

Chapter 5: Evaluating Your Program

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Introduction

How will you know whether your mental health promotion initiative is successful? And how will you measure success? These are the important questions that conducting an evaluation will help you to answer.

Traditional evaluation has often been seen as the domain of “experts”, a particular and specialized form of research. As such, it has often emphasized on understanding and improving programs, but has not always reflected the interests and needs of people involved in those programs.

Evaluation concepts and methods can, however, be used to promote the empowerment and self-determination of participants. In this section we will focus on the basic information your group will need to conduct an effective and meaningful evaluation of your initiative.

5.1 About Evaluation

What is Evaluation?

Put simply, evaluation means making a judgement about the value of something - in our case, the value of a mental health promotion initiative. Evaluation is the process of assessing what has been achieved and how it has been achieved. It means looking critically at your mental health promotion project, working out what was good about it, what was bad about it, and how it could be improved.

When you evaluate your initiative, you are gathering information to help you draw conclusions about the efforts of your group. By using that information, you can decide what aspects of your plan are working, and which areas need improvement. You can then make any necessary changes to your action plans so that you will be more likely to reach your goals.

The evaluation information you gather can be used to improve your current initiative or the next community initiative you undertake, and can also be useful to help others who are trying to develop similar initiatives in other communities.

But there's more to evaluation than simply finding out if you did your job. It's also important to use your evaluation data to improve your initiative along the way. This is especially true of mental health promotion projects; it's essential that the process, as well as the outcome of your project promotes the mental health of those who are participating.

Why Should You Evaluate?

You need to be clear about why you are evaluating your work, because this will affect the way you do it and how much effort you put into it. It's a good idea to evaluate your mental health promotion initiative:

to improve your work

Completing evaluations helps you to build on your successes and learn from your mistakes. Evaluation can document your success with facts, figures and examples, which in turn will lead to more support and encouragement from the community.

Evaluation can also help to point out where you have fallen short of your goals, so that you will learn from your mistakes. Negative evaluations should be seen as an opportunity to learn about what works, not as a failure.

to help other people improve their work

It's important to think about and plan for disseminating your findings, or sharing the results of your initiative with others. Completing a thorough evaluation will help you to present your project in a way that will help other people learn from your experiences. It is important to publicize failures as well as successes, to prevent other people from repeating your mistakes.

to justify the use of resources

You will need to be accountable to those who provided your initiative with monetary or in-kind resources. Most funders require you to conduct a thorough evaluation as a part of your reporting procedure. A positive evaluation also provides evidence to support the case for doing mental health promotion work in the future.

to recognize the value of your work

Engaging in the process of evaluating your initiative gives you the satisfaction of knowing how useful or effective your work has been. Being able to see the success and value of your work will boost your spirits and motivate you to continue with your work.

to identify unexpected outcomes

Your mental health promotion initiative may produce some unplanned or unexpected outcomes. Whether those outcomes contribute or detract from the goals of your initiative, conducting a thorough evaluation will help you detect these outcomes and respond to them.

Who's Afraid of Evaluation?

Despite all of the benefits that evaluation can bring to your initiative, you may still meet with some resistance in carrying out an evaluation of your project. In order to gain the greatest benefits from evaluation, you might have to overcome some common misperceptions about it.

Evaluation can be threatening to many people. Generally, their fears fall into three broad categories - "I don't know how", "I don't have time", or "The results might be negative and hurt us". All of these are valid concerns, but they shouldn't be so discouraging as to outweigh the benefits of doing an evaluation. Here are some responses to those concerns:

"I don't know how to do an evaluation. It's too complicated"

While it may be true that you don't have an extensive background in evaluation, you can still do a good job evaluating your mental health promotion initiative. This chapter will provide you with some practical ideas and tools to help you become familiar and comfortable with evaluation.

"I barely have time to keep track of the different activities in the project. I don't have the time to do an evaluation on top of all the other things I have to do".

If you have gone through a careful and thorough planning process, you have already completed many of the tasks involved in conducting an evaluation. Once you begin to record the kinds of information you will need for your evaluation, it will become just a regular part of the everyday life of your mental health promotion initiative.

Although it can take some time to plan, an evaluation can end up saving you time by pointing out potential problems while they're still small, instead of waiting until they become disasters.

"What if the evaluation ends up being negative?"

Although this is a possibility, it is fairly unlikely if you start to evaluate early on, and pay attention to what the evaluation is telling you. Remember that any negative results you may find should actually be helpful to you, at least in the long run. They will help you to improve the overall quality of your mental health promotion initiative.

How Does Participatory Evaluation Help?

By incorporating participatory approaches into your evaluation, you will be able to overcome many of these common fears. Participatory evaluation is the direct involvement of group members and other stakeholders in a way that enables them to learn from their experience.

In participatory, or empowerment evaluation, participants work together to identify and implement appropriate criteria and methods for assessing the process and impact of their efforts. This approach has many potential benefits for mental health promotion projects. Participatory evaluation:

- legitimizes community members' experiential knowledge;
- recognizes the role that values play in carrying out evaluation research;
- empowers community members;
- demystifies the concepts and process of evaluation;
- enhances the relevance of evaluation data for communities.

Given the emphasis on participation in mental health promotion projects overall, the evaluation also needs to involve community participation. You will want to engage your members, community partners and stakeholders in designing and carrying out your evaluation and in disseminating your evaluation findings.

How Will the Results Of Your Evaluation Be Used?

Who will be using your evaluation data, and what will they do with it? The answer to this will no doubt affect the kinds of questions you ask, how much depth and detail you go into, and how you present the information you gather.

If you are conducting the evaluation solely for use by your own group, in order to find out how to improve a session or workshop for the next time, you could probably rely on observation and informal feedback as a means to assess how well it went. In most mental health promotion projects, however, the evaluation results will be shared with a wide range of community partners and networks, so a more formal component might also be necessary.

If you are writing a report for your funder, or a community agency that has supported your work, you will need to think through what questions those people will expect to be answered, and how much detail they will require.

The following tips might help you deal with questions about how to tailor your evaluation to so that it's useful for everyone who is interested in your results.

consider your stakeholders

Now is a good time to think back to what we talked about in the section on planning your evaluation: Who are your stakeholders? What kind of information do they want to get out of the evaluation? Being clear on the answers to these questions is essential to devising an effective evaluation.

change the emphasis

When you communicate the results of your evaluation, you can stress different aspects, depending on the needs and interests of your stakeholders. Whereas community members may be most interested in whether the participants felt the project was beneficial, your funding source might want to see if you reached all your objectives.

share your results broadly

You should be prepared to share the results of the evaluation with all of your stakeholders, and potentially, anyone else who is interested in your project. We will talk

more about sharing your evaluation and other aspects of your project in the next chapter, Disseminating your Results and Ensuring Continuity.

What Are The Different Types Of Evaluation, And How Are They Used?

Although there are many different types of evaluation, we will highlight only two of them, process and outcome evaluation, because they are particularly relevant to community mental health promotion initiatives.

Process evaluation looks at the activities that take place during your mental health promotion initiative, to help you determine how well things are going. Documenting the implementation of your project by conducting process evaluation not only helps the operation of your program, but it can also help to make sense of the outcome evaluation.

Outcome evaluation is very important for mental health promotion initiatives, because it highlights the changes that happen in your community as a result of the work done by your mental health promotion initiative. These changes, which are tracked using outcome measures, can take several forms, including impacts on individual participants, and impacts on the broader community.

In this section we'll discuss why it's important to keep track of both process and outcomes in your evaluation.

A. Process Evaluation

The task of promoting mental health in your community is a complex one, and the immediate results of your efforts may not always be clear. It is often a challenge to frame mental health promotion projects in terms of outcomes, because many of the results of such projects are things like increased empowerment and self-determination - results that are very hard to measure in concrete terms.

Evaluating the process of your initiative, therefore, has special significance for mental health promotion, for it provides an alternative way of tracking your progress toward your objectives.

From the beginning of your initiative, you need to collect information that shows how you are doing in terms of fulfilling your objectives and reaching your goals - basically, whether you're on the right track. Collecting this information is part of process evaluation.

The information gathered through process evaluation serves a number of key purposes:

provides positive reinforcement

Process evaluation provides the reinforcement that you'll need to keep your project going; there is nothing like positive feedback to boost your morale and that of your group members.

highlights errors

It will reveal the errors and miscalculations that are bound to arise. Although it may seem threatening to have your mistakes highlighted in this way, the negative feedback that comes up through the course of the process evaluation can actually provide you with great insights, and help to ensure the quality of your project.

promotes self-analysis

Process evaluation sets up a healthy climate of self-analysis and reflection that is essential in any community-based mental health promotion initiative. Sometimes it's helpful to set up regular review sessions, where you can monitor your progress on reaching the goals and objectives of your project.

provides a historical record

If your project achieves good outcomes, those wishing to replicate it would need a clear description of exactly what was done, and how it was done. If your project does not achieve its objectives, keeping track of the implementation will help you to pinpoint why - whether your objectives were unrealistic, or whether the implementation did not go as planned.

keeps you on track

Without conducting frequent internal checks, it's easy for community-based mental health promotion initiatives to lose their momentum and drift off target. Regular, informal evaluations at the end of meetings (How are we doing? Is everyone feeling well/being heard!) or even more formal (brief evaluation forms for participants) will help to keep your project on track.

B. Outcome Evaluation

Outcome evaluation focuses on the impact your work is having on the participants and the community. It helps you to know if your work is effective, and if you have achieved the objectives you set out to at the beginning of your initiative. An outcome evaluation is most meaningful when contrasted with baseline measures, so that you have a point of comparison that allows you to gauge the impact your mental health promotion initiative has had on participants and on the broader community.

The information gathered through outcome evaluation serves a number of key purposes:

justifies use of resources

Conducting an outcome evaluation helps you to justify the effort and resources that went into your project, and to demonstrate to the community, to the others who worked on it, and to the funding source, that it was worthwhile and effective.

demonstrates accountability

Evaluating the outcomes of your project demonstrates that you are accountable to those who supported your initiative - the community (and perhaps funding agencies) contributed a lot into your project. Outcome evaluation provides you with a way of showing that they are getting something of value out of it.

5.2 How To Evaluate

How Do You Gather Evaluation Information?

Just as there are different types of evaluations to assess the various components of your project, there are also different ways of collecting the information you will need. Here is a brief overview of some common evaluation methods and what they work best for.

Interviews with key participants

(used for process and outcome evaluation)

Conducting face-to-face interviews is one of the most effective ways of gathering detailed, information-rich data for your evaluation. Interviewing people will help you to capture people's experiences participating in activities, of their feelings of empowerment, of their sense of community, of well-being, and so on.

Because people often express their views and opinions more easily orally than in writing, you will probably find that interviews generate a greater volume and depth of information than questionnaires or evaluation forms.

For more information on conducting key informant interviews, please refer to the Community Tool Box, Chapter 3 I, Section 8: Interviews with key participants. <http://ctb.lsi.ukans.edu/ctb/c31/c31s8> or to other resources listed at the end of this chapter.

Focus groups

(used for process and outcome evaluation)

A focus group is a small-group discussion guided by a trained leader. It is used to learn more about opinions on a certain topic, and then to guide future action.

The group's composition and the group discussion are planned to create a comfortable environment where people will feel free to talk openly. Members are actively encouraged to express their opinions, and to respond to other members, as well as to questions posed by the leader.

Because focus groups are structured and directed, but also expressive, they can yield a lot of information in a relatively short time. For more information on conducting focus groups, please refer to the Community Tool Box, Chapter 2, Section 4: Conducting Focus Groups <http://ctb.lsi.ukans.edu/ctb/c2/c2s4> or to other resources listed at the end of this chapter.

Participant observation

(used more for process evaluation)

Participant observation allows you to gather information about how your project as it is actually happening, from the point of view of a participant. The participant is trained in writing descriptively, perceiving detail (and separating it from trivia), and recognizing the subjectivity of their own perceptions.

Observational evaluation reports should be detailed enough that the reader develops an understanding of what happened, how it happened, and the context in which it happened.

The evaluation of the Inclusion project hinged on the role of the "site historian". In each of the project sites, a community member, usually a consumer/survivor, was selected and trained in participant observation, so that they could monitor and evaluate the process and outcomes of the project.

The site historians took part in an intensive training session, which included an overview of qualitative methods. In this training, which was provided by the CMHA national¹, site historians learned that their own observations and insights were an integral part of the overall project evaluation.

By using participant observation techniques, site historians were able to record the development and implementation of the project in a way that captured the nuances of the process in each site.

Event logs

(used more for process evaluation)

Event logs are written accounts of the activities of the initiative. They might also be used to record any changes in the community brought about by the initiative, such as new policies, programs, or practices related to the initiative's goals and mission.

An event log usually contains the following information:

- when the event took place;
- why it was important;
- what happened as a result
- who was involved;
- what organizations contributed people and resources.

The people who fill out event logs will be those members who are taking action on behalf of the initiative. The log should be completed soon after the event takes place, so that the details are still fresh in the mind of the person who is recording them. These event logs can then be given to the people in the group who are responsible for compiling evaluation information.

Questionnaires and surveys

(used mainly for outcome evaluation)

Questionnaires and surveys can be used when you need to get information quickly. They don't necessarily capture the same richness of detail as interviews, focus groups and participant observation, but they can be helpful in gathering baseline data and rating participant satisfaction.

You'll find an example of a participant satisfaction survey in the tools section at the end of his chapter.

Baseline data

A baseline provides you with a snapshot of the community at the beginning of your project. By collecting the same data several times through the life of your project, you will be, in essence, doing time-lapse photography. This will help you to see if changes came about in your community, and you'll have a better chance of knowing if those changes were a result of your project.

¹ For more information on the site historians' training, please contact the CMHA national office.

Some things you might measure with baseline data include numbers of partnerships, numbers of participants, etc.

This is not a separate strategy, but should be used when you are conducting questionnaires and surveys, and sometimes with interviews and focus groups.

How Do You Evaluate Your Mental Health Promotion Project? A Review of The Main Steps

There are three main steps to developing the evaluation for your mental health promotion project:

- Clarifying your project goals and objectives;
- Developing your evaluation questions and select evaluation methods;
- Developing a framework for collecting evaluation data;

1. Clarifying your project goals and objectives

The first step in any evaluation is to clarify the goals and objectives of your initiative, for it will help you identify which components of your project should be evaluated.

You have probably already completed this step, if you've been following the planning model we've set out in this tool kit. Now is a good time to revisit those objectives, and see if they are still relevant. If you haven't yet set your goals and objectives, now would be a good time to consider the following questions:

- What are the main things you want to accomplish?
- How do you propose to accomplish them?

The kinds of things you'll want to keep track of in your mental health promotion initiative include the following:

- what you did to implement your initiative;
- the events and process of the initiative as it's happening;
- what the results of your project were.

2. Developing evaluation questions and selecting evaluation methods

The following questions² can be used as a template to develop evaluation questions for your mental health promotion project.

Did we do what we said we would do? “WHAT?” (description of activities)

The responses to this question describe the work done in your project and the relevance of this work in meeting your project goals and objectives. Your objectives provide the criteria against which you measure success.

What did we learn about what worked and what didn't? “WHY?” (reasons for success)

The answers to this question will tell you about people's perceptions of what worked well in your

² Adapted from the Program Evaluation Tool Kit: A Blueprint for Public Health. Ottawa: Ontario Ministry of Health. 1996 (see Annotated Resource List for more information.)

project and what didn't work well, so that you can take action to improve your efforts.

**“What difference did it make that we did this work?
“SO WHAT?” (outcomes)**

The answers to this question measure your project's success in changing knowledge, attitudes, and behaviour. Again, your objectives provide the criteria against which you measure change both during and at the end of your project.

**“What could we do differently?
“NOW WHAT?” (the future of this and other projects)**

This question examines the challenges that your project presented, which often provide a rich learning opportunity.

**How do we plan to use the evaluation findings for continuous learning?
“THEN WHAT” (use of evaluation results)**

This question looks at how will you use your evaluation results throughout the project as well as at the end, and whom you will share them with.

If you think about your project in terms of the five questions, it should help you to design your process and outcome evaluation effectively, so that you capture the information you need, and it will help you choose the most appropriate methods for going about collecting that information.

3. Developing a framework for collecting evaluation data

The table below summarizes the different components of developing an evaluation framework. It combines information on evaluation questions and methods as well as timelines for collecting evaluation data.

You can use the table as a guide to help you through the process of developing a framework to evaluate your own mental health promotion project

Key Evaluation Questions For Your Project	Type Of Information Needed To Answer Questions	Method Used To Gather Information	Time Frame For Gathering Information
<p>WHAT Did we do what we said we'd do?</p> <ul style="list-style-type: none"> • What activities were undertaken, and how did they link to meeting project goals and objectives? • What were the major achievements of the project, and what resources did they require? • Did the objectives change during the project? How and why did they change? 	<p>process and outcome measurements that describe the project's activities, including:</p> <ul style="list-style-type: none"> • community services provided - workshops, publications, communications... • community actions taken - to encourage change in the community • products of planning processes - written objectives, committees, action plans... • community resources and assets identified and used - grants, donations, in-kind resources... 	<ul style="list-style-type: none"> • event log • participant observation • observational data 	<ul style="list-style-type: none"> • throughout

<p>WHY What did we learn about what worked and what didn't?</p> <ul style="list-style-type: none"> • Who participates? • Is the group diverse? • Do participants remain involved? • Why do people enter and leave your project? • Are community members satisfied that your project meets local needs? • What strategies worked well/didn't work well for involving community members? • What strategies worked best/didn't work best for broadening the base of community support? • Which strategies and activities did you change? Why? • How realistic and relevant were your project goals and objectives? • In what ways did the planning process work most effectively? • What did you learn about working together as a group? 	<p>process and outcome measurements that examine reasons for success, including:</p> <ul style="list-style-type: none"> • people who participate - information on who participates, how often, why people leave • media coverage - publicity given to your initiative 	<ul style="list-style-type: none"> • basic demographic data on participants, e.g. age, gender, economic status, ethnic background, disability, etc. • key informant interviews • focus groups • questionnaires and surveys • observational data 	<ul style="list-style-type: none"> • throughout • beginning, middle and end of the project
<p>SO WHAT? What difference did it make that we did this work?</p> <ul style="list-style-type: none"> • What has changed as a result of the project? • What evidence is there to attribute any of attitudes, behaviours, policies, these changes to the project? • What evidence is there to attribute any of these changes to the project? • What other factors outside the project might through have contributed to these changes? • Have participants been involved in the entire 	<p>process and outcome measures that examine outcomes, including:</p> <ul style="list-style-type: none"> • changes in knowledge, skills, attitudes, behaviours, policies, practices.. . 	<ul style="list-style-type: none"> • participant observation <p>baseline data gathered</p> <ul style="list-style-type: none"> • key informant interviews • focus groups • questionnaires and surveys 	<ul style="list-style-type: none"> • throughout • end of project

<p>process of the initiative, including defining the issue?</p> <ul style="list-style-type: none"> • How has participants' mental health been promoted as a result of participation in the initiative? • Are participants satisfied with their experience? • Were there any negative results from participation in the initiative? • In what ways did the project contribute to increased community participation/ strengthening community capacity? • What new partnerships were developed in the project? • What was the nature of these partnerships, and what was their contribution? • Did the project have any negative results? 			
<p>NOW WHAT? What could we have done differently?</p> <ul style="list-style-type: none"> • What effective ways for achieving objectives emerged from this project? • What additional support and resources are required to do the work more effectively in the future? • What could be done to expand the network of people involved in the project? • Could the project have been better planned? 	<p>process and outcome measures that examine outcomes, including:</p> <ul style="list-style-type: none"> • products of the planning process - action plans, evaluation plans 	<ul style="list-style-type: none"> • key informant interviews • focus groups • questionnaires and surveys • event logs • participant observation 	<ul style="list-style-type: none"> • end of project • throughout
<p>THEN WHAT? How do we plan to use</p>	<p>process and outcome measures that examine</p>		

<p>evaluation results?</p> <ul style="list-style-type: none"> • How were evaluation results used on an ongoing basis to contribute to the planning and implementation of the project? • How will final evaluation results be documented and disseminated? • How will evaluation results be used for renewed project planning? 	<p>outcomes, including:</p> <ul style="list-style-type: none"> • products of the planning process - dissemination plans • meeting reports 	<ul style="list-style-type: none"> • participant observation • focus groups 	<ul style="list-style-type: none"> • throughout
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The framework for evaluating Inclusion in Community was based on the broad program goals, and was in place before the project actually got under way. A variety of measures were used to determine the success of each site's efforts, and the as well as the success of the project as a whole.

The project was evaluated according to key outcome measures such as:

- number of community partnerships formed;
- stakeholder participation in design and implementation of an action plan in each community;
- extent of shift in focus among participants from service model to community process model.

Outcome

Key indicators were evaluated using a number of measures such as pre and post-project questionnaires and focus groups of stakeholders. and end-of-project evaluation meetings in each site.

Process

A number of steps were taken throughout the course of the project in order to monitor the effectiveness of its ongoing activities. These included participant evaluations of workshops and meetings, written evaluation of the process by local participants and a continuing log of experiences, learnings and activities kept by a site historian.

Summary

Evaluation is a way of making sound decisions regarding the value and effectiveness of your mental health promotion program, to meet the requirements of funding sources, and to share information about your project with others.

The evaluation process takes place before, during and after the implementation of your project. If your evaluation is well planned and conducted, your findings will be extremely beneficial to all of your stakeholders.

Building community capacity is an important aspect of carrying out an evaluation. That's why it's crucial to involve community members and stakeholders in evaluation.

Using participatory approaches helps to overcome people's skepticism and resistance to evaluation. Participatory approaches will help your group choose appropriate evaluation methods, and will ensure that the evaluation takes place according to your plan.

The most important part of developing a useful evaluation is asking the right questions and presenting the results in such a way that they are useful and informative for all stakeholders.

Project evaluation should be careful and rigorous, so that it produces convincing results.

Evaluation results will often help to sustain and renew community initiatives. The information gathered in evaluation can be used to obtain resources, show how to improve, and offer an opportunity to celebrate accomplishments

If evaluation information shows the initiative to be successful, disseminating this information will help to sustain the effort.

Tips

Make evaluation part of your group's culture

Make a habit of asking what worked and what could be better in all aspects of your project. Consider doing a "check-in" to evaluate group process at the end of meetings. Evaluate the actions taken by your group.

Compare results with objectives

Is there a gap between what's happening and what you want to happen? If there is a persistent gap, you might consider revising your action plans and/or objectives.

Get feedback

Giving and receiving feedback on your evaluation creates an atmosphere of trust among your stakeholders; it keeps an evaluation on track by keeping everyone informed of how the evaluation is proceeding.

Follow up

Those who receive your evaluation findings will need some support in interpreting and using the results. Active follow-up will help to ensure that the learnings of your evaluation don't get lost or ignored.

Checklist

- You are using a mixture of process and outcome measures to evaluate your project.

- You have identified criteria or indicators that will provide ways to measure progress towards your objectives.
- You have collected data on each of these indicators.
- You are keeping track of project activities and events with an event log.
- You are prepared to share the results of your evaluation with your stakeholders and other interested individuals and groups.

Tools

Sample Participant Satisfaction Questionnaire

The following is a generic participant satisfaction questionnaire that you may want to use as a template to gather information to evaluate your mental health promotion project.

We welcome your feedback on how (the name of your project) is doing to promote mental health in the community. You don't need to include your name. Your feedback will be confidential.

For each item, please circle the number that best indicates your satisfaction with a particular aspect of the initiative. The results of this survey will be compiled by the Project's steering committee, and will be used to help us determine how effective the project has been so far, and what kind of changes we should make to improve the project for the future. Please provide additional comments if you wish.

Thank you for your assistance with our questionnaire.

	(Very dissatisfied)			(Very satisfied)	
	1	2	3	4	5
Planning and implementation					
Planning process used to prepare the project's goals and action plan					
Your personal experience as a member of the project					
Follow-through on project activities					
Comments					

	(Very dissatisfied)			(Very satisfied)	
	1	2	3	4	5
Leadership					
Strength and competence of the project's leadership					

Sensitivity to cultural issues					
Clarity of vision and goals of project					
Comments					

	(Very dissatisfied)			(Very satisfied)	
	1	2	3	4	5
Community involvement in the project					
Participation of people from diverse backgrounds					
Participation of influential people from different sectors of the community					
Comments					

	(Very dissatisfied)			(Very satisfied)	
	1	2	3	4	5
Outcomes & progress towards goals the project					
Success in generating resources for the initiative					
Progress in meeting the project's specific objectives					
Comments					

Overall, would you say that the community is better off today because of the project?

Yes_____ No_____

Any further comments?

Thank you for your assistance with this questionnaire. Please return it to (Name) in the enclosed self addressed, stamped envelope by (date).

This questionnaire was adapted from the Community Tool Box, Chapter 3 I, Section 4: Rating member satisfaction <http://ctb.lsi.ukans.edu/ctb/c31/c31s4> . To learn more about rating member satisfaction, please refer to that chapter.

Annotated Resource List

Community tool box. Chapter 30, Section 3 - Developing an Evaluation Plan. Hampton, C. <http://ctb.lsi.ukans.edu/ctb/c30/c30s3> , Chapter 3 I, Section I. Measuring Success: Evaluating community initiatives. Whitman, A., and Wadd, E. <http://ctv.lsi.ukans.edu/ctb/c31/c31s1>

These sections provide an overview of the reasons evaluation is an essential part of community initiatives, and should be considered from the beginning of the project. This Tool kit chapter draws on information contained in these two section of the Community tool box.

Empowering community health initiatives through evaluation. Fawcett, S. et al. Empowerment Evaluation: Knowledge and tools for self-assessment and accountability. Fetterman, D. and Kaftarian, S. (eds.) Thousand Oaks, CA: Sage Publications, 1996.

This chapter explores the concept of empowerment evaluation in the context of several community health initiatives. It outlines a conceptual framework, and illustrates the process of empowerment evaluation using case studies. It concludes with a discussion of the challenges and opportunities of empowerment evaluation.

Evaluation methods sourcebook 1& 2. (1990 & 1995) Canadian Evaluation Society. 582 Somerset ST. W., Ottawa, ON. K1R 5K2 Tel. (613) 230-1007 Fax (613) 237-9900 <http://www.unites.ugam.ca/ces/ces-sce.html>

These two books contain information that covers a wide variety of issues relevant to community initiatives, from conducting evaluation with limited human and fiscal resources to information on writing up the results of your evaluation.

Evaluation of health promotion, health education, and disease prevention programs. 2nd edition Windsor, R, et al. Mountain View, CA: Mayfield, 1994.

This book is intended for public health practitioners and trainees to develop their skills at planning, implementing and evaluating programs in different health promoting settings. Topics include promoting organizational change, qualitative process evaluation, evaluating effectiveness, data collection methods, and cost analysis.

How to use qualitative methods in evaluation. 2nd edition. Quinn Patton, M. Newbury Park, CA: Sage Publications, 1987.

This text provides a comprehensive introduction on the use of qualitative methods in evaluation. It contains sections on deciding when to use qualitative methods, designing qualitative evaluations, and analyzing and interpreting qualitative data. Part of an excellent series on evaluation by Sage Publications called the Program Evaluation Kit.

Knowing your community, showing your community. Community Resources.

This US-based organization has just developed a participatory community assessment method. It is a very useful tool for participatory empowerment evaluation efforts with urban and disadvantaged communities. Available from: Community Resources, 5131 Wetheredsville Rd. Baltimore, MD. 21207, Tel: (410) 4480640, Fax (410) 448-0874 <http://www.communityresources.org/naturalresourcecan.html>

Pathways to a healthy community: An indicators and evaluation tool kit. Ontario Healthy Communities Coalition. 1999.

The OHCC has developed a tool kit to assist community groups and coalitions in choosing an appropriate tool for developing indicators and/or conducting an evaluation of

their initiative. The kit provides user-friendly evaluation methods and indicators with information on their specific applications. Available from OHCC 1900-180 Dundas St.W. Toronto, ON M5G 1Z8. Tel: (416) 408-4843 | Fax: (416) 408-4843.
Email: ohcc@opc.on.ca

The Empowerment evaluation institute

The Institute is devoted to developing and applying empowerment and self-evaluation activities. Empowerment evaluators can serve as coaches, helping others to evaluate their own programs and improve program practice. Contact: Andy Rowe, ARC.& Plank Rd. PO. Box 155, Stn C. St John's NF A1C 5J2 Tel: (709) 754-2065/ Fax: (709) 754-6303 / E-mail: arc@nf.sympatico.ca

The program evaluation tool kit: A blueprint for public health. Ottawa: Ontario Ministry of Health. 1996.

This practical, step-by-step guide to evaluating programs is presented in a series of short modules with simple explanations and specific tools. It includes examples from health promotion programs, and worksheets for each step both in hard copy and on disk. An order form can be obtained from Debora Dover at the Ontario Ministry of Health: doverde@rmoc.on.ca Tel: (613) 724-4122 x3752 / Fax: (613) 724-4152.