



## Program Evaluation

### What is Program Evaluation?

Evaluating your program's effectiveness is important to consider as you design and implement a CPD activity. Ideally, considering how you are going to evaluate a program takes place at the design stage, and not once the program is completed. This allows you to focus attention on the components of the program you specifically want to evaluate. A good evaluation can help you identify strengths and areas for improvement for the next time you offer a program. Evaluation is also a required component of a U of T accredited activity.

### Designing Program Evaluation

In designing your evaluation, it might be helpful to determine:

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

It would also be helpful to consider the information you want to collect:

- What information?
- From whom?
- How are you planning to collect it?
- When do you collect it?

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?

### Planning Your Evaluation

There are different levels of evaluation aimed at different facets of program design and what you might want to know. In the chart below, we outline these levels of evaluation, provide some sample questions you may want to consider using as you develop an evaluation plan, and detail some ways you may want to measure if your program achieved its desired results.

Evaluation Level	Sample Questions	Evaluation Methods
Participation	<ul style="list-style-type: none"> <li>Who participated in the activity?</li> <li>Was the target audience met (in terms of discipline, geographic location, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire / surveys</li> <li>Registration data analysis</li> <li>Inclusive Scientific Planning Committees</li> </ul>
Satisfaction	<ul style="list-style-type: none"> <li>What did the participants think and feel about the program?</li> <li>Would they recommend this program to others?</li> <li>Was the information current and clinically relevant?</li> <li>Were the goals and objectives of the program met (in the learners' eyes)?</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire / surveys</li> <li>Focus groups</li> <li>Nominal group techniques</li> <li>Interviews</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Could the participants identify what they were supposed to have learned in the activity? Did they know what to do?</li> <li>Did they acquire or reinforce their knowledge?</li> <li>Did the participants learn the knowledge, skills or attitudes you intended to teach? Did they know how to do it?</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires/surveys</li> <li>Analysis of pre- and post-tests of knowledge, and attitudes</li> <li>Analysis of self-reports of learning</li> <li>Analysis of data collected during the program (for example, observational data, assessment data)</li> <li>Analysis of reflections</li> </ul>
Competence	<ul style="list-style-type: none"> <li>Were the participants able to demonstrate their newly learned knowledge, skills or attitudes? Could they show how?</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data collected during the program (for example, chart reviews or audits, observations, ratings, standardized patient encounters)</li> <li>Analysis of collected portfolios or reflections</li> </ul>

**Questions? Comments? Suggestions?** Contact one of our Educational Consultants at [quicktips@utoronto.ca](mailto:quicktips@utoronto.ca)

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Performance	<ul style="list-style-type: none"> <li>• Is any change in actual practice behaviour evident as a result of attending this program?</li> <li>• What do they do differently in practice?</li> <li>• Are the practice behaviours appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires/surveys of physicians</li> <li>• Analysis of patient health records, testing orders, laboratory data, or administrative data)</li> <li>• In practice observations</li> <li>• Chart reviews or audits</li> </ul>
Patient Health	<ul style="list-style-type: none"> <li>• Did the program, through changes in participants' knowledge, skill, attitudes or behaviour positively affect patient care?</li> </ul>	<ul style="list-style-type: none"> <li>• Patient health record reviews</li> <li>• Administrative data reviews</li> <li>• Physician self-reports</li> <li>• Questionnaires/surveys of patients and/or physicians</li> <li>• Focus groups</li> <li>• Interviews</li> </ul>
Community Health	<ul style="list-style-type: none"> <li>• Did the program, through changes in participants' knowledge, skill, attitudes or behaviour positively affect community health?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of morbidity rates</li> <li>• Analysis of mortality rates</li> <li>• Analysis of prescribing patterns</li> <li>• Analysis of referral patterns</li> <li>• Analysis of public health status indicators</li> </ul>

### References and Further Reading

Moore Jr, D.E., Green, J.S., & Gallis, H.A. (2009). Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities. *Journal of continuing education in the health professions*, 29(1), 1-15.

### Acknowledgements

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