



## EVALUATIONS

### Designing program evaluation

In designing your evaluation it might be helpful to determine:

1. What is it you want to evaluate?
2. What is the purpose of the evaluation?
3. Who are the people most interested in the results of this evaluation?
4. How will the results be used?

Information to be collected

- What?
- From whom?
- How?
- When?

In general, it is helpful to the program planning team to look at:

1. Program planning and administration. How well was the program/intervention planned and managed?
2. Program and instruction: How effective were the instructors and their instruction? What did participants gain from the program/intervention?
3. Impact: Did the program make a difference back home?

### Levels of evaluation

As the following questions illustrate, there are also different levels of evaluation, depending on what you might want to know:

1. Perceptions of participants: What do participants think and feel about the program? Were they able to answer “yes” to “Was the program relevant?” Was it credible? Was it worth the time to attend?”
2. Participants' competence: What knowledge, skills or attitudes changed for the participants as a result of attending this program?
3. Performance: Is any change in actual practice behaviour evident as a result of attending this program?
4. Outcome for patients: Did the program, through changes in participants' knowledge, skill, attitudes or behaviour positively affect patient care?

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By using these four questions in planning your evaluation, you can save a lot of time by being clear on what you really want to know. The questions reflect different levels of complexity in evaluation design. They also reflect increasing need for resources of time, expertise and money

### What do you want to measure?

Generally speaking, the most often asked questions in evaluation fall into the categories of content, methods, logistics and future needs. The following describes questions in these categories and identifies the level of evaluation that can be addressed:

#### Perception or reaction

At a perception or reaction level of evaluation (Was it worthwhile from the participants' perspective – relevant, credible, worth their time) we would ask:

- Was this a worthwhile experience for the learners?
- Will they return?
- Would they recommend this program to others?
- Was it useful to them?
- Will this benefit their practice?
- Was the information current and clinically relevant?
- Were the goals and objectives of the program- met (in the learners' eyes)?

#### Competence

At a competence level (what knowledge, skills or attitudes changed), we ask:

- What knowledge did they acquire or change?
- What skills did they gain?
- What attitudes were acquired/changed?

#### Performance

At a performance level (what changes have occurred in practice):

- What do they do differently in practice?
- Are the practice behaviours appropriate?

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Following are lists of possible methods of evaluation based on level of complexity

<b>Methods to measure perception</b>	<p>What did participants think or feel about the program? Were they satisfied?</p> <ul style="list-style-type: none"> <li>• Questionnaire / surveys</li> <li>• Focus groups</li> <li>• Nominal group techniques</li> <li>• Inclusive planning committees</li> <li>• Individual interviews</li> </ul>
<b>Sample methods to measure competence</b>	<p>Pre and post tests of knowledge, and attitudes – pen and paper, touch pad, I-clickers</p> <ul style="list-style-type: none"> <li>• Demonstration/OSCE approach for measuring skills</li> <li>• Standardized patients</li> <li>• Chart stimulated recall</li> <li>• Critical incident</li> <li>• Case studies</li> <li>• Chart review/audit</li> </ul>
<b>Samples methods to measure performance</b>	<p>Direct observation</p> <ul style="list-style-type: none"> <li>• Video observation</li> <li>• Standardized patients</li> <li>• Chart review/audit</li> <li>• Chart stimulated recall</li> <li>• Critical incident</li> <li>• Length of stay data (controversial)</li> <li>• Laboratory data</li> <li>• Insurance claims</li> <li>• Referral patterns</li> <li>• Statistics on diagnosis during consultation</li> </ul>
<b>Sample methods to measure patient outcomes</b>	<p>Patient self reports</p> <ul style="list-style-type: none"> <li>• Lab tests</li> <li>• Morbidity rates</li> <li>• Mortality rates</li> <li>• Patient satisfaction survey</li> <li>• Prescribing patterns</li> <li>• Referral patterns (controversial)</li> <li>• Public health status indicators</li> </ul>

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