

HBCU-CFE Mini-grant Program Evaluation Planning

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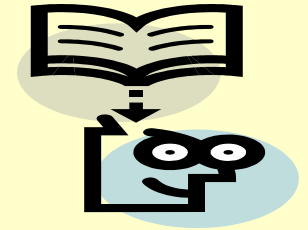
**Historically Black Colleges and Universities
National Resource Center for Substance Abuse
and Mental Health Infrastructure Development
Evaluation Team**

**Curriculum Development Regional Workshop
February 2008**



What is Evaluation?

- A systematic process
- Involves data collection
- Process for enhancing knowledge and decision-making

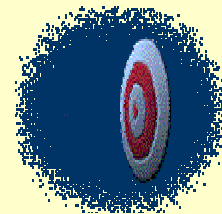


Adapted from Russ-Eft and Preskill (2001)



Evaluation Types-Process

- Identifies how a program is operating and may answer questions like:
 - How many clients were served per month?
 - How much staff time is required per client?
 - How long does it take for participants to complete the program?



Evaluation Types-Outcome

- Identifies the results/effectiveness of a program in achieving performance indicators and may answer questions like:
 - Did knowledge improve?
 - Did reported participation in activities increase?
 - Did initiatives increase?

Program Assessment: Making the Implementation-Measurement Connection

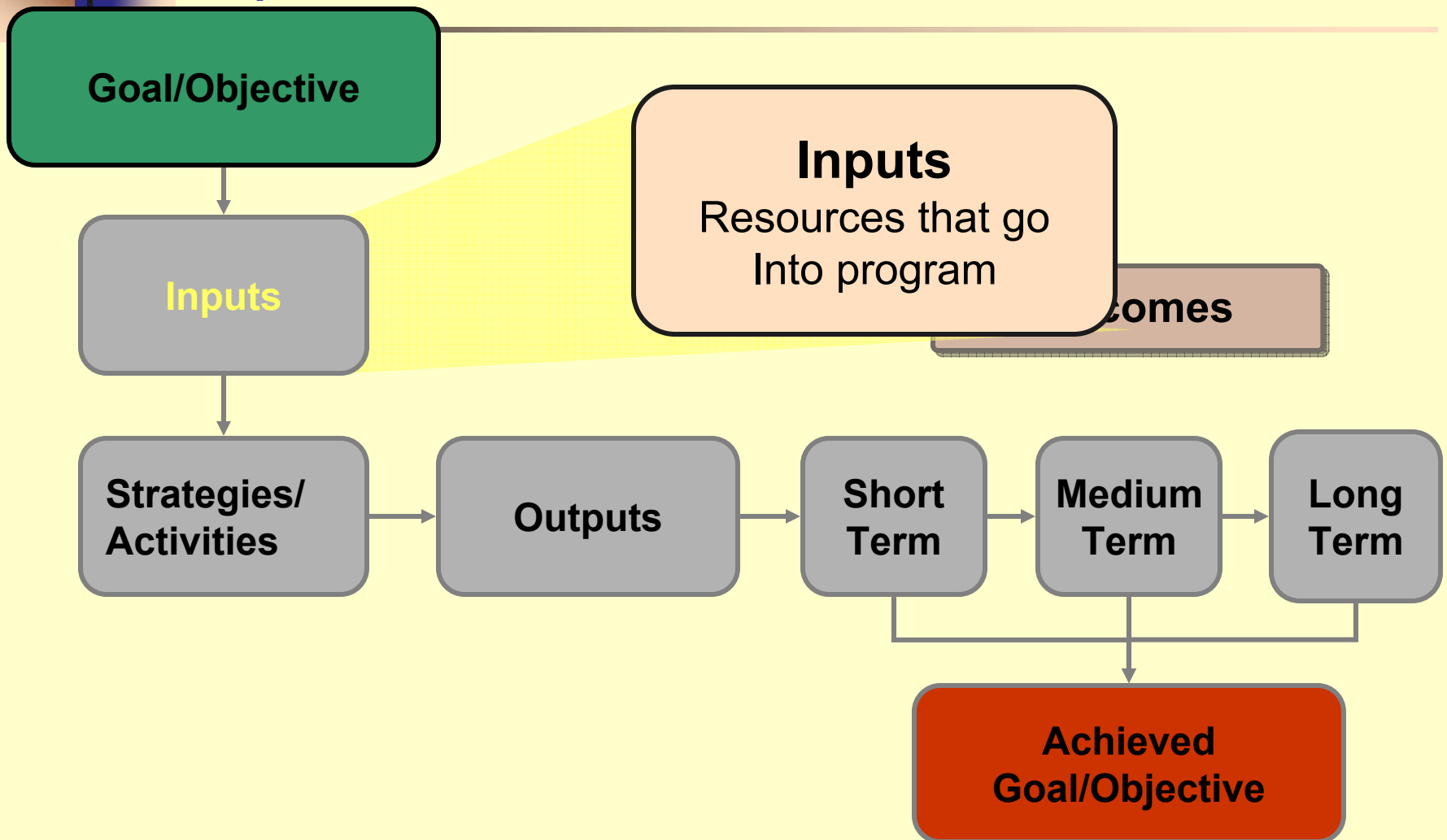
- Make thoughtful decisions about the tools/methods/designs you will use
 - Contact and/or contract with key persons (stakeholders and evaluators) who can help you determine what is the best fit
- Performance indicators are only as good as your ability to measure them

Program Assessment: Making the Implementation-Measurement Connection

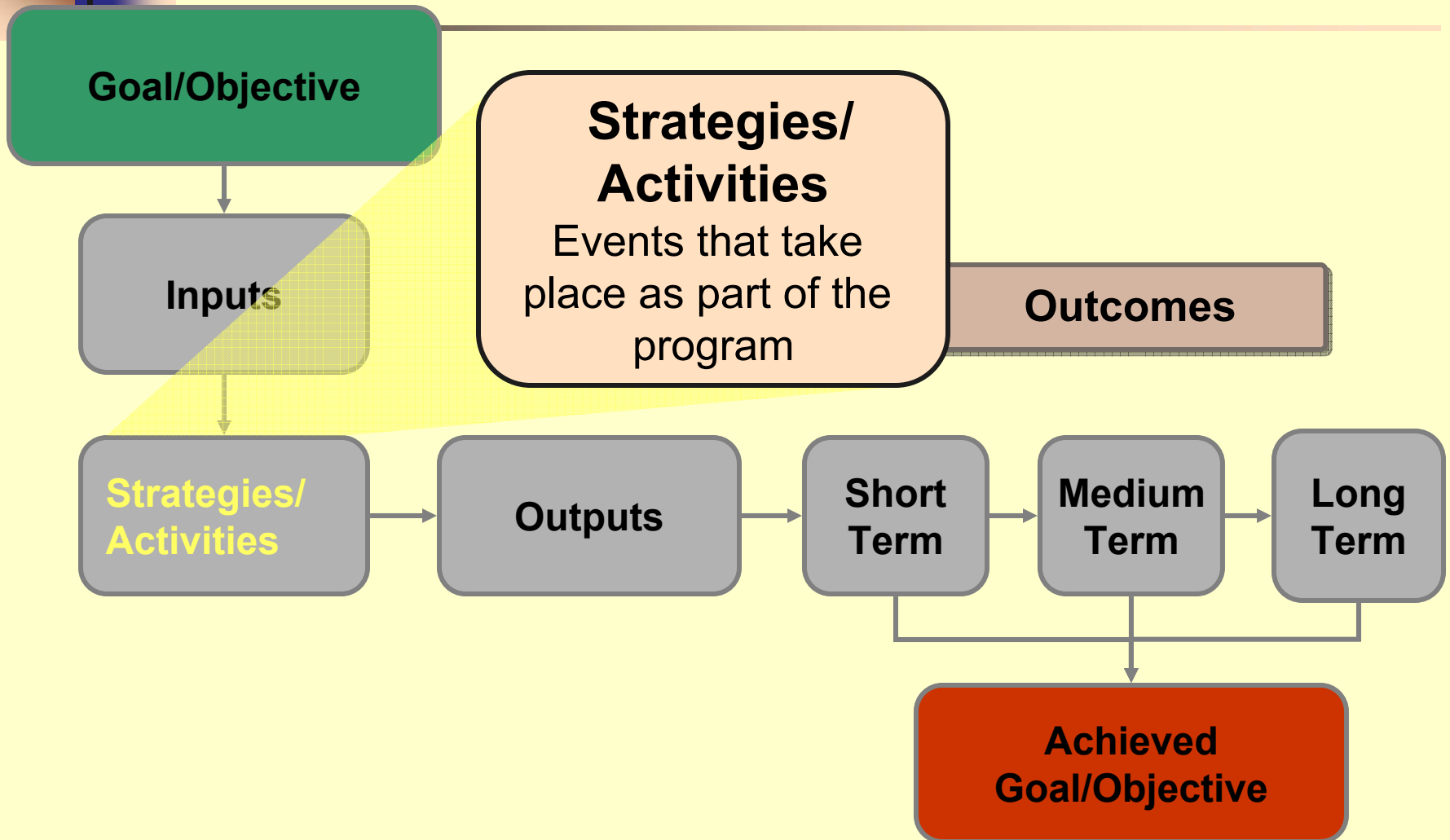
■ **Performance Indicator(s)**

- Identify how you will document each process
- Identify how you will measure each outcome
 - Be specific about your methods and tools (quantitative and/or qualitative? survey and type? focus group?)

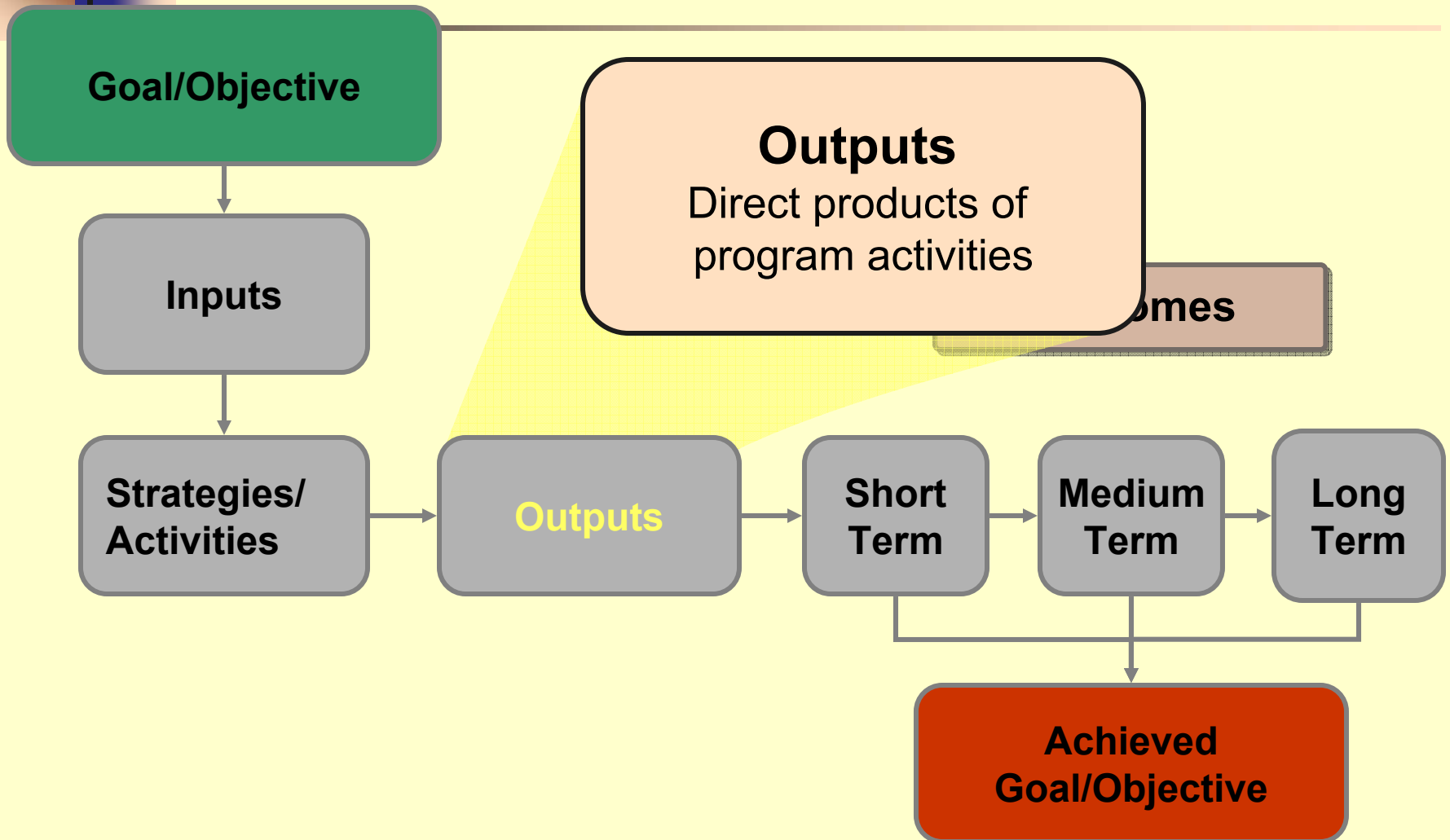
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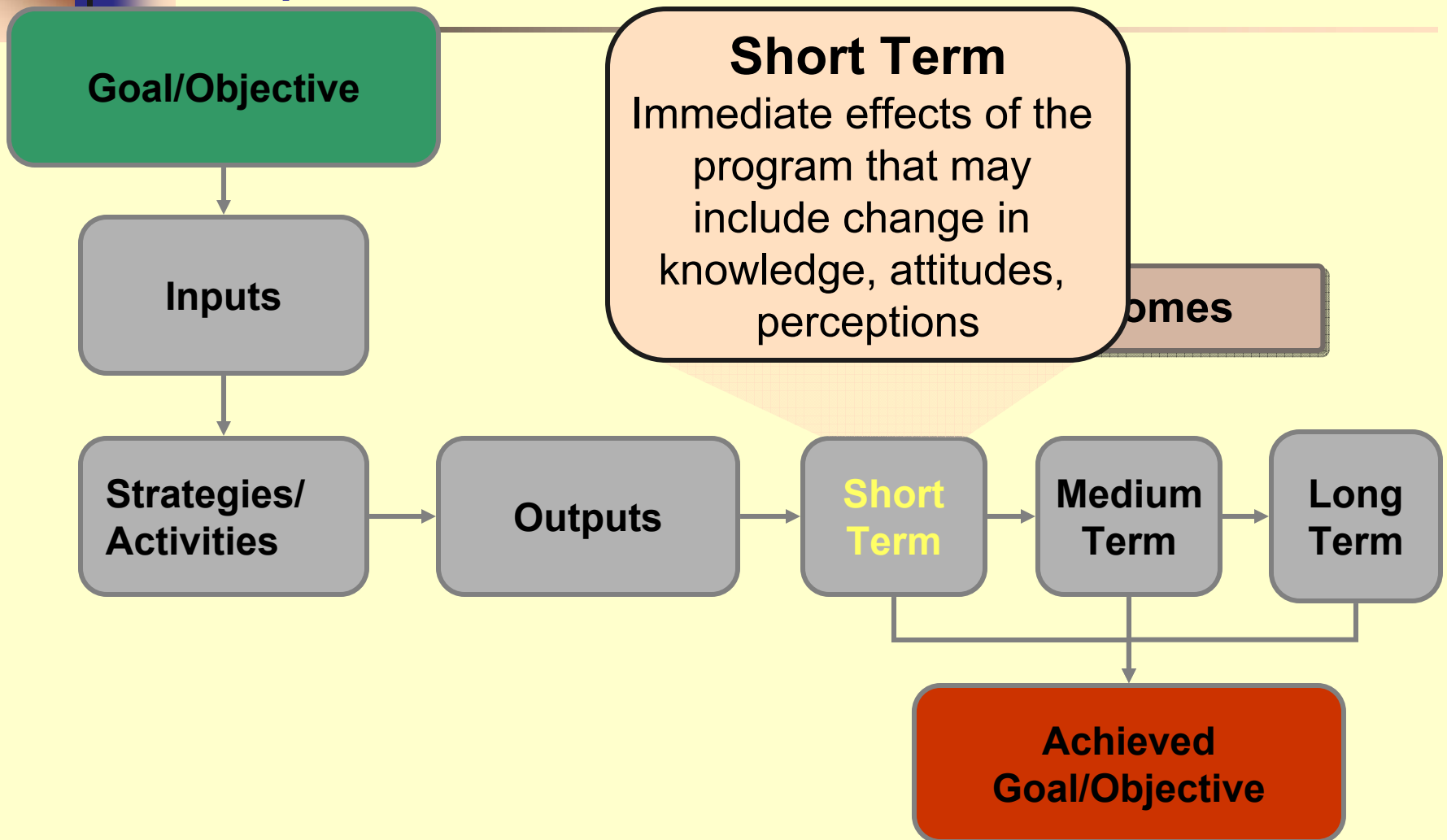
- **Quantify progress toward** achieving **each proposed output** for strategies/activities:
 - **Proposed Outputs:** 3 trainings on suicide awareness developed; 6 students participants in substance abuse internship program.
 - **Progress Made:** 5 trainings on suicide awareness developed; 4 substance abuse interns placed



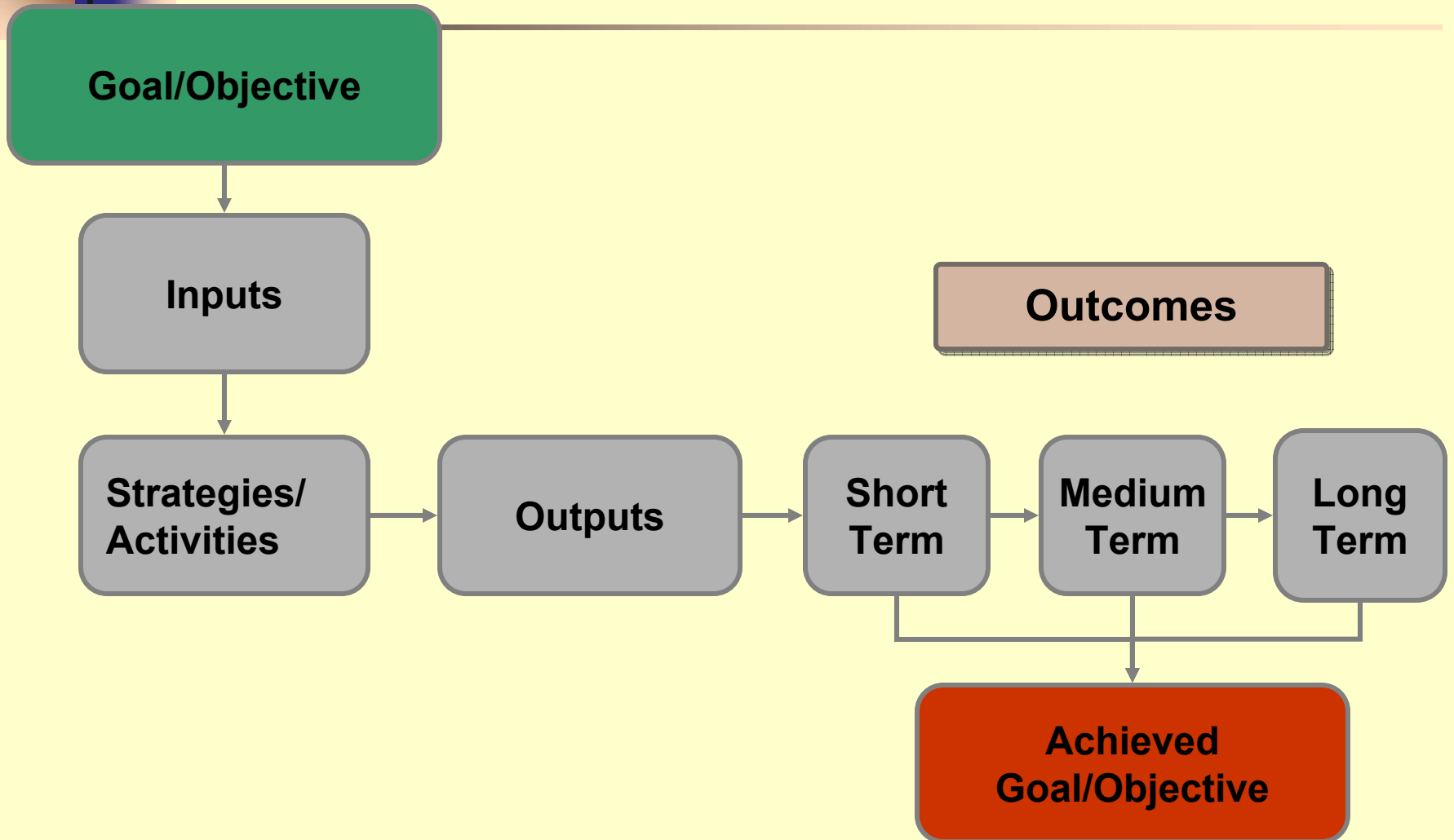
Program Assessment: Making the Implementation-Measurement Connection: SMART Objectives

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Attainable**
- ✓ **Relevant**
- ✓ **Time-based**

Program Assessment: Making the Implementation-Measurement Connection



Program Assessment: Making the Implementation-Measurement Connection





Program Assessment: Making the Implementation-Measurement Connection

- **Quantify progress towards achieving each proposed objective**
 - **Good Proposed Objective:** To increase by 50% the number of student interns in substance abuse by May 2010
 - **Poor Proposed Objective:** To increase the number of student interns in substance abuse
 - **Progress Made:** 40% increase in the number of student interns in substance abuse by May 2010

Program Assessment: Making the Implementation-Measurement Connection

- **Clearly Document and Describe New Developments**
 - Were there any unexpected changes to your program that occurred after you got funded?
 - How did these changes impact the implementation of the program's timeline, budget, staffing, etc?



Program Assessment: Making the Implementation-Measurement Connection

- **Clearly Document and Describe Lessons Learned**
 - What would you do differently? What worked particularly well?
- **Track Wins and Successes**
 - Strong case studies/stories of achievement, individuals reached, challenges overcome, partnerships forged, etc.



Program Assessment: The Big Picture

- **Justify Everything**
- **Processes and Outcomes are Important**
- **Track both Qualitative and Quantitative Starting Now**
- **Evaluation is** how you document your successes and lessons learned—make it **a priority!!**

Thank You!

For More Information on The Historically Black Colleges
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Activities Contact:

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