

EVALUATION TOOLKIT

Centre for Innovation in Campus Mental Health

April 19, 2018



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INTRODUCTION

The Centre for Innovation in Campus Mental Health (CICMH) is a partnership project of Colleges Ontario, The Council of Ontario Universities, the Ontario Undergraduate Student Alliance, the College Student Alliance and the Ontario Division of the Canadian Mental Health Association.

Our mission is to help Ontario's college and universities enhance their capacity to support student mental health and wellbeing. We do this by facilitating a campus mental health community of practice, by coordinating access to expertise and by fostering and supporting innovation. CICMH is funded by the Ministry for Advanced Education and Skills Development.

In Ontario, there is an increasing and compelling need for the Post-Secondary Education (PSE) sector to meaningfully respond to the mental health and addiction needs of its student populations.

According to the report '[In it Together: Taking Action on Student Mental Health](#)' released in 2017 by the Council of Ontario Universities, Colleges Ontario, the Ontario Undergraduate Student Alliance and the College Student Alliance, mental health currently represents one of the most pressing issues on PSE campuses.

As many as 75% of mental health disorders first appear before the age of 25 and according to the 2016 National College Health Assessment (NCHA) survey, the cases of depression, anxiety and suicide attempts are increasing among Ontario's post-secondary students. For example,

- The number of students who reported experiencing overwhelming anxiety increased from 58% in 2013 to 65% in 2016;
- The number of students who reported feeling so depressed that it was difficult to function increased from 40% in 2013 to 46% in 2016;
- Students who seriously considered suicide increased from 11% in 2013 to 14% in 2016.

As students experience such things as the demands of post-secondary studies, living on their own for the first time, relationship stresses or financial burdens, mental health and addictions services in the PSE sector become increasingly important. In response, significant strides have been made to ensure that mental health and addictions services and supports are available on campuses in Ontario. Understanding what the results of services being provided are, and having good data to continually improve services is critical to meeting the needs of students as effectively as possible.

We are invested in growing the capacity of frontline staff at colleges and universities in Ontario to effectively evaluate the impacts of their mental health and addictions services and initiatives. This toolkit is an important step toward building that capacity.

The 5Qs of this Toolkit

0.1: Why Evaluate?

Providing mental health and addictions services on campus is meaningful and complex work that can have considerable impact on your student population. Evaluation is an opportunity for you to learn more about the best way to provide the programs and services you do. Through evaluation you can tell the story of your impact, enhance your services and benefit your work in practical ways:

✓ Trust, Transparency and Accountability To Your Stakeholders

Building structured feedback mechanisms into your service or initiative sends students the message that you are interested in what they have to say and offers a transparent process for them to share their thoughts and feedback on the supports they receive. For example, always having an evaluation form available at the end of a mental health workshop, allowing time for students to complete evaluation forms and offering contact information for follow-up questions are all signs that you care about what students experience when they come to you, and that you want to always strive to better meet their needs.

Evaluations offer a process for listening and learning. And, acting on what you learn through service improvements also builds accountability. Evaluations can help you stay accountable to stated objectives or explain changes in service offerings. In turn, this allows you to build trust with others on your campus, funders, partners and most importantly, your student population.

✓ Evidence-Based Improvements to Programs and Services

What you learn from evaluating your service or initiative can lead to practical improvements that are based in evidence sourced directly from your target group. Evaluations can help assess whether you are meeting your stated goals for the work you do, reaching identified targets or using an appropriate service model for the students you serve. In this way, the evidence you gather to improve what you are doing is relevant, usable and tailored to your context. Evaluating your work can also illuminate outcomes that you weren't expecting and at times, challenge some of the basic assumptions about your student population that you might be making when you plan services. All of this can improve your program, and helps others improve their work as well. You build your capacity and the capacity of similar services when you engage in evaluation and when you share your learnings with others.

✓ **Demonstrated Effectiveness to Funders and Others**

The data collected and analyzed through evaluation serves to drive the future sustainability or growth of your program. Your data can help make a case for the allocation of additional resources and/or investments in other mental health work on your campuses (or even other campuses). Sometimes, demonstrating certain outputs and outcomes is a requirement of the funder, or of an ethics review process. Demonstrating the value of your work also adds to the credibility of your service model and can lead to beneficial partnerships and collaborations. For example, academic partners can lend their research expertise; partners in healthcare can strengthen service and system coordination leading to stronger referrals for students; and/or media partners can help build effective awareness campaigns or communication materials.

0.2: What is this toolkit about (what are its goals)?

The goals of this toolkit are to:

1. Build the capacity of frontline staff offering mental health and addictions programs and services on campuses in Ontario to evaluate the effectiveness of their work.
2. Provide frontline staff with clear, accessible and relevant tools both online and in print that they can use to support their evaluation work.
3. Support the ongoing use of evaluation as a critical tool to ensure that mental health and addictions services on campuses are evidence-based and meeting the needs of their students.
4. Develop an online evaluation resource that can grow with the needs of its audience by offering built-in feedback mechanisms.

0.3: Who this toolkit is for?

Primary Audience

This toolkit has been primarily developed for frontline staff at Post-Secondary Education (PSE) college and university campuses across Ontario who offer programs and services related to student mental health and addictions. This includes staff at Student Health and Counselling Offices, Accessibility Offices, Campus Health and Wellness Centres and/or other offices on campus that are responsible for running and delivering mental health and addictions programs and services. This toolkit is also aimed at student leaders who play the important role of supporting their peers in navigating services and spaces on campus. Those that run special initiatives related to mental health and addictions (e.g., awareness or educational campaigns, training) may also find this toolkit useful to assess their effectiveness.

Secondary Audience

Others who might find this toolkit useful include student bodies or groups that are involved in mental health and addictions work on campus. This may also include academic staff or researchers interested in service models or administrators on campus who are invested in

strategy, planning and/or policy relative to the mental health and addictions needs of their student population.

0.4: How to use this toolkit

This toolkit is structured to facilitate easy access to key information and tools that can be used in developing effective evaluations. Each section includes an explanation of the subject matter, offers some practical tools and worksheets that can be used to support your evaluation work and highlights select case examples to illustrate how the information can be applied in a PSE setting. Links to further resources are also included at the end of each section.

Section 01, 'What is Evaluation' supports you to develop an understanding of the language of evaluation and outlines the types of evaluation, setting a strong foundation before moving into the more detailed content in later sections.

Section 02, 'Planning your Evaluation' begins with a review of how to assess your readiness for evaluation. Then, this section details the four (4) steps of building an evaluation plan:

- ✓ Engaging Stakeholders
- ✓ Developing or Reviewing the Logic Model
- ✓ Defining Evaluation Goals and Questions
- ✓ Developing a Data Collection Plan

Within each step customized worksheets are included, key terms are defined and highlighted and select case examples are used to illustrate application.

Section 03, 'Conducting your Evaluation' begins with a review of ethical considerations of involving people in an evaluation, specifically in the context of gathering data to answer your evaluation questions. This section also offers useful takeaways by detailing how to build to widely used data collection tools such as surveys and focus group discussion guides. This section ends with some key concepts to support the analysis of your data.

Section 04, 'Sharing and Learning' is focused on how you can use the findings uncovered from your evaluation to support the ongoing development of your program or service and to support a body of learning to drive mental health and addiction supports forward on campus. Simple ways in which you can build a culture of evaluation in your office is also included.

Each section will offer definitions, information on best practices, and evaluation tips, techniques and tools. You can:

- ✓ Read through to get immersed in the topic
- ✓ Jump to the section that is of most interest right now
- ✓ Use the toolkit in a step-by-step way as you evaluate
- ✓ Share it as a professional development tool

A complete list of additional resources is included at the end of this toolkit for those wishing to further develop skills in evaluating programs and services in the PSE context. And lastly, blank versions of the worksheets included throughout this toolkit are also catalogued in the Appendix.

0.5: When to use this toolkit

This toolkit can be used anytime, and you can start now! You can access it as necessary depending on what stage you are in in terms of program or service planning or delivery. This toolkit is meant to be a living document that evolves with your changing needs and priorities. CICMH will keep updating it by creating built-in feedback mechanism and by conducting regular reviews of evaluation resources that can be added. This is your resource, and we are committed to making it as helpful as we can for you!

If you are feeling unsure ...

For some of you, it is the first time you are thinking of doing evaluation. This can create some nervousness, or anxiety. People often ask themselves, “Do I have the skills I need to do evaluation? Do I have the time? What happens if the results aren’t 100% positive?” These questions are normal. However, it is important to try to move through them and press on with doing evaluation. Evaluation has real benefits, and those benefits outweigh the challenges or risk that are sometimes worried about. Remember that:

- Learning about how you do your work will have a positive bottom line for the students you serve and also for your ability to do your job well.
- Engaging in evaluation is the best way to secure more resources for your work
- Evaluation can be learned!
- You can start small with evaluation and then work your way up to more detailed or complex evaluation if you want in the future.

CICMH is here to help! We will offer ongoing webinars, support and resources for you to guide you along the path of your evaluation journey!

WHAT IS EVALUATION?



SECTION 01: WHAT IS EVALUATION?

Broadly speaking, evaluation assesses the value, quality or impact of any given activity, effort. While general evaluation work may have a broad scope, in terms of the mental health and addictions services on campus, an evaluation refers to the work of assessing how programs or services are affecting the student population and others on campus. More specifically, evaluation of programs and services refers to the systematic collection of information about the activities, characteristics and outcomes of programs and services to make judgments about them, improve their effectiveness and inform future decision-making about them.

Evaluation is a key way to learn. It is also a key way for you to share the story of the work you do so that others can learn from your experiences.

Evaluating your program or service enables you to demonstrate how well your work is serving your student populations and contributes to:

- Planning for your program or service in the future;
- Building partnerships and collaborations;
- Engaging in outreach or promotion for your program or service
- Strengthening funding proposals to raise resources.

There are multiple ways to evaluate your work and understanding the language of evaluation is the first step in determining which type, approach and methodology is best suited for your evaluation needs (see section 2.2d for details on evaluation methods and data). However, there are 2 key types of evaluation that are the most useful for you to know about now.

1.1 Types of Evaluation

Type	Description	When	Examples of Questions
Process (can also be known as formative evaluation)	Focuses on the processes and activities involved in planning, implementing or delivering programs or services. Process evaluations help you understand the "how" of implementation, including how objectives or goals were achieved and any interesting challenges, successes and learnings along the way	These type of evaluations are typically conducted during service implementation; they can also inform ongoing evaluation	<ul style="list-style-type: none"> • Did we implement the program or service as we had planned to and if not, why not? Have we been on schedule or not? • Are program or service recipients satisfied with what they received? What feedback do they have on it?

Type	Description	When	Examples of Questions
	<p>Process evaluations allow you to use feedback to course-correct as you implement your program or service, help you get more funding, and help you to build in new activities, foster partnerships with others (i.e., using process evaluation to help them learn about what you do)</p>		<ul style="list-style-type: none"> • What have our challenges been and why did they occur? How have we tried to address them? • Did we spend the money we have on what we planned to? If not, why not?
<p>Outcome (can also be known as summative evaluation)</p>	<p>Outcome evaluations assess whether a program or service is meeting its short and long term results it set out to achieve. Outcome evaluation helps you understand "what happened" as a result of the work you do</p>	<p>Outcome evaluations are conducted upon completion of activities. However, you can also assess outcomes alongside service delivery if your services have been running for a few years and are ongoing. Looking at evaluation results over time allows you to see larger trends, and to see your successes from multiple viewpoints</p>	<ul style="list-style-type: none"> • Did we meet our program or service goals? Why or why not? • What changes did we see in perceptions and attitudes towards mental health and addictions as a result of our work? • Did the anxiety level or feelings of depression change in the students we served? • What are the changes students experience in coping with the challenges of post-secondary life as a result of our services?

Additional Resources:

- Evaluation: What is it and why do it?
<http://meera.snre.umich.edu/evaluation-what-it-and-why-do-it>
- Different Types of Evaluation:
<https://cyfar.org/different-types-evaluation>

1.2 Approaches to Evaluation

Approaches to evaluation refer to the different ways in which you can carry out the tasks associated with your evaluation work. Your approach may affect how you collect data or how you involve students in planning or sharing your evaluation. There are multiple approaches but a few select ones are highlighted here that can be useful to keep in mind as you map your evaluation journey.

While some of these approaches can be resource heavy or require specific expertise to implement there maybe ways of adopting some aspects of these approaches in your activities. As you review the planning, conducting and sharing sections of the toolkit, it might be helpful to revisit this section to consider how you may tailor some of your evaluation activities to reflect any approaches that you feel may work for your office, centre or student population.

Approach	Description
Developmental Evaluation	<p>Developmental evaluation is an approach that collects and analyzes real-time data (data as it happens) and feedback to inform how programs and services can adapt in changing environments.</p> <p>Using data collection methods (section 2.2d) the information gathered is used to determine how your work is affecting the population and/or system that it is operating within and how you can remain responsive in the design, development and implementation of your ongoing work.</p> <p>This approach is particularly useful in assessing the effectiveness of a service that is implemented for the first time, is operating in uncertain environments or is by nature highly organic.</p>
Empowerment Evaluation	<p>Empowerment evaluation aims to equip people with the tools and/or resources with which they may monitor their own changes or performance. With a focus on self-improvement and self-determination, evaluation techniques and findings are used to foster capacity among those most affected by your program or service.</p>

<p>Participatory Evaluation</p>	<p>Participatory evaluation aims to meaningfully engage the people who are most affected by the program or service you wish to evaluate. This can include student leaders, staff and service partners but most importantly, the student population affected by mental health and addiction.</p> <p>By involving student voice in the evaluation process, you are working towards building a more inclusive evaluation plan. Much of the evaluation work conducted in the student health and social sectors incorporate some form of a participatory approach in varying degrees. From participation in an advisory capacity to peer facilitation or evaluation champions, the options for participation are plentiful.</p>
<p>Culturally Relevant Evaluations (i.e. Indigenous Frameworks)</p>	<p>Culturally relevant evaluations and specifically ones grounded in indigenous knowledge have been developed in recognition of how some voices have traditionally been excluded from evaluation practice. Indigenous evaluation frameworks aim to build evaluations that are inclusive of how Indigenous communities learn and share knowledge through practices such as sharing circles and elder insights.</p>
<p>Arts-based Evaluations (ABE)</p>	<p>Arts-Based Evaluation (ABE) can offer a powerful and creative framework within which to engage diverse students in your evaluation. ABE uses the arts as a way for people to share their experience of a program or service. Arts based methods of collecting data can include photography, storytelling or sketching.</p> <p>These creative modes of sharing allow the student to tell the story of their experience in their own way and can enhance your learning of the holistic effects of your work on student lives.</p>

Additional Resources:

- Approaches to Evaluation: <http://www.betterevaluation.org/en/approaches>
- Development Evaluation learning module: <http://www.innoweave.ca/en/modules/developmental-evaluation>
- The Case for Development Evaluation: <https://www.fsg.org/blog/case-developmental-evaluation>
- Core Principles of Empowerment Evaluation: <http://whatworks.org.nz/frameworks-approaches/empowerment-evaluation/>
- Participatory Evaluation: <https://www.oecd.org/derec/canada/35135226.pdf>
- How to Conduct Participatory Evaluations: <http://www.wellesleyinstitute.com/wp-content/uploads/2010/03/WorkingTogether1.pdf>

- Resources on Indigenous Evaluation:
<http://www.wellivinghouse.com/resources/indigenous-evaluation/>
- Indigenous Evaluation Framework: <https://evaluationcanada.ca/secure/23-2-013.pdf>
- Using Art in Evaluation: ArtReach Toronto
<https://artreachtoronto.files.wordpress.com/2016/01/goal-artbasedevaluation.pdf>

1.3 What's Your Evaluation Type? Section 01 Summary Quiz

The Student Health Centre at Fortumas College has a peer counselling service for students experiencing stress, depression or anxiety related to their post-secondary education experience. In addition to peer counselling, they also develop educational brochures on anxiety and depression. They want to evaluate how well their services and the brochures are working.

The student leader for the counselling service has produced a list of questions that are focused on both process and outcome related aspects of their services. Indicate which of the following questions are asking about process and which are asking about outcomes. See Appendix 2 for correct answers.

1. What does student feedback say about how happy they are with the peer counselling service?
PROCESS OUTCOME
2. Has the counselling service affected student's levels of anxiety?
PROCESS OUTCOME
3. Have the brochures resulted in changing student's understanding of anxiety or depression?
PROCESS OUTCOME
4. How effective are the brochure distribution methods to students?
PROCESS OUTCOME
5. Do the brochures appeal to students of different ethnic backgrounds, cultures, sexual orientation or gender?
PROCESS OUTCOME
6. Do students have a change in how they understand their coping skills and strengths as a result of services?
PROCESS OUTCOME
7. What happens for students the first time they experience a major stressor after receiving services?
PROCESS OUTCOME
8. Have the brochures resulted in reducing stigma associated with mental health on campus?
PROCESS OUTCOME
9. Were the brochures developed with input from students or service partners?
PROCESS OUTCOME

PLANNING YOUR EVALUATION



SECTION 02: PLANNING YOUR EVALUATION

2.1 Assessing Readiness

Undertaking an effective evaluation requires time, effort and resources. Assessing readiness allows you to take stock of what you have in place to conduct an evaluation and in turn decide on a plan that is most appropriate for your work. Taking the time to do this initial work can help ensure that your evaluation will yield useful and actionable results and help set you up for success.

Some factors to think about include your available funds and resources, requirements from funders, workload, and timing. Consider some of these key questions:

- What kind of evaluation are you required to do, if any?
- What kind of evaluation will your budget support?
- Are there any time constraints you are facing?

Readiness Checklist:

Here is a simple checklist to help you determine your readiness to undertake an evaluation. While it may seem daunting to have all these factors in place before you start, not everything on this list is essential. Some factors are more important than others in terms of readiness. The checklist outlines what you 'need to have' and what is 'nice to have.' Taking stock of your readiness allows you to customize your evaluation plan in a way that works for you.

1. People: Having someone in place to lead the evaluation is a critical factor in determining your readiness to move forward		
Need to Have	This is in place for us	This is not in place for us, but we will address it by:
1.1 Is there someone who can lead the evaluation work?		
1.2 Does the person who leads this work have time to coordinate what needs to be done or adjust workload in order to do so?		
1.3 Do you have someone who can analyze the data and produce relevant reports or knowledge exchange and transfer products coming out of the evaluation?		

Nice to Have	This is in place for us	This is not in place for us, but we will address it by:
1.4 Does the lead person have experience in evaluation work? OR can they access webinars, tutorials or engage in other learning to get things moving on the evaluation planning?		
1.5 Is there a possibility of hiring an external evaluator?		
1.6 Are there evaluation experts in your network or on your campus that can support your process?		
<p>✓ QUICK TIP: Is there a graduate research and evaluation program on your campus where you may be able to find students who can support your analysis or data collection work in exchange for practical experience that they may add to their resume?</p> <p>✓ <i>See also tips in 3 (Funds & Other Resources)</i></p>		

2. Time: Allocating time for evaluation work in staff work plans and/or team planning allows for preparation, and helps mitigate a situation where workloads may become unmanageable		
Need to Have	This is in place for us	This is not in place for us, but we will address it by:
2.1 Is there a timeline for your evaluation activities?		
2.2 Do the staff have time to complete evaluation activities?		
2.3 Have the expected time commitments for any people supporting your evaluation work been communicated to them?		
Nice to Have	This is in place for us	This is not in place for us, but we will address it by:
2.4 Is there some time at regular staff meetings that can be dedicated to an update of the evaluation work?		
<p>✓ QUICK TIP: Consider planning your evaluation during the summer months when student services may not be as busy to avoid demanding workloads</p>		

3. Funds and Other Resources: Conducting an evaluation will require some allocation of funds and other resources. Preparing for these costs can make your plans concrete and alleviate budget constraints further into the project		
Need to Have	This is in place for us	This is not in place for us, but we will address it by:
3.1 Is there any internal funding that can be dedicated to evaluation? What amount?		
3.2 Is there any external funding that can be dedicated to evaluation? What amount?		
3.3		
Nice to Have	This is in place for us	This is not in place for us, but we will address it by:
3.4 Do you have access to any software or data infrastructure on your campus that can help you analyze data?		
3.5 Are there in-kind supports that can be accessed?		
<p>✓ QUICK TIP: Some evaluation consultants or experts offer their services pro bono for select groups every year; consider researching some experts to potentially access in-kind supports</p> <p>✓ <i>See also tips in 1 (People)</i></p>		

4. Leadership and Supporting Change: Buy-in from managers, team leaders and funders will ensure evaluation work is given priority and can drive future service improvements		
Need to Have	This is in place for us	This is not in place for us, but we will address it by:
4.1 Are the decision-makers or leaders at your Centre or your department ready to support you to do evaluation?		
4.2 Is there a practice of learning from your work, or making improvements based on these learnings within your team?		
4.3 Is there value placed on evidence-based planning by your team's leadership and/or decision-makers?		

Nice to Have	This is in place for us	This is not in place for us, but we will address it by:
4.4 Can decision-makers connect you with potential partners who can support your evaluation work? Are there any student leaders or others who can help you do this		
4.5 Is there opportunity to conduct some team learning around evaluation through a staff workshop?		
<p>✓ QUICK TIP: There are many short online tutorials and talks about evaluation, its benefits and about the importance of basing service decisions on evidence, perhaps finding some links and sharing these with your team will help get buy-in (hint! Check out our website, www.campusmentalhealth.ca to start)</p> <p>✓ QUICK TIP: If your office hosts staff team building sessions, consider dedicating one of these to learning about evaluation work together through interactive exercises and dialogue</p>		

Additional Resources:

- Before You Get Started:
<http://meera.snre.umich.edu/step1>
- Assessing Readiness:
[http://c.ymcdn.com/sites/www.scholarshipproviders.org/resource/resmgr/Files/Resource Library/Scholarship Program Administration/Scholarship Program Administration Evaluation and Outcome Measurement/Assessing Your Organization%2080%99.pdf](http://c.ymcdn.com/sites/www.scholarshipproviders.org/resource/resmgr/Files/Resource%20Library/Scholarship%20Program%20Administration/Scholarship%20Program%20Administration%20Evaluation%20and%20Outcome%20Measurement/Assessing%20Your%20Organization%2080%99.pdf)

CASE EXAMPLE 01:

Karen Tote has been overseeing a 12-hour hotline for students coping with mental health and addictions and/or in crisis at Lakeside College for 2 years. The hotline is staffed by five (5) telephone counsellors who work on rotation. The staff are consistently working at more than full speed and can't keep up with the demand. They are turning over quickly because of volume of work. Karen wants to expand to a 24-hour service and hire more staff. She decides to conduct an evaluation and gather data to strengthen her case for increased funding.

There is not much room to adjust her workload, but she is committed to overseeing the evaluation herself, as no one else is able to lead the work. Her budget is limited as the bulk of her funding is dedicated to running the hotline and is already stretched. However, Karen does have a dedicated group of stakeholders that are willing to support the evaluation.

Karen decides she wants to assess the following:

(a) How well the service delivery model is working;

(a) How useful the hotline has been in offering mental health supports and crisis intervention

(c) If the hotline has been useful for diverse students such as LGBTQ students, students of diverse cultural and ethnic backgrounds and students with disabilities.

Consider the Following Questions:

- What might some limitations be for Karen in conducting the evaluation?
- What are some ways in which Karen can prepare for her evaluation work?
- How might she prioritize her needs?

CASE EXAMPLE 02:

Erica is a Mental Health Educator at Mapleleaf College and works with the Student Health and Wellness Centre on campus. Over the last three years she has been organizing training sessions for counsellors, clinical staff, administrators and student body leaders to recognize early signs of addiction among students accessing their services.

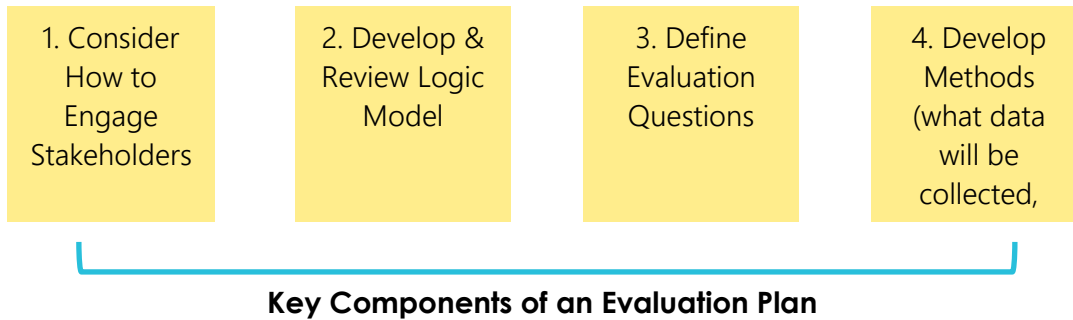
The training is conducted twice a year and Erica has decided to evaluate how effective these sessions have been. She spent a considerable amount of time (above her existing workload) developing and delivering a questionnaire to the 54 representatives who had previously attended the training sessions and received an overwhelming response with 48 completed surveys. Once she received the completed surveys she approached her supervisor for the go-ahead to hire someone to help her analyze the surveys. Her supervisor is surprised to hear of this request as she had not been aware of Erica's evaluation efforts and does not have a budget to assist Erica with her evaluation. Close to 6 months later the completed surveys have yielded no action or analysis and no updates have been shared with the people who completed them.

Consider the Following Questions:

- What were some factors at play in this scenario that impeded Erica's evaluation efforts?
- What effect do you think her actions may have on any future evaluation work?
- What might she have done differently?

2.2 Building an Evaluation Plan

Once you have considered your readiness for an evaluation, the next step is building an evaluation plan that outlines what you want to achieve and how. An evaluation plan is a written document that outlines 5 key elements of the evaluation. These key elements are outlined in this section with tools and resources to get you planning!



2.2a) STEP 1: Consider How to Engage Your Stakeholders

Evaluations are enriched when different voices are included in development and implementation processes. A diverse group of stakeholders that represent the different groups of people vested in your service or in mental health and addictions work on your campus can help define the key questions you want to ask in your evaluation and strengthen your overall evaluation plan.

Who is a Stakeholder?

Stakeholders can be defined as the people who have a vested interest in some aspect of the program or service that is the subject of the evaluation. They can include a funding representative, partner representative, academic, researcher, administrator, department or division head/chair, front line staff, student leaders or those who are accessing the services you wish to evaluate.

Meaningfully engaging your stakeholders and offering them opportunities to participate furthers the idea that by including the voices of those that have a deep interest in your program or service (or are most affected by them), you are working towards building a more inclusive evaluation plan that can benefit your program/service, team, department, campus and your student population. There are many ways stakeholders can participate in your evaluation, for example, they can:

- Check in on program goals
- Provide feedback or help to develop a logic model
- Help set or review evaluation goals and questions

- Validate data gathering tools
- Help collect evaluation data or help analyze the data
- Help co-create recommendations coming out of the data
- Participate in sharing the results of your evaluation findings

As outlined in section 1.2, participatory evaluation is an approach centered on the idea of stakeholder engagement from beginning to end. These new approaches offer exciting ways to have your stakeholders be more and more vested in your work, and support you to make it as effective as it can possibly be.

Good stakeholder engagement involves carefully selecting whom to approach and clearly identifying how they may be able to support your evaluation work. Use [Worksheet #1](#) below to help you think through stakeholder engagement.

Additional Resources:

- Participatory Evaluation:
<https://www.oecd.org/derec/canada/35135226.pdf>
- How to Engage Stakeholders in Developing Evaluation Questions:
<https://www.fsg.org/tools-and-resources/practical-guide-engaging-stakeholders-developing-evaluation-questions-0>

WORKSHEET #1: Stakeholder Engagement Sheet

Evaluation Lead:

Description of Program or Service:

Emerging Evaluation Goals/Questions (if known):

Some Questions to Help Identify Stakeholders:

- a. Who uses our services?
- b. Who are our key partners?
- c. Who supports our work? (this could be a funder or other supporters, champions, allies)
- d. Who do we refer students to for further services?
- e. Who has expertise and/or interest in evaluation on our campus?
- f. Who would want to help us move our evaluation work forward and strengthen our program/services?

Stakeholder Information:

Name and Affiliation:	Relationship to Program or Service:	Role in Evaluation:
<i>Sample:</i> Sushma Choudhary, Mental Health Educator at Kingston Clinic	<i>Sample:</i> Kingston Clinic takes referrals from the College Health Centre and Sushma often addresses students as a guest speaker	<i>Sample:</i> Sushma will be a member of the evaluation advisory group and share her sector knowledge as well as her experiences with evaluation at her clinic



IMPORTANT!

It is important to note that after your original list of stakeholders is developed, you will have to keep revisiting this list as you grow and implement your evaluation plan. During this process new people may come to mind or the potential role they can play may change. Check in on this stakeholder engagement worksheet regularly along the way as you go through the evaluation process, so you can make the most of your stakeholder's interest and expertise in your work.

2.2b) STEP 2: Develop or Review Your Logic Model

An essential component of evaluation preparation is to review your logic model. If you do not already have one in place now is the time to develop one. Developing a logic model that your program or service is based on offers the opportunity to articulate the planned activities, outputs and outcomes of your work.

Start with revisiting the goals of your service or initiative. Clarifying your program goals will ensure that your logic model is relevant, and the activities, outputs and outcomes identified are aligned with your goals and priorities.

What is a Program Goal?

A program goal is defined as a broad statement (not too broad!) about the long-term expectation of what should happen as a result of your program (the desired result). It serves as the foundation for developing your program objectives. Goal statements "identify" the specific target group and provide the "what" information as distinct from the "how" the goal will be achieved or when it will come about. Examples of program goals include:

"The Fairview College student counselling program offers students the skills and supports they need to successfully complete their PSE experience."

"Mountain Top University's Accessibility Plus Program offers students with mental illness dedicated supports to enhance their socio-recreational experience on campus."

Additional Resources:

- Developing Measurable Program Goals and Objectives
<http://www.fldoe.org/core/fileparse.php/7582/urlt/0064429-smart.pdf>

What is a Logic Model?

A logic model is a visual representation of the change we hope to achieve with the resources we have and the activities we plan. They offer a simple and yet powerful way to illustrate a program or service in a way that captures all its key elements. There are several tools available to help build a logic model and while these may vary, they all have some common components illustrated below. For a logic model template and sample indicators see [Worksheet #2](#). Core components of a logic model include:

- Resources or Inputs: *What you invest in your program or service (i.e. dollars, time, staffing)*
- Activities: *What you plan to do (i.e. workshops, develop materials, training)*
- Outputs: *What you actually do (i.e. # of activities or # of people reached)*
- Outcomes: Changes you see as a result of your work. *Can be short term (1-2 years), intermediate (2-3 years) or long term (3+ years)*
- Impact: *Long term outcomes can also be referred to as impacts, and usually cannot be solely attributed to the program alone*

The difference between an output, outcome and indicator

- **Outputs** refer to the immediate results produced by completing planned activities. Once an activity has been conducted, the outputs are the resulting consequences following that activity. Outputs are things you can count and answer the question "how many/much did we do?"
- **Outcomes** refer to the effects your activity has had over time and speaks to short, intermediate or long-term changes that result from your work. Outcomes answer the question of 'what happened as a result of what we did? Shorter-term outcomes are often about changes in knowledge, skills or awareness. Intermediate and longer-term outcomes can often be about changes in behaviours, actions taken, ability to cope or address life situations as they arise
- An **Indicator** is a way to actually measure what was done or what happened as a result of the work you do. In relation to evaluation work, indicators refer to the ways we measure outcomes (note that you will be developing indicators when you develop your data collection plan!).

See below for additional resources on logic models below and [Worksheet #2](#) for a useful logic model template and sample content under each section. Your completed logic model will set the groundwork for what comes next in identifying what you want to evaluate, what types of data to collect, and how.

Additional Resources:

- Innovation Network, Do-it-Yourself Logic Models:
<https://www.innonet.org/news-insights/resources/do-it-yourself-logic-models-examples-templates-and-checklists/>
- YouthRex Logic Model Template:
<http://www.youthrex.com/toolkit/wp-content/uploads/2016/03/Logic-Model-Template-2.pdf>
- Community Tool Box: How To Develop a Logic Model Guide:
<https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>
- W.K. Kelloggs Logic Model Development Guide:
<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- [University of Wisconsin-Extension: Program Planning and Evaluation:](https://fyi.uwex.edu/programdevelopment/logic-models/)
<https://fyi.uwex.edu/programdevelopment/logic-models/>

CASE EXAMPLE 03:

Read the following case example to learn more about outputs and outcomes

Ruby has been working at the Student Accessibility Office at Waverly University as a Mental Health Educator for over five years. As part of her work she coordinates an annual mental health fair and speakers' event to engage students, school staff and faculty on key issues related to student mental health and addictions. Every year she partners with mental health service providers from organizations on and off campus such as the Canadian Mental Health Association, Community Health Centres, Student Counselling Services and/or Health Clinics to attend the event as guest speakers and exhibitors. Her goals are:

- a. To reduce stigma associated with mental health and addictions on campus among students and administrative staff by offering a platform for open dialogue and learning
- b. To increase student knowledge of mental health such as 'recognizing signs of depression', supportive ways of acknowledging mental health' or 'dealing with anxiety'
- c. To connect students to relevant services on and off campus to help them navigate and access the services they need

The event is in its fifth year and Ruby wants to conduct an evaluation to see whether they are meeting their goals. Through her event logs Ruby knows that 360 students and campus staff have attended the event in the last five years, and through the feedback forms completed at the event each year she knows that 70% of attendants learn something new about mental health. She has also fostered partnerships by securing speakers and exhibitors for her event, 23 in total. This has increased the number of external services students may be referred to by 40% when presenting with a mental health issue at the Student Accessibility Office where she works. Over the last five years her office has also noted an increase of students accessing their in-house peer counsellors, an increase in referrals and an increase in the number of student leaders who want to volunteer or support mental health work on campus.

Here are some output and outcome related questions that Ruby could consider useful in her evaluation. Consider how Ruby might answer these questions using the information above.

Outputs:

- How many events were held?
- How many participants were in attendance year over year?
- How many partnerships have resulted from the event?

Outcomes:

- How has the mental health fair affected student access to services at the Accessibility Office?
- How have the new service partnerships affected student access to services?
- Has the mental health fair led to changes in the way students perceive mental health?

What might some additional output or outcome related questions be?

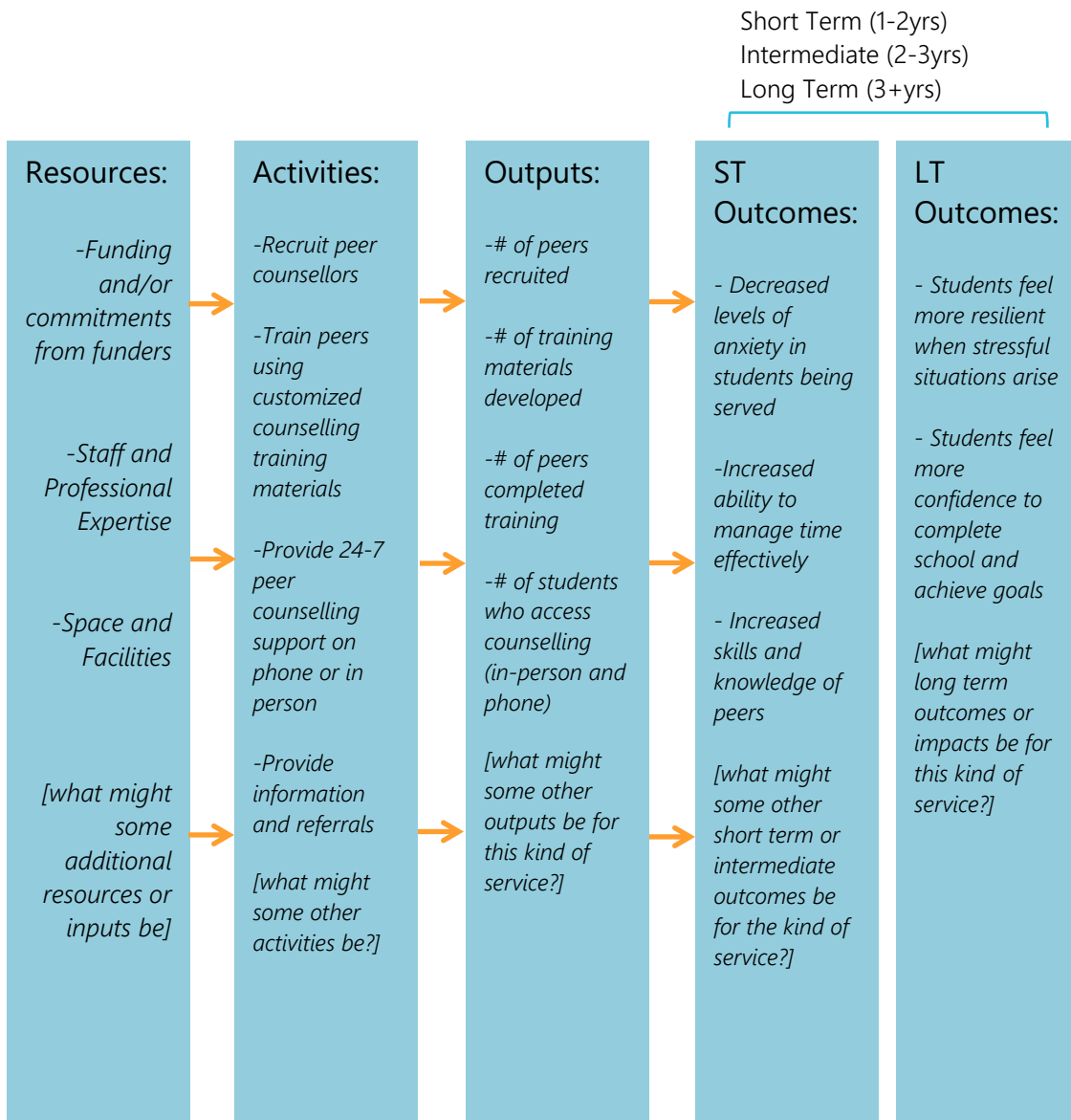
WORKSHEET #2: Sample Logic Model & Exercise

Program or Service Goals:

Sample: The Office of Health and Counselling Services at Jeffers University initiated 24/7 counselling services to students offered by trained peer counsellors in partnership with the Canadian Mental Health Association. The goal of this initiative is:

To increase student access to mental health and addictions counselling services on campus by offering effective and trained peer counsellors available 24/7 in locations convenient to students.

[what might some other goals of this service initiative be? How would you define them?]



2.2c) STEP 3: Identify Evaluation Questions

Equipped with inputs from your stakeholders, a newly developed and/or revised logic model and a clear understanding of the activities, outputs and outcomes of your work, you are now in Step 3, defining your evaluation questions and methods.

Evaluation questions allow you to simply state what you would like to learn from your evaluation. These are broad questions that will also help determine the methods you use to gather your information. [See Worksheet #3](#) to help guide you in defining your evaluation questions.

Some of the benefits of defining your evaluation questions include:

- Provide clarity among stakeholders about what you want your evaluation to achieve
- Helps identify what data to focus on collecting to maximize your time and resources
- Keeps your activities relevant and focused
- Helps ensure that the results of your evaluation will be usable
- Enables you to clearly determine whether your evaluation was successful

As you work to define your evaluation questions it would be a useful exercise to consider the environment in which your evaluation will take place. You may have already considered some of these factors while assessing your readiness to conduct the evaluation, for example, being aware of any time constraints or budget limitations. In addition, here are some useful high-level points to explore at this time:


- Who is the evaluation for?
- Who is the audience for the results?
- Are there any expectations or requirements from your funding partners? What are they interested in knowing about your program or service?
- How will results be used and by whom?

Additional Resources:

- Developing Measurable Program Goals and Objectives
<http://www.fldoe.org/core/fileparse.php/7582/urlt/0064429-smart.pdf>
- Key Evaluation Questions, Learning for Sustainability
<http://learningforsustainability.net/post/key-evaluation-questions/>
- [Community Tool Box: University of Kansas:](https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main)
<https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main>


WORKSHEET #3: Defining Evaluation Questions

To help determine your questions, consider the following:

- Is your program or service meeting its planned outputs?
 - Have your program or service activities been effective or could you be doing something differently?
 - How do you know that your program or service activities are meeting the needs of your student population? How do you know that you are reaching the people who need your service?
 - What is the demographic make-up of the students accessing your service? Are there groups not represented here that you would like to reach?
 - Is your program or service on track with budget and efficiently utilizing resources?
- 

These are process related questions that seek to determine the efficiency of the planning, delivery or implementation of your program or service. If these are the kinds of questions you would like your evaluation to answer then your goals might be more process oriented

Sample Goal: To determine if our newly implemented 24/7 mental health peer counselling service has increased student access to needed supports.

- What has changed for as a result of our work? In what way?
 - What are the outcomes our program or service has achieved? Were these outcomes expected or unexpected?
 - Has our program or service affected our student population? In what ways?
 - Has our program or service affected any other stakeholder groups? In what ways?
- 

These are outcome related questions that seek to determine how effective or impactful your program or service has been. If this is the kind of information you are looking to gain your goals will be more outcome focused.

Sample Goal: To learn about what result our mental health peer counselling service has had on supporting student mental health on campus

You may have multiple evaluation questions that reflect a combination of process and outcome-based learning.

2.2d) STEP 4: Develop Methods (What data will be collected, When & How)

With your evaluation goals and questions defined you are on your way to planning a significant part of your evaluation, your evaluation methods.

Outlining your methods means establishing what data will be collected, when and how. Your methods flow directly from your logic model and the evaluation questions you want to answer. To get started some basic information about data is outlined below followed by a list of common data collection methods. A sample data collection plan is also included below as Worksheet #4 to help guide your data collection work.

Data refers to any piece of information and can be described as quantitative or qualitative.

Quantitative data is objective and numerically measured to make sense of information. . . . However, quantitative data can't always answer the question of why the numerical value of something is increasing, decreasing or staying the same.

Examples of quantitative data include:

- Standardized test scores
- Answers on a 5-point rating scale
- % of work days on a month a student counsellor is available to provide service
- # of days a student has to wait for services to be offered
- # of referrals a student eventually accesses
- # of users who post comments about a sexual harassment safety app

Qualitative data is subjective, descriptive, contextual and focuses on 'why' something has changed as a result of an action or activity. Qualitative data attempts to strengthen a narrative understanding of why students may or may not access a service, or their experience accessing the service, or what happens for them as a result of accessing the service. Qualitative inquiry can also lead to unanticipated insights gained from open-ended questions that allow for reflective response.

Examples of qualitative data include:

- Service improvement suggestions
- Ways that students may have applied new information
- Perceptions of service users and how they change over time
- Experiences of challenges and how they were addressed
- Descriptions of sequences of events

2.2d)1. Let's Talk Data Collection!

While there are many ways of collecting data, the following methods are the most commonly used:

Method	Description	Advantages	Disadvantages
Surveys	A set of questions administered to a group of people in person, over the phone or online	<ul style="list-style-type: none"> -Can be administered on a large scale if you want to gather a large volume of data -Can be cost effective, especially if done online -Can be timely -Can be anonymous and confidential 	<ul style="list-style-type: none"> -Data about sensitive subject matter such as addictions, violence or suicide is difficult to collect over a survey -Hard to get higher response rates -Limited or no opportunity to clarify questions -Lots of bad surveys out there – important to make yours one of the good ones!
Focus Group	A focused discussion with key stakeholders i.e. service users or partners led by a facilitator	<ul style="list-style-type: none"> -Can lead to rich qualitative discussion that can be used to determine key areas of importance for your key stakeholders -Can get diverse views in a short period of time 	<ul style="list-style-type: none"> -Costly and time consuming depending on how many sessions you wish to host -Expertise of a skilled facilitator is needed to gather data and create a comfortable and safe space
Service Data Reviews	A review of existing data on a program or service captured through service logs and administrative data related to delivery	<ul style="list-style-type: none"> -Provides an objective picture of what is happening and is well suited for process related inquiry 	<ul style="list-style-type: none"> -Does not offer much context to explain why your service is performing in a certain way

In-Depth Interviews	A one-on-one structured or semi-structured interview where an interviewer guides an in-depth discussion on a subject of interest	-Allows for deep reflection on a service and can yield rich qualitative data, including stories -Can be done over the phone for convenience -Can follow-up if needed	-Can be expensive, time consuming and requires a skilled interviewer -The information gathered may be very specific to a few people's experiences and not reflect the experience of a larger group -Can be hard to recruit for
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As outlined in section 1.2 some evaluation approaches incorporate **arts-based or creative** methods of data collection using photography, storytelling or sketching. Using art can offer a powerful way to connect to students that allows them to share their thoughts or experiences in different ways.

When deciding on which methods might work best for you, consider the following questions below. In Section 3.2, the steps you take to develop the tools listed above that you decide on will be outlined.

1. How much time do you have to develop tools? Recruit participants? Coordinate groups/evaluation activities? Analyze data?
2. Do you have access to evaluation participants in sufficient numbers depending on the method you are interested in?
3. Who will pilot your tools?
4. What kind of technology can you access - e.g., online survey platforms? Analysis software?

Additional Resources:

- Choosing a data Gathering Method:
http://www.wcasa.org/file_open.php?id=937
- Surveys versus focus groups versus interviews:
https://manoa.hawaii.edu/assessment/workshops/pdf/focus_survey_interview_cocurric_2011-05.pdf
- Choosing Appropriate Data Collection:
<http://theimprovetgroup.com/blog/2011-10/choosing-appropriate-data-collection-method>
- Using Art to Collect Data: ArtReach Toronto
<https://artreachtoronto.files.wordpress.com/2016/01/goal-artbasedevaluation.pdf>

WORKSHEET #4: Data Collection Plan

Evaluation Lead:

Evaluation Goals:

Sample Goal: To determine the effectiveness of peer counsellors to deliver safe and supportive mental health counselling to student on campus

Data Collection Plan:

A sample row is completed below using the example in Worksheet #2 on logic models

Activity	Outcome	Method	Timing	Who Will Collect Data
<i>Provide solution focused counselling to racialized students on campus</i>	<i>-Clients have increased knowledge of available resources</i>	<i>Pre- and post-test online survey (accessible on a computer or through an app)</i>	<i>Before service is offered and 3 – 7 days after service is completed</i>	<i>Counsellor</i>
	<i>-Clients can identify their main challenges</i> <i>-Clients have clear solutions identified</i> <i>-Clients feel more confident to act on solutions</i>	<i>Focus group with clients</i>	<i>2 – 3 months after service is completed</i>	<i>Graduate student</i>

CASE EXAMPLE 04:

Jonathan is a psychotherapist specializing in youth addiction work and has recently joined the Bold Prairie College Student Counselling Office. In the first six (6) months of his appointment he has only seen an average of two (2) students per week and the office's efforts to outreach to students about this service has seen little uptake. Students do not tend to stay through for the full course of treatment when they do come for service.

Jonathan's quantitative data seems to indicate that having a psychotherapist on the team is not what is needed. Jonathan decides to gather some evaluation data and hosts three focus groups with a cross section of students. The decision to host focus groups (i.e., qualitative data gathering) is made so as to be able to learn more deeply about the student experience.

Through the focus groups the Student Counselling Office learns that while many students wish to access Jonathan's service they are too afraid of being seen making appointments with him and are fearful of the stigma associated with accessing mental health services, especially as a small rural college. Using both qualitative and quantitative data points allow Jonathan and his office to understand not only what is happening but also why it is happening.

Consider the following questions:

- What other types of quantitative or qualitative data might Jonathan have collected?
- What actions might the Student Accessibility Office take to continue to stay informed about how students feel about their services?

2.2d)2. Putting it all Together...

After you determine your methods and how and when you will gather your data, you are ready to put it all together in your final evaluation plan. This is exciting! The final plan is a document that includes:

1. A title page with the name of your program, and the author of the document
2. A description of your program or service
3. The evaluation goals and questions you are focusing on
4. Your methods and data collection plan
5. Information on how the data will be analyzed
6. Information on how the results will be shared/disseminated (i.e., with whom, when and how)

Additional Resources:

- Develop your Evaluation Plan
<http://www.capacity4health.org/resource/evaluation-plan-template/>
- Sample Evaluation Plans:
drugs.indiana.edu/spf/docs/Sample%20Eval%20Plan.doc

2.3 Section Summary: What have we learned so far?

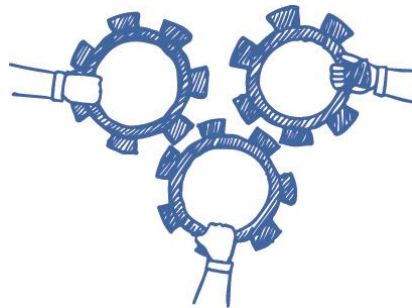
An evaluation plan is an important guide in ensuring that your evaluation goes smoothly while yielding useful results. While the steps outlined here can guide you in developing a strong plan this is not a static process. It can be customized to suit your needs and as your mental health and addictions program or service evolves on campus so will your evaluation plan. Consider your plan a living document that aims to support your ongoing evaluation goals.

Section 02 Summary Quiz:

1. What are some questions that can help determine readiness to conduct an evaluation?
(check all that apply)
 - a.) Is there someone to lead the evaluation?
 - b.) Is there time to do evaluation activities
 - c.) Will there be ice cream for everyone after the evaluation?
 - d.) Is there a budget for the evaluation work?
2. TRUE or FALSE: *Output* and *Outcome* are two words used to describe the same thing
3. TRUE or FALSE: Counting the # people who access a service is a qualitative measure
4. What are some common data collection methods?
(check all that apply)
 - a.) Surveys (in person, over the phone or online)
 - b.) Focus groups
 - c.) Review of Service Logs
 - d.) Appealing to people on YouTube
5. TRUE or FALSE: Logic models are an essential part of developing your evaluation plan
6. Consider the program goal below. What is okay about it, what is incorrect?

"The Sore Lake College's Students Services Psychosocial Support Program will offer training, information and referrals so that students achieve their dream"

CONDUCTING YOUR EVALUATION



SECTION 03: CONDUCTING YOUR EVALUATION

With a strong foundational understanding of evaluation work and a solid evaluation plan in place you are now ready for the 'doing' portion of your evaluation. Doing your evaluation includes the work involved in collecting and analyzing your data such as making sure you collect data safely and securely, that you have the right tools in place and or that you know some simple ways to analyze your data. This section covers what you need to implement your evaluation plan in these steps:

1. Understanding the Ethics of Data Collection

2. Designing the Tools and Collecting your Data

3. Analyzing and Interpreting your Data

3.1 Understanding the Ethics of Data Collection

In order to act on your data collection you will most likely have to engage with your student population and other stakeholders. When approaching students with data collection requests it is important to be aware of certain ethical considerations.

Ethical considerations refer to the ethical practices of how data is collected, stored or shared. These can include securing clear and informed consent, how to safely store data or how to secure permissions to use or share data. Here are some common ethical considerations to think through before collecting your data:

Informed Consent

Informed consent refers to written consent by a person to participate in any given evaluation activity where private data and information may be collected. A document is typically prepared that outlines the goals of the evaluation, why data is being collected from whom and how, how it will be stored, for how long and who will have access to it. Facilitators or data collectors are required to ensure that participants understand this information and provide informed consent.

Confidentiality and Anonymity

Confidential data refers to information that is connected to a particular individual but kept confidential such as medical or service records. Anonymous data is information that cannot be traced to a particular individual. Both kinds of data may prove useful, but it is important to ensure that participants know if and how the information they provide is either confidential or anonymous.

Clear Communication and Data Sharing

While it is important to have clear processes for collecting data, it is equally important to have clear processes for sharing data. This is especially true when individual data is private and sensitive such as mental health or addiction related information. It is useful to let participants know that any information gathered is aggregated in the analysis process as a way of ensuring privacy of individual data.

In the context of mental health programs or services for student populations, the need for ethical considerations in data collection is especially critical given the sensitivity of information and the stigma associated with mental health challenges.

For example, if a professor were to be privy to a student's clinical diagnosis it may affect how a professor views the student's academic performance. Similarly, if other students were to be privy to a student's challenges it may affect how they engage socially and could intentionally or unintentionally result in forms of social exclusion.

A Note on **Ethics Reviews:**

The Panel on Research Ethics (PRE) is a body of the federal government that provides ethical guidelines for any organization or institution conducting research. The PRE has a Tri-Council Policy Statement on ethical conduct for research involving humans. That statement defines research as "[a]n undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation. The term "disciplined inquiry" refers to an inquiry that is conducted with the expectation that the method, results, and conclusions will be able to withstand the scrutiny of the relevant research community".

While the statement has been widely adopted across sectors, including in post-secondary environments, there are no clear set of guidelines or standards for when an evaluation has to go through an ethics review. This means it may not be so easy to know if you need to go through your campus's ethics review. Often when program and services are using data for their own internal planning purposes, it is not necessary to go through an ethics review. Contact your campus Ethics Office once you have your evaluation plan complete to find out if you need to go through the ethics review process, and how to do it if you do.

Additional Resources:

- Tri-Council Policy on Ethical Policy for Research
<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

3.2 Designing the Tools and Collecting your Data

With your evaluation goals and data collection plan in place, developing the tools with which to collect your data is a natural next step. Some common data collection methods were outlined in section 02, here we will focus on how to build two (2) widely used tools that can be easily customized and used in your evaluation work, surveys and focus groups. Let's start with surveys.

3.2a) Using Surveys That Already Exist

There are many surveys that already exist that may relate to what you want to ask your stakeholders about - for example, surveys on changes in anxiety in students, on levels of coping, on feelings of hope for the future (or all three!).

It is a good idea to research any existing surveys to see if they might meet your needs. Using surveys that have been used in the past means that you can also possibly compare your results to the results of other programs or services that have used that same survey (and that have published their results).

What are **Validated Surveys**?

Some existing surveys are also validated, which means they are already established and have been tested to make sure they are measuring what they say they are measuring every time they are used. The value of using a validated survey is that you can compare your results to the results of other programs/services that are similar in your institutions or in other institutions. You can do this provincially, nationally or even internationally.

Additional Resources:

Validated Survey for Low-Resource mental health settings:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4310476/>

Compendium of Tools and Surveys:

<http://www.wilderdom.com/tools.html>

3.2b) Developing Your Own Survey: The Anatomy of a Survey

A survey refers to a set of questions that can be administered to people either in-person, over the phone or online. Survey questionnaires represent one of the most common and recognizable ways of collecting data. Below is a breakdown of the components of a survey followed by some tips for how to develop good survey in order to help you get started on creating one for your program or service.

While the key component of the survey tool is the set of questions you want to ask, there are a few other elements that are important to include in your survey. These are:

1. Preamble or an Introductory Explanation: This includes a few short sentences at the top of your survey to communicate why you are collecting data. If students or other stakeholders of your program or service do not understand why you are collecting data they may not be as invested in answering your questions. This is a good time to appeal to them so that they understand the value of taking the time to do the survey in terms of the programs and services they will receive in the future! It is also a good idea to indicate here how long the survey will take so that people have an idea – and keep the survey short so people are more motivated to do it! Anything more than a few minutes in today’s information-saturated age will reduce the response rate.
2. Confidentiality: This is where you should clearly outline the elements of confidentiality that pertain to your survey - what information is confidential, if anything is NOT confidential, how data will be stored and used, how long it will be kept, etc.
3. Instructions: Instructions about how to answer the questions on your survey help ensure that you clearly communicate what you want. This could be a simple note attached to the question such as ‘check all that apply’ or ‘rank in order of importance.’ Clearly stating a deadline for when surveys need to be submitted will also help with timely data collection.
4. Contact Information: Giving students and other stakeholders who may be completing your survey the option to contact you if they have questions or if they want to know more about your work is a good way of staying engaged with your target groups.

3.2c) Building Survey Questions:

. Many surveys include a mix of questions that measure both quantitative and qualitative data. Questions on a survey are categorized in the following way:

Structured Questions:

Structured questions seek answers that can be quantified and have a set number of answer options for the reader such as ones that capture demographic information, ratings or rankings. Structured questions can also be used to determine levels of knowledge on a particular issue.

Sample Questions and Tips:

Please indicate your current living arrangements:

- I live on campus residence*
- I live with roommates off campus*
- I live alone off campus*
- I live with family off campus*
- Other: _____*

Please rank your level of satisfaction with the education seminar on student anxiety:

Unsatisfied (1) Somewhat Satisfied (2) Satisfied (3) Very Satisfied (4)

As a student, I have coped with the following challenges: (check all that apply)

- Depression
- Anxiety
- Suicidal thoughts
- Addiction
- Other: _____

- ✓ TIP: When presenting options for people to answer it is important that each option be distinct and not overlap. For example, if one of the options in the first sample question was 'I live off campus with roommates or family' it would be difficult to determine if the student lives with family or with roommates, making your data unclear. In the example given, choose one or the other, or break it out into 2 questions to be clear.

Another example is asking "The referrals and the counselling I received were helpful for me" is actually asking about 2 things - referrals and the counselling service. They should be broken out into 2 separate questions:

"The referrals I received were helpful for me."

"The counselling I received was helpful for me."

- ✓ TIP: Including an 'other' option allows you to gather valuable data you might not anticipate. For example:

The following services have been the most useful to me:

- Mood Walks
- Counselling
- Crisis Supports
- Information on services in the community
- Other (please specify): _____

Using Likert Scales:

Likert scales allow survey respondents to agree or disagree on a series of statements. An example of a Likert Scale question is:

	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
1. I feel I have more tools to cope with my stress than before I started counselling.	SD	D	A	SA

	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
2. I have made a new connection that I didn't have before I started this psychosocial group	SD	D	A	SA

Some tips when creating Likert Scales:

- Ask about one thing only for each statement (don't ask about whether or not services were helpful or friendly, but choose one or the other)
- Do not use absolutes like "always" or never in your statements, as it is difficult to agree or disagree all the time or none of the time

Open-Ended Questions:

Open-ended questions provide a blank space for the reader to answer the question how they choose. These questions often capture qualitative information that can be very useful in supporting your learning about the effectiveness of your services. However, they should be used sparingly! If there are too many open-ended questions in a survey, many people will skip them altogether, as they can take too much time.

Sample Questions and Tips:

Please tell us about your experience accessing the Accessibility Office's peer counseling service?

What do you find useful about the peer counselling service? If you do not find this service useful, please tell us why.

- ✓ TIP: Make the question manageable for people by asking them to provide just one example or one story. It increases the chances they will fill it out!

Demographic Data Questions

You may also want to collect demographic data as part of your survey. It is suggested that you include it at the end of the survey, as sometimes when it is in the beginning, people get tired and don't complete the actual questions you want them to answer!

Other key points about asking demographic questions:

- Statistics Canada is an important reference source for you to look at when considering asking demographic questions, especially if you want to compare your respondents to the broader population - <https://www.statcan.gc.ca/eng/subjects/index?MM=1>
- Do not ask for people's identifying information unless you absolutely have to - i.e., you want to be in touch with them in the future to offer services, information, to participate in future or follow-up evaluations, etc.

- Only ask about the demographic characteristics that really matter to your work - for example, in a student counselling centre, asking about age, gender, race and living situation may matter, as they all can impact on mental health and addictions.
- Remember that asking demographic questions is the areas that most survey respondents feel reluctant to answer, so choose carefully!

Most post-secondary education campuses will likely gather data against the Canadian census categories, but it can be a good idea to think about how to disaggregate this data. Disaggregating data refers to further breaking down data by categories such as gender, age, race, sexual orientation, geographic location, etc. While collecting or organizing data according to sensitive categories may be uncomfortable, it can have considerable value and is encouraged by the Ontario Human Rights Commission. Disaggregating data can help you determine if different student populations are having different experiences with your program or services, in turn informing the development of equitable and inclusive services.

Additional Resources:

- Count Me In: Collecting Human Rights Based Data, Ontario Human Rights Commission
<http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data>
- Importance of Disaggregating Student Data:
http://www.educationnewyork.com/files/The%20importance%20of%20disaggregating_0.pdf

3.2d) Comparing Survey Data and Timing:

It should be noted that the timing of when surveys are conducted will affect the type of information you gather. For example, a survey can be conducted with a group of students before any services are delivered to determine how useful it might be for them. Surveys after a service is delivered will assess its actual usefulness.

But surveys need not be one-off questionnaires conducted either before or after a program or service. In fact, your evaluation will be more meaningful if you can gather data at 2 points in time (or more). This is referred to as administering pre- and post-test questionnaires. Administering the same survey before and after a service can be useful in comparing any changes resulting from an activity or service. A pre-test can be administered before a program or service begins to measure the client’s knowledge, attitudes or how the client is feeling (e.g., in standardized depression or anxiety scales). Pre-test give you what is called baseline data - data that helps you understand the client's situation before you provide any services or supports. A post-test survey can be conducted immediately after an activity to measure changes in knowledge or experiences re: mental health. A post-test can also be conducted after some weeks to measure retention of knowledge or it may even be conducted over considerable time to measure long term outcomes of an ongoing service. You can then compare the pre-test and post-test results to see what kind of changes took place for the client (or a group of clients).

Additional Resources:

- Harvard University, Program on Survey Research
https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf
- Survey Monkey, 5 Tips for Writing a Great Survey
https://help.surveymonkey.com/articles/en_US/kb/5-Tips-for-Writing-a-Great-Survey

- <https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/>
- <http://fluidsurveys.com/university/get-the-most-out-of-your-survey-tips-for-writing-effective-questions/>
- https://www.sheffield.ac.uk/polopoly_fs/1.597637!/file/likertfactsheet.pdf
- https://www.cdc.gov/dhdsp/pubs/docs/cb_february_14_2012.pdf

CASE EXAMPLE 05:

Lee is a student leader at Coolwaters University who organizes diverse social awareness events on campus along with the Student Life Centre. He has been learning more about alcohol addiction and mental health among students and has organized a seminar with guest speakers from the local Addictions Treatment Centre. The seminar is planned as an all-day event with two workshops and one keynote speaker. Lee is also developing feedback surveys for all those planning to attend. His learning goals are: (1) to determine how useful the seminar was for students who attended; and (2) if students would like to see more events such as these on campus in future. Lee has developed the following questions:

a.) *The following information was most useful to me:*

- Early signs of mental health and addiction challenges*
- Information about available services in the area*
- How to talk about addiction*

b.) *How satisfied were you with the speakers of workshop 1 and workshop 2:*

Unsatisfied Somewhat Satisfied Satisfied Very Satisfied

c.) *List three (3) things you learned today that you did not know before:*

d.) *Has this seminar affected the way you think about alcohol addiction or other forms of addiction?*

Consider the following:

- Are all these questions well formulated? Which ones can be improved and how?
- What other types of information should Lee include in this survey?
- What might be some other kinds of questions Lee can ask to meet his goals?

3.2e) Interviews or Focus Groups

Interviews or focus groups allow you to gather qualitative data that can deeply enhance your evaluation.

Interviews are conducted between an individual interviewer and an interviewee. A focus group is a group interview of approximately six to twelve people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics. The facilitator creates an environment that encourages participants to share their perceptions and points of view. Focus groups are a qualitative data collection method, meaning that the data is descriptive and cannot be measured numerically.

There are three main types of interviews and focus groups:

Structured	Interviews	The interviewer has a set list of questions that everyone gets asked, with no other follow-up questions or new questions asked
Semi-Structured (note that the majority of interviews and focus groups are semi-structured)	Interviews or focus groups	The interviewer or facilitator has a set list of questions, but also asks follow-up or “probing” questions based on the interviewee’s or participants responses
Unstructured	Interviews or focus groups	There are no formal questions that are used – instead the interviewer has some very broad themes that are used to start the conversation, and then the interview or focus group takes place and both the participants and the interviewer/facilitator take the conversation where they want it to go

Tips for Writing Interview and Focus Group Questions:

In order to make the interview and focus group experiences as meaningful as possible, and also positive for participants, consider the following when drafting questions:

- Keep questions simple and concise. Making them long and wordy will just confuse the participants

- Keep questions neutral in order to allow for a range of responses (e.g., ask “Have the recent incidents of harassment on our campuses affected you and if so, how? ?” versus “Has the sexual harassment on our campus been upsetting you and how?”)
- Start with questions that warm-up the participant(s), something where they do not have to share too much personal detail or emotion (e.g., “How did you learn about the Accessibility Office? What questions did you have about it when you first learned about it in terms of how it could help you?”)
- If you are asking about what people liked, also ask them about what they felt could have been improved, so that there is a sense of balance in the questions.
- Always end with an open question that allows people to say anything that they haven’t been able to say, and that hasn’t been covered by the questions

3.2f) Planning and Conducting Interviews and Focus Groups

Once you have your questions determined, it is time to plan for your interviews or focus groups. Follow the tips below to ensure success:

Interviews	Focus Groups
Planning	
Give people enough notice of the interview (e.g., at least 7 days would be best); give them a choice of days if you can	Give people enough notice of the focus group (e.g., at least 7 days would be best); give them a choice of days if you can
Ensure that you have a confidential space to talk	Ensure that you have a confidential space to talk
Consider if you can offer an honorarium for people’s time	Consider if you can offer an honorarium for people’s time
Give the option of doing the interview on the phone or in-person if at all possible	Offer tokens for travel, tea, child care if possible
Conducting	
Start by reviewing: <ul style="list-style-type: none"> • The goals of the evaluation • How they were selected • Confidentiality protocols • Data protocols 	Start by reviewing: <ul style="list-style-type: none"> • The goals of the evaluation • How they were selected • Confidentiality protocols Data protocols
Get consent forms signed	Get consent forms signed
Check-in during the interview if people need a break or if they have any questions about the interview itself	Check-in during the focus group if people need a break or if they have any questions about the focus group itself
	Go over ground rules, which are rules you ask people to agree to in order to make the discussion as productive and respectful as possible. Some examples of ground rules include: <ul style="list-style-type: none"> • Respectful Listening

	<ul style="list-style-type: none"> • No interruptions • No racist, sexist or homophobic comments • Keep everyone's information confidential • No need for consensus but important to disagree with respect (using "I" statements) • Cell phones off or on vibrate
	Try to support everyone to speak – gently ask others their ideas and thoughts if one person is dominating the conversation; stay silent when you ask the question to give people a chance to give their responses
	Go over logistics – how long group will last, bathrooms, fire exits, any planned breaks

AND!

- Keep track of which questions have and have not been asked and answered
- Know how to phrase questions that encourage participants to provide elaborate, detailed (rather than brief) responses
- Ask questions that elicit participant's own views and experiences as opposed to reflecting the convictions of the interviewer/facilitator
- Ask one question at a time, verifying unclear responses
- Use follow-ups and probes
- Remain neutral by asking open-ended questions and avoiding leading questions

Don't Ask...	Do Ask...
"Why do you need places of worship on campus?"	"Tell me more about your last comment about the lack of faith-based spaces on campus"
"How did you handle when things got tough before?"	"Can you give me an example of what you just said about not knowing how to handle it when things get tough at school?"
"Did you not have those abilities to cope in the past?"	"In what ways did you feel like you had more ability to cope?"
"Are you stressed all the time?"	"At what time during your school experience do you have the feelings of stress you just mentioned?"

Additional Resources:

- Tips for Conducting Interviews:
<https://www.wilder.org/Wilder-Research/Publications/Studies/Program%20Evaluation%20and%20Research%20Tips/Conducting%20Interviews%20->

[%20Tips%20for%20Conducting%20Program%20Evaluation%20Issue%2011,%20Fact%20Sheet.pdf](#)

- Focus Group Script:
<https://uwaterloo.ca/.../RESOURCE%20GUIDE-%20Sample%20Focus%20Group%20..>
- How to Run a Focus Group:
<https://www.tgci.com/sites/default/files/pdf/How%20to%20Conduct%20a%20Focus%20Group.pdf>
- Engaging Young People in Qualitative Research:
<http://www.mustard-research.com/blog/16/07/top-10-tips-engaging-young-people-qualitative-research>

CASE EXAMPLE 06:

Onye is a student leader at Threerivers College and is very passionate about women's mental health on campus. She volunteers with the Maya Women's Health Clinic in her community and has spearheaded a partnership with the Clinic and the Campus Safety Office to develop a poster campaign specifically promoting women's mental health.

The campaign is officially run by the Campus Safety Office and calls attention to the mental health stresses disproportionately faced by women such as sexual harassment and low body image or self-esteem. Onye was actively involved in developing the campaign and promoting it on campus through student groups, social clubs and student residences. One year later the Campus Safety Office is undertaking a combination of a process and outcome evaluation of the campaign and has reached out to Onye as a key stakeholder. She is helping the lead evaluator with their data collection efforts. The Safety Office is looking to collect information that can answer the following evaluation questions:

1. *How did female students on campus respond to the poster? Did they feel like the message resonated with them?*
2. *Did the poster result in dialogue on female mental health, sexual harassment and/or other issues disproportionately faced by women on campus?*
3. *Has the poster campaign increased awareness of the issues female students struggle with on campus and how these issues affect their mental health?*
4. *How effective and/or useful has the partnership between the Maya Women's Health Clinic and the Campus Safety Office been in running the poster campaign?*
5. *How has the poster campaign effected the general student population on campus regardless of gender?*

Onye and the lead evaluator have determined that they will need to collect a mix of qualitative and quantitative data to help answer these questions.

Consider the following:

- What data collection tools could Onye employ to gather the information needed?
- Should different tools be employed for different audiences/purposes? How?
- What are some example of good questions to ask during a focus group?

3.3 Inputting, Analyzing and Interpreting Data

For beginner evaluators, *inputting data* should be kept relatively simple. An excel spreadsheet can be used for both quantitative and qualitative data as follows:

Surveys – create a spreadsheet as seen below:

Participant #	Q.1 (satisfaction rating)	Q.2 (number of referrals accessed post-counselling)	Q.3 (confidence rating)	Q.4 (actions taken)
1	4	0	5	1
2	3	4	5	3

Interviews/Focus Groups

Participant #	Q.1 (what was liked about service)	Q.2 (what could have been improved)	Q.3 (Change in confidence)	Q.4 (actions taken)
1	Friendliness of staff	Location not accessible to someone with a walker	I know how to stand up for myself if someone isn't giving me a fair shake	I failed a test but instead of dropping the class I talked to the professor about re-taking it

Once you have your data in hand, the illuminating task of analysis and interpretation can begin. Analysis allows you to see what your data is telling you and can identify what changes have happened as a result of your service, what is working really well that you should do more of or what you might want to or improve.

Your analysis can include both simple and/or complex processes to categorize the information you have collected and determine patterns in the data. Below are some key terms and definitions related to data analysis to help get you started.

Sample	Refers to the group that was used to collect data i.e. a sample of the student population that was surveyed or a sample of peers who attended a focus group. The size of your sample will have some implications for data analysis. For example, if your sample size for a satisfaction survey was representative of only 10% of the students you accessed the service, this may lead one to question the reliability of your results.
Reliability	Data gathered is considered reliable if it consistently produces the same results or findings

Validity	Refers to how sound your data is and if the data you have collected is a true measure of what you are trying to learn. For example, five students in a focus group all believe that mental health is not a major issue on campus, this will be recorded as data collected in your session, but it does not make your finding true
Transcribe	Refers to the act of recording discussions from focus groups or interviews verbatim to capture the exact words used in the session
Coding	Refers to the process of reviewing transcribed documents and looking for patterns in thoughts shared. Each common thought is coded and if the same code is repeated multiple times, you can determine that to be a common theme

Analyzing quantitative data can cover simple methods of placing your information or data in a spreadsheet and tracking changes or looking for patterns. The results or findings for quantitative information can typically look like changes in percentages, volume of use and/or mapping service access points.

Very often, quantitative data is used to create descriptive statistics. These statistics are meant to give a bigger picture relative to your evaluation questions. For example, the mean, median and mode are all descriptive statistics that you can use to analyze your data:

Mean	The "average" number; found by adding all data points and dividing by the number of data points.	$3+12+6+14+5+8 = 48/6$ – the mean is 8
Median	The middle number; found by ordering all data points and picking out the one in the middle (or if there are two middle numbers, taking the mean of those two numbers).	3, 5, 6, 8, 12, 14 - the 2 middle numbers are 6 + 8 (they are added and divided by 2 to get the median) = 7
Mode	The most frequent number—that is, the number that occurs the highest number of times.	3,3,3,4,4,4,4,5,8,9 – the mode is 4

You can also calculate simple frequencies and percentages to paint a broad picture through your data. Beyond descriptive statistics, data analysis is inferential. Most people will need special training to do inferential analysis. The Additional Resources section on the next page has a great guide to get you started.

Analyzing qualitative data requires a careful reading of your data to systematically identify overarching themes from the data gathered. If you have transcribed responses from a focus groups, the answers to each question discussed in the group will need to be read line by line as you look for repeating themes.

For example, if one of the questions at the focus group is 'what are the factors that contribute to student resilience in dealing with anxiety on campus?' you may find that students repeatedly mention these factors during several focus groups: 'supportive faculty', 'teachers who understand mental health' or 'openness of professors to discuss mental health.' These common responses speak to the theme of a faculty that is responsive or aware of the mental health challenges students may face as a factor that contributes to student resilience.

Picking out themes in qualitative data is done through the process of "coding" the data. This means determining broader headings or key themes and then arranging data under those headings/themes. As you go through this process, you may find that new themes emerge, in which case you create a new heading/key theme and start including data under there when appropriate. You may go through your data a few times in order to ensure you have captured all the themes and/or synthesize /create new themes. While this process can be time consuming and as the transcribed data has to be reviewed line-by-line, professional transcription services can be employed, especially for large volumes of data.

- ✓ TIP: When conducting qualitative analysis, it is a good idea to have more than one person/ people read through and code the data to ensure you catch and account for any individual bias.

Additional Resources:

- Doing Quantitative Data Analysis:
http://www.wcasa.org/file_open.php?id=969
- How to Analyze Data, Survey Monkey
<https://www.surveymonkey.com/mp/how-to-analyze-survey-data/>
- Data Analysis, Pell Institute Evaluation toolkit
<http://toolkit.pellinstitute.org/evaluation-guide/analyze/>
- More on Quantitative Analysis:
<https://www.khanacademy.org/math/statistics-probability/summarizing-quantitative-data/mean-median-basics/a/mean-median-and-mode-review>
- More on Qualitative Analysis:
<https://www.cdc.gov/healthyouth/evaluation/pdf/brief19.pdf>

3.4 Section Summary: What have we learned so far?

The 'doing' portion of your evaluation can be a highly satisfying process as you learn about how your program or service is performing. Some key learning from this section were focused on the ethical considerations of data collection, on how to build tools to collect data such as surveys and focus group discussion guides and lastly, how to understand the basics of data analysis.

Take this short quiz and apply your learning!

Learning Quiz:

1. What are ways to ensure ethical practices in your data collection?
(check all that apply)
 - a) Clearly communicate how and why data is being collected
 - b) Ensure that people you are collecting data from are providing informed consent
 - c) Store your data securely
2. TRUE or FALSE: A survey is the only way to collect data
3. TRUE or FALSE: An open-ended question is a type of question that can be included in a survey questionnaire
4. What does the term 'coding' refer to in terms of data analysis?

SHARING AND LEARNING



SECTION 04: SHARING AND LEARNING

4.1 Sharing your Results

Sharing the knowledge gained from your evaluation is an important step in determining what to do with your results. The act of sharing your results or data can be referred to as Knowledge Mobilization (KM) or Knowledge Translation and/or Exchange (KTE).

Sharing what you have learned has multiple benefits. When shared internally, your findings can be used to inform high-level service planning, make improvements to your ongoing service provision or make a case to expand the services that are working well. When shared externally, your results can help secure increased resources from funders, guide partners to model their own services or enable students to make informed decisions about how to access services on campus. Here is a list of some common and creative ways of sharing knowledge with multiple stakeholders:

Reports	Producing a detailed report outlining your efforts is a good way to comprehensively document your evaluation process and results. Your team will have a strong document to refer to for posterity and future planning; this is also a great tool to share with funders
Stories of Impact	Stories of impact are more anecdotal snapshots describing how your program or service has affected your target groups. Stories are usually a by-product of qualitative methods of inquiry and can be highly effective in demonstrating a holistic and human-centered picture of your work
Forums or Events	Hosting a student forum to present your data or findings is a good way to engage a cross-section of your stakeholders and bring students, staff, partners or funders together in a space for learning and dialogue
Research Papers	Submitting and/or publishing research papers is a more formal method of sharing knowledge that primarily caters to researcher and/or community practitioners. Building connections with this group can lead to potential partnerships, future evaluation or research of your program and offers a good way to formally showcase your work
Snapshots or Info graphics	Snapshots are short summaries of key findings of information that serves to make data or analyses more accessible to their intended audiences. Typically used in research work, snapshots can also be used to share the results or findings of your evaluation work. Infographics refer to visual representations of data using charts or icons and are an increasing popular way of sharing information. Infographics offer a visual snapshot of key data points that students can easily consume.

Additional Resources:

- Knowledge Mobilization Toolkit, Ontario Centre for Excellence in Child and Youth Mental Health: <http://www.kmbtoolkit.ca/the-toolkit>
- Reporting on Your Evaluation Results: <https://www.samhsa.gov/capt/tools-learning-resources/reporting-evaluation-results>
- More on Knowledge Mobilization: <http://researchimpact.ca/so-what-the-heck-is-knowledge-mobilization-and-why-should-i-care/>
- Infographics for Beginners: <https://venngage.com/blog/create-infographics>

4.2 Building a Culture of Evaluation

Evaluation is an ongoing and continued process that ideally runs alongside your program or service. Once you have engaged in the steps of collecting, analyzing and sharing your data, it is recommended that you continue to review built-in mechanisms for program or service feedback.

While an ongoing commitment to evaluation work can be demanding, here are some tips that can support you in this process:

- Leveraging your Network: Connect with evaluation experts available in your network and engage them to support your evaluation efforts. Consider making them an evaluation champion for your organization or have them present to your team as a guest speaker on ways to keep listening and responding to your communities.
- Connecting to evaluation hubs: Some universities have centres or labs dedicated to the study of evaluation. Connecting to these centres can help you stay aware of innovations in evaluation methods or approaches that could work for your program or service. For example:
 - The University of Waterloo hosts a Centre for Behavioural Research and Program Evaluation: <https://www.tbs-sct.gc.ca/cee/tools-outils/qae-age/annexb-eng.asp#WATERLOO>
 - The OISE (Ontario Institute for Studies in Education) at University of Toronto has a Centre for the Advancement of Measurement, Evaluation, Research and Assessment: <http://fcis.oise.utoronto.ca/~camera/>
- Build in a Practice of Learning: Employ practices that develop a culture of learning with your team or colleagues. This can involve dedicating set time to sharing data or learning from your program or service at staff meetings or creating opportunities for staff to attend evaluation workshops, webinars or conferences.

4.3 Section Summary: What have we learned so far?

Sharing the results of your evaluation can benefit your program or service in multiple ways. Letting students and stakeholders what's working well in your program build credibility for your work that can lead to new partnerships or increased funding to grow your work. Sharing your evaluation results with the senior decision-makers in your office can also help drive evidence-based service improvements.

Some common ways of sharing results were discussed in this section, specifically, by writing reports to funders; by sharing stories or snapshots of how your work has affected students; by hosting events and bringing people together to discuss your findings; or even by writing research papers. Lastly, the importance of building a culture of evaluation was outlined along with some ways in which to do this. In this way, your evaluation work can continue to grow with your program or service.

Take this short quiz and apply your learning!

Learning Quiz:

1. What are ways to share your evaluation results?
(check all that apply)
 - a) Hosting a forum or event on campus
 - b) Sharing some stories or anecdotes collected
 - c) Writing reports for funders and other stakeholders
 - d) Writing a research paper
2. TRUE or FALSE: Knowledge mobilization refers to the act of sharing results, findings and/or information about your work
3. List two benefits to sharing your evaluation results:
 - a. _____
 - b. _____
4. TRUE or FALSE: Identifying and connecting with evaluation experts at your university or college can help you build a culture of evaluation at your work and support continued learning

RESOURCE LIST

General Evaluation Resources:

01. 'Program Evaluation Toolkit for Youth Well-Being,' YouthREX, Research and Evaluation Exchange for Youth; <http://www.youthrex.com/toolkit/>
02. 'Program Evaluation Toolkit,' Ontario Centre for Excellence in Child and Youth Mental Health, 2013; http://www.excellenceforchildand youth.ca/sites/default/files/resource/toolkit_program_evaluation_tools_for_planning_doing_and_using_evaluation.pdf
03. Community Sustainability Engagement Evaluation Toolbox, Online Resource Hub <http://evaluationtoolbox.net.au/>
04. Evaluation Plans: <http://www.capacity4health.org/resource/evaluation-plan-template/>

Types of Evaluation:

01. Evaluation: What is it and why do it? <http://meera.snre.umich.edu/evaluation-what-it-and-why-do-it>
02. Different Types of Evaluation: <https://cyfar.org/different-types-evaluation>

Approaches to Evaluation:

01. Approaches to Evaluation: <http://www.betterevaluation.org/en/approaches>
02. Development Evaluation learning module: <http://www.innoweave.ca/en/modules/developmental-evaluation>
03. The Case for Development Evaluation: <https://www.fsg.org/blog/case-developmental-evaluation>
04. Core Principles of Empowerment Evaluation: <http://whatworks.org.nz/frameworks-approaches/empowerment-evaluation/>
05. Participatory Evaluation: <https://www.oecd.org/derec/canada/35135226.pdf>
06. How to Conduct Participatory Evaluations: <http://www.wellesleyinstitute.com/wp-content/uploads/2010/03/WorkingTogether1.pdf>
07. Resources on Indigenous Evaluation: <http://www.welllivinghouse.com/resources/indigenous-evaluation/>
08. Indigenous Evaluation Framework: <https://evaluationcanada.ca/secure/23-2-013.pdf>
09. Using Art in Evaluation: ArtReach Toronto <https://artreachtoronto.files.wordpress.com/2016/01/goal-artbasedevaluation.pdf>

Assessing Readiness:

01. Before You Get Started: <http://meera.snre.umich.edu/step1>
02. Assessing Readiness: http://c.ymcdn.com/sites/www.scholarshipproviders.org/resource/resmgr/Files/Resource_Library/Scholarship_Program_Administration/Scholarship_Program_Administration_Evaluation_and_Outcome_Measurement/Assessing_Your_Organization%E2%80%99.pdf

Stakeholder Engagement:

01. Participatory Approaches and Methods, UNICEF

<https://www.unicef-irc.org/publications/750-participatory-approaches-methodological-briefs-impact-evaluation-no-5.html>

02. 'How to Conduct Participatory Evaluations:
<http://www.wellesleyinstitute.com/wp-content/uploads/2010/03/WorkingTogether1.pdf>
03. Participatory Evaluation: <https://www.oecd.org/derec/canada/35135226.pdf>

Logic Models:

01. Do-it-Yourself Logic Models, Innovation Network:
<https://www.innonet.org/news-insights/resources/do-it-yourself-logic-models-examples-templates-and-checklists/>
02. YouthRex Logic Model Template:
<http://www.youthrex.com/toolkit/wp-content/uploads/2016/03/Logic-Model-Template-2.pdf>
03. Community Tool Box: How To Develop a Logic Model Guide:
04. <https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>
05. W.K. Kelloggs Logic Model Development Guide:
<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Defining Evaluation Goals:

01. Developing Measureable Program Goals and Objectives
<http://www.fl DOE.org/core/fileparse.php/7582/urlt/0064429-smart.pdf>
02. Key Evaluation Questions, Learning for Sustainability
<http://learningforsustainability.net/post/key-evaluation-questions/>

Data Collection Methods:

01. Data Collection, Chapter 08, Step-by-Step Guide to Evaluation, W.K. Kellogg Foundation
<https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>
02. Choosing a data Gathering Method: http://www.wcasa.org/file_open.php?id=937
03. Surveys versus focus groups versus interviews:
https://manoa.hawaii.edu/assessment/workshops/pdf/focus_survey_interview_cocurric_2011-05.pdf
04. Choosing Appropriate Data Collection:
<http://theimprovetgroup.com/blog/2011-10/choosing-appropriate-data-collection-method>

Surveys, Interviews and Focus Groups:

01. Harvard University, Program on Survey Research
https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf
02. Survey Monkey, 5 Tips for Writing a Great Survey
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APPENDIX 01: Glossary of Terms

The list below includes all the term definitions embedded through the toolkit for easy reference:

Term	Definition
Stakeholders	Stakeholders can be defined as the people who have a vested interest in some aspect of the program or service that is the subject of the evaluation. They can include a funding representative, partner representative, academic, researcher, administrator, department or division head/chair, front line staff, student leaders or those who are accessing the services you wish to evaluate.
Program Goal	A broad statement (not too broad!) about the long-term expectation of what should happen as a result of your program (the desired result). It serves as the foundation for developing your program objectives. Goal statements "identify" the specific target group and provide the "what" information as distinct from the "how" the goal will be achieved or when it will come about.
Outputs	Refer to the immediate results produced by completing planned activities. Once an activity has been conducted, the outputs are the resulting consequences following that activity. Outputs are things you can count and answer the question "how many/much did we do?"
Outcomes	Refer to the effects your activity has had over time and speaks to short, intermediate or long-term changes that result from your work. Outcomes answer the question of 'what happened as a result of what we did? Shorter-term outcomes are often about changes in knowledge, skills or awareness. Intermediate and longer-term outcomes can often be about changes in behaviours, actions taken, ability to cope or address life situations as they arise.
Indicator	Is a way to actually measure what was done or what happened as a result of the work you do. In relation to evaluation work, indicators refer to the ways we measure outcomes (note that you will be developing indicators when you develop your data collection plan!).
Logic Model	A logic model is a visual representation of the change we hope to achieve with the resources we have and the activities we plan. They offer a simple and yet powerful way to illustrate a program or service in a way that captures all its key elements.

Data	Any piece of information and can be described as quantitative or qualitative
Quantitative	An objective, numerical form of data measured by tracking changes in the volume or frequency of something.
Qualitative	A subjective, descriptive, contextual form of data focusing on 'why' something has changed as a result of an action or activity.
Knowledge Mobilization	The act of sharing your results or data

APPENDIX 02: Quiz and Case Study Answers

Section 01 Summary Quiz Answers:

What does student feedback say about how happy they are with the peer counselling service?

PROCESS

Has the counselling service affected student's levels of anxiety?

OUTCOME

Have the brochures resulted in changing student's understanding of anxiety or depression?

OUTCOME

How effective are the brochure distribution methods to students?

PROCESS

Do their brochures appeal to students of different ethnic backgrounds, cultures, sexual orientation or gender?

PROCESS

Do students have a change in how they understand their coping skills and strengths as a result of services?

OUTCOME

What happens for students the first time they experience a major stressor after receiving services?

PROCESS

Have the brochures resulted in reducing stigma associated with mental health on campus?

OUTCOME

Were the brochures developed with input from students or service partners?

PROCESS

Section 02 Summary Quiz Answers:

1. What are some questions that can help determine readiness to conduct an evaluation?

(a, b and d ARE CORRECT)

- a) Is there someone to lead the evaluation?
- b) Is there time to do evaluation activities
- c) Will there be ice cream for everyone after the evaluation?
- d) Is there a budget for the evaluation work?

2. TRUE or FALSE: *Output* and *Outcome* are two words used to describe the same thing.

FALSE

3. TRUE or FALSE: Counting the # people who access a service is a qualitative measure.

FALSE

4. What are some common data collection methods?

(a, b and c ARE CORRECT)

- a) Surveys (in person, over the phone or online)
- b) Focus groups
- c) Review of Service Logs
- d) Appealing to people on YouTube

5. TRUE or FALSE: Logic models are an essential part of developing your evaluation plan.

TRUE

6. Consider the program goal below. What is okay about it, what is incorrect?

"The Sore Lake College's Students Services Psychosocial Support Program will offer training, information and referrals so that students achieve their dream."

Includes the "how" which shouldn't be here but instead comes in a logic model. Achieve their 'dreams' is more like a vision statement – it is too broad

Section 03 Summary Quiz Answers:

1. What are ways to ensure ethical practices in your data collection?

(ALL ARE CORRECT)

- a) Clearly communicate how and why data is being collected
- b) Ensure that people you are collecting data from are providing informed consent
- c) Store your data securely

2. TRUE or FALSE: A survey is the only way to collect data.

FALSE

3. TRUE or FALSE: An open-ended question is a type of question that can be included in a survey questionnaire.

TRUE

4. What does the term 'coding' refer to in terms of data analysis?

Picking out themes in qualitative data is done through the process of "coding" the data. This means determining broader headings or key themes and then arranging data under those headings/themes. As

you go through this process, you may find that new themes emerge, in which case you create a new heading/key theme and start including data under there when appropriate. You may go through your data a few times in order to ensure you have captured all the themes and/or synthesize /create new themes.

Section 04 Summary Quiz Answers:

1. What are ways to share your evaluation results?
(ALL ARE CORRECT)
 - a) Hosting a forum or event on campus
 - b) Sharing some stories or anecdotes collected
 - c) Writing reports for funders and other stakeholders
 - d) Writing a research paper

2. TRUE or FALSE: Knowledge mobilization refers to the act of sharing results, findings and/or information about your work.
TRUE

3. List two benefits to sharing your evaluation results:
 - a. **Evidence-based service improvements**
 - b. **New partnerships or collaborations**

4. TRUE or FALSE: Identifying and connecting with evaluation experts at your university or college can help you build a culture of evaluation at your work and support continued learning.
TRUE

Case Example Answers

CASE EXAMPLE 01:

Karen Tote has been overseeing a 12-hour hotline for students coping with mental health and addictions and/or in crisis at Lakeside College for 2 years. The hotline is staffed by five (5) telephone counsellors who work on rotation. The staff are consistently working at more than full speed, and can't keep up with the demand. They are turning over quickly because of volume of work. Karen wants to expand to a 24-hour service and hire more staff. She decides to conduct an evaluation and gather data to strengthen her case for increased funding.

There is not much room to adjust her workload, but she is committed to overseeing the evaluation herself, as no one else is able to lead the work. Her budget is limited as the bulk of her funding is dedicated to running the hotline and is already stretched. However, Karen does have a dedicated group of stakeholders that are willing to support the evaluation.

Karen decides she wants to assess the following:

(a) How well the service delivery model is working;

(a) How useful the hotline has been in offering mental health supports and crisis intervention

(c) If the hotline has been useful for diverse students such as LGBTQ students, students of diverse cultural and ethnic backgrounds and students with disabilities.

Consider the Following Questions:

- What might some limitations be for Karen in conducting the evaluation?

Limitations include budget and time constraints. Karen's questions are both process and outcome focused and require time and resources to plan and conduct effectively. Given the staff workload and high turnover, Karen might not be able to rely on any staff support for evaluation activities and may burn out if she takes too much on herself.

- What are some ways in which Karen can prepare for her evaluation work?

Karen's first step would be to assess her readiness for evaluation and list what she has in place and what she will need to work on in order to get the most out of her evaluation efforts. She can also rally her stakeholders and identify any activities they may be able to lead. Karen can also consider connecting with evaluators on campus or applying for an evaluation grant if possible.

- How might she prioritize her needs?

Given the staff workload and turnover, Karen's priority may be to focus her time on securing evaluation supports as getting ready for her evaluation. If she must prioritize her evaluation questions then she may consider focusing on the first two. Determining the effectiveness of the hotline will allow her to make the case for increased supports. This can also allow her to seek resources to then target diverse student populations to ensure the hotline is effectively serving LGBTQ students, those from diverse cultural and ethnic backgrounds and/or students with disabilities.

CASE EXAMPLE 02:

Erica is a Mental Health Educator at Mapleleaf College and works with the Student Health and Wellness Centre on campus. Over the last three years she has been organizing training sessions for counsellors, clinical staff, administrators and student body leaders to recognize early signs of addiction among students accessing their services.

The training is conducted twice a year and Erica has decided to evaluate how effective these sessions have been. She spent a considerable amount of time (above her existing workload) developing and delivering a questionnaire to the 54 representatives who had previously attended the training sessions and received an overwhelming response with 48 completed surveys. Once she received the completed surveys she approached her supervisor for the go-ahead to hire someone to help her analyze the surveys. Her supervisor is surprised to hear of this request as she had not been aware of Erica's evaluation efforts and does not have a budget to assist Erica with her evaluation. Close to 6 months later the completed surveys have yielded no action or analysis and no updates have been shared with the people who completed them.

Consider the Following Questions:

- What were some factors at play in this scenario that impeded Erica's evaluation efforts?
Erica's first step should have been to communicate her interest in evaluation with her supervisor or team and collectively determine how to move forward. Without assessing her team's readiness for evaluation, her efforts may have compromised any future evaluation work undertaken as well.
- What effect do you think her actions may have on any future evaluation work?
Her lack of communication with her supervisor about her evaluation efforts could sour her relationship with her team especially on any topic related to evaluation. She may be feeling resentment for not being able to follow-up on the analysis or may feel regret for not undertaking the proper steps required. Her supervisor may feel left out of her decisions and disconnected to the work she has initiated with stakeholders. The evaluation questions she asked may not have reflected the goals of her program, as she had not consulted with her team. The stakeholders themselves may be confused about the lack of follow-up and may feel as though their participation has been a wasted effort. This may make them unlikely to participate in any future evaluations.
- What might she have done differently?
Erica should have begun by consulting with her team and collectively working on assessing their readiness to plan, conduct and share any evaluation work they engage in.

CASE EXAMPLE 03:

Ruby has been working at the Student Accessibility Office at Waverly University as a Mental Health Educator for over five years. As part of her work she coordinates an annual mental health fair and speakers' event to engage students, school staff and faculty on key issues related to student mental health and addictions. Every year she partners with mental health service providers from organizations on and off campus such as the Canadian Mental Health Association, Community Health Centres, Student Counselling Services and/or Health Clinics to attend the event as guest speakers and exhibitors. Her goals are:

- a. To reduce stigma associated with mental health and addictions on campus among students and administrative staff by offering a platform for open dialogue and learning
- b. To increase student knowledge of mental health such as 'recognizing signs of depression', supportive ways of acknowledging mental health' or 'dealing with anxiety'
- c. To connect students to relevant services on and off campus to help them navigate and access the services they need

The event is in its fifth year and Ruby wants to conduct an evaluation to see whether they are meeting their goals. Through her event logs Ruby knows that 360 students and campus staff have attended the event in the last five years, and through the feedback forms completed at the event each year she knows that 70% of attendants learn something new about mental health. She has also fostered partnerships by securing speakers and exhibitors for her event, 23 in total. This has increased the number of external services students may be referred to by 40% when presenting with a mental health issue at the Student Accessibility Office where she works. Over the last five years her office has also noted an increase of students accessing their in-house peer counsellors, an increase in referrals and an increase in the number of student leaders who want to volunteer or support mental health work on campus.

Here are some output and outcome related questions that Ruby could consider useful in her evaluation. Consider how Ruby might answer these questions using the information above

Outputs:

- How many events were held? *5 events over 5 years*
- How many participants were in attendance year over year? *360 students and campus staff*
- How many partnerships have resulted from the event? *23 partnerships*

Outcomes:

- How has the mental health fair affected student access to services at the Accessibility Office? *We know that access has increased by peer counselling appointments, referrals and volunteers however, we need additional data to determine if there are other contributing factors to these increases in service access*
- How have the new service partnerships affected student access to services? *We know that there is a 40% increase in the referral list so there are more partners and services that students may be referred to but determine the outcome of this on student access will require additional information*

- Has the mental health fair led to changes in the way students perceive mental health?
We may infer from the increases in student leaders wanting to support mental health on campus that the event has led to changes in perception but again, more information would be needed to qualify this as an outcome.

What might some additional output or outcome related questions be?

- How many participant feedback forms have been collected over the years - OUTPUT
- Have there been year over year increases in attendance - OUTPUT
- Are there partnership agreements in place? – OUTPUT
- Have the annual fair had any effect on mental health stigma on campus? – OUTCOME
- What other effects might the annual fairs have had on campus, among students, staff or other stakeholders? – OUTCOME

CASE EXAMPLE 04:

Jonathan is a psychotherapist specializing in youth addiction work and has recently joined the Bold Prairie College Student Counselling Office. In the first six (6) months of his appointment he has only seen an average of two (2) students per week and the office's efforts to outreach to students about this service has seen little uptake. Students do not tend to stay through for the full course of treatment when they do come for service.

Jonathan's quantitative data seems to indicate that having a psychotherapist on the team is not what is needed. Jonathan decides to gather some evaluation data and hosts three focus groups with a cross section of students. The decision to host focus groups (i.e., qualitative data gathering) is made so as to be able to learn more deeply about the student experience.

Through the focus groups the Student Counselling Office learns that while many students wish to access Jonathan's service they are too afraid of being seen making appointments with him and are fearful of the stigma associated with accessing mental health services, especially as a small rural college. Using both qualitative and quantitative data points allow Jonathan and his office to understand not only what is happening but also why it is happening.

Consider the following questions:

- What other types of quantitative or qualitative data might Jonathan have collected?
Quantitative data:
 - *How many students have been referred to external psychotherapists?*
 - *How many students are accessing other services at the Student Counselling Office- is there a trend of low uptake of available services?*
- *Qualitative Data:*
 - *What could the Student Counselling Office do to support students feeling safe in accessing psychotherapy services on campus?*
 - *What could be some activities to challenge mental health stigma on campus? How may student leaders be involved in supporting some of these activities?*

- What actions might the Student Accessibility Office take to continue to stay informed about how students feel about their services? *They can incorporate feedback forms at their offices and methods for students to offer suggestions online through their website. They can also engage in ongoing evaluation efforts with follow-up focus groups.*

CASE EXAMPLE 05:

Lee is a student leader at Coolwaters University who organizes diverse social awareness events on campus along with the Student Life Centre. He has been learning more about alcohol addiction and mental health among students and has organized a seminar with guest speakers from the local Addictions Treatment Centre. The seminar is planned as an all-day event with two workshops and one keynote speaker. Lee is also developing feedback surveys for all those planning to attend. His learning goals are: (1) to determine how useful the seminar was for students who attended; and (2) if students would like to see more events such as these on campus in future. Lee has developed the following questions:

a.) *The following information was most useful to me:*

- Early signs of mental health and addiction challenges*
- Information about available services in the area*
- How to talk about addiction*

b.) *How satisfied were you with the speakers of workshop 1 and workshop 2:*

Unsatisfied Somewhat Satisfied Satisfied Very Satisfied

c.) *List three (3) things you learned today that you did not know before:*

d.) *Has this seminar affected the way you think about alcohol addiction or other forms of addiction?*

Consider the following:

- Are all these questions well formulated? Which ones can be improved and how?
Question a.) could include more options and should also have an 'other' line.
Question b.) should be separated into two questions so respondents can comment on workshop 1 and workshop 2 independently.

- What other types of information should Lee include in this survey?

Lee should also include a preamble for the survey; information for how students may contact the Student Life Centre with additional questions; instructions for how to complete the survey; and, a note about confidentiality, how the survey data will be used and by whom.

- What might be some other kinds of questions Lee can ask to meet his goals?

Based on his goals, Lee should also include a question on whether students would like to see more events such as these on campus. Since there is a keynote speaker planned, one of the questions should ask about how satisfied people were with this talk. Lee may also consider some demographic questions to determine which students have attended. For example asking respondents to state their gender may yield the realization that 70% of attendees are male, this can lead the Student Life Centre to consider ways in which to create a more gender inclusive space for events in future.

CASE EXAMPLE 06:

Onye is a student leader at Threerivers College and is very passionate about women's mental health on campus. She volunteers with the Maya Women's Health Clinic in her community and has spearheaded a partnership with the Clinic and the Campus Safety Office to develop a poster campaign specifically promoting women's mental health.

The campaign is officially run by the Campus Safety Office and calls attention to the mental health stresses disproportionately faced by women such as sexual harassment and low body image or self-esteem. Onye was actively involved in developing the campaign and promoting it on campus through student groups, social clubs and student residences. One year later the Campus Safety Office is undertaking a combination of a process and outcome evaluation of the campaign and has reached out to Onye as a key stakeholder. She is helping the lead evaluator with their data collection efforts. The Safety Office is looking to collect information that can answer the following evaluation questions:

1. *How did female students on campus respond to the poster? Did they feel like the message resonated with them?*
2. *Did the poster result in dialogue on female mental health, sexual harassment and/or other issues disproportionately faced by women on campus?*
3. *Has the poster campaign increased awareness of the issues female students struggle with on campus and how these issues affect their mental health?*
4. *How effective and/or useful has the partnership between the Maya Women's Health Clinic and the Campus Safety Office been in running the poster campaign?*
5. *How has the poster campaign effected the general student population on campus regardless of gender?*

Onye and the lead evaluator have determined that they will need to collect a mix of qualitative and quantitative data to help answer these questions.

Consider the following:

- What data collection tools could Onye employ to gather the information needed?
The questions Onye is looking to answer require could best benefit from both quantitative and qualitative responses and a mix of surveys and focus groups would be useful in gathering the kind of information needed
- Should different tools be employed for different audiences/purposes? How?
 - Data to determine how useful the partnership has been can be collected through a survey administered online with key partner representative from both organization and any student leaders like Onye who were involved in developing the campaign.
 - Data about how the campaign has affected student populations can be conducted through focus groups. Sessions with only female student will be required to explore the effect the campaign may have had or how and why the message resonated with women.
 - A focus group with male students could also be conducted to determine if this changed the way in which students understand how safety and other pressures affect female students? It may be useful to involve them in exploring any role they can have in creating safer or more supportive environments on campus.

APPENDIX 03: Worksheets and Templates

3.1: WORKSHEET #1: Stakeholder Engagement Sheet

Evaluation Lead:

Description of Program or Service:

Key Evaluation Goals/Questions:

Some Questions to Help Identify Stakeholders:

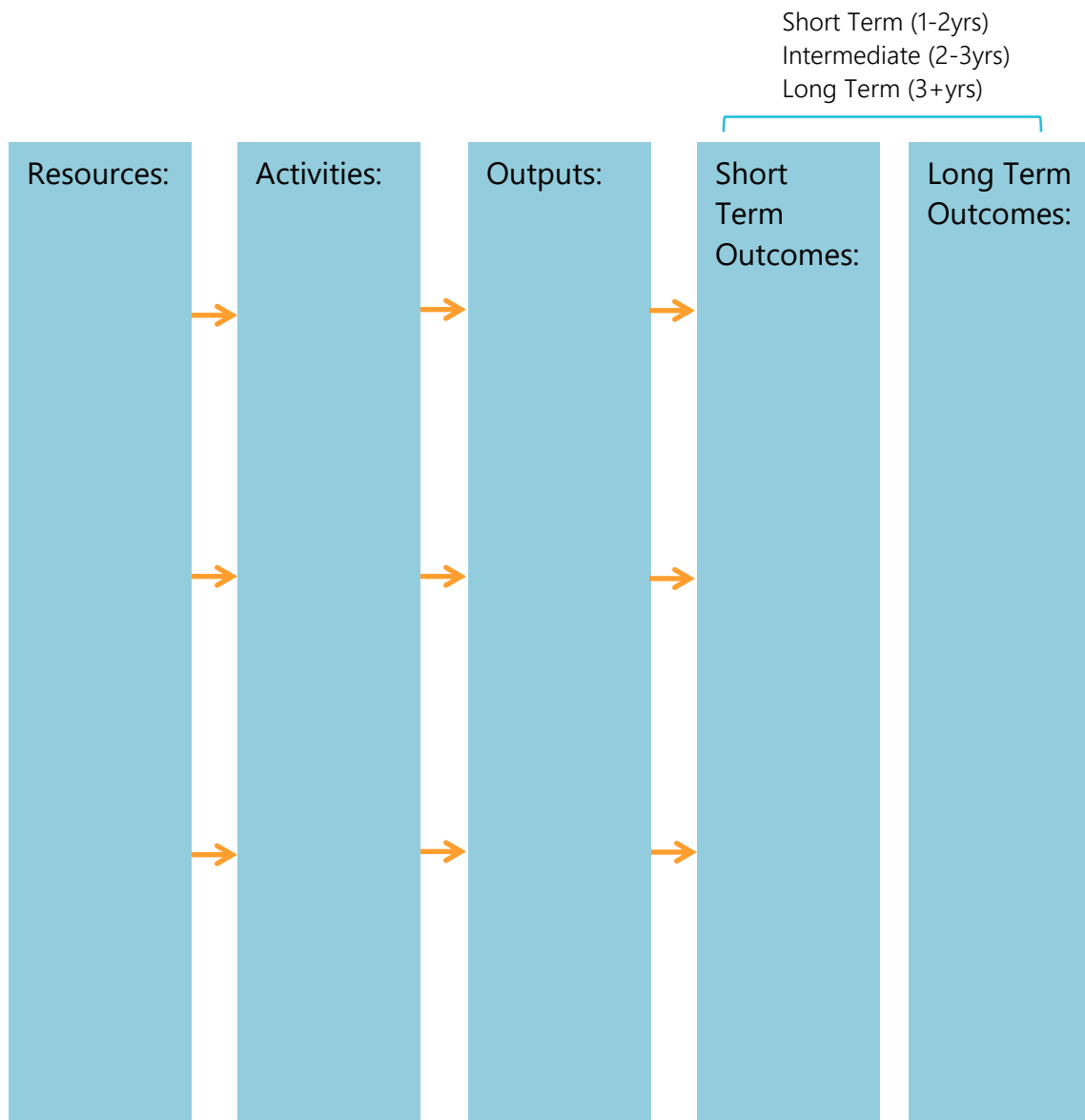
- g. Who uses our services?
- h. Who are our key partners?
- i. Who supports our work? (this could be a funder or other supporters, champions, allies)
- j. Who do we refer students to for further services?
- k. Who has expertise and/or interest in evaluation on our campus?
- l. Who would want to help us move our evaluation work forward and strengthen our program/services?

Stakeholder Information:

Name and Affiliation:	Relationship to Program or Service:	Role in Evaluation:

3.2: WORKSHEET #2: Logic Model Tool

Service or Initiative Goals:



3.3: WORKSHEET #3: Define Evaluation Goals

To help determine your questions, consider the following:

- Is your program or service meeting its planned outputs?
- Have your program or service activities been effective or could you be doing something differently?
- How do you know that your program or service activities are meeting the needs of your student population?
- What is the demographic make-up of the students currently accessing your service?
Are there groups not represented here that you would like to reach?
- Is your program or service on track with budget and efficiently utilizing resources?



These are process related questions that seek to determine the efficiency of the planning, delivery or implementation of your program or service. Define your process related goals:

- What has changed for as a result of our work? In what way?
- What are the outcomes our program or service has achieved?
- Were these outcomes expected or unexpected?
- Has our program or service affected our student population? In what ways?
- Has our program or service affected any other stakeholder groups? In what ways?



These are outcome related questions that seek to determine how effective or impactful your program or service has been. Define your outcome related goals:

3.4: WORKSHEET #4: Data Collection Plan

Evaluation Lead:

Evaluation Goals:

Sample Goal: To determine the effectiveness of peer counsellors to deliver safe and supportive mental health counselling to student on campus

Data Collection Plan:

Activity	Output/Outcome	Indicator	Data Source	Method	Timing	Who