

# Evaluating College Health Programs from the Ground Up

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# Session Objectives

- Describe the difference between outcome, impact, and process evaluation.
- Identify methods for conducting outcome, impact, and process evaluation in their campus health programs.
- Describe ways to include *Healthy Campus 2010*, the *National College Health Assessment*, the *CAS Standards*, and the *Standards for Health Promotion in Higher Education* in the development of evaluation measures for campus health programs.

# Agenda

- Evaluation 101
- Setting goals
- Data sources
- From theory to practice
- Resources

# Evaluation 101

- Why evaluate?
  - Provide direction for staff and programs
  - Identify training needs
  - Improve programs
  - Support long-range & annual planning
  - Guide budgets & justify resource allocations
  - Focus stakeholders' attention on programmatic issues
  - Recruit talented staff and volunteers
  - Promote the program to potential participants and referral sources
  - Identify partners for collaboration
  - Enhance the program's public image
  - For College Health: Assess if your program is helping students achieve their educational objectives.

# Evaluation 101: Types of Evaluation

- Outcome (Are students healthy and learning?)
  - Health status
  - Healthy Campus 2010, CAS
- Impact (Does what you do “work?”)
  - Program evaluation
  - Standards
- Process (Do you provide good service?, How does your organization get its work done?)
  - Total Quality Improvement (TQI)
  - Tracking, service measures
- Note: People use different language to express these same concepts.

# Setting Goals: Questions to ask first

- What do you want to evaluate?
- Why do you want to evaluate it?
- What data do you have access to?
- What other data could you get?
- What are you going to do with the data you gather?
- Who will analyze and interpret data?
- What if the data says something “bad” about your services?
- What is data to the decision-makers on your campus?
- Who really answers these questions?



# Setting Goals: Logic Model

- Use logic model to:
  - clarify rationale and expectations
  - build consensus
  - link inputs with results
  - show the if-then relationships of your program/services
- Logic models do not tell you if you are doing the right thing
- When planning, start with outcomes – evaluation can drive why and how you do things

# Data Sources: Outcome Evaluation

- Observable and measurable progress toward a target.



*18 R-NCHA 44x. Reduce the proportion of students who received an incomplete or dropped a course due to stress.*

**Targets:**

National         DNC         College         1.4%         Our Campus         0.3%        

**Baselines:**

National         DNC         College         1.8%         Our Campus         1.1%        

**Target setting method:**

National:

College: Better than the best (White = 1.5%).

Our Campus: Better than the best (Black = 0.0%, White = 0.4).

**Data sources:**

National: 1999 Youth Risk Behavior Surveillance System (YRBSS), CDC, NCCDPHP.

College: ACHA-National College Health Assessment (NCHA), Spring 2000.

Our Campus: ACHA-National College Health Assessment (NCHA), Spring 2000.

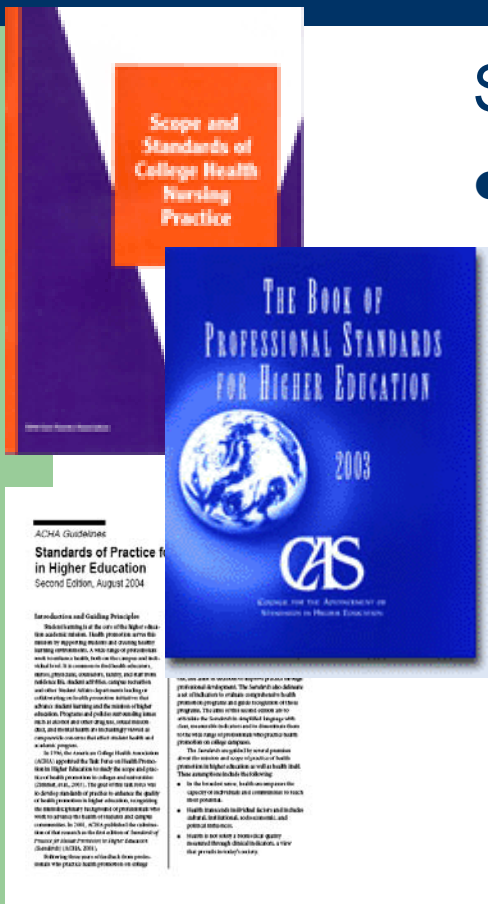


# Data Sources: Impact Evaluation

## Standards

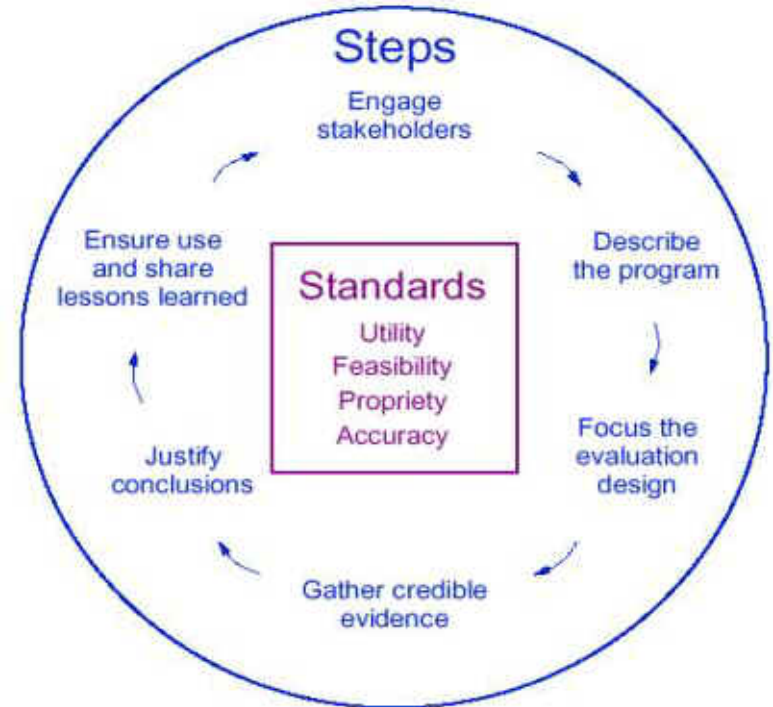
- "A standard is a principle mutually agreed to by people engaged in a professional practice, that, if met, will enhance the quality and fairness of that professional practice..."

-Joint Committee on Educational Evaluation



# CDC Framework for Program Evaluation

- What will be evaluated? (i.e. what is "the program" and in what context does it exist)
- What aspects of the program will be considered when judging program performance?
- What standards (i.e. type or level of performance) must be reached for the program to be considered successful?
- What evidence will be used to indicate how the program has performed?
- What conclusions regarding program performance are justified by comparing the available evidence to the selected standards?
- How will the lessons learned from the inquiry be used to improve public health effectiveness?



# Data Sources: Process Evaluation

- User evaluations
  - Rate your satisfaction with your provider's technical skill (thoroughness, competence)
- Focus groups
- Workshop evaluations
  - Rate the overall effectiveness of this workshop
- JAHCO, AAAHC
  - Does the organization comply with all state and local building codes and regulations?

# From Theory to Practice

- Decide what you want to know
  - Create your logic model (everyone is different)
  - Can't do it all; what's most important?
  - Major question: Is the essence and value of your work captured in your evaluation plan?
- Investigate the data you already have available to see if it helps you
- Identify other modes of gathering the data you want/need
  - Ask for help from the experts
- Gather the data
- Tell others about what you find out
  - Don't gather data you don't need or won't use
- Use the data to help enhance your programs/service

# Resources

- ACHA Standards – <http://www.acha.org>
- The CAS Standards and Guidelines - <http://www.cas.edu/>
- CDC Evaluation Working Group - <http://www.cdc.gov/eval/>
- WKKF Logic Model Development Guide - <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

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