



Tisch Workshop

Using Evaluation to Move Your Program to the Next Level

Using an Evaluation Plan Flow Chart



Laurie M. Tisch Center for Food, Education & Policy Program in Nutrition at Teachers College, Columbia University

The Laurie M. Tisch Center for Food, Education & Policy cultivates research about connections between a just, sustainable food system and healthy eating and translates it into recommendations and resources for educators, policy makers, and community advocates. The Center focuses on schools as critical levers for learning and social change.

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Resources used for creating this guide:

Trochim, W., Urban, J.B., Hargraves, M., Hebbard, C., Archibald, T., Johnson, M., and Burgermaster, M. (2012). *The Guide to the Systems Evaluation Protocol (V2.2)*. Ithica NY.

Chatterji, M. (2003). *Designing and Using Tools for Educational Assessment*. Boston, MA: Allyn & Bacon/Pearson.

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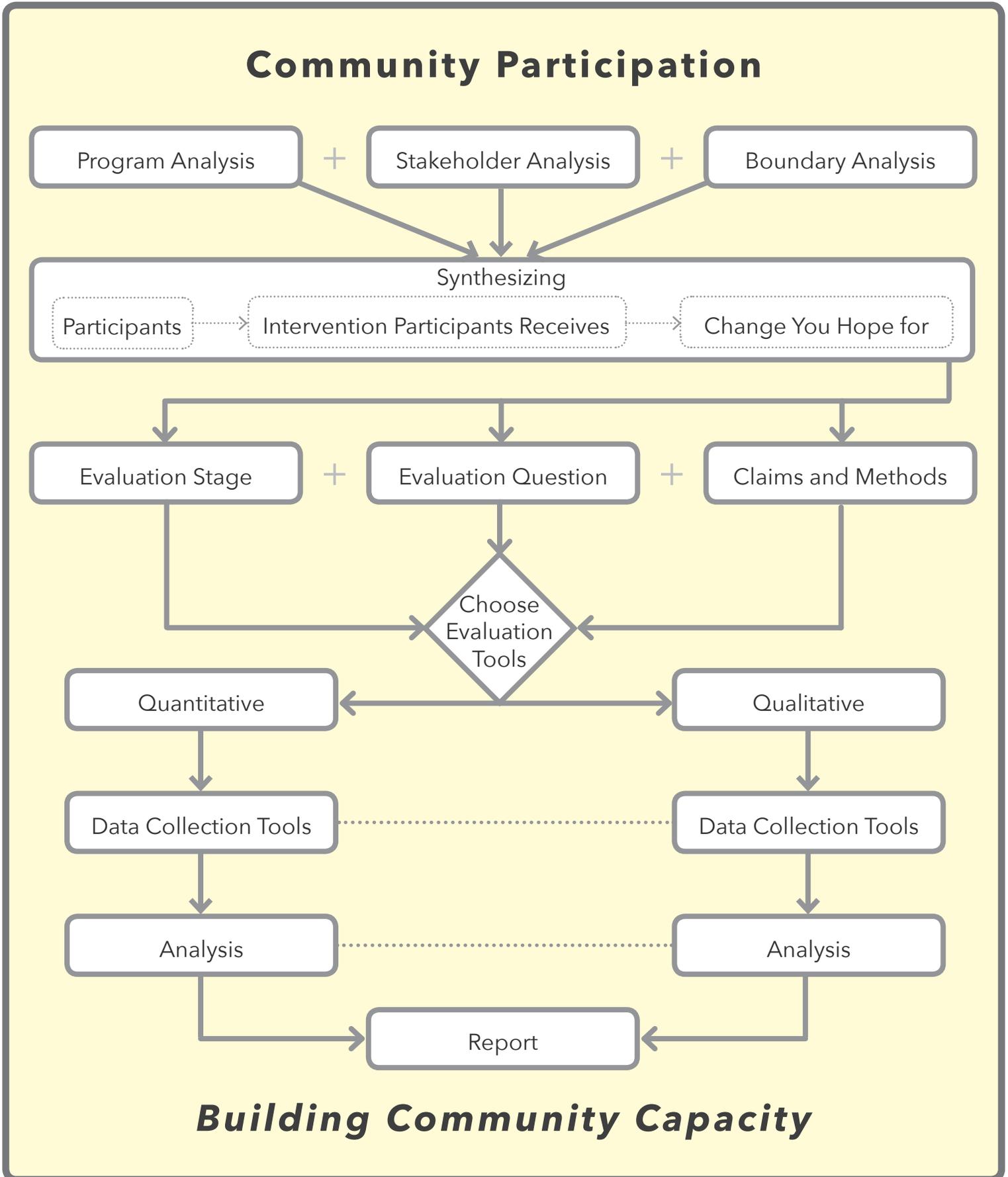
Objectives

This Evaluation Plan Flow Chart and activity sheets were developed to be part of a one-day workshop. The learning objectives for the workshop are:

By the end of this workshop, participants will be able to:

- describe the benefits of conducting evaluations and have increased confidence in sharing the benefits of evaluation with their co-workers and program participants;
- develop evaluation questions that are appropriate for the scope, scale, and purpose of their evaluation;
- determine if their evaluation needs quantitative and/or qualitative data;
- create simple evaluation instruments that can help answer their research questions;
- write a report on their evaluation plan and evaluation results; and
- assess if they can conduct their evaluation on their own or need to work with others to conduct their evaluation.

Evaluation Plan Flow Chart



Evaluation Plan Flow Chart Overview

The **Evaluation Plan Flow Chart** provides a framework to effective evaluation. It was designed by the Laurie M. Tisch Center for Food Education & Policy to be applicable to a variety of food and nutrition interventions, and can also be used for other types of interventions. “Intervention” is used here as the word to describe what it is that you are doing to try to produce change. You may be conducting some kind of healthy retail program, educational sessions, social marketing campaign, or any other type of intervention that you hope will produce some kind of change in the participants who receive it.

This framework was developed with the assumption that you already have an intervention that you wish to evaluate. You may be at the stage where you are just thinking about starting an intervention and want to plan the evaluation now so you can design the intervention with a clear idea of what is being evaluated. You may also have an intervention that has been implemented for several years and want to conduct an evaluation to learn if it is really doing what you designed it to do in the first place.

The intervention and evaluation go hand in hand. Thus, it is natural that as you plan your evaluation, you will think about ways to tailor your intervention to assure that it will be able to achieve the outcomes you are measuring in your evaluation. This benefits both your intervention and your evaluation! In fact, many evaluation experts think that interventions should be planned with evaluation in mind from the very beginning. Since this is a one-day workshop on evaluation, we are going to stick with the nuts and bolts of evaluation without delving into intervention planning. However, please feel free to think about how to tweak your intervention as you plan your evaluation. Remember, evaluations are ultimately intended to improve interventions!

Each part of the framework is described below.

Community Participation

Conducting evaluations of community-based interventions is a wonderful opportunity to engage community members. This can help everyone learn from the evaluation process and to have the evaluation activities to serve everyone. Use the entire evaluation process — including planning, collecting data, analyzing data, and reporting — to forge interactions among community members, funders and evaluators. This can build trust and engage in a meaningful way for everyone to be involved in evaluation.

Program Analysis

The first step of this framework is to conduct a program analysis. In this analysis you list the participants that you work with. This will help you think about whether you have one or multiple participants. Then you will describe your intervention(s). A

description of your intervention is important to have in the front of your mind as you plan your evaluation. Finally, you list what kind of change(s) you hope your participants will make as a result of the intervention. This will help you think about the outcome you would like to measure for your evaluation. Analyzing these program components before embarking on the evaluation will ensure that the evaluation plan clearly communicates the context of the evaluation. To go further in your program’s analysis you may find **Appendix A: Logic Model** useful.

Stakeholder Analysis

In this analysis you list all the people or organizations that care about your program and describe what stakeholders want to know and the results each stakeholder would like to see so that, through your evaluation, you are able to create value for the people interested in the outcomes of the intervention.

Boundary Analysis

Establishing clear boundaries for what your intervention can realistically achieve and what it cannot is critical to focus evaluation efforts. Also, having a list of other groups working towards similar goals by doing things that complement your work is useful. This could help you plan collaborative work or refer people to other groups.

Synthesizing

In this step you narrow down the information you gathered in the **Program Analysis**, **Stakeholder Analysis** and **Boundary Analysis** activity sheets to focus your evaluation. Ideally, the resulting synthesis will list one participant, one intervention, and one change along with reasons for your organization to carry out this evaluation, and reasons why your stakeholders care that you conduct this evaluation.

Evaluation Stage

When planning an evaluation, it is important to consider the longevity and type of intervention you are evaluating, as well as previous evaluations the intervention may have undergone. By aligning the evaluation with the appropriate stage, you can use resources wisely and draw the most helpful conclusions that will allow for intervention improvement.

Evaluation Question

The main evaluation question derives from the synthesizing and evaluation stage worksheets. This question is the guide for designing your evaluation plan. Think carefully about the evaluation question, the primary outcome — which is the main

Evaluation Plan Flow Chart Overview (cont)

change you hope your intervention will achieve — and the mediators — which are the steps the participants goes through to get to your primary outcome, e.g. people need to like vegetables and have confidence in cooking them to eat more vegetables. It is essential that the evaluation address the question of greatest need to the stakeholders.

Claims and Methods for Primary Outcome

What would you like to be able to say at the end of the evaluation? In this worksheet you will think through the kinds of claims you could make and the data collection methods that would help you support those claims.

Claims and Methods for Mediators

If you are considering measuring some mediators as well, you can follow the same steps as for the primary outcome to come up with claims and data collection methods for each mediator.

Quantitative or Qualitative

Quantitative evaluation tools collect data that can be analyzed numerically to answer evaluation questions, like “How many?” (how many times did you eat apples this week?) “How much?” (what size soda do you usually drink?) and “Level of agreement” with a statement (I like to cook. — with answer options from strongly agree to strongly disagree).

Qualitative evaluation tools use words to answer evaluation questions, like “In what ways...?” (tell me about food shopping strategies you use when your budget is really tight OR what are the challenges you have to get your children to eat vegetables OR what do you do differently now that you have learned about the tricks advertisers use in their ads).

When choosing tools to evaluate your intervention, an important decision to make is the kind of data you want. The tools can collect quantitative data, qualitative data or a combination of both. The questions you want to answer and the claims you want to be able to make determine the tools and resources you will need to carry out the evaluation and analyze your data.

Creating Quantitative Instruments

If you decide you want to obtain quantitative data, you will need to identify existing instruments that will do the job or design your own. The benefits of using a pre-existing tool is that the tool has probably been tested for clarity, validity, and reliability. The drawbacks is that the tool may not be measuring exactly what is appropriate for your evaluation. In this step you practice developing questions or protocols that will result in quantitative data.

Creating Qualitative Instruments

In qualitative data collection, already developed instrument are rarely used. The researcher him or herself is already considered one of the main qualitative instruments since she or he is a large part of the process by becoming involved in the situation. The aim is to come up with an interview protocol, observation sheet, or other tool that will allow you to get a personal look at your participants.

Analyzing Quantitative Data

Quantitative data analysis provides quantifiable and easy to understand results. Quantitative data can be analyzed in a variety of ways. In this part of the workshop, you will learn about the most common quantitative analysis procedures that are used in program evaluation. You will also be provided with a list of resources that will assist you in your own evaluative efforts.

Analyzing Qualitative Data

In qualitative data analysis, the emphasis is on identifying, examining and interpreting patterns and themes in data and how these patterns and themes help answer the evaluation question or questions. Qualitative analysis is not guided by universal rules and changes according to the evaluator and context.

Report

The evaluation report is a formal documentation of the evaluation process. The information in the report should be clear and understandable to those not directly involved in program implementation or evaluation. We will walk you through a format that could be used to describe your evaluation and best practices to write effective evaluation reports. The first part of the report (the evaluation plan) can be written up before conducting the evaluation, adding the second part comprised of the results, conclusions, implications and future evaluation ideas after you complete the data collection and analysis.

Building Community Capacity

Ideally, the evaluation process would result in understanding abilities and strengths of the program and obstacles to reaching the program goals that will allow program staff to guide future development and activities. Since your program aims to improve some aspect of the community and since you involved other community members in the evaluation process, you are effectively building the community’s capacity to make programs work better in benefit of all.

Program Analysis

To begin thinking about evaluation, reflect on your participants, what kind of intervention(s) your participants receives, and what kind of changes hope will occur. Be a thorough and broad as you can, as you will narrow down later. If you would like to go further with your program analysis, please see Appendix A: Logic Model.

Participants	Intervention	Change
Who are the participants you impact?	Describe your intervention(s). Examples: more healthy food available, classes, social marketing, etc <i>- provide some details about the intervention(s)</i>	What do you want to change? (examples: healthier food environment, gain knowledge or skills, change attitudes, change behavior, increase advocacy skills, etc - <i>be as specific as you can about what you want to change</i>)

Stakeholder Analysis

Think about all the individuals, groups, and external organizations who would care about your evaluation. Put the stakeholders who are most important to consider in your evaluation closer to the center circle and stakeholders that are less important further out. Then, in the table list all stakeholders, what that stakeholder cares about and what results that stakeholder would like to see.



Stakeholder Who are the stakeholders that care about your evaluation?	Care What does this stakeholder care about?	Questions What evaluation questions would this stakeholder like you to answer through your evaluation?

Boundary Analysis

For all of us who work in the broad area of social change, we hope to see a lot of change. And, no one intervention, service or organization can do it all. Think carefully about what changes you really think that you can realistically make. Place those changes in the “in” box. Then think about what changes are also important but you or your intervention can not be directly responsible for. Place those in the “out” box. If you know of other groups that are working to make this change you can put the name of that group by the change.

In

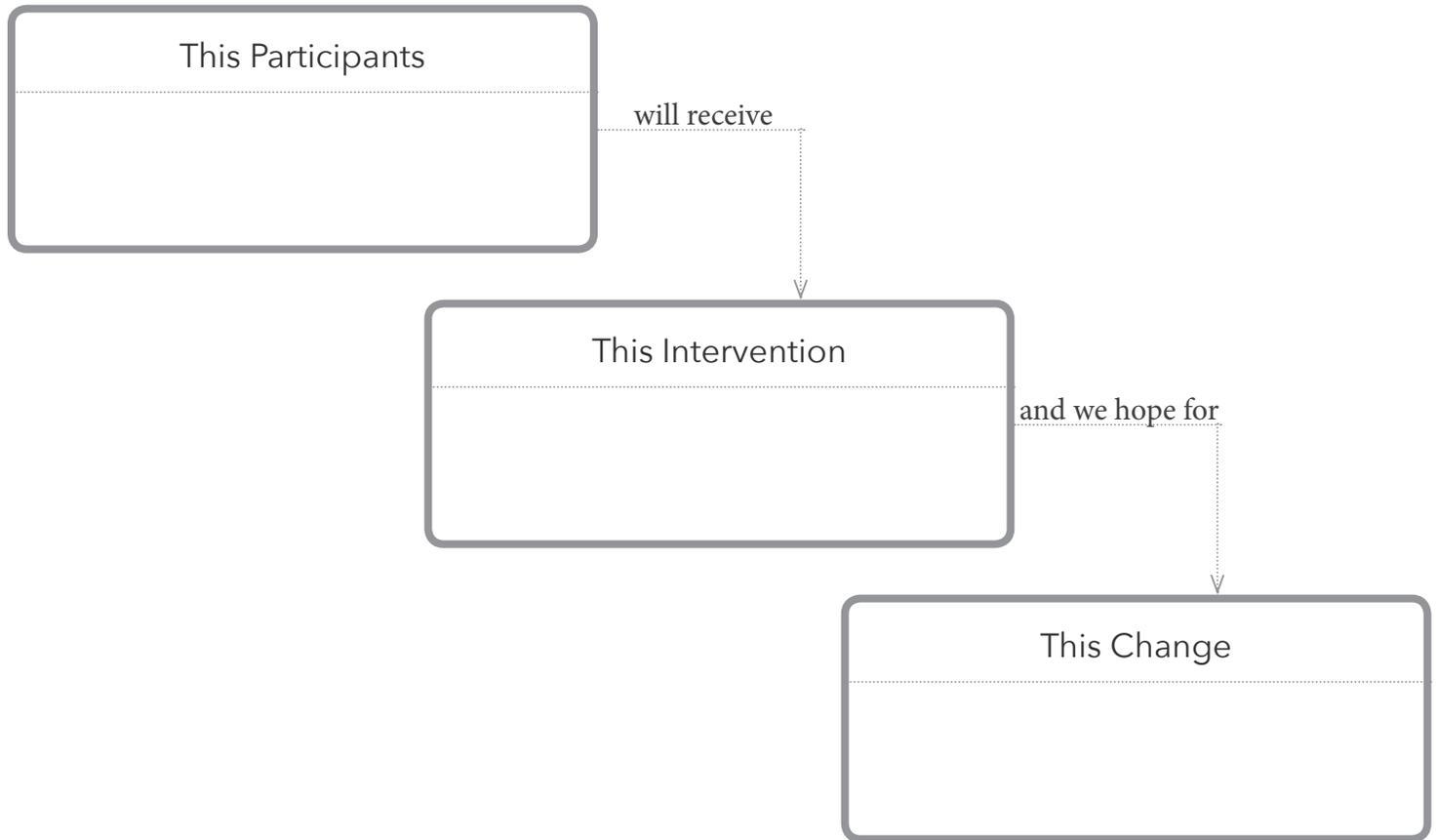
Changes you think you can realistically make.

Out

Important changes you are not going to directly make.

Synthesizing

This is the time to focus in on what you want to evaluate at this time. Remember, evaluation is a process and not everything has to be done all at once. Clear, specific evaluations have a greater chance of being successful. Choose which participants, which aspect of your intervention, and which change you want to evaluate at this time



This is Us!
Why does evaluating this change truly fit your organization?

Who will be Happy?
Why would this stakeholder be pleased that you are measuring this change?

Evaluation Stage

Read through the four evaluation stages below and decide what stage currently reflects your intervention and evaluation. In the box at the bottom of the page, describe why you are in this stage and ideas for the kind of data that you want to collected based on the bullets in the right side of the boxes.

Stage 1:

Your intervention is just being developed and you are conducting your evaluation the first time an participants is receiving your intervention.

Appropriate evaluation will...

- tell you how much participants likes the intervention and who attends the intervention.
- tell you how you could improve your intervention.

Stage 2:

Your intervention has been implemented several times but you have never conducted an evaluation to see if your intervention achieves the change you hope for.

Appropriate evaluation will...

Do everything listed in stage 1 plus:

- provide you with data on if your participants changed as a result of the intervention.

Stage 3:

Your intervention has been evaluated for change in the participants and the initial evaluation shows some evidence of change, but you do not know yet if it is due to your intervention or other factors.

Appropriate evaluation will...

Do everything listed in stage 1 and 2 plus:

- compare your participants to a similar group that did not have your intervention
- provide you with increased confidence that your intervention caused the change.

Stage 4:

Your intervention has been evaluated, using a comparison group, and has prompted changes in your participants. Now, you want to see if your intervention will also work with other participants.

Appropriate evaluation will...

Do everything listed in stage 1, 2 and 3 plus:

- test if your intervention can also be effective with different participants (i.e. different neighborhood, age, race/ethnicity, etc)
- provide you with confidence that your intervention can be disseminated.

Your current evaluation stage _____

Describe why you think your intervention is at this stage and what kind of data you want to collect.

Evaluation Question

Using everything you have done so far, especially the *Synthesizing* and *Evaluation Stage* activity sheet, develop an evaluation question that will get at the ultimate change you hope your program will achieve. To do this look at the examples below, the “this change” box on the synthesizing page, and your evaluation stage. Writing the evaluation question can be hard at first. Write an initial question (Draft 1) now, and come back and revise your question after you work through the rest of activity sheets (Draft 2). Also write your primary outcome and brainstorm a list of mediators. Mediators are factors that could help to lead to our primary outcome. See example mediators below.

Example Evaluation Questions:

Example 1: Do parents who attend our cooking classes serve more vegetables to their preschool children?

Example 2: Do the stores we work with stock fewer sweetened beverages and more produce?

Example 3: Do the high schoolers who participate in our youth market eat more vegetables?

Evaluation Question

Draft 1:

Draft 2:

Primary Outcome

This is the ultimate outcome you want for your participants and is usually stated in your evaluation question.

Mediators

Think of mediators as steps your participants needs to take to get to your ultimate outcome.

Example 1: possible mediators

- parents attend classes
- parents actively participate in cooking activities
- parents like the vegetable dishes prepared in class
- parents know where to shop for vegetables in their neighborhood
- parents feel more confident in their vegetable cooking skills
- parents state intention to serve more vegetables to their preschoolers

Claims and Methods for Primary Outcome

Once you have your evaluation question, primary outcome, and mediators, it is time to think about what you would like to be able to claim from your evaluation. Brainstorm claims and data collection methods you could use to help you make that claim. At this point, put down all the claims and all the methods that you can. After you have learned about quantitative and qualitative data, come back to this page and circle which data collection methods you want to use.

Your Primary Outcome _____

What claims would you like to make if your intervention were successful? (changed primary outcome)	What data collection methods could you use to make these claims?
<p>Example 1: (Primary outcome: parents serve more vegetables to their preschoolers)</p> <p>parents served vegetables more often at meals and snacks, parents served more variety of vegetables</p>	<p>photos of meals and snacks, surveys, interviews with parents, food diaries</p>
<p>Example 2: (Primary outcome: stock fewer sweetened beverages and more produce)</p> <p>stores reduced the number of kinds, shelf space, and sizes of sweetened beverages, stores increased the number of kinds, shelf space, and variety of produce</p>	<p>order logs, photos of store shelves, interview with store owners</p>
<p>Example 3: (Primary outcome: youth eat more vegetables)</p> <p>youth eat vegetables more often at meals and as snacks, youth eat larger portion sizes of vegetables, youth eat a greater variety of vegetables</p>	<p>survey with "food frequency" questions, food diaries, 24 hour recall</p>

Claims and Methods for Mediators

If you are considering measuring some mediators in addition to your primary outcome, list those mediators here. Then brainstorm claims and data collection methods you could use for each mediator. This will help you determine which mediators you want to measure during your evaluation. For the examples, we chose one mediator out of many that could be measured. After you have learned about quantitative and qualitative data, come back to this page and circle which mediators you want to measure and which data collection methods you want to use.

Mediators

Mediators	Claims	Data Collection Method
<p>Example 1: parents actively participate in classes</p>	<p>parents found the classes exiting and cooked and ate during the class</p>	<p>observer completing engagement form during classes, teacher completing a check-off form after class</p>
<p>Example 2: store owners increase interest in stocking produce</p>	<p>store owner are interested in stocking more produce in their stores</p>	<p>interviews, surveys</p>
<p>Example 3: youth increased preferences for vegetables</p>	<p>after participating in the youth market, youth liked vegetables more</p>	<p>surveys, interviews, focus groups</p>

Quantitative

For your primary outcomes, you will typically use some kind of survey questions. For your mediators, you could use a survey, interviews, focus group, etc.

Step 1. Consider the focus of what you want to measure. Are you measuring : Usual behaviors, knowledge, or attitude? Changes in behaviors, knowledge or attitude?

Consider when and how often you are collecting data – pre and post intervention or post intervention only.

Step 2. List your primary outcomes and mediators.

Step 3. Find existing questions or data collection tools and assess appropriateness / usability. If existing tools are not available, write questions that will measure both your primary outcomes and mediators.

There are three types of closed questions: (1) choose categories (e.g. what do you consider the most when you buy vegetables?); (2) numeric quantities (e.g. how often did you shop at the farmers market last week?); (3) factual knowledge (e.g. among the examples, which food item is most processed?).

General rules:

- Write at an 8th grade reading level.
- Include specific questions about what you cover in your intervention
- Make more questions in a question pool and have a cognitive testing with your participants (this means to ask the participants to re-phrase the question back to you to make sure their understanding is the same as your intention). Then pick the best, clearest questions to include on your survey.
- Provide direct, concrete, and clear items and response options.
- Avoid double barreled items (these are items that have two ideas, e.g. “I enjoy going to the farmers market because I get to talk to farmers.” (someone may enjoy the farmers market, but for other reasons than talking to farmers).
- Avoid leading questions (these imply what you want participants to answer, “Given that vegetables are healthy, do you serve them to your children?”)
- Include demographic questions at the end of the questionnaire.
- Keep the scoring system in mind all along.
- If you have questions that you want to analyze together as a scale, have at least 3 questions per scale (i.e., if measuring self-efficacy to serve more vegetables, you could ask, “I am confident I can serve vegetables at snacks.” I am confident I can serve vegetables at meals.” and “I am confident I can serve vegetables when we eat out.”)
- List a lower level of response to a higher one (i.e. never; seldom; occasionally; frequently)

Mistakes often made:

- Asking questions that are too general and not relevant to your specific intervention content.
- Omitting demographic information.
- Providing ambiguous response options.

Step 4. Consider process type questions

- How many people attended your intervention or event?
- Satisfaction questions on your intervention (how much did they like the intervention with a scale such as “did not like, liked some, liked a lot.”)

Step 5. Double check

- Do the survey items match the evaluation question?
- Assess the quality of entire survey (i.e. review by experts; formal validity / reliability test if available).

Qualitative

Qualitative methods of data collection are used to explore answers to questions like why and how behaviors occur as well as to describe experiences or relationships. Since qualitative research often requires more time and energy per participant than quantitative research, qualitative data is generally collected from a smaller sample of participants. A few examples of qualitative data collection methods are focus groups, one-on-one interviews, observation, or open-ended survey questions.

Quantitative: Data Collection Tools

Next you need to decide on your data collection tools. Sometimes you will be able to use existing tools and sometimes you will have to develop your own. On this page, practice developing some questions or protocols that will give you quantitative data on your intervention. Remember, quantitative data is good for descriptive statistics to describe changes in your participants (e.g. 25% ate vegetables at dinner before the intervention and 75% ate vegetables at dinner after the intervention), and to analyze for statistical differences from pre to post intervention.

Primary Outcomes

Write some possible questions you could use to collect quantitative data for your primary outcome.

Mediators

Write some possible questions you could use to collect quantitative data for your mediators.

Qualitative: Data Collection Tools

Develop some questions or protocols that will give you qualitative data on your intervention. Remember, qualitative data is good for when you want to be able to describe the process of change, describe how people are making food choices in their daily life, or to be able to develop models or theories to describe phenomena.

Primary Outcomes

Write some possible questions or protocols you could use to collect qualitative data for your primary outcome.

Mediators

Write some possible questions or protocols you could use to collect qualitative data for your mediators.

Quantitative: Analysis (Numbers)

Simplest form of data analysis – you can do on your own

- Descriptive statistics
- Frequency
- Percentage
- Mean and standard deviation

Further data analysis – might work with internal / external evaluator (statistician)

- Chi square test for count data
- Correlations for relationships among variables
- Pre and post evaluation: mean comparison using T-test
- ANOVA (analysis of variance) / ANCOVA (analysis of co-variance): mean comparisons among more than two groups
- Regression

Things to consider

- Unit of analysis – by individual, by community, by event, by school...etc.
- How it will inform your participants
- Does the presentation of analysis results match your evaluation question?

Quantitative Data Example

One way of gathering information from participants is to ask them to rate your construct of interest on a scale of 1 through 5. This is called a Likert Scale.

If you ask parents how often they serve vegetables at dinner using a Likert scale, you can then provide percentages of how many parents usually or always serve vegetables. If you ask your participants this question at the beginning and end of your program, you can also report how much the responses change.

For example:

How often do you serve a vegetable at dinner?

1	2	3	4	5
never	rarely	sometimes	usually	always

You can then report percentages for each category, or decide to group category 4 & 5 and 1 & 2 together. If more parents respond with a 4 or 5 after the intervention, you will want to report the magnitude of this change!

Qualitative: Analysis (Words)

The goal of qualitative data analysis is to reveal understanding, meaning, or the “bigger picture” of your program’s impact. This might provide you with insights you might not have thought to ask about. Qualitative data uncovers these insights through a content analysis, which is done in several stages.

First, data from interviews, observations, or focus groups are transcribed into text (though it already be in text form if you use a written, open-ended survey). Next, the data is coded to identify ideas, concepts, or phrases used. Finally, organize the codes into categories in order to identify themes and interpret meaning from the text. You can start with a list of categories and themes or you can let them emerge from the data.

Usually, you’ll have collected more data than you need to answer your evaluation question, so here are a few important aspects to remember as you analyze:

- Keep your evaluation questions in mind. What is the question that you are trying to answer?
- Be flexible – the data you collect and the meaning you uncover may lead you in unexpected directions.
- Be interpretative - ask yourself how codes relate to each other and look for examples that oppose the themes you find. Ask yourself if the opposing examples are important to your research question.
- If you have a one or a few people who have a different experience than the majority, discuss these as counter examples. This can help to provide deeper meaning to the phenomenon you are trying to describe.

Example:

In a focus group, parents were asked: “How do you encourage your children to eat vegetables?” Some answers were:

1. “I leave fruits and vegetables out for my children as an after-school snack.”
2. “I like to eat fruits and vegetables in front of my children and when they ask what I’m eating, I offer them some.”
3. “I serve vegetables or fruits with every meal.”

Responses 1 and 3 might be coded as offering at mealtimes while response 2 might be coded as modeling. You could report these findings by describing the themes that emerged or by using direct quotes that capture an explanation. Be careful not to generalize your results – you likely only have a small sample that might not be representative of people as a whole. In the example above, you couldn’t infer that most people encourage their children to eat vegetables by providing them at mealtimes simply because 2 of the 3 parents in your focus group reported doing so.

Report

Below is a format you could use to describe your evaluation to your colleagues, funders, and everyone else interested in your evaluation. This report is something you can start before you conduct your evaluation and add to after you conduct your evaluation.

Write these sections before you conduct your evaluation

Brief Program Description Who is your participants? What is the exact intervention you are evaluating? What is the goal of the intervention (what change do you hope for)?

Evaluation Purpose What part of the program is being evaluated (if you have several interventions, which one is the focus of this evaluation)? What is the goal of the evaluation? How will the results of the evaluation be used?

Evaluation Question

Evaluation Participants From whom are you gathering data?

Methods Describe your specific procedures for collecting data including how collected, when collected, who will collect.

Data Collection Tools List your tools and provide example items from your survey, interview or other tools.

Analysis What will you do with your data once it is collected?

Hypothesis What claims might you be able to make from the data once it is analyzed?

Logistics When will each part of your evaluation happen? Who will be responsible for each aspect of the evaluation?

Write these sections after you have collected and analyzed your data

Results What did your data tell you, this could include tables and charts and can be descriptive information, results from statistical analyses, and theme, models or theories from qualitative analyses.

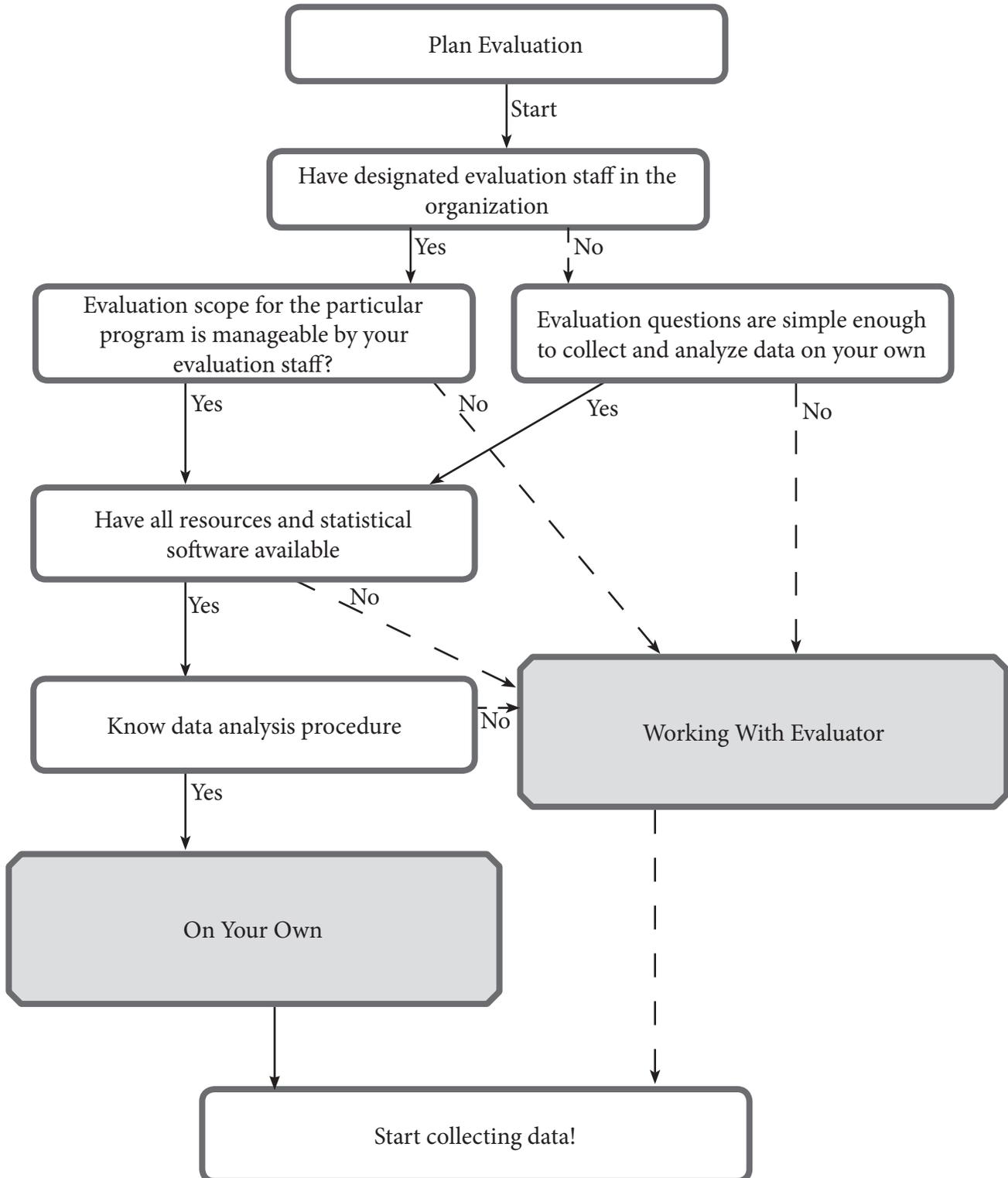
Conclusions What claims you can make based on your results?

Implications for practice How can other practitioners use your results?

Ideas for future evaluations What could be next steps to build on your evaluation?

On Your Own Vs. Working With Evaluator

The following flow chart guides you to determine if you can do your evaluation alone, or you should work with an evaluator.



Appendix A: Logic Model

Inputs

What resources (financial, human, and other) are needed to run the intervention?

Activities

How are those resources used? What is done during the intervention? What experiences do the participants have during the intervention?

Outputs

What is the product that are were created through your intervention (e.g., lesson plans, social marketing tools, protocols for stores to change purchasing practices)

Outcomes

What changes as a result of the intervention?

Short-term outcomes

Mediators

Mid-term outcomes

Primary outcomes

Long-term outcomes

Impacts of primary outcomes

These can be health outcomes such as reducing obesity rates or rate or rates of type 2 diabetes. They can also be outcomes related to social issues such as more fair-trade farming practices or ecological issues such as reduce the carbon footprint of our food system.

Remember that it is often infeasible to measure long-term outcomes, because it would take many years and be difficult to keep track of participants after they finish the program. However, evaluation researchers have argued that success on short and mid-term outcomes can be used to argue the likelihood of future impact on long-term outcomes if other research demonstrates a link between the short and long-term outcomes.¹

¹ Urban, J. B., & Trochim, W. (2009). The Role of Evaluation in Research-Practice Integration: Working Toward the “Golden Spike”. *American Journal of Evaluation*, 30(4), 538-553.

<http://www.human.cornell.edu/bio.cfm?netid=wmt1#sthash.tzZbXcST.dpuf>

Appendix B: Resources

Michigan State University National Food Hub Survey

Report: <http://foodsystems.msu.edu/activities/food-hub-survey>

Questionnaire: <http://foodsystems.msu.edu/resources/2013-fh-survey-questions>

USDA CSREES Procedures for collecting 24h food recalls

<http://www.csrees.usda.gov/nea/food/efnep/ers/documentation/24hour-recall.pdf>

TownsendLab EFNEP Checklist about planning and fixing food

http://townsendlab.ucdavis.edu/PDF_files/Checklist_FY13-14_SEC.pdf

Fred Hutchinson Cancer Research Center

Food Frequency Questionnaires

<http://sharedresources.fhcrc.org/content/ffq-sample-booklets>

Mindful Eating Questionnaire

<http://sharedresources.fhcrc.org/documents/mindful-eating-questionnaire>

Multiple-day Food Record

<http://sharedresources.fhcrc.org/content/sample-multiple-day-food-record>

Beverage and Snack Questionnaire

<http://sharedresources.fhcrc.org/content/sample-multiple-day-food-record>

Community Food Security Coalition

From the website of the Center for Whole Communities

Whole Measures for Community Food Systems Values-Based Evaluation tool

<http://www.wholecommunities.org/pdf/WholeMeasuresCFS.pdf>

Laurie M. Tisch Center for Food, Education and Policy

Program in Nutrition, Teachers College Columbia University

- Plate waste photos
- Community Focus Group Protocol
- Reducing Childhood Obesity In-Depth Interview Protocol