

Quick Tips for Evaluations



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Quick Tips: Designing program evaluation

In designing your evaluation it might be helpful to determine:

1. What is it you want to evaluate?
2. What is the purpose of the evaluation?
3. Who are the people most interested in the results of this evaluation?
4. How will the results be used?

Information to be collected

- What?
- From whom?
- How?
- When?

In general, it is helpful to the program planning team to look at:

1. Program planning and administration. How well was the program/intervention planned and managed?
2. Program and instruction: How effective were the instructors and their instruction? What did participants gain from the program/intervention?
3. Impact: Did the program make a difference back home?

Levels of evaluation:

As the following questions illustrate, there are also different levels of evaluation, depending on what you might want to know:

1. Perceptions of participants: What do participants think and feel about the program? Were they able to answer "yes" to "Was the program relevant?" Was it credible? Was it worth the time to attend?"
2. Participants' competence: What knowledge, skills or attitudes changed for the participants as a result of attending this program?
3. Performance: Is any change in actual practice behaviour evident as a result of attending this program?
4. Outcome for patients: Did the program, through changes in participants' knowledge,

skill, attitudes or behaviour positively affect patient care?

By using these four questions in planning your evaluation, you can save a lot of time by being clear on what you really want to know. The questions reflect different levels of complexity in evaluation design. They also reflect increasing need for resources of time, expertise and money.

What do you want to measure?

Generally speaking, the most often asked questions in evaluation fall into the categories of content, methods, logistics and future needs. The following describes questions in these categories and identifies the level of evaluation that can be addressed:

Perception or reaction

At a perception or reaction level of evaluation (Was it worthwhile from the participants' perspective – relevant, credible, worth their time) we would ask:

- Was this a worthwhile experience for the learners?
- Will they return?
- Would they recommend this program to others?
- Was it useful to them?
- Will this benefit their practice?
- Was the information current and clinically relevant?
- Were the goals and objectives of the program met (in the learners' eyes)?

Competence

At a competence level (what knowledge, skills or attitudes changed), we ask:

- What knowledge did they acquire or change?
- What skills did they gain?
- What attitudes were acquired/changed?

Performance

At a performance level (what changes have occurred in practice):

- What do they do differently in practice?
- Are the practice behaviours appropriate?

Following are lists of possible methods of evaluation based on level of complexity:

<p>Methods to measure perception:</p>	<p>“What did participants think or feel about the program? Were they satisfied?”</p> <ul style="list-style-type: none"> • Questionnaire / surveys • Focus groups • Nominal group techniques • Inclusive planning committees • Individual interviews
<p>Samples Methods to measure Competence:</p>	<ul style="list-style-type: none"> • Pre and post tests of knowledge, and attitudes – pen and paper, touch pad, I-clickers • Demonstration/OSCE approach for measuring skills • Standardized patients • Chart stimulated recall • Critical incident • Case studies • Chart review/audit
<p>Samples Methods to measure Performance:</p>	<ul style="list-style-type: none"> • Direct observation • Video observation • Standardized patients • Chart review/audit • Chart stimulated recall • Critical incident • Length of stay data (controversial) • Laboratory data • Insurance claims • Referral patterns • Statistics on diagnosis during consultation
<p>Samples Methods to measure patient outcomes:</p>	<ul style="list-style-type: none"> • Patient self reports • Lab tests • Morbidity rates • Mortality rates • Patient satisfaction survey • Prescribing patterns • Referral patterns (controversial) • Public health status indicators

Contacts:

Please see attached samples to help you in designing your own tools for evaluation. If you have samples you would like to share or any information you would like to add to what is written – please feel free to contact us.

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Quick Tips: Evaluation examples

To view an example please click on its title:

[Example 1](#)

[Example 2](#)

[Example 3](#)

[Example 4](#)

[Evaluation form for formative feedback](#)

[Examples of commitment to change forms](#)

[Readiness to change questionnaires](#)

[Rounds evaluation](#)

[Sample of evaluation for Skills](#)

For each question, fill the appropriate bubble **completely** with your pen or pencil to indicate your answer. **Full instructions overleaf.**

	Family Physician	Specialist Physician	Research or Scientist	Other Health Professional	Not Health Related
Please indicate your profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Fewer than 5 years	5 to 10 years	10 to 20 years	21 to 30 years	More than 30 years
Please indicate your years in your profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Journal Ad	Emailed notice	CEPD website	Brochure in mail	Internet Search
How did you find out about this event?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please think about the event **in general** and indicate how strongly you disagree or agree with the statements given.

This event:	Strongly disagree	Moderately disagree	Neither agree nor disagree	Moderately agree	Strongly agree
was an excellent event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be relevant to my practice/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
met the stated objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was free of undue commercial influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience participation was actively encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities were excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Event organization and registration were excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online registration and payment process was easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to nominate this **event** for the
C.R. Woolf Award for Excellence in Continuing Education?

Yes

No

If yes, please detail reason(s) overleaf.

Thank you for your participation in **Toronto Neurology Update 2010**.

When completing these forms, please fill in the intended answer bubble **completely**.

When you have completed **both sides** of the evaluation forms, please give them to the event staff.

Thank you for your co-operation.

What will you do differently in your practice/work as a result of this event?

Are there topics that you would like to have covered in future events?

What changes or improvements should be made to this event?

Why would you like to nominate this event for the *C.R. Woolf Award for Excellence in Continuing Education*?

For each talk that you attend, fill one bubble from each of the four columns **completely** with your pen or pencil to indicate your evaluation of the criteria at the top of the column.

Each group of 4 bubbles allows you to indicate your evaluation on a scale from Poor at the left to Excellent at the right, as shown in the sample. **Thank you for your participation!**

Answer Selection: Correct = ● Incorrect = ✗ ✓ ⊖

Scale goes from *Poor* to *Excellent*

← Worse Better →

Poor Fair Good Excellent

○ ○ ○ ○

Do you have any general comments about a **speaker(s)** listed on the other side of this form?

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Would you like to nominate a **speaker** listed on the other side of this form for the *C.R. Woolf Award for Excellence in Teaching*?

Yes No
○ ○

If you filled in **yes**, please write the speakers name and the reason for the nomination.

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