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Module 5: Evaluation

Prepare

Module Overview

Module 5: Evaluation is a one and a half day training that walks participants through the steps needed to evaluate a public health program or policy. Module 5 provides a foundation for understanding the evaluation process and its importance, and allows participants to gain practical, hands-on experience in completing each step of an evaluation plan. Module 5 uses examples related to tobacco control, yet application of the concepts are universal to program and policy evaluation.

Module 5 begins with an introduction to evaluation (Getting Started with Evaluation), followed by five sections that each focus on a distinct, linear component of evaluation planning.

DAY 1:

Getting Started with Evaluation (30 minutes)

The first section of this training provides background information on the importance and purpose of evaluation and the process of evaluation planning.

Participants discuss why evaluations are conducted and how findings may be used to the benefit of programs and policies. An overview of the five-step evaluation plan is presented, along with a discussion of the importance of having a plan to guide each step of the process.

Finally, the evaluation planning template and case study that participants will use throughout the training will be introduced and briefly discussed.

Section 1: Program Description (1 hour)

Program description is the first step of evaluation planning. During this step the program goal and the logic model are discussed.

Participants will learn about the components, purpose, and importance of the program goal and logic model, and review completed versions that have been created for the case study. These items will guide participants through the evaluation planning process presented throughout the training.
Module 5: Evaluation

Section 2: Evaluation Design (2 hours)

In Section 2 the focus of evaluation planning turns to defining the purpose and scope of the evaluation. This involves defining program objectives, identifying stakeholders, establishing the purpose of the evaluation, differentiating between process and outcome evaluation, writing evaluation questions, and identifying indicators.

Section 3: Data Collection (1 hour, 30 minutes)

Section 3 covers the general process of data collection, including methods (quantitative and qualitative), tools (interviews, questionnaires, focus groups, and observation), and sample population (simple random sample, convenience sample, and cluster sample). Definitions are provided and the advantages and disadvantages of several of the techniques are discussed.

DAY 2:

Section 4: Data Analysis (1 hour, 15 minutes)

In Section 4 data analysis is defined, and strategies for qualitative and quantitative analysis are differentiated. Basic steps for qualitative data analysis are discussed, as are several techniques for quantitative analysis (including averages, frequencies, ratios, percentages, and proportions). Interpretation of findings, a key part of data analysis, is also discussed.

Section 5: Evaluation Reports (1 hour, 15 minutes)

Evaluation reports involve establishing report goal(s), identifying the target audience, and determining the most appropriate and effective report type. Participants discuss why evaluation reports are important and how they may be used.

The standard parts of a written evaluation report are discussed (including executive summary, introduction, background, program description, methodology, results, conclusions, and recommendations).
Module 5: Evaluation

Activities

Module 5 includes several individual or small group activities, detailed in the trainer notes. These activities are optional; however, if you choose to remove or modify them, make any necessary adjustments to the slides, agenda, and timing of the training.

If activities are completed as designed, you will likely have to adapt the talking points to acknowledge or add to content that has been covered as the result of the activity.

Case Study: Smoke-Free Public Places

Participants will use the Module 5 – Evaluation Planning: Smoke-Free Public Places Case Study (located in the Participant Guide) to practice applying the concepts discussed in each section of the training. The subject of the case study is an initiative that uses policy, outreach, education, and the media in order to reduce exposure to secondhand smoke among residents in China.

Participants are briefly introduced to the case study topic during Getting Started with Evaluation. In Section 1: Program Description, the program goal and logic model for the case study are introduced. These items are already created, so that the participants may use the information as they complete the remainder of the evaluation planning case study.

In Section 2: Evaluation Design, participants are provided with five objectives for the case study. At the end of this section they will break into small groups, with each group taking one of the case study objectives. Each group will then identify stakeholders, write evaluation questions (process and outcome) and determine indicators for their assigned objective.

At the end of Section 3: Data Collection, participants will use their process and outcome evaluation questions to describe their data collection strategy. Data collection strategies include methods, tools, and sampling.

Section 4: Data Analysis will give the participants an opportunity to develop their analysis strategy based on their process and outcome evaluation questions and indicators.

Finally, in Section 5: Evaluation Reports, participants will complete the case study with plans for a final report, including report goals, audience, and report type (for both process and outcome).

The trainer should adapt the activity as needed, especially as related to the number of trainees.
Module 5: Evaluation

❖ Learning Objectives

At the close of Module 5, the participants will be able to:

1. Explain the purpose and benefits of evaluation
2. Describe the five parts of an evaluation plan
3. Understand the components and relationships depicted in a program logic model
4. Identify program stakeholders
5. Define the different types of evaluation
6. Determine indicators
7. Define data collection methods
8. Identify data sources
9. Understand basic data analysis techniques and methods of data interpretation
10. Describe goal(s) of an evaluation report and its written components

❖ Materials

These are the materials that you will need for Module 5.

➢ Participant Guides with handouts for Module 5
➢ Slides for Module 5
➢ Flip chart/board for group discussions
➢ Course evaluations

❖ Before You Begin

Before you begin this session, complete the following tasks:

➢ Print out copies of Participant Guides for each trainee. Insert a printed copy of the slides, preferably three slides to a page, and place into each guide behind the agenda.
➢ Gather the following training supplies, if needed:
   - Name tents
   - Flip chart easel and paper
   - Chalk or white board markers
   - Tape to attach flip chart paper
➢ Prepare slides and related media, if necessary.
Module 5: Evaluation

Key Messages

These are the key messages for Module 5. They should be reinforced from time to time throughout this program.

- Evaluation can help your program: determine the extent to which a program or policy is happening as planned, measure outcome and impact over time, improve performance, and demonstrate accountability.

- An evaluation plan is a roadmap of the steps and processes involved in your evaluation.

- An evaluation plan can help you: define evaluation scope and expectations, identify strategies and methods for data collection and analysis, determine time and resources required, organize evaluation activities, and prioritize actions and needs.

- Evaluation plans contain five important steps: program description, evaluation design, data collection, data analysis, and evaluation reports.

After the Session

At the completion of this session, do the following:

- While it is fresh, use your Homework page to write down notes about the session. Consider:
  - What worked
  - What you need to do differently the next time.
  - Who you need to follow up with.
  - Information or ideas needing further research for next time.
  - General concerns or issues that need to be addressed.

- Distribute course evaluations
Module 5: Evaluation

Welcome and Introductions

Estimated time: 45 minutes

Module 5: Evaluation

Show Slide 1: Module 5: Evaluation

Present: This training has been designed to provide each of you with the information and tools needed to create an evaluation plan. Once developed, your evaluation plan will serve as a roadmap to assist you in conducting a thoughtfully designed evaluation of your tobacco control programs.

For those of you who have conducted an evaluation before, some of the information presented today will serve as a refresher and might offer some new insight and tools to enhance your evaluation skills.

For those of you new to evaluation, this will give you exposure to the process involved in program evaluation and give you some specific guidance and tools to help you to write your evaluation plan.

This training will help you to determine how you will measure the impact of your tobacco control programs, and give you the information and tools you need to create an evaluation plan.
Module 5: Evaluation

Introductions

Show Slide 2: Introductions

Present: First, I will tell you a little about myself, then give each of you a chance to introduce yourself.

- Your name
- Your background
- How you got involved with tobacco control and evaluation
- What your role will be during this training

Ask participants to share 1) their name and 2) their experience with evaluation.

Open responses.

Learning Objectives

Show Slide 3: Learning Objectives

Present: At the end of this module, you will be able to:

- Explain the purpose and benefits of evaluation
- Describe the five parts of an evaluation plan
- Understand the components and relationships depicted in a program logic model
- Identify program stakeholders
- Define the different types of evaluation
- Determine indicators
- Define data collection methods
- Identify data sources
Module 5: Evaluation

Trainer Notes

- Understand basic data analysis techniques and methods of data interpretation
- Describe goal(s) of an evaluation report and its written components

Agenda

Show Slide 4: Agenda: Day 1

Present: Here is the agenda for today. We will begin with “Getting Started with Evaluation”, during which we will talk about the importance of evaluation and the process of evaluation planning.

Following “Getting Started”, the agenda is divided into five sections. Today we will cover:

- Section 1: Program Description
- Section 2: Evaluation Design
- Section 3: Data Collection

Agenda

Show Slide 5: Agenda: Day 2

Tomorrow’s agenda will cover:

- Section 4: Data Analysis
- Section 5: Evaluation Reports

Ask: Are there any questions about the agenda?

Open responses.
Module 5: Evaluation

Trainer Notes

Logistics and Housekeeping

Show Slide 6: Logistics and Housekeeping

Present: Before we continue, let’s go over some housekeeping details.

- Parking, bathrooms, schedule
- Participation
- Group rules
- Participant Guide

Refer participants to the Participant Guide.

Present: The Participant Guide contains everything you will need during and after this training. It contains slide printouts for note taking, worksheets for activities, a glossary, and a list of valuable resources. This guide:

- Is yours to keep.
- Can be used to write notes and questions.
- Should be brought with you each day.
Module 5: Evaluation

Getting Started with Evaluation

Estimated time: 30 minutes

**Trainer Notes**

Show Slide 7: Getting Started with Evaluation

Present: Before we get started with the process of evaluation planning, we will spend the next thirty minutes or so discussing some background information. The first section of this training will provide a general overview of evaluation, why it is important, and how to get started.

Show Slide 8: Learning Objectives

Present: By the end of “Getting Started”, you will be able to:
- Explain the purpose and benefits of evaluation
- Describe the purpose of an evaluation plan
- List and describe the five components of an evaluation plan

Ask: Before we get started, can anyone tell me, in your own words, what you think evaluation is?

Open responses.
Module 5: Evaluation

Show Slide 9: What is Evaluation?

Present: Evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and make informed decisions about future program development.

In other words, evaluation is the process of determining whether programs – or certain aspects of programs – are appropriate, adequate, effective, and efficient and, if not, how to make them so.

Evaluation also shows if programs have unexpected benefits or create unexpected problems.

Show Slide 10: Why Conduct Evaluation?

Present: Evaluation can play a large role in helping you accomplish many things, including:

- Determining the extent to which a program or policy is happening as planned (process evaluation, as we will discuss a little later)
  This helps with the monitoring of program activities in order to assess whether they are taking place as planned.

- Measuring program or policy outcome and impact over time (outcome evaluation, will also be discussed later)
  This helps to provide an understanding of the longer-range impact – positive or negative – that programs have on the community or target audience.
Module 5: Evaluation

- Improving program or policy performance
  This can help guide a new program toward success and help existing programs continue to be successful.
- Demonstrating accountability and efficient use of resources
  This can help to validate the program’s purpose and make a case for continued program support.

Show Slide 11: Other Benefits of Evaluation

Present: Evaluation can also provide other benefits.

The evaluation process provides an opportunity to listen to the people served or affected by a policy or program. These people, among others, are your program’s stakeholders, a term we will talk more in detail about later. Involving stakeholders in the process is critical to a successful evaluation.

Evaluation can also be an opportunity to highlight the successes of employees and supporters. It can show that a program or policy is doing what it was intended to do, and that goals are being realized through the efforts of those involved. It can also provide information about sites or areas that are underperforming and may need additional guidance or intervention.

We will talk later about how to use an evaluation to increase media coverage. This provides the added benefit of bringing attention and recognition to a program or policy.

In addition to media coverage, an evaluation can broaden the visibility and reach of a program by demonstrating its
### Module 5: Evaluation

<table>
<thead>
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<th>Trainer Notes</th>
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<tr>
<td>successes and potentially opening up new opportunities for expansion.</td>
<td>Show Slide 12: Evaluation Planning</td>
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</table>

**Present:** An evaluation plan is your roadmap of the steps and processes involved in your evaluation. A comprehensive plan defines **what** you will do, **how** you will do it, and **what** resources will be needed.

**Ask:** How many of you have ever *used* an evaluation plan? What was the experience like?  
**Open responses.**

**Ask:** Why do you think it is important to have an evaluation plan?  
**Open responses.**

**Show** Slide 13: Evaluation Planning

**Present:** An evaluation plan will help you:

- Define the evaluation scope and expectations  
- Identify the right strategies and methods for gathering and analyzing data  
- Determine time and resources required  
- Organize your evaluation activities  
- Prioritize actions and needs, and avoid wasting time
Show Slide 14: Developing an Evaluation Plan.

Present: During this training, we will be teaching you how to develop an evaluation plan that consists of five major sections. The sections are illustrated in this picture.

As we move through the training, we will talk about each section of the evaluation plan.

We will take them in order, starting with Section 1: Program Description and moving sequentially through each section, ending with Section 5: Evaluation Reports.

At the end of each section, we will also complete the corresponding portion of a sample evaluation plan using a case study that has been developed for this training.

Show Slide 15: Evaluation Planning

Present: We will be referring back to each of these steps using both the graphic we just saw, and this evaluation planning template. We will work through our case study to complete each of the five sections as they’re presented in this training.

As you see, we will start with Program Description, during which we will talk about program goals and the use of a logic model.

In section 2 we will move on to Evaluation Design, which deals with program activities, stakeholders, process and outcome evaluation, evaluation questions, and indicators.
## Module 5: Evaluation

### Trainer Notes

**Show Slide 16: Evaluation Planning**

**Present:** Section 3 focuses on **Data Collection**, including methods, tools, and sample populations.

<table>
<thead>
<tr>
<th>Process</th>
<th>Evaluation question(s): Data collection strategy: Method, Tools, Sampling</th>
<th>Outcome</th>
<th>Evaluation question(s): Data collection strategy: Method, Tools, Sampling</th>
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<tr>
<th>Process</th>
<th>Indicator(s):</th>
<th>Outcome</th>
<th>Indicator(s):</th>
<th>Analysis strategy:</th>
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<tr>
<td>Report goal(s):</td>
<td>Report audience:</td>
<td>Report type:</td>
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</table>

**Show Slide 17: Evaluation Planning**

**Present:** In Section 4 we will turn to **Data Analysis** strategies, followed by **Evaluation Reports** in Section 5.

<table>
<thead>
<tr>
<th>Process</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Report goal(s):</td>
<td>Report audience:</td>
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<tr>
<td>Report type:</td>
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</table>

**Show Slide 18: Case Study**

**Present:** During the course of this training we will be using a case study to practice the application of the concepts discussed in each section.

The subject of our case study is a **Smoke-Free Public Spaces Initiative** that uses policy, outreach, education, and the media in order to reduce exposure to secondhand smoke among residents in China.
<table>
<thead>
<tr>
<th>Trainer Notes</th>
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<tbody>
<tr>
<td>You will work in small groups to complete portions of the evaluation plan,</td>
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<td>using specific information that will be provided during Section 1.</td>
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<tr>
<td><strong>Ask:</strong> Are there any questions about what I just described?</td>
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<tr>
<td><strong>Open responses.</strong></td>
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</table>

**Show** Slide 19: Break

**Break – 15 minutes**
Module 5: Evaluation

Section 1: Program Description

Estimated time: 1 hour

Presenter Notes

Show Slide 20: Section 1: Program Description

Present: We now turn to the process of evaluation planning. This is Section 1: Program Description.

Ask: Think back to the evaluation planning chart we discussed earlier. Can anyone tell me what our first steps in evaluation planning will be?

Open responses.

Show Slide 21: Evaluation: Program Description

Present: In Section 1: Program Description, we’ll talk about establishing program goals and creating a logic model for our program.

Ask: Can anyone tell me what a program goal is?

Open responses.

Ask: Can anyone tell me what a logic model is?

Open responses.
Module 5: Evaluation

Show Slide 22: Evaluation: Program Description

Present: Here is the Program Description portion of our evaluation planning template. Again, you see a place to write the program goal and logic model. We will look review this information for our case study later in this section.

Show Slide 23: What is the Goal?

Present: When working to describe the goal of your program or policy, it is important to keep in mind that the goal should describe the:

- Overall purpose of the program or policy
- Intended results of the program or policy
- Specific target population that will be affected by the program or policy

In short, a well-written goal should answer the question, “What are you trying to accomplish with the program or policy?”

Show Slide 24: What is a Logic Model?

Present: A logic model is a graphic description of the components of and relationships within your program.

Specifically, it shows the relationships among:

- The resources that are used (inputs)
- The activities that are taking place
## Module 5: Evaluation

**Trainer Notes**

- The **products** created or **events** held during the program implementation (outputs), and
- The anticipated **benefits and short, intermediate, and long-term changes** that result from the program (outcomes)

**Ask:** Why do we use logic models?

**Open responses.**

**Show** Slide 25: Logic Model - Purpose

**Present:** Logic models help us:

- Determine whether program activities logically lead to desired outcomes.
  
  Is there a connection between what is being done in the program and the expected outcomes?

- Provide stakeholders with an understanding of the program’s purpose, resources, activities, and capacity to affect change.
  
  Logic models provide a concise graphical illustration of the major components of a program and how they relate to one another.

- Develop questions to be answered through the evaluation.
  
  Logic models allow us to deconstruct the overall goals of the evaluation into smaller segments, around which we can base our evaluation questions.
### Module 5: Evaluation

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<th>Trainer Notes</th>
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<tr>
<td><strong>Show</strong> Slide 26: Logic Model - Template</td>
<td><img src="image" alt="Logic Model - Template" /></td>
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<tr>
<td><strong>Present:</strong> This is a template of a logic model. We’ll talk about each of these components in a moment.</td>
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<tr>
<td><strong>Ask:</strong> Can anyone tell me what <strong>inputs</strong> are? (Ask for examples).</td>
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<tr>
<td><strong>Open responses.</strong></td>
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<tr>
<td><strong>Ask:</strong> What do <strong>activities</strong> refer to? (Ask for examples).</td>
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<tr>
<td><strong>Open responses.</strong></td>
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<tr>
<td><strong>Ask:</strong> What are <strong>outputs</strong>? (Ask for examples).</td>
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<tr>
<td><strong>Open responses.</strong></td>
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<tr>
<td><strong>Ask:</strong> Finally, what are <strong>outcomes</strong>? (Ask for examples).</td>
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<td><strong>Open responses.</strong></td>
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<tr>
<td><strong>Show</strong> Slide 27: Logic Model - Components</td>
<td><img src="image" alt="Logic Model - Components" /></td>
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<tr>
<td><strong>Present:</strong> This shows the logic model along with definitions of the terms we just discussed.</td>
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<tr>
<td>- <strong>Inputs:</strong> Resources to implement the program</td>
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<tr>
<td>- <strong>Activities:</strong> Actions taken to implement the program</td>
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<tr>
<td>- <strong>Outputs:</strong> Tangible, direct results of program activities</td>
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<td>- <strong>Outcomes:</strong> Changes expected as a result of the program activities</td>
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</table>
### Module 5: Evaluation

**Show Slide 28: What are Inputs?**

**Present:** As we discussed, inputs are resources used to implement the program or policy.

Examples of inputs include:
- Funding
- Local government agencies
- Agency leaders
- Local health care organizations
- Local worksites
- Local media outlets

**Ask:** Can you think of any other inputs that would relate to our case study?

**Open responses.**

**Show Slide 29: What are Activities?**

**Present:** Activities are the events and actions that will enable the program to reach its objectives and goals. Activities are what will happen during the program.

Examples of activities include:
- Develop a model smoke-free public places policy and implementation steps.
- Meet with leaders in government agencies and business to educate them on smoke-free policy and implementation steps.
- Develop and implement media campaign on the dangers of secondhand smoke for TV, radio, online, and print.
### Module 5: Evaluation

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<tr>
<th>Trainer Notes</th>
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</table>
| **Ask:** Can you think of any other **activities** that would relate to our case study?  
**Open responses.** | ![Slide 30: What are Outputs?](image) |

**Show** Slide 30: What are Outputs?

**Present:** Outputs are the tangible, direct results of the program activities.

Examples include:
- Training on model smoke-free policy and implementation
- Exposure to information about the dangers of secondhand smoke
- Meetings with government agencies and business leaders

**Ask:** Can you think of any other **outputs** that would relate to our case study?  
**Open responses.**
Show Slide 31: What are Outcomes?

Present: Outcomes are the actual *changes* that are expected as a result of a program or policy. Outcomes are expressed in terms of their timing: short-term (generally 1-3 years), intermediate (generally 3-5 years), and long-term (generally 4-6 years or more).

Some examples of outcomes:

**Short-term:**
- Change in knowledge, attitude, behaviors
- Reduced tolerance of tobacco use
- Decreased promotion and advertising of tobacco products

**Intermediate:**
- Increased public buildings with enforced smoke-free policies
- Reduced use of tobacco in/around public places

**Long-term:**
- Reduced exposure to secondhand smoke
- Reduced tobacco consumption

Present: Some objectives, like “increased public places with enforced smoke-free policies” can be both intermediate and long-term. So you don’t necessarily need to choose which category to put them in – there can be overlap due to the recognition that program-based changes continue to occur and are not limited to a particular time period.

Ask: Can you think of any other outcomes that would relate to our case study?

Open responses.
Module 5: Evaluation

Show Slide 32: Question

Ask: How are outcomes different from outputs?

Open responses.

Record answers in two columns (outcomes/inputs) on the board or flip chart if needed.

Show Slide 33: Outputs Vs. Outcomes

Present: “Outputs” and “outcomes” are evaluation terms that can sometimes cause some confusion.

As we discussed, outputs are the direct, tangible results of a program activity. Outputs are things like the number of meetings held, the number of pamphlets handed out, or the production of an implementation plan or training. An output is directly related to the activity that produced it.

An outcome, on the other hand, refers to the more long-term changes that occur as a result of the program itself (which includes inputs, activities and outputs). Outcomes refer to changes such as an increase in awareness, a reduction of exposure to secondhand smoke, and increased enforcement of smoke-free policies.
Module 5: Evaluation

Trainer Notes

**Show Slide 34: Case Study: Program Goal**

**Present:** In order to allow you to work through the case study, we’ll be providing the program goal and the logic model.

Here is the statement of our program goal: *Reduce exposure to secondhand smoke among residents through widespread adoption and enforcement of smoke-free policies in public places.*

**Show Slide 35: Case Study: Logic Model**

**Present:** Here is the logic model we’ll be working with during our case study. You have a copy of this in your Participant Guide.

**Refer** participants to the Participant Guide.

**Review** the logic model with participants, answering questions as needed.
## Module 5: Evaluation

### Section 2: Evaluation Design

Estimated time: 2 hours

<table>
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<th>Trainer Notes</th>
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<tbody>
<tr>
<td><strong>Show</strong> Slide 36: Section 2: Evaluation Design</td>
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<tr>
<td><strong>Present:</strong> We are now going to start on <strong>Section 2</strong> entitled, <strong>Evaluation Design.</strong></td>
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<tr>
<td><strong>Ask:</strong> Does anyone remember what topics we are going to cover in this section?</td>
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<tr>
<td><strong>Open responses.</strong></td>
<td></td>
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<tr>
<td><strong>Show</strong> Slide 37: Evaluation: Design</td>
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<tr>
<td><strong>Present:</strong> Once again, here is the map for evaluation planning. <strong>Section 2: Evaluation Design</strong> will cover the topics of:</td>
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<tr>
<td>- Defining program objectives</td>
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<td>- Identifying stakeholders</td>
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<tr>
<td>- Differentiating between process and outcome evaluation</td>
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<tr>
<td>- Writing evaluation questions</td>
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<tr>
<td>- Identifying indicators</td>
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</table>
Module 5: Evaluation

Show Slide 38: Evaluation Planning: Design

Present: Here is the design section of our evaluation planning template. At the end of this section, your case study groups will each be using one program objective to determine stakeholders, evaluation questions (for both process and outcome) and indicators (for both process and outcome).

Show Slide 39: What are Program Objectives?

Present: Program objectives are statements that describe the results of actions and activities. Objectives are derived from the program goal, yet are much more specific and describe the intended changes that will result from the program or policy.

Well-written objectives share particular characteristics and must specific, measurable, achievable, relevant, and time-limited.

Ask: Who can explain to me what we mean by “specific”?

Open responses.

Present: To be of real value, our program objectives need to be as specific as possible. They need to specify as clearly as possible what it is that we expect to change as a result of our program, and in what direction that change might occur.

Ask: Who can explain to me what “measurable” means?

Open responses.
**Module 5: Evaluation**

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<tr>
<th>Trainer Notes</th>
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<tr>
<td><strong>Present:</strong> For your program objectives to be a useful starting point for evaluation, they must refer to accomplishments that can be both observed and measured.</td>
<td></td>
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<tr>
<td>For example, let’s say that the goal of your program is to reduce rates of exposure to environmental tobacco smoke. The challenge is how to measure whether or not this has occurred as a result of your program. Program objectives help us operationalize this goal by using tangible and concrete indicators that can actually be observed and counted.</td>
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<tr>
<td>Therefore, you might decide that your program objective will be to increase the number of workplaces that have implemented and enforced smoke-free policies. This can be observed and measured, and indicates movement toward your goal of reduced rates of exposure to environmental tobacco smoke.</td>
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<tr>
<td><strong>Ask:</strong> Who can explain to me what “achievable” means?</td>
<td></td>
</tr>
<tr>
<td><strong>Open responses.</strong></td>
<td></td>
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<tr>
<td><strong>Present:</strong> It is necessary to consider whether the objectives for your program or policy are truly reasonable. Is the intervention you are planning likely to bring about the kind of change you have specified? Are your project activities planned, and can they be implemented, in a manner that can really bring you to the kinds of outcomes you desire?</td>
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<tr>
<td><strong>Ask:</strong> Who can explain to me what “relevant” means?</td>
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<tr>
<td><strong>Open responses.</strong></td>
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</table>
Module 5: Evaluation

**Trainer Notes**

**Present:** To be relevant and meaningful, your objectives should be tied to accomplishments that are logically and/or empirically linked to your goal. What are identified as program accomplishments must be clearly tied to the overall goal.

**Ask:** Who can explain to me what “time-limited” means?

**Open responses.**

**Present:** Objectives should specify a time frame for proposed accomplishments. This provides information to stakeholders about when they can expect results, and helps program managers and staff to determine time frames for progressing towards outcomes.

**Show** Slide 40: Program Objectives – Case Study

**Present:** Here are some examples of program objectives that we’ll be using for our case study:

1. By September 2015, 75% of residents will report seeing anti-smoking messages in at least three media channels.
2. By September 2015, 60% of residents will believe smoking should be banned in restaurants and in public transport (e.g., airports, train stations, buses).
3. By January 2016, a policy that bans smoking in public places will be adopted.


**Open responses.**
Module 5: Evaluation

Trainer Notes

**Show** Slide 41: What is a Stakeholder?

**Present:** Stakeholders are people or organizations that are somehow tied to your program – invested in the program, interested in the results of the evaluation, or have a stake in what will be done with the results.

**Stakeholders** can include:

- People or organizations **served or affected** by the program
  - E.g., residents, businesses, advocacy groups, community members, and elected officials
- People or organizations involved in **program operations**
  - E.g., management, program staff, partners, and coalition members
- **Program funders**
  - E.g., private funders, government agencies
- People or organizations who have an interest in the **results** of the evaluation
  - E.g., partners, coalition members, and general public

**Show** Slide 42: Stakeholders and Evaluation

**Present:** It is not only important to involve stakeholders in the **outcome** of the evaluation; stakeholders can also play a key role in the planning and implementation of the evaluation.

Stakeholders can:

- Provide input during each stage of the evaluation
- Help implement the evaluation activities
- Be an asset to the evaluation that helps to increase the credibility of the processes
Module 5: Evaluation

**Trainer Notes**

- Promote the use of evaluation findings
- Provide support in advocacy for the future of the program

**Show Slide 43: Question**

**Present:** Who would you consider to be the stakeholders for our case study evaluation?

**Show Slide 44: Types of Evaluation**

**Present:** So, now that we have discussed program objectives and stakeholders, we move on to discussing the two **types of evaluation**.

Process and outcome evaluations are both important for assessing your program’s worth. Each type of evaluation looks at different aspects of your program or policy and yield different results; the combination provides an understanding of the program as a whole.

**Ask:** Who can describe to me the difference between process and outcome evaluation?

**Open responses.**
**Module 5: Evaluation**

**Trainer Notes**

**Show** Slide 45: Types of Evaluation

**Present:** The purpose of **process evaluation** is to assess the delivery or implementation of a program or policy. Process evaluation is the mechanism for assessing initial and ongoing project activities.

Process evaluation assesses elements such as program materials, activities, delivery, logistics, and number of participants; process evaluation does not measure their effect on participants.

The purpose of an **outcome evaluation** is to measure the effect the program or policy has on the participants. Outcome evaluation assesses the quality and impact of a fully implemented program or policy.

This type of evaluation focuses on elements such as knowledge, attitudes, actions, skills, behavior, and policy. It assesses progress toward the program’s short-term, intermediate, and/or long-term goals.

**Show** Slide 46: Questions

**Present:** Think back to our case study, and take a look at the logic model in your participant guide.

Take a minute or two to consider these questions:

*How might we use a process evaluation in our case study?*

*How might we use an outcome evaluation?*

*Open responses.*
Show Slide 47: Process Evaluation

Present: As we discussed, process evaluation assesses the delivery, or implementation, of your program. It’s a kind of quality control that documents what makes up the program each time it is delivered, and whether the program is being delivered as planned. Process evaluation is useful for fully understanding how a program works.

Process evaluation can serve many purposes. Some of the most important are to:

- Assess the degree to which the program is being conducted as planned
- Compare program delivery across staff or sites
- Provide information for improving program elements and quality
- Provide feedback for program managers regarding the quality of implementation
- Provide information on program accountability and use of funds

Show Slide 48: Outcome Evaluation

Present: Outcome evaluations, on the other hand, measure the effect of the program or policy on the target population. This type of evaluation focuses on the results of a program.

Outcome evaluation answers questions such as:

- Did knowledge, attitudes, and practices change as a result of the program or policy?
- Did the program or policy have the desired effect on the target population?
### Module 5: Evaluation

**Trainer Notes**

Outcome evaluation is broken down into three time frames: short-term, intermediate, and long-term. The *differences* among these three levels relate to the *results* you are interested at different points in the life of the program, and the time needed to achieve the results.

**Ask:** Can anyone describe to me what short-term outcome is? Intermediate outcome evaluation? Long-term outcome evaluation?

**Open responses.**

### Show Slide 49: Short-Term Outcome Evaluation

**Present:** The purpose of short-term outcome evaluation is to determine whether the program creates changes in the target population’s knowledge, attitude, skills, and beliefs that lead to an action or participation, and ultimately to changes in longer-term outcomes or the program’s goal.

The *results* you can expect from short-term outcome evaluation include:

- Amount of change in the target population’s knowledge, attitudes, and beliefs
- Degree to which a program is meeting its short-term objectives
- Evidence of which materials and activities appear to be effective and which do not
- Indication of how resources might best be moved from areas of the program that do not appear to be productive to those that do

**Ask:** Who can tell me what some short-term outcomes for our case study are?
Refer participants to the case study logic model in the Participant Guide.

Open responses.

Answers:

- Increased knowledge of/support for policy
- Policy adoption
- Enforcement of policies
- Reduced promotion of tobacco products

Show Slide 50: Intermediate Outcome Evaluation

Present: Intermediate outcome evaluation seeks to measure further progress in reaching a program goal. It is measured in the actions that result from participation in the program. It links short-term outcomes with long-term outcomes.

Results you can expect from intermediate outcome evaluation include:

- Type of action taken by the target population to make changes related to increased knowledge
- Indications about how well the program was able to help participants apply what they learned

Ask: Who can tell me what some intermediate outcomes for our case study are?

Open responses.

Answers:

- Increased public places with enforced policies
- Reduced use of tobacco in/around public places
- Increased cessation
Present: **Long-term outcome evaluation** measures how well the program succeeded in achieving its *ultimate* goal. The primary use of results from long-term outcome evaluation is to demonstrate the effectiveness of your program with data that are meaningful in terms of health.

The goal for public health professionals is to provide clear evidence that the resources expended actually produced benefits for people, and to show that the programs to which they devote their time really make a difference. Feedback that can be used to determine if the intended outcomes are being achieved.

Results you can expect from long-term outcome evaluation include:

- Findings that programs can use to adapt, improve, and become more effective
- Providing program managers and staff a clearer picture of the purpose of their efforts; clarification frequently leads to more focused and productive service delivery

Demonstrating that your efforts are making a difference for people pays important dividends for programs in the long run.

For example, long-term evaluation findings can ultimately help programs:

- Recruit, retain, and motivate staff, volunteers and participants
- Gain public recognition and model status/designation
- Retain or increase collaboration and funding

**Ask:** Who can tell me what some **long-term** outcomes for our case study are?
Open responses.

Answers:
✓ Reduced exposure to secondhand smoke
✓ Reduced tobacco consumption
✓ Reduced tobacco-related morbidity/mortality

Show Slide 52: Lunch

Lunch – 1 hour

Show Slide 53: Evaluation Planning: Design

Present: Continuing through our evaluation design, we have covered program activity, identified stakeholders, and mapped out our evaluation purpose (process and outcome).

Next we move to evaluation questions.

Ask: What are some things we should consider when writing evaluation questions?

Open responses.
Module 5: Evaluation

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<th>Trainer Notes</th>
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<tr>
<td><strong>Show</strong> Slide 54: Evaluation Purpose</td>
<td><img src="image" alt="Evaluation Purpose Slide" /></td>
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<tr>
<td><strong>Present:</strong> First of all, your questions should reflect the purpose of your evaluation – what it is you are interested in learning.</td>
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<td>This includes what use or function the evaluation will have – how will the results be used?</td>
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<td>Common evaluation uses include:</td>
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<td>• To assess program effectiveness</td>
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<tr>
<td>• To identify strengths and weaknesses in program implementation</td>
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<tr>
<td><strong>Ask</strong> for other uses of evaluation findings.</td>
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<tr>
<td><strong>Open responses.</strong></td>
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| **Show** Slide 55: Evaluation Questions |  |
| **Present:** One of the most important activities that you will need to do when developing your evaluation plan will be to design thoughtful and relevant evaluation questions. |  |
| Evaluation questions determine the direction your evaluation takes – they represent exactly what it is you want to find out about your program. |  |
| Evaluation questions are the key to a successful evaluation. Questions should flow naturally from the goals of the evaluation, specifically state what it is you want to find out, and should be primarily concerned with how well program objectives are being met. |  |
Module 5: Evaluation

When determining the type and number of evaluation questions, you may need to consider factors such as time and resources. Keep in mind that your evaluation should be focused on what you need to know. Evaluations take time and money to conduct, so the scope should be limited to what is necessary and reasonable.

Show Slide 56: Process Evaluation Questions

Present: Again, we see here how process and outcome evaluation relate to our logic model. Process evaluation questions focus on the inputs, activities, and outputs of a program. These questions focus on how a program is functioning, and how well it is being implemented.

Examples of process evaluation questions include:

- What activities are taking place?
- Who is being reached through the program activities?
- What inputs or resources are being used?

Show Slide 57: Outcome Evaluation Questions

Present: Outcome evaluation questions are generally concerned with documenting the impact of the program on the target population. Outcome evaluation questions are typically written in a manner that tries to establish a relationship between some facet of the program and a desired change.

Examples of outcome evaluation questions include:

- What effect is the program having on stakeholders?
- What can be modified to make the program more effective?
- Should the program continue to be funded?
**Module 5: Evaluation**

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<th>Trainer Notes</th>
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<tr>
<td><strong>Ask:</strong> What are some other examples of <em>outcome evaluation</em> questions?</td>
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<tr>
<td><strong>Open responses.</strong></td>
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**Show Slide 58: Activity**

**Present:** We will take 5 minutes and have each of you look again at the case study logic model in your *Participant Guide*, and write two evaluation questions – one for process (inputs, activities, or outputs), and one for outcome (short-term, intermediate, or long-term).

**Review:** Evaluation questions for inputs, activities, outputs, and outcomes (short-term, intermediate, and long-term).

- **Note to trainer:** Use the following three slides for further review, if needed.

**Show Slide 59: Process Evaluation Questions - Inputs**

**Present:** Here are some examples of process evaluation questions for *inputs*:

- **Funding:** Were the funds adequate to conduct the activities of the program?
- **Local media outlets:** How many media outlets were identified for inclusion into the program?
### Module 5: Evaluation

#### Trainer Notes

**Show** Slide 60: Process Evaluation Questions - Activities

**Present:** Here are some examples of process evaluation questions for **activities**:

- **Meet with government/business leaders:** How many meetings occurred with government and business leaders?
- **Create/distribute education materials:** Were education materials distributed to the target population?

**Show** Slide 61: Process Evaluation Questions - Output

**Present:** Here are some examples of process evaluation questions for **outputs**:

- **Materials given to X # of agencies:** Did the materials reach the intended target population? If not, why?
- **Media mentions:** How many media mentions were recorded since the program launched?

**Show** Slide 62: Outcome Evaluation Questions – Short-Term

**Present:** Here are some examples of **short-term outcome** evaluation questions:

- **Increased knowledge of/support for policy:** Has there been an increase in the knowledge of/support for the policy among residents?
- **Policy adoption:** How many public places have adopted the policy?
Module 5: Evaluation

Show Slide 63: Outcome Evaluation Questions – Intermediate

Present: Here are some examples of intermediate outcome evaluation questions:

- **Increased public places with enforced policies**: Of the public places that adopted the policy, how many are enforcing it?
- **Increased cessation**: What impact has the policy had on cessation among residents?

Show Slide 64: Outcome Evaluation Questions – Long-Term

Present: Here are some examples of long-term outcome evaluation questions:

- **Reduced tobacco consumption**: What impact does the adoption of a smoke-free policy have on residents who smoke?
- **Reduced tobacco related morbidity/mortality**: Have tobacco-related morbidity/mortality rates risen, fallen, or stayed the same since program implementation?

Show Slide 65: What is an Indicator?

Present: Now we turn to indicators, which are performance measures that help us answer evaluation questions.

Indicators are specific, observable, and measurable characteristics or changes. They form the basis for collecting information to answer evaluation questions. Indicators are basically evidence that prove that program or policy activities are happening (or happened) as planned. Indicators are often expressed as numbers or percentages.
**Module 5: Evaluation**

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<th>Trainer Notes</th>
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<tr>
<td><strong>Ask:</strong> Can anyone give me an example of an indicator related to tobacco control?</td>
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<td><strong>Open responses.</strong></td>
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<tr>
<td><strong>Provide</strong> these examples if needed:</td>
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<tr>
<td>• <strong>Number</strong> of people who quit smoking in the last 3 months</td>
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<tr>
<td>• <strong>Percent</strong> of quitters who used medication to help them stop smoking</td>
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<td>• <strong>Ratio</strong> of school-age smokers vs. non smokers</td>
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<tr>
<td>• <strong>Incidence</strong> of cancer related to smoking</td>
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<tr>
<td>• <strong>Proportion</strong> of current smokers who expressed an interest in quitting in the next 6 months</td>
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<tr>
<td><strong>Show</strong> Slide 66: Questions and Indicators</td>
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<tr>
<td><strong>Present:</strong> Here are several examples of indicators that could be used for the evaluation question: “How many government buildings adopted a smoke-free policy as a result of the initiative?”</td>
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<tr>
<td>• The number of government buildings that have a smoke-free policy that meets accepted standards.</td>
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<tr>
<td>• The number of government agencies that implemented a smoke-free policy.</td>
<td></td>
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<tr>
<td>• The number of buildings with no evidence of indoor smoking during random observation of the facilities.</td>
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</table>
Module 5: Evaluation

Show Slide 67: Process and Outcome Indicators - Examples

Present: Just as there are process and outcome evaluations and process and evaluation questions, there are process and evaluation indicators. Here are some examples of process and outcome indicators.

Process indicators:
- Capacity to deliver services
- Participation rate
- Level of participant satisfaction
- Efficiency of resource use

Outcome indicators:
- Changes in behavior
- Social norms
- Policies or practices
- Health status
- Quality of life

Show Slide 68: Case Study: Evaluation Design

Present: Now we are going to get together in our small groups and begin the first section of our case study: Evaluation Design.

Refer to Participant Guide: case study logic model and evaluation planning template.

Present: In your small groups, you will have 30 minutes to complete the evaluation planning template for Section 2: Evaluation Design. In completing this you will be using the case study logic model, program objectives, and the program goal statement.
### Module 5: Evaluation

**Trainer Notes**

**Show** Slide 69: Case Study: Objectives

**Present:** During the planning stages for an actual evaluation you would need to identify the evaluation design for each of your objectives. For the purposes of this training, I am going to assign each small group one objective. You will use that objective to fill in the Evaluation Design portion of the plan. This means you will identify stakeholders, evaluation questions (both process and outcome), and indicators.

The case study objectives are:

1. By September 2015, 75% of residents will report seeing anti-smoking messages in at least three media channels.
2. By September 2015, 60% of residents will believe smoking should be banned in restaurants and in public transport (e.g., airports, train stations, buses).
3. By January 2016, a policy that bans smoking in public places will be adopted.
4. By June 2016, the smoke-free public places policy will be implemented, and include inspections and enforcement.
5. By September 2016, 75% of public indoor spaces indicated in the policy will be compliant to regulations banning smoking.

**Assign** each objective to a different group.

**Ask** if there are any questions.

**Open responses.**

### Slide

#### Section 2: Evaluation Design

**Case Study: Objectives**

1. By September 2015, 75% of residents will report seeing anti-smoking messages in at least three media channels.
2. By September 2015, 60% of residents will believe smoking should be banned in restaurants and in public transport (e.g., airports, train stations, buses).
3. By January 2016, a policy that bans smoking in public places will be adopted.
4. By June 2016, the smoke-free public places policy will be implemented, and include inspections and enforcement.
5. By September 2016, 75% of public indoor spaces indicated in the policy will be compliant to regulations banning smoking.
Module 5: Evaluation

Section 3: Data Collection

Estimated time: 1 hour, 30 minutes

---

**Trainer Notes**

**Show** Slide 70: Section 3: Data Collection

**Present:** Now we will move into Section 3: Data Collection.

**Ask:** Who can tell me what topics we will be discussing in this section?

**Open responses.**

---

**Show** Slide 71: Evaluation: Data Collection

**Present:** The topics we will be covering are: data collection methods (which include quantitative and qualitative), data collection tools, and sampling methods (including sample size).

---

**Show** Slide 72: Evaluation Planning: Data Collection

**Present:** This slide represents the Data Collection section of the evaluation planning template.

As you can see, we will take our process and outcome evaluation questions, and use them to make decisions on our data collection methods, data collection tools, and sample population.
Present: Once you have identified your evaluation questions and indicators (as we did in Section 2 of this training), it is time to plan your data collection process. Several things must be considered when planning this process:

1. What type of data will you collect? Will it be quantitative, qualitative, or both?

2. What is your population and how will they be represented? Will you need to sample, and if so how?

3. Identify which data collection tool will best answer your evaluation questions.

4. The amount of time and resources you have available for evaluation.

Many times, the design you choose will require some trade-offs. For example, you may prefer to conduct a rigorous evaluation so that you can assess the impact of your program with great confidence. However, a rigorous evaluation design can be complex, time consuming and expensive. You will have to consider, therefore, whether you may be better served with a less rigorous but more feasible evaluation design.
Module 5: Evaluation

Trainer Notes

Show Slide 74: Data Collection Methods

Present: A key component of your data collection methods will be determining whether to gather quantitative data, qualitative data, or both. You will need to identify data collection methods for each of your evaluation questions.

Ask: Can someone tell me what “quantitative data” means?

Open responses.

Ask: Can someone tell me what “qualitative data” means?

Open responses.

Show Slide 75: Quantitative Data

Present: First we will talk about quantitative data. Quantitative typically involves the collection and analysis of numerical data and is useful for measuring quantity. In public health, we use quantitative data to measure prevalence and incidence.

Ask: Can anyone tell me what prevalence means?

Open responses.

Present: Prevalence is the proportion of a population found to have a certain condition (typically a disease or risk factor). For example, the GATS survey in China found the prevalence of smoking was highest among those 45 to 64 years of age.

Ask: Can anyone tell me what incidence means?
### Module 5: Evaluation

#### Trainer Notes

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<th>Open responses.</th>
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<tr>
<td><strong>Present:</strong> Incidence measures the risk of developing some new condition within a certain time period. For example, the lung cancer incidence rate has risen by over 50% in Beijing between 2001 and 2010.</td>
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Quantitative data may be collected through tools such as:

- Questionnaires with closed-ended questions
- Structured interviews
- Observation checklists
- Monitoring and testing, environmental studies
- Other relevant documentation, including surveillance records, tallies, etc.

**Ask:** What are some of the advantages of collecting **quantitative** data?

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<th>Open responses.</th>
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#### Slide

**Show Slide 76: Quantitative Data**

**Present:** Quantitative data can be counted, measured, and reported in numerical form and answer questions such as who, what, where, and how much.

The quantitative approach is useful for describing concrete phenomena and for statistically analyzing results, such as calculating the percentage decrease of cigarette use among young adults.
Some examples of quantitative data include numbers of public places adhering to smoke free policies, cessation rates, and morbidity and mortality rates.

Advantages of collecting quantitative data include the following:

- Data collection instruments can be used with large numbers of study participants.
- Data collection instruments can be standardized, allowing for easy comparison within and across studies.
- Data are easily compiled for analysis.
- Findings can be presented succinctly.
- Findings are more widely accepted as being scientific and applicable than those from qualitative evaluations.

Show Slide 77: Qualitative Data

Present: Qualitative data typically involves the collection and analysis of textual data, such as data that comes from open-ended questionnaire items or transcripts from focus groups or interviews. Qualitative data is especially useful for seeking understanding or applying meaning to findings or observations.

Ask: What are some of the advantages of collecting qualitative data?

Open responses.
Module 5: Evaluation

Show Slide 78: Qualitative Data

Present: Qualitative data are reported in narrative form. Examples of qualitative data include written descriptions of program activities, testimonials of program effects, comments about how a program was or was not helpful, case studies, analyses of existing files, focus groups, key informant interviews, and observational studies.

Qualitative evaluations might not yield results that are accepted as scientifically rigorous as those from quantitative evaluations. Yet the qualitative approach can provide important insights into how well a program is working and what can be done to increase its impact.

Benefits of collecting qualitative data include the following:

- It promotes an understanding of diverse stakeholder perspectives (e.g., what the program means to different people)
- It may shed light on unanticipated outcomes
- Stakeholders, funders, policymakers, and the public may find quotes and anecdotes easier to understand and more appealing than statistical data
- It can generate new ideas about how to make the program work better
## Module 5: Evaluation

### Trainer Notes

**Show** Slide 79: What is a Sample Population?

**Present:** A sample population is a subset (or portion) of the entire population under study. Sampling is used to determine characteristics of the larger population, and makes it possible to use a representative sample to draw conclusions about a program or policy.

Sampling is important, and necessary, when an evaluation seeks to collect data from a population for which it is not possible or not feasible to reach every member. A general rule of thumb is that if your population is 100 or more, use a sample.

For example, if your target population consists of doctors in a particular region of China, it would likely be more feasible to use a sample of the population, rather than trying to reach each and every doctor.

**Ask:** What are some different sampling methods that we could use in evaluation?

**Open responses.**

**Show** Slide 80: Simple Random Sample

**Present:** A simple random sample is exactly what it says – each member of a population has the same chance of being in the sample.

**Ask:** How might you conduct a simple random sample?

**Open responses.**
### Module 5: Evaluation

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<td><strong>Provide</strong> these examples if needed:</td>
<td><img src="image1.png" alt="Slide 81: Convenience Sample" /></td>
</tr>
<tr>
<td>- Employees of a company are randomly selected from database</td>
<td><strong>Present</strong>: In a convenience sample, respondents are chosen based solely on their being a member of the group being evaluated, and their availability.</td>
</tr>
<tr>
<td>- Schools are randomly selected from regional list</td>
<td><strong>Ask</strong>: How might you conduct a convenience sample? <strong>Open responses.</strong></td>
</tr>
<tr>
<td><strong>Provide</strong> these examples if needed:</td>
<td><img src="image2.png" alt="Slide 82: Cluster Sample" /></td>
</tr>
<tr>
<td>- Residents in a smoke-free public place are approached for participation</td>
<td><strong>Present</strong>: A cluster sample (also known as a stratified sample) is a specific method used to select samples from a population. First, a population is divided into mutually exclusive and exhaustive groups (meaning that there are no overlaps or exclusions – each person would fit into only one of the groups). Then, members of each of the groups are randomly selected to participate in the evaluation.</td>
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<tr>
<td>- An online survey is posted to the smoke-free policy website with a general request for participation</td>
<td>In this example, if we were looking at smoke free public places policies as they had been implemented in various locations, we would identify hospitals, government agencies,</td>
</tr>
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and restaurants, then randomly sample within each of these groups.

**Show** Slide 83: Data Collection Tools

**Present:** Now we move onto the tools that allow us to collect our data. The most common tools, and the ones we are going to discuss in this training, are:

- Interviews
- Questionnaires
- Focus groups
- Observation

**Ask:** Starting with interviews - what are some reasons that we might want to use interviews for an evaluation?

**Open responses.**

**Show** Slide 84: Interviews

**Present:** Interviews can be effective ways of collecting both quantitative and qualitative data. An interview is especially useful in certain situations, including:

- When a topic is sensitive and person-to-person discussion can be beneficial
- When participants have low levels of literacy
- When getting people together for a group discussion is difficult because of schedules, location, etc.
- Interviews can be conducted either in-person or over the phone.

**Ask:** What might be some advantages and disadvantages of interviews?

**Open responses.**
Show Slide 85: Interviews

Present: Here are some advantages and disadvantages of interviews as a data collection tool.

Note to trainer: when reviewing this slide, highlight any responses that were not discussed while recognizing those that were.

Ask: What might be some advantages and disadvantages of in-person vs. telephone interviews?
Open responses.

Show Slide 86: Interviews: Telephone vs. In-Person

Present: Some of the advantages of telephone interviews are listed here.

Note to trainer: when reviewing this slide, highlight any responses that were not discussed while recognizing those that were.

Show Slide 87: Questionnaires

Present: A questionnaire (or survey) is a data collection instrument that is used for collecting systematic, standardized information that can be expressed numerically or in short answers.

Questionnaires are best used when certain conditions are met. The first is when data needs to be collected from large numbers of people.
## Module 5: Evaluation

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Questionnaires are also useful when you need to collect identical data at more than one point in time, such as a pre-test and post-test.

Oftentimes, standardized instruments (or questions) can be used that have already been developed and tested.

If such a questionnaire does not exist, it must be possible to develop an instrument within the time and resource constraints of the program.

**Ask:** Can anyone name an existing questionnaire that could be used in tobacco control?

**Open responses.**

**Show** Slide 88: Questionnaires: Existing Resources

**Present:** Here is a list of existing questionnaires that could be used in tobacco control.

**Ask:** Why might it be important to use existing questionnaires, or selected questions, for an evaluation?

**Open responses.**

**Present:** Using existing questionnaires allows you to reduce the amount of time and resources you are putting into the development of your evaluation, and it may also provide questions that have already been field tested and validated.

### Questionnaires – Existing Resources

- Global Adult Tobacco Survey (GATS)
- Global Youth Tobacco Survey (GYTS)
- Global Workplace Smoking Survey
- Global School Personnel Survey
- International Tobacco Control Survey (ITC)
**Module 5: Evaluation**

**Trainer Notes**

**Show** Slide 89: Questionnaires

**Present**: Questionnaires can either be completed through an interview process or self-administered by a respondent.

For an **interview-completed questionnaire**, a respondent is asked questions by an interviewer either in person or over the telephone. In this scenario, the respondent gives answers that are recorded by the interviewer.

For the **self-administered questionnaire**, a respondent receives the survey through the mail, through email, or over the internet.

**Ask**: What do you think are some advantages and disadvantages of interviewer-completed vs. self-administered questionnaires?

**Open responses.**

**Show** Slide 90: Questionnaires: Interviewer-Completed

**Present**: This table shows some of the advantages and disadvantages of interviewer-completed questionnaires.

**Note to trainer**: when reviewing this slide, highlight any responses that were not discussed while recognizing those that were.
Module 5: Evaluation

**Show Slide 91: Questionnaires: Self-Administered**

**Present:** As we discussed, this table shows some of the advantages and disadvantages of self-administered questionnaires.

- **Note to trainer:** when reviewing this slide, highlight any responses that were not discussed while recognizing those that were.

---

**Show Slide 92: Focus Groups**

**Present:** A focus group is a qualitative research method in which a trained moderator facilitates a discussion among a small number of participants. Specific topics are addressed, however respondents are encouraged to talk freely and spontaneously.

There are many advantages to focus groups, including:

- The group interaction can stimulate in-depth responses and discussion, with participants responding to one another as well as the facilitator
- Opinions can be gathered quickly within the group
- Respondents may feel more comfortable in a group setting
- A single session can address multiple topics
- The facilitator can explore new or unanticipated issue and encourage interaction
- The group dynamic can serve to put extreme views or false information in check

**Ask:** What could be some potential disadvantages to focus groups?

- **Open responses.**
### Module 5: Evaluation

#### Trainer Notes

**Show** Slide 93: Focus Groups

**Present:** As with any evaluation tool, there may be certain disadvantages to focus groups.

- **Note to trainer:** when reviewing this slide, highlight any responses that were not discussed while recognizing those that were.

#### Slide

**Section 3: Data Collection**

**Focus Groups**

**What are possible disadvantages?**
- May be too few respondents for consensus or decision making
- Can be time consuming to analyze results
- Respondents may NOT feel more comfortable sharing opinions in a group setting
- May be difficult to schedule respondents together
- Respondents may not be typical of the target population
- Vocal respondents might dominate the discussion

---

**Show** Slide 94: Observation

**Present:** There is another method of collecting data that we will refer to as **observation**. Observation is a way of gathering data by watching activities, behaviors, and physical characteristics of a target population.

In particular, observation can be used to identify:

- Physical evidence of smoking (such as whether people are smoking in a particular location, such as a business or public space)
- Smoking behaviors (such as frequency, location, etc.)
- Signage (such as existence/placement of no-smoking signs)
- Interpersonal interactions (such as whether people are frequently offering cigarettes to one another, or interacting while smoking)
- Smoothness of program operations (such as dynamics amongst staff, distribution of resources, etc.)
- Physical barriers or challenges (such as physical barriers that make it difficult to enforce smoke-free policies)
Module 5: Evaluation

Trainer Notes

Ask: What do you think some of the advantages and disadvantages of the observation method are?

Open responses.

Show Slide 95: Observation

Present: This table shows some of the advantages and disadvantages of observation.

- **Note to trainer:** when reviewing this slide, highlight any responses that were not discussed while recognizing those that were.

Show Slide 96: Case Study: Data Collection

Present: Now we will get back into our groups and complete the data collection portion of our evaluation plan. You will use the evaluation questions that you wrote in Section 2 to identify your data collection methods, data collection tools, and sample population. Remember that you will create a data collection plan for each of your evaluation questions, including your process and outcome evaluation questions.

Make sure you have a plan in place for data collection, including how you will conduct the questionnaires, observations, etc. Consider where you will go, when you will collect data, and who will be responsible.

Ask if there are questions.

Open responses.
### Module 5: Evaluation

**Trainer Notes**

**Show** Slide 97: Wrap-up and Questions

**Present:** This concludes Day 1 of the Module 5: *Evaluation* training. Tomorrow during the remaining half-day of training we will continue with the evaluation planning process and our case studies, covering **Section 4: Data Analysis** and **Section 5: Evaluation Reports**.

**Ask** if there are questions.

**Open responses.**
Module 5: Evaluation

Section 4: Data Analysis

Estimated time: 1 hour, 15 minutes

Present: Welcome back. Today we will be covering Section 4: Data Analysis and Day 5: Evaluation Reports.

Ask: Who can tell me some things we learned yesterday in Section 1: Program Description?

Open responses.

Answers: program goal, logic model (inputs, activities, outputs, outcomes)

Ask: What did we learn about in Section 2: Evaluation Design?

Open responses.

Answers: program objective, stakeholders, evaluation type (process and outcome), evaluation questions, indicators

Ask: Finally, what information was covered in Section 3: Data Collection?

Open responses.

Answers: quantitative data, qualitative data, data collection methods (interview, focus group, questionnaire, observation), sample population and methods
Module 5: Evaluation

**Trainer Notes**

**Show** Slide 99: Section 4: Data Analysis

**Present:** We are now going to discuss **Section 4: Data Analysis**.

**Ask:** Who can tell me what data analysis is?

**Open responses.**

**Show** Slide 100: Evaluation: Data Analysis

**Present:** As you can see, we’re going to talk about analysis strategy, including quantitative and qualitative analysis, and interpretation.

**Show** Slide 101: Evaluation Planning: Data Analysis

**Present:** This is the portion of the evaluation plan that we will be filling out for data analysis. As you can see, we will again use our evaluation questions and indicators that we designed in Section 2 as a basis for our analysis strategy.

It is very important to keep in mind that for the purposes of this training, we will only be presenting **very basic** descriptive analysis information. If your program or evaluation requires more rigorous analysis to answer your evaluation questions, you may want to contact your local CDC or a university in your area for additional assistance.
**Module 5: Evaluation**

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<td><strong>Show</strong> Slide 102: Data Analysis</td>
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**Present:** Data analysis can be defined as “the systematic review of data looking for common themes, patterns within themes, and relationships that will lead you to recommendations for program improvement.”

Basically, data analysis helps you understand what is happening with your program or policy, and how to make improvements.

**Show** Slide 103: Qualitative Analysis  | ![Section 4: Data Analysis](slide103) |

**Present:** Before we talk about qualitative analysis, let’s review the methods that may be used to collect qualitative data.

**Ask:** Who can tell me some ways in which qualitative data are collected?

**Open responses.**

**Present:** Qualitative data are collected through tools such as questionnaires with open-ended questions, interviews, focus groups and observation. These methods mean that when you begin your analysis, you first need to read through and organize a lot of written information.

Accordingly, the steps for qualitative data analysis are as follows:

1. Reread transcripts for **details**. This means read and reread what has been written, so you get a good sense of exactly what was expressed or observed.
2. Organize responses into **categories**. Start to identify categories into which the responses can be organized.
Module 5: Evaluation

Ask: What might be some categories that you could use for qualitative analysis in the case study?

Open responses.

Present:

3. Identify patterns, relationships, or themes. Continue looking at how the different responses fit together and sort the responses into broad themes.

4. Conduct a final check on data. Make sure you didn’t miss anything, and that responses were properly sorted.

5. Store the results electronically and/or in hard copy so that they may be accessed.

Show Slide 104: Quantitative Analysis

Present: Now we move onto quantitative analysis.

Ask: Who can tell me some ways in which quantitative data are collected?

Open responses.

Present: Quantitative analysis follows specific steps as well, yet is more focused on counting than reading.

1. Count the respondents. This is an important component of quantitative calculations.

2. Identify the respondent groups. This will allow you to identify and compare responses from different groups (e.g., locations, demographics, etc.)


4. Determine your analysis approach.
Ask: We’ll talk about this next, but before we get started, who can tell me some ways to analyze quantitative data?

Open responses.

Present:
5. Finally, **calculate responses** using appropriate methods of analysis.

Show Slide 105: Quantitative: Calculating Averages

Present: The average (or arithmetic mean) is a measure of the center of the data series. This means that it takes into consideration all of the values and calculates the number that is the most typical, or central.

The average is calculated by adding together all of the values, and then dividing by the total number of values.

Ask: What is the average of these numbers?

\[ 2 + 3 + 5 + 6 + 6 + 8 + 10 + 10 + 12 + 18 \]

Open responses.

Answer: \( \frac{80}{10} = 8 \)
**Module 5: Evaluation**

**Trainer Notes**

**Show** Slide 106: Quantitative: Frequencies and Ratios.

**Present:** Frequencies and ratios are two basic types of quantitative analysis.

A **frequency** is simply a count of the number of times a certain response is given.

For example, 205 respondents said the information helped change their policy position.

**Ask:** Does this mean that only 205 people answered the survey?

**Open responses.**

**Present:** Not necessarily, it just means that 205 people responded that the information helped them. There likely were other respondents who said that it didn’t. This was just one count of the people who responded a certain way to a question.

A **ratio** is a way of comparing two numbers. It shows the difference in the number of respondents from one group, or one point in time, compared to another.

So if we used the same example, it would compare the participants who said the information was helpful to those who did not:

*The ratio of participants who said the information was helpful to those who said it was not is 3:1.*

**Ask:** So for every person who said it was not helpful, how many people said it was helpful?
### Module 5: Evaluation

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<td><em>Answer: For every person who said it was not helpful, three people said it was.</em></td>
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**Show** Slide 107: Quantitative: Percentages and Proportions

**Present:** We often use percentages when talking about analysis.

**Percent** means “per 100.” So 50% would mean that 50 out of 100.

The percentage indicates what part of the whole responded in a certain way. It can be expressed with the percentage sign (%), as a proportion (50/100), a fraction (½) or a decimal (.50).

A **percentage** is calculated by taking the frequency of a response divided by the total number of responses, and then multiplying by 100.

A **proportion** is a part considered in relation to the whole. It is the relationship that exists between the size, number, or amount of two things.

**Show** Slide 108: What Percentage and Proportion?

**Ask:** The Smoke-Free Public Places Coalition found that 18 of the 25 worksite managers who attended the training enacted smoke-free policies.

- What is the percentage of worksite managers that enacted policies?
- What proportion of the worksites enacted the policies?
Module 5: Evaluation

Open responses.

Answers:
Percentage: $18 \div 25 \times 100 = 72\%$
Proportion: $18/25 = 18$ out of 25 worksites enacted the policy

Show Slide 109: Interpretation

Present: Once the data has been compiled, organized, and calculated, the next step in data analysis is interpretation. Guiding questions for data interpretation include:

1. Have your evaluation questions about your program been answered?
2. What do the data tell you?
3. What does all this mean?
4. What is the significance of what you found?

Show Slide 110: Interpretation

Present: You must study the results. Understand how the results are related to:

- Expectations you had entering the program and/or analysis
- The goals that were set out for the program
- The evaluation questions
- Descriptions or accounts of the program’s experiences, strengths, weaknesses, etc.
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Show Slide 111: Interpretation

Present: Asking several key questions can help focus the results and your report:

1. How is the program doing compared to how we wanted the program to be doing?
2. What has been learned?
3. What are the major lessons?

Show Slide 112: Interpretation

Present: Finally, here are several tips that can help you increase the chance that your results and recommendations are well received by others.

- Share your recommendations with others early in the process
- Solicit reactions from multiple stakeholders
  
  These actions allow for increased participation and transparency for those who have a stake in the program and who may be able to offer further guidance to any proposals.
- Present options instead of directives
  
  Your approach should be open and flexible to allow for stakeholder input. This may help to garner support or additional guidance for any proposed changes.
- Ensure that the recommendations are supported by sound data
  
  Remember that you collected and analyzed data for a reason – so that you can use it to support any recommendations. Make sure to demonstrate that the data are driving the recommendations.
Module 5: Evaluation

**Trainer Notes**

Show Slide 113: Data Analysis – Case Study

Present: Now we will get back in our small groups to conduct the Data Analysis portion of our evaluation plan. Again, we will be using our evaluation questions and indicators to develop and describe our analysis strategy.

Ask for questions.

Open responses.

Show Slide 114: Tea Break

Break – 15 minutes
Module 5: Evaluation

Section 5: Evaluation Reports

Estimated time: 1 hour, 15 minutes

**Trainer Notes**

**Show** Slide 115: Section 5: Evaluation Reports

**Present:** We have reached the final section, Evaluation Reports.

**Show** Slide 116: Evaluation: Reports

**Present:** As you can see, during Section 5: Evaluation Reports we will be talking about report goal(s), audience, and types of reports.

**Show** Slide 117: Evaluation Planning: Reports

**Present:** This is the portion of the evaluation plan we will be completing for our case study. Again, we will be creating reports for both process and outcome evaluations.

**Ask:** Why do you think evaluation reports are important?

**Open responses.**
Show Slide 118: Why Write an Evaluation Report?

Present: Evaluation reports allow you to communicate procedures, evaluation results, program achievements, and lessons learned in a timely and unbiased manner. The reports are a useful way to describe your program successes as well as areas of needed improvement.

Evaluation reports serve numerous functions.

It serves as a formal record of what has been learned in an evaluation. It captures the findings of the data in a way that is accessible to others both inside and outside of the program.

An evaluation report can serve as a learning tool for others who may want to develop a similar program or policy. It can help them leverage successes and avoid challenges or shortcomings that were identified through the evaluation process.

Finally, an evaluation report can serve as a foundation for future evaluation efforts. It can detail the processes that were used in the evaluation, as well as provide recommendations for future program changes and research.

Show Slide 119: Report Writing

Present: When planning your evaluation report, you will first want to clarify the goal by asking:

- Who is the audience?
- What do they need and/or want to know about?
- What do we hope to get back from the audience (e.g., support, feedback, participation, etc.)
- Are there other audiences who will be interested in
Module 5: Evaluation

**Trainer Notes**

Asking these questions help to reveal what the purpose of the evaluation report is, and how it may be used most effectively.

**Ask:** What are some examples of potential audiences for an evaluation report?

**Open responses.**

---

**Show** Slide 120: Identifying the Audience

**Present:** Here are some examples of possible audiences for an evaluation report. Audiences can be from within a program or its direct reach, or can be external (such as those interested in developing a similar program).

**Internal:**
- Staff/volunteers
- Management
- Community supporters
- Funders
- Target population
- Stakeholders

**External:**
- City or community citizens
- City and/or provincial government leaders and decision makers
- State government leaders and decision makers
Show Slide 121: Using the Results

Present: You will also want to think about how you will use the results of your evaluation.

How do you plan to use the results within your own organization? Will you make changes to the program, and if so what are they?

Ask: What kinds of changes could be made to a program based on an evaluation report?

Open responses.

Outside of your organization, how do you plan to share the results? How will you disseminate the report so that it reaches others who could benefit from your findings?

Ask: How might other organizations use an evaluation report?

Open responses.

Show Slide 122: Parts of a Written Report

Present: Here are the standard parts of an evaluation report:

- Executive Summary
- Introduction and Background
- Program Description
- Methodology
- Results
- Conclusions and Recommendations
- Appendix
Module 5: Evaluation

Ask: Who can tell what is included in the Executive Summary?

Open responses.

Ask: What information is included in the Introduction and Background? Program Description? Methodology? Results? Conclusions and Recommendations? Appendix?

Open responses.

Show Slide 123: Parts of a Written Report

Note to trainer: when reviewing this slide, highlight any information that was not discussed and reinforce key points.

Present: The Executive Summary is a short section (usually one to two pages) located at the beginning of the report that provides a brief overview of the program, describes the evaluation, and highlights the most important findings and recommendations. It allows audiences to get a general understanding of the information that is included in the report without having to read the entire document.

The Executive Summary should be written last, after the other sections of the evaluation report are complete. Use the larger report to identify the most important messages to share.

The Introduction and Background section describes the history of the program and its implementation, and the
Module 5: Evaluation

reasons for conducting the evaluation.

The **Program Description** section contains information on the program goals, objectives, and target audience. This section also should contain a description of any revisions that were made to the program since it was implemented.

**Show** Slide 124: Parts of a Written Report

- **Note to trainer:** when reviewing this slide, highlight any information that was not discussed and reinforce key points.

**Present:** The **Methodology** section describes how the data was collected, and why those methods were selected. The description of the evaluation design should be detailed enough so that other programs could replicate the approach.

When describing the methodology, include information on: when, how, and from whom the data was collected; what type of data was collected, how the population was sampled (if applicable); data sources; and who was responsible for collecting the data.

The **Results** section presents key findings from the data analysis. Include a brief data-driven explanation of major findings, while saving interpretation for the “Conclusions and Recommendations” section of the report. Depending on the type of data collected, the Results section may include statistics, tables, charts, quotes, and graphics.

The **Conclusions and Recommendations** section is a narrative that delves into the results presented in the previous section, describes what those findings mean for the program, and discusses how the information may be used going forward.
Finally, the **Appendix** includes the tools that were used during the evaluation, including any data collection instruments and sources that were used. A program logic model may also be included in the Appendix.

**Show Slide 125: Data Formats**

**Present:** The data formats for an evaluation report may differ for qualitative and quantitative.

**Qualitative** data formats include summarized text and respondent quotes. **Quantitative** data formats, on the other hand, may include text, tables, graphs, and charts.

**Show Slide 126: Existing Data**

**Present:** You may want to use existing data for portions of your evaluation report, including the Executive Summary, and the Introduction and Background.

Existing data can come from either within or outside your program, and help you to:

- Provide a rationale for the program or design decisions based on past successes of existing programs or policies
- Make comparisons with other programs that may highlight successes of your program
- Establish a baseline against which data may be measured, such as a higher smoking rate prior to the implementation of your program or policy
- Provide additional evidence or support for recommendations, such as data from similar programs
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Show Slide 127: Existing Data

Ask: How might you use existing data in your evaluation report?

Open responses.

Existing data sources may include:

- State, province, or local surveys and databases
- Other projects that study similar subject matter
- Public or private program files and records
- Other documentation relevant to evaluation questions
  - Meeting minutes, needs assessments, newsletters, press releases, journals, funder and collaborator records, and surveillance records

Show Slide 128: Reaching Your Audience

Present: The ultimate goal of an evaluation is to reach the audiences that have the largest stake in a program’s success. Here are several tips to keep in mind:

- Give your report to members of your audience
- Address issues that are important to your audience
- Ensure the report is offered in time to be useful
- Report information that is clearly understood
Show Slide 129: Evaluation Report – Case Study

Present: Present: Now we’ll get back in our small groups to conduct the final portion of our evaluation plan – the evaluation report. For both your process and outcome evaluations, describe your report goal(s), audience, and type.

Ask for questions.

Open responses.

Show Slide 130: Final questions?

Ask: Are there any final questions before we turn to the course evaluation?

Open responses.

Show Slide 131: Evaluation

Distribute course evaluations for participants to complete.
## Module 5: Evaluation

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**End of Module 5: Evaluation**