E. Evaluation

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INTRODUCTION

As discussed in *D. Getting Started Promoting Prevention*, **one of the characteristics of effective prevention programs (Nation et al., 2003) is incorporating outcome/impact evaluation**. Measuring outcomes/impact allows you to determine if a program is changing attitudes and behaviors in a way that is preventing interpersonal violence. Both positive feedback and constructive criticism about the program obtained through evaluation can boost your efforts, indicating ways to change the program to make it more effective.

In addition to looking at outcomes, other types of evaluation might also be helpful to answer questions related to a prevention program—for example, to assess needs while developing the program, clarify the underlying principles behind why and how the program works, describe how the program is operating and analyze its efficiency (Townsend, 2009).

This section provides basic information to help facilitate evaluation planning and implementation for your prevention program.

This chapter was build upon a WV FRIS training module on this topic. Primary sources used for that module included *Sexual and Intimate Partner Violence Prevention Programs Evaluation Guidebook* (Valle et al., 2007), *Understanding Evaluation: The Way to Better Prevention Programs* (Meraskin, 1993) and *Evaluation 101* (Shanholtzer, 2010). Key resources tapped into for this revision included: *Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation* (Townsend, 2009) and *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach* (Langford, 2004). A related resource is *Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists* (National Sexual Violence Resource Center, 2012 online course).

E1. What is Evaluation?

Evaluation is a systematic process of obtaining information to be used to assess and improve a program. In general, organizations use program evaluations to distinguish successful program efforts from ineffective ones and revise existing programs to achieve successful results. (Paragraph from Office for Victim of Crime, 2010.)

Reasons to Engage in Evaluation

You may feel you are busy enough just developing and implementing violence prevention programs and don't feel you have the time to devote to evaluation. However, there are very practice reasons for you to engage in evaluation. Evaluation can be used to (McKenzie, Neiger & Smeltzer, 2005; Townsend, 2009):

- ✓ Prove that your program has delivered the intended services and achieved its objectives;
- ✓ Show that your program has made an impact on a certain population;
- ✓ Help you make informed decisions about continuing or modifying a program, as well as reveal whether the program is inadvertently having effects that are not desirable and changes that can be made to correct those effects;
- ✓ Provide insight into how or why a program is working or not (e.g., so you can take elements that are most successful and use them in other strategies and not waste time and resources will not be wasted on elements that have minimal impact);
- ✓ Help in defending a program against outside criticism;
- ✓ Provide accountability to funding agencies and campus and community stakeholders;
- ✓ Increase campus and community support for the initiative;
- ✓ Contribute to the scientific base for violence prevention interventions; and
- ✓ Inform policy decisions.

E2. Types of Evaluation You May Use

Various types of program evaluations exist; **the type of evaluation you conduct depends on the questions you want to answer**. The following types of evaluation are ones that interpersonal violence prevention programmers are most likely to employ. (Note that authors cited categorize evaluation types slightly differently.)

Process and Performance Evaluation

(Adapted in part from Valle et al., 2007.)

Process and performance evaluation monitors the process of your program's implementation to find out if the program is being delivered as intended. Monitoring program process and performance describes how a program is operating (Townsend, 2009). This type of evaluation examines the quality of program delivery and identifies gaps between what was intended and what happened. If a program does not produce the intended results, it may be due to flaws in implementation or audience selection rather than because the program itself is ineffective. Results of a process and performance evaluation can help you fix these issues before the program is delivered again. Conversely, if desired outcomes are being achieved, this type of evaluation can identify what was done well so successes are repeated.

For each of your programs, **be prepared to collect process and performance evaluation data by asking questions** such as (Fisher et al., 2006):

- ✓ What specific topics were addressed in the program? What amount of content (e.g., dosage) did the participants receive over what amount of time? What activities were utilized to deliver this material? What were the characteristics of participants in this program (e.g., number of students participating, grade level, socio-economic status, racial/ethnic composition, language preference, etc.)? Did you reach your target audience?
- ✓ Did the program follow the basic plan for delivery?
- ✓ What was the participants' satisfaction level with the program (e.g., what did they like/dislike about the presentation, were the facilities and tools such as handouts or presentation materials conducive to learning, and did the presenter do an adequate job)?
- ✓ What was the staff's perception of the program?

Outcome/Impact Evaluation

Outcome evaluation studies if your program is meeting or progressing towards your program goals and objectives. Is it having the intended effect? Outcome evaluation can look at immediate or direct effects of the program on participants (e.g., their knowledge, skills, attitudes, behaviors and behavioral intentions), as well as longer-term and unintended program effects. This type of evaluation may also be called **impact evaluation**. Impact is sometimes distinguished as long-term program results and issues of causality, versus overall or more immediate results (OVC, 2010).

Outcome/impact evaluation will be the primary focus of the remaining sections of this chapter.

Needs Assessment

(Townsend, 2009)

You can use this type of evaluation to help in making decisions about how to allocate resources and whether, where and when to start a new program. Data for needs assessments is often collected through interviews (with the target audiences, college administrators, faculty and staff, rape crisis centers and domestic violence programs, etc.), focus groups and surveys, from existing sources that validate the need for the program, and observations of physical environment, social behaviors and social messages.

While needs assessment will not be further explored in this chapter, a related resource is OVC's *Guide to Conducting a Needs Assessment*.

Assessment of Program Theory

(Townsend, 2009)

This type of evaluation is used to articulate and clarify the underlying logic about why and how a program should work. It can improve how the program is conceptualized and identify the effects that you might expect from participating in the program.

Assessing program theory usually involves describing program goals and objectives and the chain reaction that leads from the activities of the program to the intended outcomes. It can be done through interviews with prevention program staff and potential program participants as well as review of program documents. Then, this data is used to create a **logic model** (a picture that illustrates the chain reaction between activities and outcomes). It is important to refine the model it as underlying, unspoken assumptions become evident.

Logic models will be discussed later in this chapter.

E3. Evaluation Design

(From Fisher, Lang, & Wheaton, 2010)

An evaluation design describes the specific type of tools you are going to use to conduct evaluation. Examples of **evaluation designs** (a few have already been discussed):

- ✓ Logs and checklists—to collect process data (the who, what, when, where, why, how);
- ✓ Knowledge tests—to collect outcome data;
- ✓ Surveys/questionnaires—to collect process and outcome data;
- ✓ Interviews—to collect outcome data; and
- ✓ Focus groups—to collect outcome data.

The data collected may be quantitative (e.g., counts of participants) or qualitative (participant feedback on how a program changed their behaviors) or a blend of both.

Tools for Process and Performance Evaluation

Information for process and performance evaluation is usually collection through (Townsend, 2009):

- ✓ **Routine data collection** (e.g., number of programs completed, frequency of programs, number of participants and components of the program);
- ✓ **Program satisfaction surveys** given to program participants; and
- ✓ **Fidelity checks** to assess whether the program is being implemented as intended (for educational programs, this may involves program staff observing whether presenters are covering the topics in the curriculum and the amount of time spent on each topic).

Townsend (2009) noted that satisfaction surveys are NOT a method to assess program outcomes. The goal is to change behaviors in ways that prevent interpersonal violence—participant satisfaction does not measure this goal.

Tools for Outcome/Impact Evaluation

Townsend (2009) offered the below chart describing **four tools to measure outcome/impact:**

	Assesses	Advantages	Disadvantages
Surveys	✓ Knowledge ✓ Attitudes ✓ Intentions ✓ Behaviors	✓ A quick and inexpensive way to get information from a large number of people ✓ It's easy to be consistent in with survey administration ✓ Survey analysis is relatively straight forward	✓ Writing a good survey is harder than it looks ✓ Inputting data to take longer than expected ✓ Behaviors are self-reported
Focus Groups	✓ Attitudes ✓ Opinions ✓ Interpretations	✓ Provides in-depth Information ✓ Discussion among a diverse group of people can lead to insights that you would not get from individuals ✓ Relatively low-cost/time investment	✓ Results influenced by group dynamics; requires skill in group facilitation ✓ How to interpret group discussions is not always self-evident
Interviews	✓ Attitudes ✓ Opinions ✓ Interpretations ✓ Motives ✓ Experiences	✓ Provides in-depth information ✓ Participants may disclose information and details that they would not with a survey or a focus group	✓ Time intensive ✓ Being consistent across interviews is challenging ✓ Requires interviewing skills ✓ How to interpret interviews is not always self-evident
Observations	✓ Behaviors ✓ Environments	✓ Record actual behaviors versus self-reports ✓ Offers insight into interactions between individuals and physical and social settings	✓ Need clear definitions of what you are looking for ✓ Requires observation skills ✓ Difficult to be consistent across observations

When selecting the type of evaluation tools you will use, keep in mind (Townsend, 2009):

- ✓ The **type of tools you use should match the goals and objectives of the program**.
- ✓ **When you have more than one option**, the type of tools you use will depend on weighing the advantages and disadvantages of each for obtaining the information you want and determining the skills, time and resources available for the involved activities.
- ✓ You may want to use **different types of tools to answer different evaluation questions**. For example, you may want to use surveys to answer questions about changes in participants' knowledge, attitudes and behaviors, augmented with focus groups to explore how different parts of the program impacted people in different ways. (One tool could also be used to answer different kinds of evaluation questions).

Whether you are creating your own evaluation tools or using an existing measures (see below), **make sure that the tool is appropriate for your audience's developmental and literacy levels, language capacity, etc.** For example, an evaluation for a middle school audience will likely be different from a college student audience or a college faculty/staff audience. Note that participants with disabilities that impact communications may require accommodations to complete an evaluation (e.g., in alternative formats).

PRE-POST TEST EVALUATION WITH FOLLOW-UP

(Townsend, 2009)

The **pre-post test evaluation with follow-up design is a popular choice for measuring outcomes/impact**.

- ✓ The **pre-test** is a way of measuring people's knowledge, attitudes, intents and behaviors before doing the program. It can be done in many ways, including surveys, interviews, focus groups or observations.
- ✓ The **prevention program** is your intervention.
- ✓ The **post-test** is the same measure used at the pre-test. You give it a second time shortly after the program is completed. By comparing the results of the pre-test and post-test, you can see whether there have been changes.
- ✓ The **follow-up** is a third time of assessing those you wanted to affect with your program. Most often it uses the same measure as the pre-test and post-test. It is usually done four weeks to a year after the program. The follow-up assessment lets you see whether the changes you saw at the post-test were sustained over time.

This design lets you see how program participants change over time. If you see substantial changes from the pre-test to post-test and those changes are in the direction you intended, then you can conclude that your program was effective. If you see no drop from post-test to follow-up then you can conclude that the changes were sustained over time.

Note that the assumption underlying this evaluation design is that nothing else caused the changes. To this end, researchers often have a control group that does not get the program but is given the same tests. If the group that goes through the program shows substantial changes but the control group does not, then that supports the idea that it was the program and not something else that caused the change. If a control group is not used, you need a way to ascertain that the changes you see are in fact due to your program and not something else. At a minimum, **take note of other events that might be influencing the outcomes**, such as current events, class curricula, exposure to interpersonal violence issues through news and entertainment media, etc.

Outcome Evaluation Questions

Some **tips for outcome evaluation questions** include:

- ✓ **Questions** on a pre-test/post-test questionnaire **should pertain directly to material presented**. For example, do not ask questions about sexual assault statistics if such data is not presented.
- ✓ **Questions to assess knowledge change can be true/false or multiple-choice questions**. A sample question might read, "Is the following statement true or false? Low academic achievement is a risk factor for sexual violence perpetration."
- ✓ **Questions to assess attitude change can also be true/false or multiple-choice questions.** They can also be done with a Likert scale (a 5-, 7- or 10-level scale that participants use to rate their level of agreement with a statement). Scales typically range from strongly disagree to strongly agree or from not at all to very much. A sample question might read, "Using a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree, respond to the following statement: I believe sexual violence can be prevented."

Questions to assess knowledge/skills change can ask about:

- ✓ **Willingness or intent to use the knowledge/skills gained**. A sample question for an audience of sociology faculty who received training might read, "Using a scale of 1 to 7, with 1 being strongly disagree and 7 being strongly agree, respond to this statement: "I will discuss with the students in classes societal norms that support interpersonal violence and ways they individually can promote change that rejects such norms." Or you can ask participants to list three things they will take action on when they get back to their work site. To increase the chances of success, include a suggested number of weeks or months within which these actions will take place.
- ✓ **Level of confidence in using the knowledge/skills.** A sample question for resident assistants and residence life staff might read, "Using a scale of 1 to 5, with one being strongly disagree and 5 being strong agree, respond to this statement: I feel comfortable talking with the students about healthy dating behaviors."
- ✓ **Improved ability to do the skill.** This type of question is aimed at determining the extent to which the training boosted ability or practice. A sample question might read, "Using a scale of 1 to 10, with 1 being not at all and 10 being very much, respond to the following statement: This training has improved my ability to address sexually harmful behavior I see happening around the college campus."
- ✓ **Utilization.** For staff, faculty and student leaders who are already engaged in interpersonal violence prevention, you might ask about the extent to which the presentation contributed to the use of the particular knowledge/skills on which you provided training.

See Townsend's *Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation* (pages 45-96) for **information about the evidence base for particular prevention strategies** (multi-session/multi-component programs, bystander intervention programs, socio-drama, social marketing campaigns, initiatives to mobilize men and professional trainings) **and suggestions for evaluating outcomes of each strategy**.

Also see Townsend for **samples of a number of outcome measurement tools for sexual violence prevention programs** (starting at page 157):

Measuring Changes in Individuals' Knowledge and Attitudes

- ✓ Behavioral Vignettes
- ✓ Beliefs About Reporting Rape Scale
- ✓ Causes of Rape Scale
- ✓ Illinois Rape Myth Acceptance Scale (Short Version)
- ✓ Knowledge of Sexual Assault
- ✓ Understanding Consent Scale
- ✓ Attitudes Toward Women Scale for Adolescents
- ✓ Sex Role Attitudes
- ✓ Pacific Attitudes Toward Gender

Measuring Prevalence of Perpetration and Victimization

- ✓ Pennsylvania Survey of Sexual Experiences
- ✓ Conflict Tactics Scale

Measuring Bystander Attitudes and Behaviors

- ✓ Bystander Efficacy Scale (Short Version)
- ✓ Bystander Attitudes (Short Version)
- ✓ Decisional Balance (Short Version)
- ✓ Readiness to Change Scale (Short Version)
- ✓ Bystander Behavior Scale (Short Version)

Measuring Changes in Community Norms

- ✓ Male Peer Support Scale
- ✓ Community Readiness for Rape Prevention
- ✓ Community Risk Map
- ✓ Focus Group Guide
- ✓ Individual Interview Guide

See the *Sample Participant Evaluation Questionnaire* (drawn in part from OVC) at the end of this chapter, which can be customized for your use.

E4. PLANNING FOR EVALUATION

Some program planners delay thinking about evaluation until after a program is up and running. To be most useful, however, evaluation should be planned as the program is being developed. Building evaluation planning into program development will sharpen your thinking about the program—its mission, goals, objectives and tactics. (Paragraph from Langford, 2004)

Such an approach can start with a needs assessment to help you decide whether, where and when to start a new program. It can include an assessment of program theory to articulate and clarify the underlying logic about why and how the program should work. It can help you explore what will be evaluated (e.g., your overall program or an aspect of your program), what you want to know (e.g., how effective the program is in achieving the intended goals), how you will know the answer to your question when you see it (e.g., evidence), and when to collect the data. The plan also can help you identify the best methods for collecting, analyzing and interpreting the data collected, as well as reporting the results of your evaluation.

Taylor-Powell, Steele and Doughlah (1996) suggested **exploring the following questions to help facilitate your evaluation planning** (Valle et al., 2007 offers a related worksheet):

- ✓ What is the purpose of the evaluation for this program?
- ✓ Who are the key stakeholders in the evaluation (e.g., college administrators, students, partner organizations and funders)? What are their roles in the evaluation? How will they use evaluation results?
- ✓ What are the specific evaluation questions to be answered?
- ✓ What information is needed to answer the questions? Where will you get this information? What specific methods will be used?
- ✓ When will the data be collected (before, during or after the program)?
- ✓ Who will collect the information? How will the data be analyzed? Who will do the analysis?
- ✓ How will the information be interpreted? Who will do the interpretation?
- ✓ Who will summarize the evaluation results?
- ✓ How will evaluation results be shared (with whom when, where and how)?

Employing a Logic Model in your Evaluation Planning

To answer some of above questions, consider the links among your program's overall goals, objectives and activities. As mentioned early, creating a logic model of your program can assist you in demonstrating these links and guide your activity planning and evaluation questions.

For example of a logic model, see the simple sample logic model at the end of this chapter (drawn in part from Valle et al., 2007; Shanholtzer, 2010). Also go to the end of the *Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation* for a more detailed *Activities Model for Primary Prevention of Sexual Violence*. The below template includes the components of a logic model—you can use it to describe each activity of your prevention program.

Example of a Logic Model Template for a Program/Activity

(Adapted from Fisher, Lang & Wheaton, 2010; based on the U.S. Environmental Protection Agency, 2007)

<table>
<tr><td>Program/Activity:</td><td colspan="5">Program/Activity Goals:</td></tr>
<tr><th>Participants</th><th colspan="2">Activities</th><th colspan="3">Outcomes & Impact</th></tr>
<tr><td>Identify audience</td><td rowspan="3">Inputs: What resources are needed to do program/activity?</td><td rowspan="3">Outputs: What will occur during program/activity?</td><td>Short-term</td><td>Intermediate</td><td>Long-term</td></tr>
<tr><td>Identify presenter or facilitator (if applicable)</td><td colspan="3" rowspan="2">Evaluation Measures and Tools
How will the outcomes/impact be measured? Tools to measure the outcomes/impact? Short-term, intermediate and long-term?</td></tr>
<tr><td>Identify teaching methods</td></tr>
</table>

DEFINING YOUR PROGRAM'S GOALS AND OBJECTIVES

To create a logic model, you will need to define your program's goals and objectives.

- ✓ A goal is a measurable statement of the desired long-term, global impact of the program. Goals generally address change. For example, a goal may be prevention of sexual violence among college students.
- ✓ An objective is a specific, measurable statement of the desired immediate or direct outcomes of the program that support the accomplishment of a goal. For example, "Our program will provide prevention education on interpersonal violence during orientation for new students and new employees during the 20__ school year."

The **ABCDEs of writing <u>measurable</u> goals and objectives** are offered to guide the development of goals and objectives (see OVC, 2010):

- ✓ **A**udience—Who is the population for whom the desired outcome is intended?
- ✓ **B**ehavior—What is to happen? What change/results are expected (e.g., increase in students' knowledge of societal norms related to interpersonal violence, how to intervene to prevent violence, campus policies related to prevention, and what to do if violence occurs)?
- ✓ **C**ondition—By when? What are the conditions under which measurements will be made? This may refer to the timeframe and/or implementation of a specific intervention (e.g., the overall timeframe for program implementation is the 20__ school year, but change might be measured immediately after a program and again three months later).

- ✓ **D**egree—By how much? What quantification or level of results are expected (e.g., for a student program on dating violence, knowledge of 10 characteristics of healthy sexuality and intention to increase healthy sexuality in 3 of 14 areas as identified by McLaughlin, Topper & Lindett, 2009.
- ✓ **E**vidence—As measured by what specific instrument or criterion? (E.g., a pre-test/post-test, follow-up surveys or individual interviews; could also use an established instrument such as the *Attitudes about Aggression in Dating Situations Scale*, developed by Slep et. al., 2001).

You can use the ABCDE method to identify the elements of each outcome you want to achieve and then formulate goal/objective statements using each of the applicable elements.

Steps in Outcome/Impact Evaluation

Townsend (2009) offered the below **steps for program outcome/impact evaluation**. See the *Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation*, pages 115-151, for more specifics on these steps.

1: Clarify Program Goals and Objectives ✓ Articulate the changes that should occur as a result of your program. ✓ Based on a program theory logic model (that explains how what you will do in the program will lead to the desired changes and how these changes occur), define the program's goals and objectives. ✓ Confirm that the goals and objectives capture the expected change process. Revise if necessary.
2: Plan Your Evaluation Design The design you choose should be based on: ✓ The type of evaluation you want to do; ✓ The resources you have available; and ✓ How you weigh the advantages and limitations of the different designs.
3: Choose Your Measurement Tools ✓ Select the type of measures you want to use to measure effectiveness. ✓ Select the specific measures and modify it as needed OR create your own measures. ✓ Decide if answers will be anonymous or confidential.
4: Collect Your Data Before you collect your data, think about specifically what you are going to do. The goal is to ensure that all information is collected in a similar manner. This is true whether you are using surveys, focus groups, interviews or observations. You want to eliminate any variations that could influence your findings.
5: Analyze and Interpret Your Data The type of analysis you use will depend on a number of factors, including: ✓ What evaluation questions you want to answer; ✓ Whether your data are quantitative or qualitative; ✓ The skills your staff have in data analysis; ✓ Outside help you can get from volunteers, interns or consultants; and

✓ How quickly you need results.

You may want to consider contracting with an outside consultant for this step. However, there are also simple analyses that you can do yourself using widely available software.

Note that this chapter briefly touched upon steps 1 through 3 (intended to you get you started thinking about evaluation planning) but did not discuss steps 4 and 5 (actually collecting data and then analyzing and interpreting it).

Listen to a Prevent Connect podcast of *Activity-Based Evaluation: Building Evaluation into Prevention Curricula*. This conversation is based on a workshop presented by M. Curtis at the 2013 National Sexual Assault Conference.

Additional related Internet resources (Shanholtzer, 2010): Community Tool Box: http://ctb.ku.edu/en/, American Evaluation Association: http://www.eval.org/, CDC's Evaluation Framework: http://www.cdc.gov/eval/framework.htm, Coalitions Work: http://coalitionswork.com/, University of Wisconsin Extension—Program Development and Evaluation: http://www.uwex.edu/ces/pdande/index.html, Kellogg Foundation: http://www.wkkf.org/default.aspx?tabid=75&CID=281&NID=61&LanguageID=0, and Basic Guide to Program Evaluation: http://www.managementhelp.org/evaluatn/fnl_eval.htm.

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Sample Participant Questionnaire

[This sample questionnaire, which includes both process and outcome evaluation components, can be customized for your audience and then administered at the close of a program/presentation. It can be one of several evaluation tools you use.]

Name of Program: ______________________________________ Date __________

Part 1: Participant Information

Check one: __ Male __ Female

[Insert additional questions for participant characteristics you want data on here]

Part II: Please indicate the extent to which you agree or disagree with the following statements about the presentation.

1 – I strongly disagree with this statement.
2 – I disagree with this statement.
3 – I neither agree nor disagree with this statement.
4 – I agree with this statement.
5 – I strongly agree with this statement.
NA – Not applicable

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
1. As a result of this presentation, I can [insert lesson objective 1 e.g., describe characteristics of healthy sexuality/healthy relationships].	1	2	3	4	5	*NA*
2. As a result of this presentation, I can [insert lesson objective 2].	1	2	3	4	5	*NA*
3. As a result of this presentation, I can [insert lesson objective 3].	1	2	3	4	5	*NA*

[Edit, delete and/or add questions in the above chart to fit the evaluative needs of your program. This section measures participant confidence in knowledge/skills gained; a pre-test/post- test could help verify knowledge/skills acquisition.]

Part III: Please indicate your level of satisfaction or dissatisfaction with each statement.

1 – Very dissatisfied
2 – Dissatisfied
3 – Neither satisfied nor dissatisfied
4 – Satisfied
5 – Very satisfied

Presenter 1: ____________________________	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
1. Presenter's level of preparation	1	2	3	4	5
2. Presenter's knowledge of the subject	1	2	3	4	5
3. How the presenter encouraged discussion	1	2	3	4	5
4. How the presenter responded to questions and comments	1	2	3	4	5
5. Presenter's level of respect towards	1	2	3	4	5

Presenter 1: ___________________________	**Very Dissatisfied**	**Dissatisfied**	**Neither Satisfied nor Dissatisfied**	**Satisfied**	**Very Satisfied**
participants					

Presenter 2: ___________________________	**Very Dissatisfied**	**Dissatisfied**	**Neither Satisfied nor Dissatisfied**	**Satisfied**	**Very Satisfied**
1. Presenter's level of preparation	1	2	3	4	5
2. Presenter's knowledge of the subject	1	2	3	4	5
3. How the presenter encouraged discussion	1	2	3	4	5
4. How the presenter responded to questions and comments	1	2	3	4	5
5. Presenter's level of respect towards participants	1	2	3	4	5

Overall	**Very Dissatisfied**	**Dissatisfied**	**Neither Satisfied nor Dissatisfied**	**Satisfied**	**Very Satisfied**
6. Overall quality of presentation materials (handouts, audiovisuals)	1	2	3	4	5
7. Comfort of the meeting space	1	2	3	4	5
8. Time allotted for the material presented	1	2	3	4	5

[Edit, delete and/or add statements in the above chart to fit the evaluative needs of your program.]

9. What aspects of this presentation were most helpful and why?

____
____
____

10. Identify **three** things you plan to do or change as a result of the education you received through this presentation.

A. ____
B. ____
C. ____

11. Do you have any specific suggestions for changing the presentation to make it better for future participants?

____
____
____

[Edit, delete and/or add questions to fit the evaluative needs of your program.]

Thank you for completing the Participant Questionnaire.

Sample Logic Model: Sexual/Domestic Violence Prevention Program

(Adapted in part from Valle et al., 2007; Shanholtzer, 2010; Townsend, 2009)

Note that this sample is very simple; each component would need to be expanded with greater detail as program planning got underway. Desired short, intermediate and long-term outcomes would need to be added.

Program's theory base: Societal norms condone sexual and domestic violence, particularly against women. In such an environment, individuals learn violent behavior, acceptance of violence and victim blaming, from sources such as family, peers and the media. This program seeks to positively change these social norms and influence individual attitudes and behaviors.

Outcomes: The ultimate goal of the program is to prevent sexual and domestic violence among students who attend the college. To that end, the program's immediate/intermediate goals over the current academic year are to promote zero tolerance for this violence and develop students' knowledge, skills, behavioral intentions and behaviors that support nonviolent behaviors.

Resources available to operate the program: E.g., staff, volunteers, time, materials, equipment, technology, finances and partnerships.

Program Activities	Objectives	Process/Performance Questions & Evaluation Methods	Outcome Questions & Evaluation Methods
Educational program for new students	Increase new students' knowledge, skills, attitudes, behavioral intentions and behavior that promote zero tolerance for sexual and domestic violence.	Are educational programming and awareness activities being implemented as planned? What is the demographic breakdown of students? *Observe program using checklists and rating scales.*	Are the activities positively influencing students' attitudes, knowledge, behavioral intentions and behaviors? *Pre/post test surveys with follow-up and post-program focus groups.* Are the activities making a positive difference? *Observation during student role plays and follow-up surveys, interviews and focus groups.*
Bystander intervention program and media campaign	Build student and faculty/staff skills to interrupt situations that could lead to sexual or domestic violence, speak out against social norms that support this violence, and be ally to survivors.	Is the program being implemented as planned? What is the demographic breakdown of attending students and faculty/staff? *Observe program using checklists and rating scales.* Are students/personnel satisfied with the program? *Survey participants* Has the media campaign been implemented as planned? *Observation with checklists.*	Are the activities positively influencing students and college personnel: Decreased acceptance of myths that support sexual and domestic violence, increased knowledge of sexual and domestic violence, increased pro-social bystander attitudes, increased bystander efficacy, and increased self-reports of actual bystander behaviors? *Pre/post test comparisons with follow-up.* Is the media campaign reinforcing concepts learned in the bystander intervention program? *Interviews,*

			focus groups and observation.
College policy and practice review and development Training for college personnel on policies	Develop and promote policies and practices that support a strong comprehensive campus response to sexual and domestic violence—both prevention and intervention. Build faculty/staff knowledge of these policies and practices.	Are college administrators reviewing policies and practices and adjusting or developing as needed? *Review meeting minutes.* What are personnel issues and concerns as training is implemented? *Interview staff.* Are personnel satisfied with trainings? *Survey staff.*	Are there college policies and practices in place supporting zero tolerance for sexual and domestic violence? *Records review.* Are administrators/faculty/staff complying with campus policies related to sexual and domestic violence? Are they supporting creating an environment that promotes prevention of sexual and domestic violence *Post-training observation of events.*
Community networking	Activities promote partnerships that support zero tolerance for sexual and domestic violence on the college campus.	Which agencies are being collaborated with? Are collaborators satisfied with the level of partnerships? *Survey and/or* interview *staff and community agencies.*	Do community agencies support the college's efforts in promoting zero-tolerance for sexual and domestic violence? *Follow-up surveys, interviews and focus groups.*