

Identify
Measure
Plan
Act
Collaborate
Transition

QUICK START GUIDE

IMPACT

EVALUATION RESOURCE

Developed for the *NCAA CHOICES* Program



IMPACT
EVALUATION RESOURCE

available at caph.gmu.edu/evaluation



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This guide will help you begin the process of evaluating your program and serves as a navigation tool to the **IMPACT** Evaluation Resource.

QUESTIONS

1. Why is evaluation important? How is the evaluation linked to the program?
2. How do I begin my evaluation plan? I'm not sure where to start.
3. What types of things should I measure with my evaluation?
4. Our planning group can't agree on an evaluation plan; are there tools that can help us focus?
5. Developing goals and objectives is confusing; what is the difference between a goal and an objective?
6. What's the difference between a process measure and an outcome measure?
7. Which approach should I take, qualitative or quantitative?
8. How much information do I need for evaluation?
9. What instrument should I use to get my information? Is one instrument enough?
10. What are some simple steps for recruiting participants?
11. I'm concerned about the human subjects review board. How do I navigate this?
12. How do I ask for help from others, and who can I ask?
13. I'm not sure how to write up our results, and to get others to read them.
14. How will evaluation help me as I think about my program in the future?
15. What other resources are available to help me with my evaluation?

ANSWERS and IMPACT REFERENCES

- The evaluation should document and measure things related to the program in order to make improvements. *Figure 3 and pages 28-30 can be helpful.*
- Start with what you want your program to accomplish, and what you want to see different as a result of your strategies. *See Milestone Charts 1, 2, 3, 4 and 5.*
- Generally, you want to measure your achievements, as well as audience reactions to your efforts. *Milestone Charts 2 and 4 can help, as you can think about measuring the achievement of these.*
- This often happens when individuals from different perspectives or offices join together for a project. *Have members complete Milestone Charts 1-5 and compare results; then plan a needs assessment. See Charts 6 and 7.*
- Goals are overall statements, and objectives are the specific areas of focus that can be measured. *Pages 30 – 36 describe this with examples, and Milestone Charts 9 and 10 will help.*
- Both are important – one describes what steps you took and one measures your results or accomplishments. *See the “Plan” chapter, especially Milestone Chart 13, starting on page 43.*
- Each one of these are important; as they offer different types of information. *See pages 45 – 52 and Milestone Chart 11.*
- Try to get as much as you can to learn what is working and not working while staying within your constraints. *See Examples 1-6 (pages 58-60) to illustrate various evaluation approaches for individual strategies.*
- Incorporate a range of approaches and instruments for different project parts; then blend your information. *See pages 46 and 52, and Figure 4.*
- Getting individuals to participate with evaluation often requires incentives. *Check out pages 68-69 to identify ways of increasing participation.*
- Honoring the intent and specifics with human subjects protection efforts is essential to evaluation planning. *See page 67 for some highlights.*
- Evaluation design and instrumentation is best done by qualified individuals who have your program's best interests in mind. *Go to the “Collaborate” chapter (page 75), and look specifically at Figure 5.*
- Document your efforts with process and outcome results; also, blend quantitative and qualitative findings. *See the beginning of the “Transition” chapter on page 87 for tips on this.*
- Gathering results can help with documenting your program, refining it, and sharing it with others. *Look at Milestone Chart 8, which is something that, ideally, is done near the beginning of the program.*
- Many resources exist and it is important to keep a good focus that links to your program and your needs. *See the Resources section, including “Planning Guide for Needs Assessment” and “Step-By-Step Model.”*