

# **Evaluation Report Writing Workshop**



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**Waikato** District Health Board  
**POPULATION HEALTH SERVICE**

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## ***Evaluation Report Guidelines and Template***

The following template will provide some guidance towards writing an evaluation report no matter the size of the project. It is also intended that this template will provide a framework for consistency across the Population Health Service.

Reports should be written in language that is clear, concise, objective and devoid of emotion. It is also important to avoid technical jargon and acronyms unless clarified earlier in the document e.g. Ministry of Health (MOH).

Reports should be written in past tense e.g. "It was shown that...". The exceptions to the rule are:

- when you are referring to something that is happening while the reader is reading your report. e.g. "The results are summarised in Table 1."
- when you refer to future implications. e.g. "These results suggest that further research is needed."

As a general rule..

- use figures to express numbers 10 or greater. e.g. "All subjects were 25 years old."
- use words to express numbers below 10. e.g. "There were three experimental conditions."

Some exceptions to the rule...

- numbers that begin a sentence should be expressed in words. e.g. "Seventeen subjects participated."
- numbers that represent time, dates, ages, sample sizes, or the number of subjects in a project should be expressed as figures.

## ***Structure of Report***

The following provides key headings for sections and some idea of the type of content under each. Individual reports will vary slightly in terms of content, however, the headings will generally stay the same.

### **A. Title Page**

The title page indicates what the evaluation was about (project name), who wrote it (author/s), who the evaluation was for (PHS / partners) and when it was done (date). The title should be as brief and simple as possible (i.e. 10 - 15 words). For internal copy include filepath in footer.

### **B. Table of Contents**

The table of contents allows quick reference to sections in a report.

### **C. Summary**

This section summarises what was done in the evaluation, what the findings were, and outlines any recommendations arising from the evaluation. ***Always write this section last.*** People will often only read the summary. This is an especially important consideration when reports are being sent to stakeholders, such as programme funders or policy makers. The message here is to write the summary and recommendations carefully!

**Hint:** Do not include anything that is not in the body of the report.

Points on writing a summary report:

- limit to one - two pages
- summarise:
  - what was done
  - why it was done
  - how it was done
  - the major findings
- short paragraphs and list points
- include recommendations

#### **D. Introduction**

**The project plan will help significantly for this section.** The "Introduction" section introduces the evaluation. It covers the background to the project and evaluation, why the evaluation was carried out (evaluation objectives) and the goals and objectives of the project. Within the background section describe the project, the history, those individuals/organisations involved, the responsibilities/expectations of one another, and the activities involved within the project. The purpose of the introduction section is to provide enough information for readers to understand the report and project.

An introduction should:

1. Be "funnel-shaped" (i.e. general > specific)
2. Develop the background by introducing the problem/issue/need, why you did the project, where the idea came from, what public health issues you were trying to address, what evidence you were basing it on. Also state the priority group, what had worked elsewhere in dealing with this issue and previous work within this community that was relevant.
3. Mention who was involved in the project and the roles of various stakeholders
4. State the goal and objectives of the project
5. State the evaluation objectives keeping in mind progress towards achieving outcomes as stated within the public health contract

#### **E. Method**

**Refer back to your project plan and evaluation plan.** A method section outlines what you did in your project to gather information and how you actually did it. You need to briefly outline who participated in the project, what sort of evaluation tools were used and how the evaluation was actually carried out. This will include:

- the types of evaluation (formative/process and/or impact)
- how many participants were involved in evaluation
- who they were (e.g. rangatahi, young mothers)
- describe the methods that were used (e.g. interview schedules, literature review, and consultation, if document analysis – what documents were analysed)
- how and why you selected the participants
- how the information was analysed

#### **F. Findings/Results**

This section draws together and summarises all the information gathered to evaluate the project. This includes reporting on the findings from all the data collected. Need to report on what happened and what was found. Tables and figures can be used but make sure you label them clearly and simply, refer to them in your text and describe their meanings.

- DO NOT discuss your results in the results section, merely report them. All points of discussion belong in the discussion section.
- DO NOT include raw data in the results section. Raw data belong in the Appendix.

## **G. Discussion**

As the name suggests this section brings together all the information gathered in your evaluation. It discusses the significance and implications of the information in relation to the objectives and performance indicators of the project mentioned in the introduction. Make sure your discussion includes:

- what extent the evaluation objectives were achieved
- what extent the project achieved public health contract outcomes
- summary of your results / findings
- an interpretation of your results and discuss how your results relate to the information you mentioned in your introduction
- reflect on what worked and did not work
- implications of these results for the project (often this is in relation to the project objectives) and future projects
- recommendations - often listed at the end of your discussion. Be sure that recommendations are clearly linked to your findings and that they are practical and actionable. You could also identify who could take responsibility for carrying out the recommendations
- any difficulties that were encountered, and or limitations in the methods used in the project
- what you would do better, any improvements things to consider for next time. What you would not do again.

## **H. References**

Any books, articles or reports mentioned in your evaluation report need to be acknowledged in the text of your report (author's last name and date of publication) and listed in a references section at the back of your report. Most importantly while collecting information and writing the report, details of references need to be kept from the outset. This ensures no references are missed as part report writing. Preferably **APA referencing** (see Appendix 2) should be used, with regard to consistency across the PHS.

## **I. Appendices**

Attach appendices **as referred to** in the body of the report such as:

- copies of questionnaires, interview schedules, evaluation feedback forms
- media releases
- project plan

# ***Report Template***

## ***Title Page***

(Separate page)

## ***Table of Contents***

(Separate page)

## ***Summary***

(One-two pages only)

## ***Introduction***

## ***Method***

## ***Findings/Results***

## ***Discussion***

## ***References***

## ***Appendices***

## ***Appendix 2: APA Referencing***

### **APA Referencing American Psychological Association**

#### **Why do we need to reference?**

Referencing is an important tool that acknowledges the sources quoted or paraphrased and records those source details in a consistent manner. These source details are important for the reader to access, as they may want to refer to the works that you have used and/or quoted.

Inadequate referencing can lead to accusations of plagiarism (which is the unacknowledged copying of another person's work) and can detract from the overall quality of work.

#### **What is APA referencing?**

APA referencing is an author/date system where the author's name and the publication's year are listed within the body text of your work (as an in-text reference – see next section). The full bibliographic details are then recorded in the reference section and/or the bibliography of your work, in the reader can identify the source from the author/date details provided by the in-text reference.

#### **In-text referencing**

*Direct quotation* - Perrin (2004) argues that "the research process is a complex combination of thinking, searching, reading, evaluating, writing and revising" (p. 1).

*Indirect quotation* - It is crucial to evaluate the sources when you quote from the Internet in your research paper (Perrin, pp. 11-13).

*Citations from a secondary source* - Samovar & Porter (as cited in Peterson, 2002, para.3) discuss that language must be first understood as symbols.

#### **Reference list**

The above in-text referencing and examples of APA referencing styles on the following pages were retrieved from the University of Waikato website:

University of Waikato. (2005). *APA reference Style*. Retrieved April 7, 2005, from the University of Waikato Website: [http://www.waikato.ac.nz/library/learning/g\\_apaguide.shtml#BOOKS](http://www.waikato.ac.nz/library/learning/g_apaguide.shtml#BOOKS)

## Examples of APA referencing for different types of sources:

### Books

#### A book with one author

REF LIST	IN TEXT
Chunn, M. (1997). <i>Seven voices: Tales of madness and mirth</i> . Auckland, N.Z.: PEP.	(Chunn, 1997).

#### A book with two or authors

REF LIST	IN TEXT
Ruhen, O., & Shadbolt, M. (1971). <i>Isles of the South Pacific</i> . Washington: National Geographic Society.	(Ruhen & Shadbolt, 1971).

#### A book by a corporate author

REF LIST	IN TEXT
Waikato Regional Council. (1993). <i>Clean water: Waikato River and Lake Taupo</i> . Hamilton, N.Z.: Author.	(Waikato Regional Council, 1993).

#### An edited book

REF LIST	IN TEXT
Samovar, L. A., & Porter, R. E. (Eds.). (1997). <i>Intercultural communication: A reader</i> (8th ed.). Belmont, Cal.: Wadsworth Publishing Company.	(Samovar & Porter, 1997).

#### A chapter or article in an edited book

REF LIST	IN TEXT
Stewart, J.F. (2001). Primitivism in women in love. In J. Pilditch. (Ed.). <i>The critical response to D.H. Lawrence</i> . Westport, Conn.: Greenwood Press.	(Stewart, 2001).

#### Dictionary or Encyclopaedia

REF LIST	IN TEXT
Marshall, G. (Ed.) (1998). <i>A dictionary of sociology</i> . Oxford: Oxford University Press.	(Marshall, 1998).

#### An entry in an Encyclopaedia

REF LIST	IN TEXT
Eui-Gak, H. (2002). North Korea- economic system. In D. Levinson & K. Christenson (Ed.) <i>Encyclopedia of modern Asia</i> (Vol.4, pp.350-353). New York: Charles Scribner's Sons.	(Eui-Gak, 2002).

### Thesis

REF LIST	IN TEXT
Begg, M. M. (2001). <i>Dairy farm women in the Waikato 1946-1996: Fifty years of social and structural change</i> . Unpublished doctoral dissertation, the University of Waikato, Hamilton, NZ.	(Begg, 2001).



## Conference Paper

REF LIST	IN TEXT
New Zealand Council for Educational Research. (2002). <i>Teachers make a difference: What is the research evidence?</i> Conference proceedings, October, 2002. Wellington, New Zealand: Author.	(New Zealand Council for Educational Research, 2002).

## Report

REF LIST	IN TEXT
Smith, P. (2001). Waikato River water quality monitoring programme: Data report 2001. Hamilton, NZ: Environment Waikato.	(Smith, 2002).

## Journals (academic/scholarly)

### Print Version

REF LIST	IN TEXT
Wartmann, S. (2000). The transition from kindergarten to school for children with special needs. <i>SET: Research Information for Teachers</i> , 1, 11-15.	(Wartmann, 2000).

### from a subscription Database - PDF version

REF LIST	IN TEXT
Cornelio, A. (2003). Promoting information literacy through information architecture. <i>Library Media Connection</i> , 21, (6) 24-26. [Electronic version] Retrieved May 29, 2003, from EBSCOhost database.	(Cornelio, 2003).

### from a subscription database - HTML full-text version

REF LIST	IN TEXT
Cornelio, A. (2003). Promoting information literacy through information architecture. <i>Library Media Connection</i> , 21, (6) Retrieved May 29, 2003, from EBSCOhost database.	(Cornelio, 2003, para.8). <b>N.B</b> para. = paragraph.

### World Wide Web version - not subscription database

REF LIST	IN TEXT
Luvmour, B. (n.d.). Being with children during times of crisis: developmental appropriateness. <i>Paths of learning</i> . Retrieved May 29, 2003 from <a href="http://www.pathsoflearning.net/library.cfm">http://www.pathsoflearning.net/library.cfm</a>	(Luvmour, n.d.). <b>N.B.</b> n.d. = no date

## Magazines (popular /general /interest)

REF LIST	IN TEXT
Pirisi, A. (2003, May/June). Jobs, lies and videotape. <i>Psychology Today</i> , 36, (3), 12.	(Pirisi, 2003).

## Newspaper Articles

### Print version

REF LIST	IN TEXT
Cumming, G. (2003, April 5). Cough that shook the world. <i>New Zealand Herald</i> . p.B4.	(Cumming, 2003).

### Electronic version - subscription database

REF LIST	IN TEXT
Cumming, G. (2003, April 5). Cough that shook the world. <i>New Zealand Herald</i> . Retrieved June 9, 2003 from Newztext Plus database.	(Cumming, 2003).

### Online version - from WWW

REF LIST	IN TEXT
Cumming, G. (2003, April 5). Cough that shook the world. <i>New Zealand Herald</i> . Retrieved December 14, 2004 from <a href="http://www.nzherald.co.nz/index.cfm?ObjectID=3350885">www.nzherald.co.nz/index.cfm?ObjectID=3350885</a>	(Cumming, 2003).

### Article with no author

REF LIST	IN TEXT
Drivers reject fuel prices driven by war threat. (2003, March 7). <i>The Timaru Herald</i> . p.1.	("Drivers reject fuel prices driven", 2003).

### DVD/Video & CD-Rom

#### Film (Video/DVD)

REF LIST	IN TEXT
Zhang, Y. (Producer/Director). (2000). <i>Not one less</i> [DVD]. London: Columbia Tri-Star Home Entertainment.	(Zhang, 2000).

### CD-ROM

REF LIST	IN TEXT
Craig, E. (Ed.). (1998). <i>Routledge encyclopedia of philosophy</i> CD-ROM [CD-ROM]. London: Routledge.	(Craig, 1998).

### Webpages

#### Website (multiple pages - reference the homepage!)

REF LIST	IN TEXT
American Psychological Association. (2003). <i>APA style: Electronic references</i> . Retrieved October 7, 2004, from <a href="http://www.apastyle.org/elecref.html">http://www.apastyle.org/elecref.html</a>	(American Psychological Association, 2003). <b>N.B.</b> Do not write URLs in the text

### WebPages (When author is different from the host organisation)

REF LIST	IN TEXT
Hamilton City Council. (2001). <i>Hamilton Zoo</i> . Retrieved October 7, 2004, from the Hamilton Zoo Website: <a href="http://www.hamiltonzoo.co.nz/">http://www.hamiltonzoo.co.nz/</a>	(Hamilton City Council, 1997).

### Others

#### Course Handouts/Printed Lecture notes

REF LIST	IN TEXT
Brown, P. (2004). <i>Marketing</i> [Handout]. Hamilton, N.Z.: University of Waikato: Diploma in Marketing.	(Brown, 2004).

## **Statutes/Acts**

Country codes such UK and NZ are used for author & publication information of legal materials.

REF LIST	IN TEXT
Holiday Act 2003. (2003). <i>The statutes of New Zealand, 2003, No. 129</i>	(Holiday Act 2003, NZ).

## **Standards**

REF LIST	IN TEXT
Standards Association of Australia. (1997). <i>Australian standard: Pressure equipment manufacture.</i> AS4458-1997. North Sydney, NSW: Author.	(Standards Association of Australia, 1997).

## **Patents**

REF LIST	IN TEXT
Smith, I. M. (1988). <i>U.S. Patent No. 123,445.</i> Washington DC: U.S. Patent and Trademark Office.	(U.S. Patent, No.123,445, 1988).

Personal Communication (letters, telephone conversations, emails, interviews, lecture notes. etc.)

REF LIST	IN TEXT
No information is required in the reference list. Data is not recoverable so do not include in reference list.	(H. Clarke, personal communication, March 19, 2004). In his lecture on 19 March 2004, Professor Clarke commented that...

**Note:** if you have two books from the same author for the same year these can be identified in text as (Smith, 1990a) and (Smith 1990b) and in the reference list as;

Smith, A. (1990a). *Title*. Place: Publisher.

Smith, A. (1990b). *Title*. Place: Publisher.