

# Chapter 3: Documenting and Evaluating Your Intervention Program



Evaluation sounds like a complex process, and sometimes it can be very sophisticated. But evaluation is actually a natural by-product of program planning: we identify a need, plan a program to address the need, then look at our efforts to see how we did. Evaluating your program is not something you do at the end, but something you do throughout your planning process.

**E**ach step of your planning process can be evaluated to determine successful as well as unsuccessful factors that will help improve your efforts as you go along. How can you show that an education activity is worth support? How will you demonstrate to your audience that what you are doing is important? The answer is evaluation. By looking at the process of evaluation, and making it a conscious effort, you will be able to draw conclusions about the success, barriers, or failure of your education program.

## Project REACH Evaluation Tools

All programs can be evaluated in some form. Evaluation Tools have been developed to help you assess any local programs or events you plan as a result of participation in Project REACH.

For shorter interventions, such as handouts or inserts in mailboxes and paychecks, get feedback. Ask those in your school community what kind of information they would like to receive and try to incorporate their interests in future outreach efforts. A more involved program, lasting an hour or more and/or including a speaker, should be evaluated differently because it can produce valuable information about the content of the program as well as its strengths and weaknesses. **Table 7** outlines the evaluation tools

included in this guide for your use. At the end of this Chapter you will find the blank tools mentioned in **Table 7** and checklists for using these tools.

Although you may choose to skip a formal evaluation process, getting an overall impression of your program is very important to its success. Take time to talk with attendees to find out what aspects they enjoyed, or the kinds of changes they would make in future programs. Having conversations with those in attendance will enable you to alter your activities to fit the needs of the participants.

## Anonymity and Confidentiality

Breast and cervical cancer are very personal and emotional issues. Sometimes participants of local programs will confidentially share information intended only for you, the program planner, or for other participants. Anyone with access to others' descriptions of their private thoughts, experiences, feelings, and health have a moral duty to preserve the confidence in which people provide this information.

If you decide to use any of the forms provided, be careful not to record or share any information on the evaluation or observation forms that can be linked to a specific person. You will protect yourself and the personal information of your participants, enabling them to freely share at your program.

## Using the Event Observation Form

Observations about your program or event are important to help you remember successful characteristics and document your efforts for future reference. Although you can fill out this form after the event has ended, completing the form while the event is taking place will prevent important information from getting lost or being forgotten later.

### Before the program/event:

- Decide who will observe the event and complete the Event Observation Form.
- Be familiar with confidentiality issues discussed earlier in this section.
- Bring extra paper and pens/pencils to write your program observations without interruptions.
- Read this checklist.

### During the program/event:

- Start recording your observations when the program begins (all are seated, Facilitator begins introductions).
- Be unobtrusive: Minimize the extent to which your presence influences others' behavior.
- Be focused: Observe closely.



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### Women Who Need This Program

- Be thorough: Provide enough detail for others to picture the scene.
- Be precise: Aim for details rather than generalizations.
- Read over the observation sheet several times during the program to ensure you are answering the questions.
- To ensure confidentiality, do not leave your notes unattended and available for others to read.

#### Using the Event Evaluation Form

Getting participant feedback about your event is important to determine

what worked well and what participants feel should change.

#### Before the program/event:

- Decide who will introduce the evaluation form at the end of the event.
- Be familiar with confidentiality issues discussed earlier in this section.
- Read this checklist.

#### At the end of the event before participants leave:

- Explain the reason for the form and thank participants in advance for giving their honest feedback.

- Be prepared to answer questions about the survey that may arise.
- Take this checklist with you when you attend each program.

After the program or event, remember that this information is to help you improve your future efforts. Be careful to preserve any confidential information about participants or events that are not related to improving the format or content of your event.

Table 7: Project REACH Evaluation Tools

Evaluation Tool/Form	What is it used for?	Who should use it?
Event Observation Form (blank form included in this chapter)	This tool records basic information about an event, the participants that attended, and other information about the format of an event to help you document your efforts.	Anyone involved in planning the event, or at workshops and seminars, someone who is not involved as an official participant, facilitator or speaker. <b>Appropriate:</b> While certain questions or items on this form may not apply to your event, the form itself is appropriate for all of your efforts.
Event Evaluation Form (blank form included in this chapter)	This tool assesses how participants of any program felt about the format, speakers, materials, etc. Feedback from this form can help you improve future efforts.	This form should be given to participants to complete at the end of any program or event. <b>Appropriate:</b> At the end of an event that has a specific end time and audience, like workshops or seminars. <b>Inappropriate:</b> At the end of very short events like a 5 minute presentation at an existing in-service meeting, or at an event with no specific time frame or audience such as a health fair.



## Event Observation Form

1. Date of program/event \_\_\_\_\_
2. Location of program (city/state) \_\_\_\_\_
3. Type of Intervention program.  
 Workshop     Health Fair     Presentation     Other (specify)
4. Approximate number of participants  
# of women \_\_\_\_\_ # of men \_\_\_\_\_
5. Describe ethnic or minority make-up of participants: \_\_\_\_\_
6. Physical setting (i.e., Classroom, Cafeteria, etc.) \_\_\_\_\_
7. What influences, if any does the physical setting have on the program or participants?  
\_\_\_\_\_

### Program Activities:

8. Describe the activities observed.  
\_\_\_\_\_  
\_\_\_\_\_
9. What is your impression of the usefulness of the program activities?  
\_\_\_\_\_  
\_\_\_\_\_
10. How do the participants respond to the program activities?  
\_\_\_\_\_  
\_\_\_\_\_

### Event Evaluation:

11. What evaluation tools were used at the intervention program?  
 Workshop Evaluation Feedback  
 Other: (describe) \_\_\_\_\_



## Event Evaluation Form

Please check the response that most accurately reflects your opinions. Your feedback will help us improve future workshops.

1. What is your overall impression of this workshop?  
 Excellent  
 Good  
 Fair  
 Poor
2. To what extent did this workshop meet your expectations?  
 Very much what I expected  
 About what I expected  
 Not at all what I expected – → if so, please explain \_\_\_\_\_
3. How useful to you personally was the information presented today?  
 Very Useful  
 Useful  
 Somewhat useful  
 Not at all useful
4. How much of the information presented to you today was new?  
 All of it  
 Some of it  
 None of it
5. What was the most useful part of the presentation? \_\_\_\_\_  
\_\_\_\_\_
6. What was the least useful part of the presentation? \_\_\_\_\_  
\_\_\_\_\_
7. Because of information received at this event, which of the following actions will you take (if any)  
(Check all that apply)  
 change your behaviors so they are more healthy  
 talk to friends and family about what they should do to stay healthy  
 continue to learn more about breast and cervical cancer  
 investigate about participating in a local organization that addresses these health issues  
 conduct a local activity around these health issues  
 other, please specify \_\_\_\_\_
8. If you checked any of the above, what will be your first step upon leaving this presentation to accomplish this?  
\_\_\_\_\_
9. Please share any suggestions you have for improving this presentation:  
\_\_\_\_\_