

Mayor's Office of Recovery Services

Program Evaluation Toolkit



Cover Sheet

This document provides an overview of the steps for program evaluation. The purpose of this toolkit is to provide the information and resources necessary for organizations to plan and conduct their own program evaluations. Here you will find step-by-step information as well as examples and additional resources that will aid in the process.

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1) Program Evaluation

What is it?

Program Evaluation is *the use of social research methods to investigate the effectiveness of social intervention programs that are adapted to their political and social environments in order to inform social conditions.* In simple terms, evaluation is a systematic method of collecting and analyzing data and information to answer questions about the effectiveness of certain policies or interventions.¹

Why do it?

Evaluation is necessary in order to improve public health programs. It assesses the effectiveness and value of policies and interventions that are implemented in order to address a targeted public health issue. Aside from the program level, evaluation may also be implemented at organizational, community, state, and national levels all with the purpose of measuring effectiveness and value.¹

Obtain Insight

- Gather information from participants that lets you know how they felt in the program, and if they would be involved in a similar program in the future.

Improve Program

- Gather data that will help you make significant improvements to the program. The data can help decipher whether the program met its goals. Here, you can assess strengths and weaknesses of your choosing.

Measure Learning

- Assess and understand the impact on student learning. Have the students learned what was intended by the program?

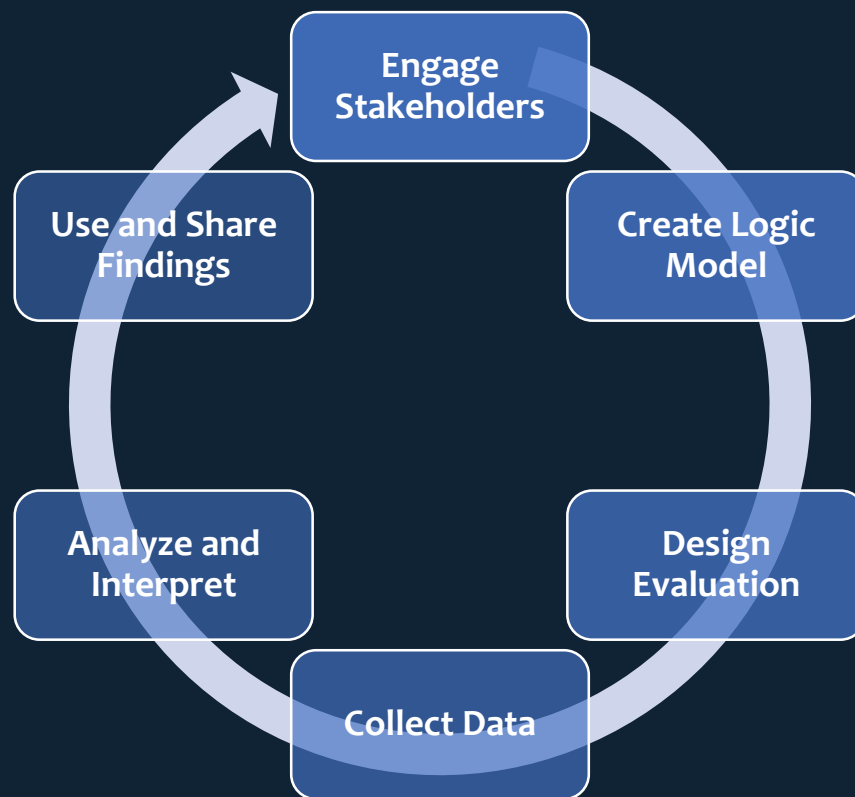
Determine Usefulness

- Make informed decisions about continuing, expanding, or postponing the program. Here you can weight the programs costs and resources with outcomes.

2) Steps in Evaluation

Deciding to conduct a program or policy evaluation should be assessed early in the process. The timing of the intervention will dictate the type of evaluation design that can be used and the types of research questions that can be answered. You will want to decide if you wish to conduct a type of evaluation during the planning stages of the intervention so that you can set proper parameters in place for proper data collection. ¹

Figure 1. The Evaluation Framework

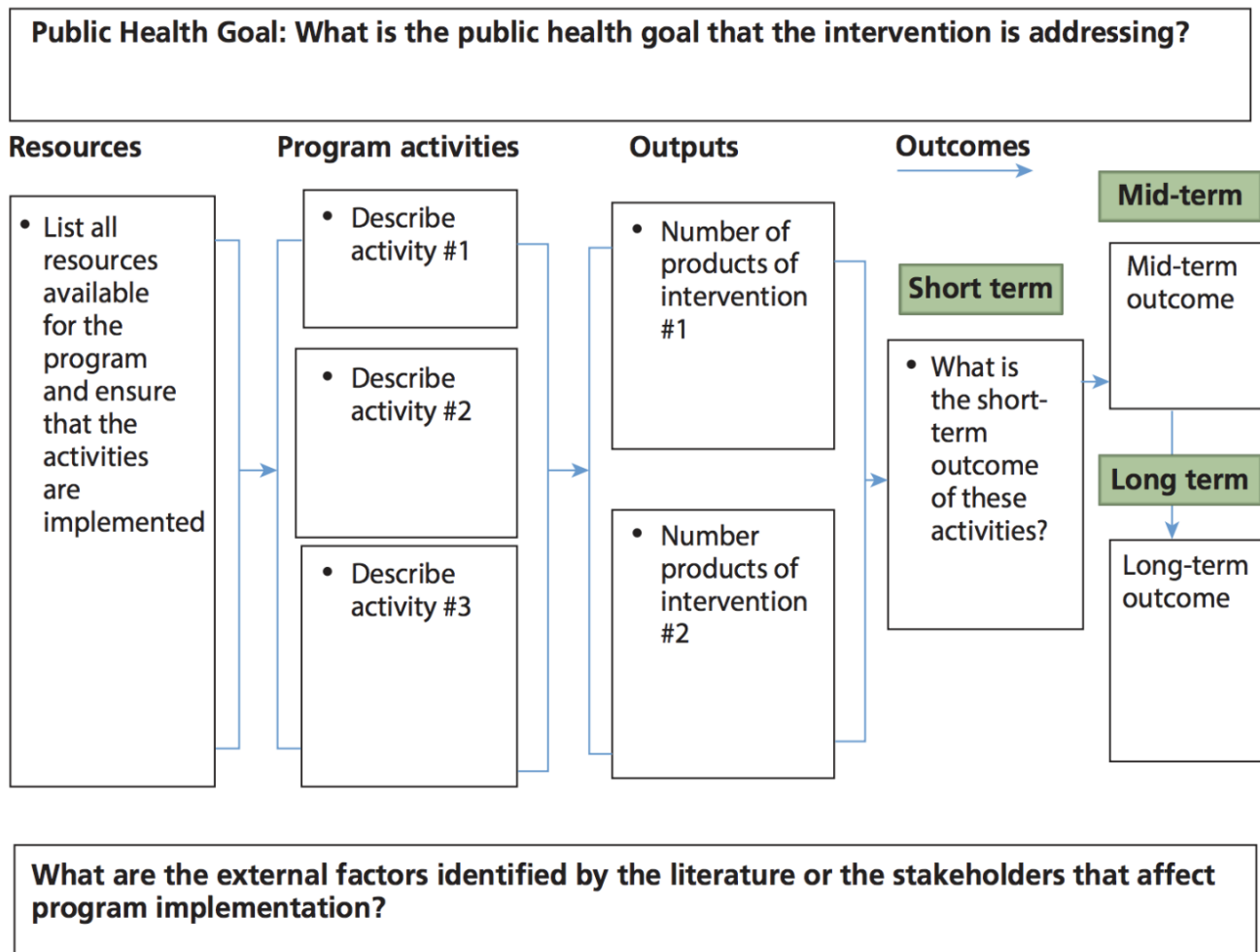


- **Engage Stakeholders:** Connect people who are invested and interested in the program and can provide feedback along all steps of the process
- **Logic Model:** Display on paper the resources, goals, and objectives of your program to help guide the evaluation
- **Design Evaluation:** Determine what your end goals of the evaluation are (i.e. what do you want to know) and determine the best way to collect that data (i.e. collection tools)
- **Collect Data:** Gather your data how you planned on the design
- **Analyze and Interpret:** Make sense of the data you have gathered
- **Use and Share Findings:** Share the data with any important stakeholders and make any necessary improvements to the program

3) Logic Model

A **Logic Model** can be used to create a comprehensive description of the program that encompasses all of the components and intended outcomes ^{1,2}

Figure 2. The Logic Model ¹



Need: What is the big public health issue you are trying to address with this program?

Inputs/Resources: What is needed in order to ensure a smooth implementation of the program?

Activities: What are the specific activities used in the program to help ensure you meet your desired objectives?

Outputs: Describe your desired objectives/ goals for the program. These are further broken down into short-term, medium-term, long-term

Short-term: what are your immediate desired outcomes?

Medium-term: what are your medium-term desired outcomes?

Long-term: what are your long-term desired outcomes?

4) Types of Evaluation

There are different types of evaluations that can be implemented such as *process, formative, outcome, etc.* The right type of evaluation for your program will be chosen depending largely on the stage of the intervention and the types of questions you would like answered. Here are two most used types of interventions:

Implementation/Process Evaluation¹: Documents whether a program has been implemented as planned and why or why not? This type of evaluation focuses on the left side of the logic model and uses the resources and activities buckets to create questions like:

Resources

Were the resources provided for this program adequate?
What were the costs associated with the initiative?
How does this compare across other places with similar initiatives?

Fidelity

Was the program implemented as originally structured? If not, why?
How was the Quality of training for the personnel?

Quality

Were the training sessions developed and implemented based on all different learning styles ?
Was the length of the training appropriate?
Did the participants show evidence of being able to use the skills they were taught?

Level

How many of the intended activities were implemented?
What barriers exist to implementation of activities?
How were barriers removed/mitigated?

Assumptions

What barriers were there to program implementation? How were they addressed?
How has the intervention been modified to ensure the participation of individuals with different cultural beliefs and ethnic backgrounds?

5) Types of Evaluation

Outcome Evaluation^{1,2}: Documents the progress of the changes that occur as a result of the program. This type of evaluation focuses on the right side of the logic model and uses the short-, medium-, and long-term outcomes to create questions like: Should I get into the science of the type of study designs that you can use to answer these questions?

Changes

Did the program change attitude and behaviors towards x?
Did the program influence trends in morbidity and mortality?

Efficiency

What is the volume of outputs produced by the resources devoted to your program?

Knowledge

Did the program increase knowledge in X? by how much?

Cost-effectiveness

Does the value or benefit of your program's outcomes exceed the cost of producing them?

Attribution

Can the outcomes be related to your program, as opposed to other things going on at the same time?

6) Data Collection

Once you know the type of questions you would like the evaluation to answer, you can begin to measure these questions by creating and implementing various modes of data collection. Different types of data collection will require different levels of expertise and have different “costs”.¹ Here are some examples:

Table 1. Data Collection Tools and associated Costs¹

Data Collection Tool	Level of Expertise Required	Cost
Self-administered surveys	Expertise to develop, little to gather, expertise to analyze	Moderate
Face-to-face interviews	Skill to gather and considerable skill to code and analyze	Expensive
Archival data	Little skill to gather but some skill to analyze	Inexpensive
Focus groups	Considerable skill to gather, code, and analyze data	in-house is less expensive
Open-ended questions on surveys	Little skill to collect and analyze	Moderate
Participant observation	Skill to gather and skill to analyze	Inexpensive but can be time-consuming

Ideas to Increase Data Collection:



1. If you are using pre and post-tests to measure changes in knowledge and beliefs, try implementing a condensed version of this test half-way through the program. This is especially helpful when participants do not finish the program and you still want to quantify the impact of the exposure

2. Use “exit tickets” to get a sense of what was learned in specific lessons



3. Use satisfaction surveys to measure participant satisfaction. You can implement this half-way to get feedback on how the participants are responding to the program and if they would like to see any changes.

a. Questions can be either quantitative, using a 5-point Likert scale, or qualitative, leaving them open ended, or a combination of both. Most used questions are the following:

(a) The discussions are helpful

(b) I feel like I can use this information

(c) I liked the type/style of meeting

(d) The course directors were very helpful and explained everything clearly

(e) I felt that I was part of the group



4. If you cannot collect data from the participant population directly, try using proxies to measure outcomes. One great way to do this would be to hold a focus group and include all facilitators and create questions around participant involvement, attitudes, and knowledge to try and measure your desired outcomes.

a. If you do not have someone that can help you facilitate the focus group, you can also create a survey for the facilitators and have them answer both qualitative and quantitative questions that can help you get a scope of the desired outcomes

Appendix

Program Evaluation Checklist

Logic Model Template

Additional Resources

Program Evaluation Checklist



- Make a list of all possible stakeholders to engage in process
- Create a Logic Model of the program
- Choose your research questions (What do you want to answer through the evaluation?)
- Choose Data Collection Strategies
- Create Data Collection Tools if Necessary
- Collect Data
- Analyze results
- Report back to stakeholders and community

Logic Model Template

Public Health Issue:

Inputs/Resources:

Activities:

**Short-term
outcomes:**

**Medium-term
outcomes:**

**Long-term
outcomes:**

Additional Resources

- Resources for Focus Groups:
 - [Guidelines For Conducting a Focus Group by The University of Mississippi](#)

- Resources for One-on-One Interviews
 - [Preparing for one-on-One Interviews by The University of Florida](#)

- Resources for the Creation and Administration of Surveys:
 - [How to Gather your Own Data by Dataquest](#)
 - [An Overview of Data Collection by Research Connections](#)

- Resources for Analyzing Qualitative Data:
 - [Evaluation Toolkit: Analyze Qualitative Data by the Pell](#)

- Resources for the Creation of Logic Models:
 - [Evaluation Guide: Developing and Using a Logic Model by the CDC](#)
 - [Developing a Logic Model or Theory of Change by The Community Toolbox](#)
 - [Evaluation Toolkit: Using a Logic Model by the Pell Institute](#)