIFEM). Retrieved
from <http://gate.unwomen.org/resources/guidance/Guidance%20Note%20-%20Carrying%20out%20an%20Evaluability%20Assessment.pdf>

Van Voorhis, P., & Brown, K. (1997). *Evaluability assessment: A tool for program development in corrections*. Cincinnati, OH: University of Cincinnati. Retrieved
from <http://citeseerx.ist.psu.edu.proxy.lib.sfu.ca/viewdoc/download?doi=10.1.1.131.362&rep=rep1&type=pdf>

Wholey, J. S. (1979). *Evaluation: Promise and performance*. Washington, DC: The Urban Institute.

Wholey, J. S. (2010). In Wholey J. S., Hatry H. P. and Newcomer K. E. (Eds.), *Handbook of practical program evaluation* (Third ed.). San Francisco, CA: Jossey-Bass.