

Setting Up A Tool to Evaluate Your Programming



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Objectives



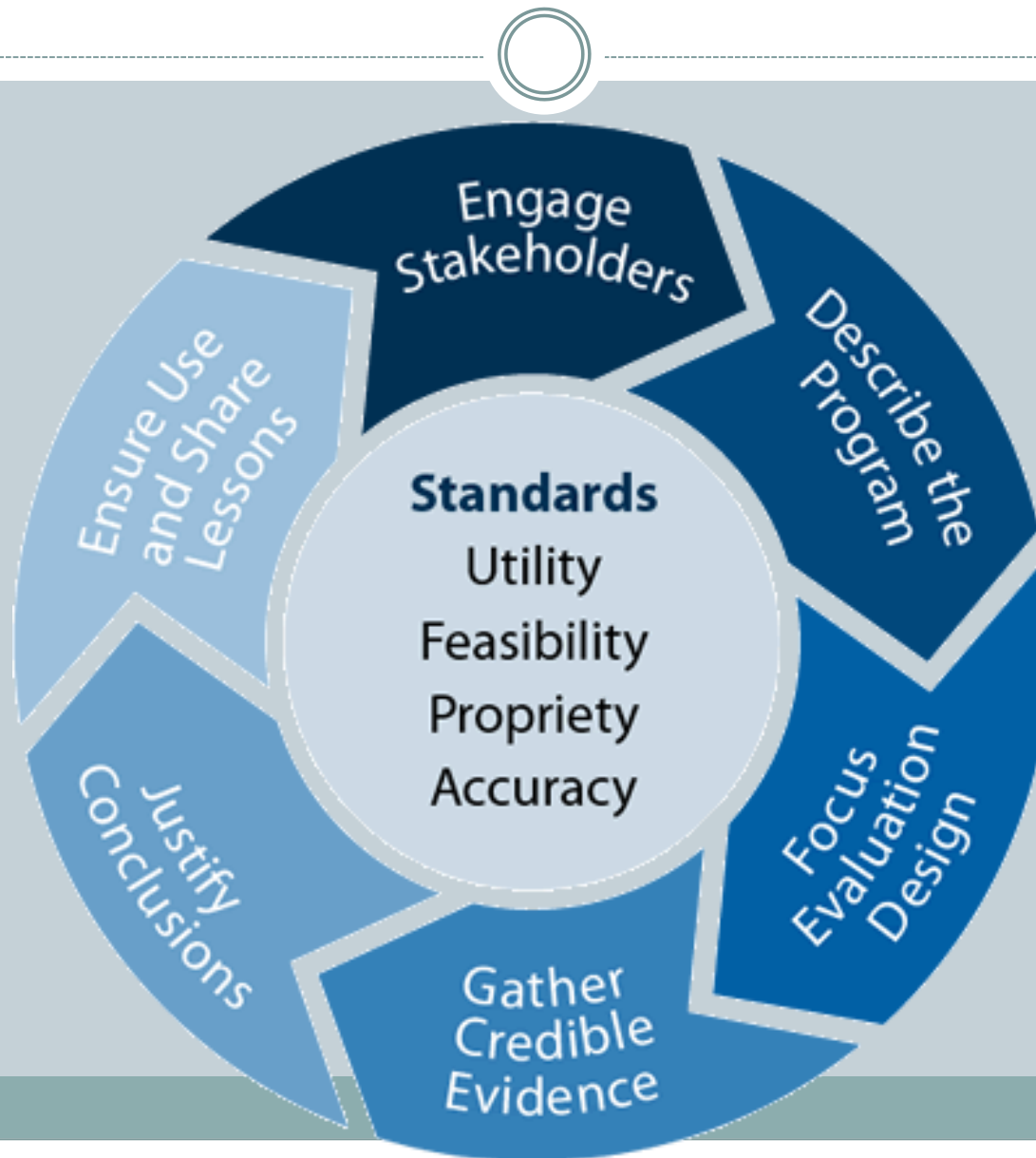
- Be able to explain what program evaluation is
- Know why program evaluation is important
- Identify the steps of program evaluation
- Understand how to accomplish program evaluation with various resources
- Be able to apply these standards and steps to your own programs

What is program evaluation?



“the **systematic** collection of information about the activities, characteristics, and **outcomes** of programs to make judgments about the program, improve **program effectiveness**, and/or inform decisions about future program development.”

What is program evaluation?



Why evaluate?



- To see if we're accomplishing what we want to
- Sometimes this is simple
 - Vaccination
- Usually it's not quite as simple
 - Childhood prevention of chronic disease
 - Even with evidence-based programs
 - What works in one setting might not work in another
- Don't want to spend money on a program that is not effective

What are we measuring?



- **Program implementation (Process Evaluation)**
 - Is it actually happening? Who's going? What's happening?
 - If activities are not implemented as planned, hopefully identify why and how to improve
- **Program effectiveness (Outcome/Impact evaluation)**
 - Did the program meet its objectives?
 - Were those outcomes due to the program?

Example of Process Evaluation



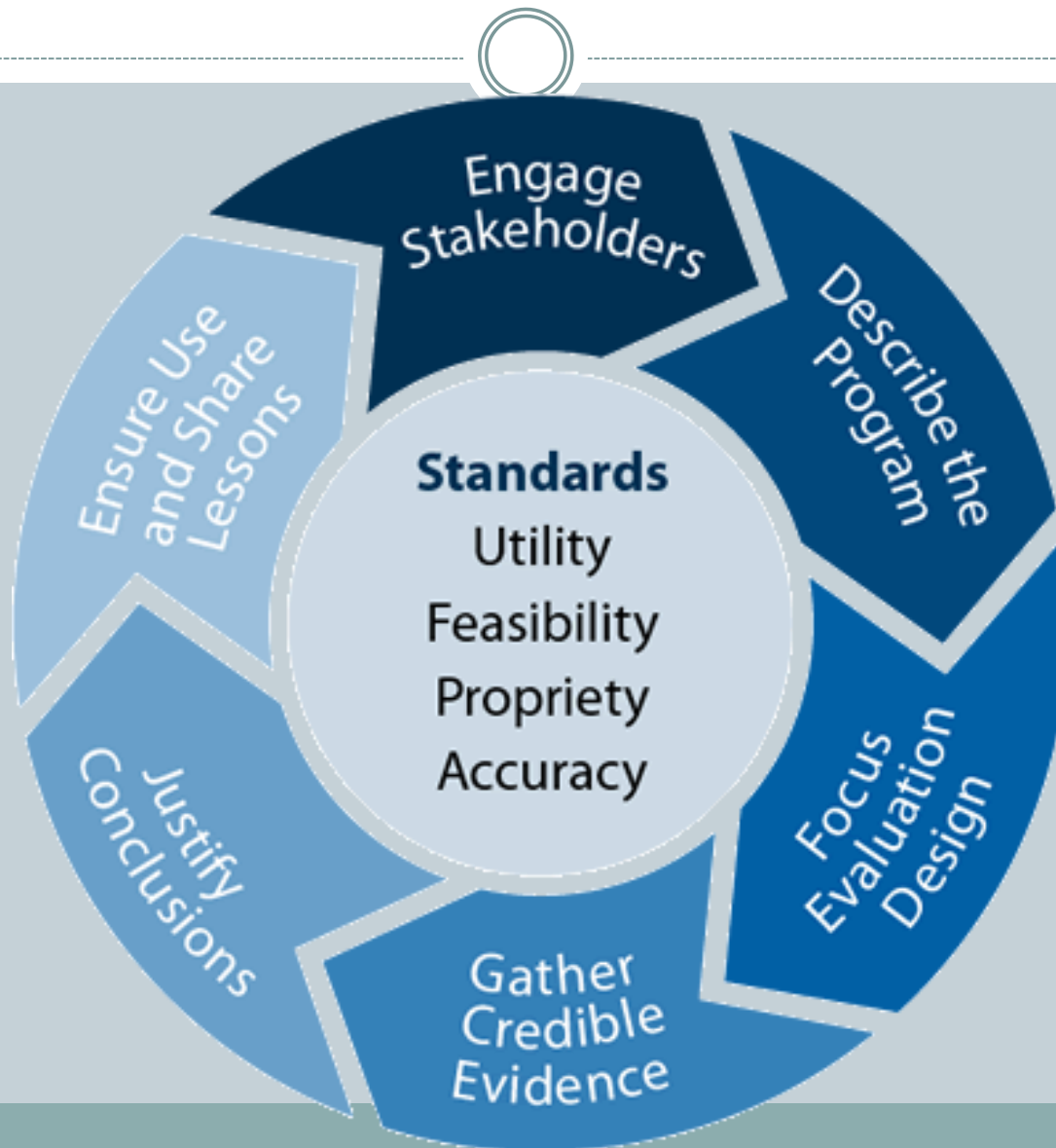
- Online alcohol education course
 - # of students who signed up
 - # of students who completed course
 - # of students who completed each module

Example of Outcome Evaluation



- **Peer health education program**
 - For each semester, compare the # of health center visits for students reached by peer health workers and those not reached

Standards of Program Evaluation



Engage Stakeholders



- **Stakeholders:**
 - involved in program (college health staff)
 - served by program (Students)
 - users of evaluation findings (College Health and partners Directors, Student Life leadership, student leadership)



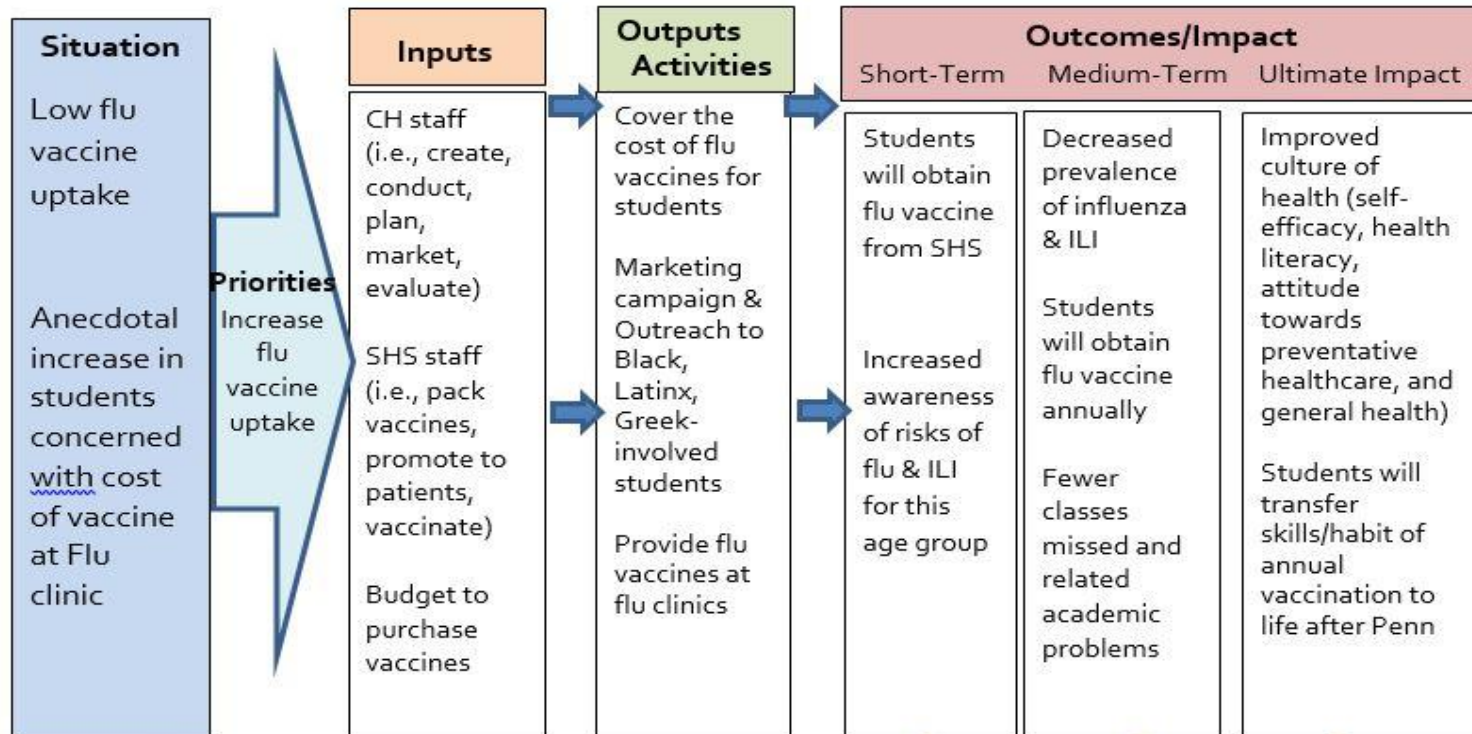
Describe the Program



- Specify the program's theory of cause and effect (If-then statements)
 - If **participating in a “Nutrition Jeopardy” workshop** leads to an **increase in students’ knowledge of easy healthy options on campus**, then **students will eat more fruits and vegetables and less junk food**



Describe the Program



S

Situation

Needs and Assets

Problems

Stakeholders



Assumptions

Increased access and decreased barriers will improve rates of flu immunization (HBM), habitual health behaviors started as a student will continue after school (RBM), more students will go to the Flu Clinic when they witness their peers attending (Peer Effect)

External Factors

Availability of vaccines (impacted by public demand, manufacturing, etc.), quality of antigenic match, coverage/cost of vaccine outside of Penn

Objectives

- SHS will distribute 25%
- Awareness of risks of flu will increase by 5%
- ILI prevalence among Penn students will
- Self-efficacy, health literacy, and attitude

IMPACT

Short-Term - Long-Term

Results in terms of change to the Conditions

Social (i.e., Reach, Participation, Diversity)

Economic (i.e. more funding for programs, more cost effective programs)

Civic (i.e., Reach, Community engagement)

Environmental (i.e., Article and Photo Quality, Expanse of Content)

Outcome vs. Impact?



- **Outcomes**
 - Short-term
 - Intermediate
 - Long-term
- **Impact**
- **Example with sexual education workshop?**

Focus Evaluation Design



- Process vs. Outcome Evaluation
- What is the purpose of the evaluation?
- Who will use the evaluation results and how?
- What do key stakeholders want to know?
- What stage of development is the program?
- What are relevant resource and logistical considerations?



Gather Credible Evidence



- **Indicators**

- Process indicators: linked to **outputs**
- Outcome indicators: linked to **outcomes**

Inputs	Activities	Outputs	Shorter-term Outcomes	Medium-term Outcomes	Longer-term Outcomes
Community center financing Walking and biking trail financing Public health staff	Community center construction Trail construction Nutrition education Fitness education	Fitness class participants (number of) Nutrition education participants (number of) Trail users (number of)	Knowledge and awareness increase	Physical activity increases Nutritious food consumption increases	Obesity rate decreases

Focus Evaluation Design



- Randomized
- Quasi-experimental
- Non-experimental



Gather Credible Evidence



- **Surveys**
 - Just of students participating in programs
 - ACHA-NCHA (or other large random selection survey)
 - Large survey of all students at set points
- **Utilizing health center**
 - Ask students when they come in for visits
 - Query EMR over certain period of time for certain symptoms/demographics



Justify Conclusions



- Develop your final recommendations
- Create a dissemination plan
- Prepare your results to share with your various audiences
- Allow time for feedback from stakeholders
- Disseminate



Examples

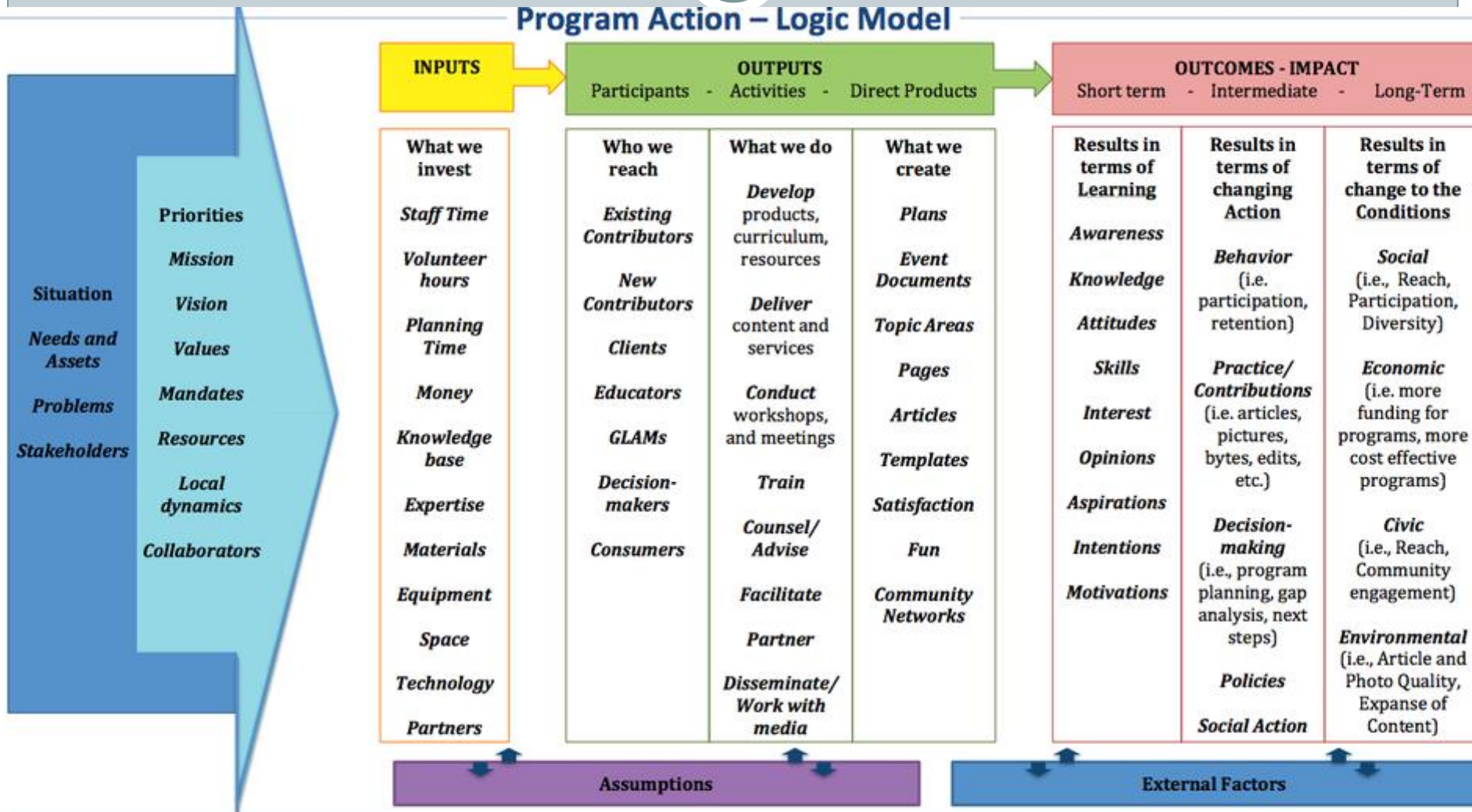


- Low attendance at Tuesday night meditation and overall low undergraduate attendance
- No difference in binge-drinking between students who complete alcohol education modules and those who do not at 1 yr follow-up

Examples from your own programs?

Examples

Program Action – Logic Model



Evaluation

Identification - Design - Implementation - Completion/Follow-up