recovery
and inclusiveness

PROJECT FOUR:
Program Evaluation

"Renewal is the principle — and the process — that empowers us to move on an upward spiral of growth and change, of continuous improvement."
—*Stephen R. Covey*
The Seven Habits of Highly Effective People

In the beginning stages of developing a Collegiate Recovery Community, it may seem that a program evaluation is not a viable concern. In reality, this is the ideal time to begin the program evaluation process. By incorporating evaluation into the program from the beginning, you can alleviate much of the stress associated with program evaluation as well as gain immediate feedback from stakeholders in the program. This valuable information will allow you to develop and grow your program, one change at a time.

PROJECT FOUR: Program Evaluation

Part A
Measuring Success: The Importance of Program Evaluation in a Collegiate Recovery Program

Becoming Familiar with the Need for Program Evaluation

Tools and Methods of Program Evaluation

Part A

Measuring Success: The Importance of Program Evaluation in a Collegiate Recovery Program

Objectives
At the end of Part A, you will be able to:

■ Understand the importance of conducting a program evaluation of your Collegiate Recovery Community

■ Identify the tools and methods used in a program evaluation

■ Create tools and measures to be used by your Collegiate Recovery Community to evaluate the day-to-day operations of your program

Becoming Familiar with the Need for Program Evaluation

Overview: Appearing before the Senate Health, Education, Labor, and Pensions Committee's Subcommittee on Substance Abuse and Mental Health Services, Dr. Howard Goldman testified on behalf of the Campaign for Mental Health Reform that public mental health systems must be held accountable if Americans with mental illness are to achieve the promise of recovery and live full lives in the community.

"An accountable system is one that can measure both the performance of its programs and the outcomes achieved by the people it serves," said Goldman to the subcommittee. "With such data, policy-makers and mental health providers may monitor and continually refine their programs. They will learn whom they are reaching (and not reaching), what supports they are providing, what outcomes they are achieving, and what refinements or modifications are needed to enhance its effectiveness." (Goldman, 1994)

What is Program Evaluation?
Program evaluation is designed to provide a method by which the success of implementing and achieving your Collegiate Recovery Community's goals can be measured. Feedback from a program evaluation can produce information that will assist your project in the early stages of forming a viable recovery community and will allow you to make evidence-based changes that will strengthen your program in later stages of development. A program evaluation is an ongoing process that allows documented communication between each

REMEMBER
Evaluation should begin in the planning and early development phases of your Collegiate Recovery Community. For evaluation to be effective, it must be woven into the programmatic framework of your Collegiate Recovery Community.

entity involved in facilitating the success of your Collegiate Recovery Community. A program evaluation will:

■ Enable your program to determine if project goals are being met
■ Uncover any obstacles, barriers, or unexpected opportunities that have emerged during the creation and implementation of your Collegiate Recovery Community
■ Allow for adjustments and improvement in your Collegiate Recovery Community which can help the program to be more successful

Why is Evaluation Important for Your Collegiate Recovery Community?

Members of the Collegiate Recovery Community not only face the ongoing challenges related to recovery, but they also face challenges associated with the academic and social aspects of college/university life. A student in the Collegiate Recovery Community can benefit from a combination of services. These services are designed to assist the student in maintaining his/her sobriety while simultaneously progressing academically. How can you assess if the services in your Collegiate Recovery Community are working? Each individual member of your Collegiate Recovery Community will have a unique set of needs specific to his/her circumstances. Through the process of program evaluation, your Collegiate Recovery Community can identify:

■ What type of support services recovering students need
■ What type of support services recovering students can access in your Collegiate Recovery Community
■ What type of support services are needed by recovering students, but cannot be successfully accessed in your Collegiate Recovery Community

What does Program Evaluation measure?

A program evaluation measures the effectiveness of your Collegiate Recovery Community and the services that it provides. More specifically, a program evaluation allows for the following three tasks to be accomplished.

■ A program evaluation identifies program strengths and limitations. The information collected during a program evaluation identifies which parts of the program are working and which parts are not working. As program strengths and limitations are identified, administration and staff can better serve students by shaping the program to meet the needs of that group. Consistent strengths will become the foundation for a successful program providing the necessary stability that is essential for students in recovery.

■ A program evaluation offers a blueprint for program improvement. As limitations are revealed in the program evaluation, administration and staff can make adjustments to either improve these areas or to eliminate them if they are not needed. Staff may find that some aspects of the program are simply not necessary and that this time and effort could be more helpful when used in another area. Data collected in the evaluation guides the direction for program improvement.

■ A program evaluation provides communication from users and other stakeholders of the program to the decision makers of the program. Program evaluations allow staff, students, and other stakeholders a voice in the ongoing development of the program. This communication between stakeholders creates a sense of community and ownership in the program.

How Often Should I Conduct a Program Evaluation of my Collegiate Recovery Community?

Information contained in Project Four is designed to assist you in developing the minimal program evaluation structure needed to monitor and improve the program components of your Collegiate Recovery Community. It is recommended that the process of program evaluation be built into the day-to-day routine of running your program. Some tools and methods of a program evaluation can be conducted daily, some monthly, and some on a semi-annual or annual basis. Many of these program evaluation tools and methods can be administered by members of the faculty/staff who support your Collegiate Recovery Community.

Two to five years after the implementation of your Collegiate Recovery Community, a more comprehensive summative evaluation will need to be performed to measure specific outcomes of the program. This program evaluation should be conducted by an individual who is not a stakeholder in your Collegiate Recovery Community. Begin planning ahead for this evaluation by considering who will conduct it. The following is a list of people to consider when identifying an outside source to conduct a program evaluation:

■ Faculty members of your college/university that are not affiliated with your Collegiate Recovery Community

■ Consulting agencies that specializes in program evaluation

■ Graduate students in a social sciences field who are seeking a project for his/her thesis or dissertation

ACTIVITY A.1
Identifying Your Understanding of Program Evaluation

Before attempting to design a program evaluation for your Collegiate Recovery Community, it is helpful to identify your personal understanding, expectations and biases about this process. In conducting an evaluation of your program, it is important to be aware of the framework in which the results will be interpreted.

Ask Collegiate Recovery Community faculty/staff who may potentially work with program evaluation to answer the following questions.

■ What is your individual definition of program evaluation?
_____
_____

■ List three concepts that a program evaluation can measure in a Collegiate Recovery Community setting.
_____
_____

■ List three ways that you feel a program evaluation would benefit this Collegiate Recovery Community at this time.
_____
_____

■ Do you have any questions about a program evaluation?
_____
_____

■ Are you willing to make changes in the programmatic and administrative structure of the Collegiate Recovery Community if a program evaluation finds that changes are needed?
_____Yes   _____No

Tools and Methods of Program Evaluation

Overview: Program evaluations use multiple tools and methods for gathering data. Some tools will be used in the day-to-day processes of your Collegiate Recovery Community. Others may only be used every two years in formal, organized events. Each tool has a specific purpose and can yield different types of information for growing and improving your Collegiate Recovery Community. When selecting tools and methods to use in your program evaluation, it is best to use a minimum of two instruments to ensure the accuracy of the information you are gathering.

Stakeholder Identification

Before a program evaluation can take place, the participants in the evaluation must be identified. Participants in a program evaluation are often referred to as stakeholders. A stakeholder is someone who has an interest in the success of a program. The list of stakeholders in a Collegiate Recovery Community may vary from campus to campus and from year to year.

Each year, the faculty/staff working with your Collegiate Recovery Community should develop a list of stakeholders who have an interest in the success of your program. While the day-to-day evaluation of your program will only involve the students and faculty/staff of your Collegiate Recovery Community, it is important to be aware of the individuals and groups who are directly and indirectly impacted by the actions and outcomes of your program. The following is a list of possible stakeholders:

■ Primary Users – Students who are participating in your Collegiate Recovery Community
■ Former Users – Students who are alumni of your Collegiate Recovery Community
■ Administration and Staff – Every member of the staff should be included in this process
■ Advisory Board Members
■ Donors
■ Parents/other family members of recovering students who participate in your Collegiate Recovery Community
■ Faculty and staff associated with your Collegiate Recovery Community (Professors, instructors, Advising Office, Financial Aid, Admissions Office, etc.)
■ Community Members

Suggestion Boxes

A suggestion box is an easy way to collect information from stakeholders. The suggestion box should be placed in a prominent position where all stakeholders can access it. It is essential that staff

see the suggestion box as an important feature of the program and that they welcome and consider all suggestions. Remember that the only time a good idea comes into fruition is when it is acted upon. The suggestions placed in the box should be recorded and categorized so that any trends could be identified. This process offers a great opportunity for students and staff to work together to make changes and improvements to the program. Suggestion boxes can be helpful to your Collegiate Recovery Community in the following ways:

■ Provides a daily source of documented communication between recovering students and faculty/staff of the Collegiate Recovery Community

■ Allows for students voices to be heard in an organized fashion

■ Allows students' to be accountable for opinions, suggestions and complaints that they wish to express

■ Offers a voice to students who are hesitant to express ideas verbally

Surveys

Surveys provide a simple way to collect information from individuals and groups who are impacted by your Collegiate Recovery Community. A survey consists of a series of questions about a specific topic. Their design allows for easy data analysis given the manner in which individuals are asked to answer questions (generally, survey questions are answered in a multiple choice format). Surveys can be extremely useful in collecting demographic information about stakeholders in a Collegiate Recovery Community. Surveys can be used to address sensitive information that participants would be reluctant to share in an interview or focus group setting. They can be easily mailed to alumni, administration, and other stakeholders in your Collegiate Recovery Community who your evaluator may not be able to reach through other tools and methods. They are generally less time consuming than other methods used in program evaluation and require minimal personnel resources to complete. When organizing your program evaluation, consider the following ways to use surveys:

■ Tracking of demographic trends in your Collegiate Recovery Community

■ Obtaining recovery history of program participants and tracking any changes throughout a recovering student's participation in your program

■ Monitoring the academic success of students in your Collegiate Recovery Community

■ Obtaining general information about the satisfaction rate of students, faculty, and staff associated with your Collegiate Recovery Community

■ Gathering information about the perception of your Collegiate Recovery Community in your college/university administration

REMEMBER

Students often have good ideas that they are hesitant to express due to the fear of rejection. A suggestion box allows them an opportunity to be heard without causing individual anxiety or community stress.

REMEMBER

Surveys will provide your Collegiate Recovery Community with important statistics that your college/university administration will use to measure your success. It is important to monitor factors that address the academic and recovery history of students in your program.

Interviews

Interviews consist of one or more evaluators directly asking a series of questions to an individual stakeholder. Interviews are generally viewed as more intrusive than a survey as the participant must directly relate his/her answer to the evaluator. As interviews do not have a pre-selected set of responses, they often yield a greater variance in data and provide the participant with an opportunity to elaborate on his/her thoughts and experiences. The following are suggestions for using interviews in a program evaluation of your Collegiate Recovery Community:

■ Entrance interviews with incoming students to assess their needs and their expectations about the Collegiate Recovery Community

■ Individual interviews with current students to assess what needs they feel are being met in the Collegiate Recovery Community and what they perceive the Collegiate Recovery Community to be lacking

■ Exit interviews with recovering students who are leaving the Collegiate Recovery Community to assess if their needs and expectations were met during their participation in your program

■ Interviews with family members of recovering students to assess what support services their student may have difficulty accessing while they are home for summer/holiday breaks

■ Interviews with alumni to outline their experiences in transitioning out of the Collegiate Recovery Community

Focus Groups

Focus groups provide another method to collect information from stakeholders. A focus group is a structured meeting of 6-10 individuals that is facilitated by a neutral moderator. The moderator should be a carefully chosen individual who can objectively facilitate the group. Focus groups allow for the observation of group dynamics within your Collegiate Recovery Community and can provide beneficial information on the differences and similarities in individuals within your program. This method of evaluation is more intrusive than either surveys or interviews because it asks an individual to reveal his/her thoughts to both the moderator and his/her peers. The following are suggestions for using focus groups in a program evaluation of your Collegiate Recovery Community:

■ Obtaining a group consensus on the effectiveness of specific program components of your Collegiate Recovery Community

■ Gathering student input on topics for a Seminar Class in Addiction and Recovery Related Issues

■ Determining the experiences (positive/negative) of recovering students in their first year of enrollment in a Collegiate Recovery Community

■ Brainstorming new program components to include in your Collegiate Recovery Community if current components are not meeting the needs of community members

Participant Observation

The daily interactions of students with each other and with the faculty/staff in various contexts can also be considered a tool for program evaluation and improvement. It is important that each faculty/staff members and/or volunteer who interacts with recovering students on a consistent basis be aware of this method of collecting information about a program. Use the following questions to help your faculty/staff and volunteers become aware of the interactions around them.

■ Does it seem like students feel comfortable with the staff? With other students? Within the group? Do they spend time in your office / recreation area?

■ Do you notice that students spend time together away from campus? If so, where?

■ In group situations, do the students cooperate with each other?

■ Do students appear to encourage each other?

■ Do students feel threatened by others?

■ Overall, do students seem to be accessing the support they need?

■ Do you hear an excessive amount of complaining from students?

REMEMBER

You can often gather the most information about a group of people when they are comfortable with the observer. It may be several months into the implementation of your Collegiate Recovery Community before participant observation can be considered a viable source of information.

ACTIVITY A.2
Identifying Stakeholders

Current Students

_____
_____
_____
_____
_____
_____
_____

Former Students

_____
_____
_____
_____
_____
_____
_____

Collegiate Recovery Community Staff

_____
_____
_____
_____
_____
_____

Collegiate Recovery Community Faculty

_____
_____
_____
_____
_____
_____

Interested Members of Campus Administration

_____
_____
_____
_____
_____
_____

Other Faculty/Staff with Interest in the Collegiate Recovery Community

_____
_____
_____
_____
_____

Donors

_____
_____
_____
_____
_____

Funding Agencies

_____
_____
_____
_____

Advisory Board Members

_____
_____
_____
_____
_____
_____
_____

Referral Sources

_____
_____
_____
_____
_____

ACTIVITY A.3
Creating a Suggestion Box

Complete the following steps to utilize a suggestion box in your Collegiate Recovery Community:

■ Determine a location for the suggestion box and a method for informing students of this location.
Location:_____
Process of informing students of its location: _____
_____ _____
_____

■ Locate a box or other container that can be used for this evaluation activity. This container should resemble a ballot box and should be kept locked.
Who has keys to the suggestion box?
_____
_____

■ Create a form for students to complete to make suggestions and place copies of this form in a location that is easily accessible to all members of your Collegiate Recovery Community. A template form to use for student input in the suggestion box can be found in the Activities and Forms Workbook.

■ Determine how often the suggestion box will be emptied and who will empty it.
Occurrence of emptying box: _____ daily   _____weekly   _____monthly
Person responsible: _____

■ Outline a procedure for considering the information in the suggestion box.
Names of staff who consider information from suggestion box:
_____ _____
_____ _____
Name of students (if any) who consider information from suggestion box:
_____ _____
_____ _____
Brief overview of procedure:
_____
_____

ACTIVITY A.4
Designing a Survey for Your Program Evaluation

Before designing a survey to use in a program evaluation of your Collegiate Recovery Community, it is important to answer the following questions:

■ What information am I hoping to gather using this survey?

_____
_____
_____

■ What other method/s could I use to obtain the same information?

_____
_____

■ Who will be taking this survey?

_____
_____
_____

■ Do I need permission from my college/university's Internal Review Board to administer this survey to identified participants?
_____Yes   _____No

■ How will the survey be distributed?
_____ Scheduled time with a group of participants
_____ Mail
_____ Take-home format
_____ Computer
_____ Other _____

■ How will the responses to this survey be recorded?
_____ Hand graded answer sheet
_____ Scantron (Assisted grading sheet)
_____ Computer
_____ Other _____

■ Who is responsible for interpreting the results of this survey?
Name _____
Title _____
Phone _____

After answering each of these questions, begin creating a survey to administer to your selected group of participants. A sample survey for both students and faculty/staff has been included in the Activities and Forms Workbook.

If your Program Director does not have experience in designing survey instruments, it is recommended to collaborate with a faculty member in your college/university on instrument design.

ACTIVITY A.5
Interviewing

Before designing an interview to use in a program evaluation of your Collegiate Recovery Community, it is important to answer the following questions:

■ What information am I hoping to gather in this interview?

_____
_____
_____

■ What other method/s could I use to obtain the same information?

_____
_____

■ Who will be interviewed to gather this information?

_____
_____
_____

■ Do I need permission from my college/university's Internal Review Board to interview the identified participants?
_____Yes   _____No

■ How will the responses to this interview be recorded?
_____ Interviewers notes
_____ Notes from a non-participant observer
_____ Audio recorded/transcribed
_____ Video recorded/transcribed
_____ Other _____

■ Who is responsible for conducting this interview?
Name: _____
Title: _____
Phone: _____

■ Who is responsible for interpreting the results of this information?
Name: _____
Title: _____
Phone: _____

After answering each of these questions, begin designing a series of questions to ask during the interview of your selected group of participants. A sample interview for both entrance and exit interviews of recovery students has been included in the Activities and Forms Booklet.

If your Program Director does not have experience in designing and conducting interviews for program evaluation, it is recommended to collaborate with a faculty member in your college/university who has expertise in this area.

ACTIVITY A.6
Organizing a Focus Group

The purpose of a focus group is to gather information from a group that can be used to improve your Collegiate Recovery Community. Before outlining the specific format of a focus group session to use in a program evaluation of your Collegiate Recovery Community, it is important to answer the following questions:

■ What topics/ideas am I hoping to discuss in this focus group?
_____
_____

■ What other method/s could I use to obtain the same information?
_____
_____

■ What processes will be used to select group participants?
_____
_____

__■ Do I need permission from my college/university's Internal Review Board to interview the identified participants?
_____Yes   _____No

■ How will the interaction in this focus group be recorded?
_____ Interviewers notes
____ Notes from a non-participant observer
_____ Audio recorded/transcribed
_____ Video recorded/transcribed
_____ Other _____

■ Who is responsible for moderating this focus group?
Name: _____
Title: _____
Phone: _____

■ Who is responsible for interpreting the results of this focus group discussion?
Name: _____
Title: _____
Phone: _____

After answering each of these questions, begin designing a series of questions to ask during focus group interview. A list of suggested guidelines and sample questions has been included in the Activities and Forms Workbook.

If your Program Director does not have experience in designing and moderating focus group discussions for program evaluation, it is recommended to collaborate with a faculty member in your college/university who has expertise in this area.

ACTIVITY A.7
Using Information from Participant Observation

Of all of the listed components of day-to-day program evaluation, participant observation is perhaps the least formal. To effectively use participant observation as a method of improving your Collegiate Recovery Community, it must be organized into a viable means of data collection. Use the following steps to utilize information gathered through participant observation:

■   Alert any faculty/staff and/or volunteers who will interact with students what types of information can be gained from participant observation.

Important concepts (what you are looking for):
_____
_____
_____

Faculty/staff and/or volunteers who interact with students:

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

■   Create a list of questions that can be answered through participant observation.
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

■ Orient faculty/staff and/or volunteers to the importance of communicating with each other. If one faculty/staff member has information about the community that could benefit your program, it is important that he/she share the information with the Program Director.

Faculty/staff member name:_____
Orientation completed: _____

Faculty/staff member name:_____
Orientation completed: _____

Faculty/staff member name:_____
Orientation completed: _____

Faculty/staff member name:_____
Orientation completed: _____

Faculty/staff member name:_____
Orientation completed: _____

Faculty/staff member name:_____
Orientation completed: _____

■ Schedule a weekly meeting of all faculty/staff and/or volunteers where information gained through participant observation can be discussed.
Time of weekly meeting: _____
Location of weekly meeting: _____

■ Discuss trends in the information that is being observed. When a faculty/staff member and/or volunteer presents information, ask if any other individuals have opinions or ideas on that topic.

Trends observed:
_____
_____
_____

■ Make notes of what is discussed in weekly faculty/staff meetings. Review these notes periodically to check for consistency or re-occurrence of the same ideas or problems.

Person responsible for notes: _____
Dates of review:

_____
_____
_____
_____
_____
_____

Recurring Themes:

_____
_____
_____
_____
_____
_____

Summary

Upon completion of Part A, you will have accomplished or planned the following:

■ Improved and assessed your understanding of the importance of conducting a program evaluation of your Collegiate Recovery Community
■ Reviewed tools and methods used in program evaluation
■ Designed tools and methods to use in evaluating your Collegiate Recovery Community

PROJECT FOUR: Program Evaluation

Part B
Monitoring the Future: Implementing a Plan for Evaluating
Your Collegiate Recovery Community

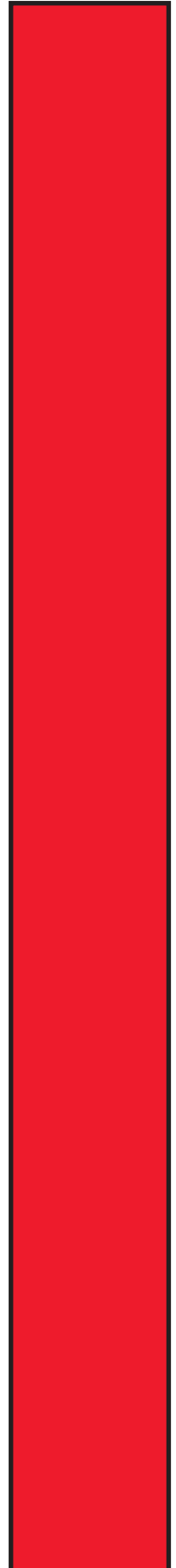### Creating a Plan for Evaluating Your Collegiate Recovery Community

Creating a Timeline for Conducting Your Program Evaluation

Identifying Obstacles to Your Program Evaluation

Part B

Creating a Plan for Evaluating Your Collegiate Recovery Community

At the end of Part B, you will be able to:

■ Organize a plan for evaluating your Collegiate Recovery Community
■ Create a timeline for evaluating your Collegiate Recovery Community
■ Identify potential barriers to an effective program evaluation and develop ways to address these barriers

Overview: Comprehensive program evaluations conducted by outside professional entities can be extremely insightful; however, they are expensive, time consuming, and quite frequently intimidating. While these evaluations may produce an abundance of data, often the findings are put together only to be set on a shelf rather than acted upon. For these reasons, we recommend that your Collegiate Recovery Community use an internal program evaluation that is incorporated into the program. The program will systematically collect data from students, staff, and other stakeholders that can be easily accessed for review. This internal evaluation is structured with a focus on utilization, meaning that the information discovered in the evaluation process is actually put to use in the program.

Identifying the Resources You have for Program Evaluation

Often, the level of evaluation that your Collegiate Recovery Community can conduct will depend upon the resources that it has. Some activities (i.e., suggestion box, participant observation) require little personnel or fiscal investment. Other activities (i.e., interviews, focus groups, surveys) may require more resources to conduct. Before outlining your strategy for conducting an ongoing program evaluation of your Collegiate Recovery Community, consider what resources are available to you in the following areas:

■ Personnel (time availability and expertise)
■ Funds for evaluation activities (i.e., postage for surveys, audio/video recording equipment for interviews and focus groups)
■ Recovering students (consider the methodological strengths of tools and methods with five versus fifty-five students)

REMEMBER

The quality of information is more valuable than the quantity of information. Be sure that your resources will support the tools and methods you incorporate in your evaluation plan.

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Selecting Tools and Methods

In Part A, the tools and methods for creating a program evaluation plan were discussed. While it is not necessary to implement all components listed in Part A, it is recommended that your Collegiate Recovery Community implement a minimum of three. When choosing the tools and measures that will constitute your evaluation plan, consider the following questions (answer these questions in the Activity for this section):

■ What information is most important to this Collegiate Recovery Community at this time?

■ What tools and methods can be used to gather this information?

■ What resources are available to this Collegiate Recovery Community to implement these tools and methods?

■ Which of these tools and methods can collect comparable data to ensure the accuracy of the gathered information?

■ How can these tools and methods be implemented into the day-to-day operations of my Collegiate Recovery Community?

■ Can the information gathered using these tools and methods be used to improve this Collegiate Recovery Community?

Integrating Resources and Tools/Methods

After identifying the resources available to your program and choosing which tools and methods you will use to evaluate your Collegiate Recovery Community, integrate the concepts. Personnel must know which instruments and measures they are responsible for maintaining and financial resources must be allocated to each project. Orient recovering students to the processes and opportunities available to them for providing input about the structure and functioning of their Collegiate Recovery Community. When developing this stage of your evaluation plan, it is important that:

■ Each evaluation activity has an assigned member of your faculty/staff who is responsible for overseeing its implementation, maintenance, and interpretation.

■ Each student participate in at least one form of program evaluation. However, it is important not to overwhelm students with too many evaluation activities.

■ Each individual that is responsible for an evaluation activity know what resources he/she has available to complete his/her assignment.

■ Each individual that is responsible for an evaluation activity set a time with the Program Director to review his/her accomplishments and to report on his/her use of financial resources for the evaluation activity.

■ Each set of results from each evaluation activity be compared with others to ensure the accuracy of information being used to inform changes in your Collegiate Recovery Community.

ACTIVITY B.1
Identifying Program Evaluation Resources

When planning for program evaluation in your Collegiate Recovery Community, it is important to know what resources are available for implementing your plan. The following types of resources must be identified before you can begin to organize a plan for program evaluation:

Personnel
Name _____
Title _____
Qualifications to Conduct Program Evaluation _____
_____
_____
Experience in Program Evaluation _____
_____
_____
Time Available for Additional Responsibilities _____
_____
_____

Name _____
Title _____
Qualifications to Conduct Program Evaluation _____
_____
_____
Experience in Program Evaluation _____
_____
_____
Time Available for Additional Responsibilities _____
_____
_____

Name _____
Title _____
Qualifications to Conduct Program Evaluation _____
_____
_____
Experience in Program Evaluation _____
_____
_____
Time Available for Additional Responsibilities _____
_____
_____

REMEMBER

In the early stages of your Collegiate Recovery Community, it is important not to overwhelm students with too many evaluation activities. Students should not feel like research subjects. Evaluation tools and methods should empower them to create positive change in their recovery community.

Financial Resources for Program Evaluation

Amount of funds available for program evaluation: $_____

Potential sources of funds for evaluation:

_____

_____

_____

Students Available to Participate in Program Evaluation

Number of students enrolled in your Collegiate Recovery Community

_____

Percentage of students who are expected to participate _____

Expected number of participating students _____

(# enrolled x expected participation percentage)

ACTIVITY B.2
Selecting Tools and Methods

In creating a plan for conducting a program evaluation of your Collegiate Recovery Community, it is important to feel confident in your choice of tools and methods. Use the following questions as a guide to selecting your tools and methods:

■ What information is most important to this Collegiate Recovery Community at this time?

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

■ What tools and methods can be used to gather this information?

1) _____

2) _____

3) _____

4) _____

■ What resources are available to this Collegiate Recovery Community to implement these tools and methods?
Tool #1:
Personnel resources_____
Financial resources_____
Student resources_____

Tool #2:
Personnel resources_____
Financial resources_____
Student resources_____

Tool #3:
Personnel resources_____
Financial resources_____
Student resources_____

Tool #4:
Personnel resources_____
Financial resources_____
Student resources_____

■ Which of these tools and methods can collect comparable data to ensure the accuracy of the gathered information?
_____
_____
_____

■ How can these tools and methods be implemented into the day-to-day operations of my Collegiate Recovery Community?

Tool #1 _____
Tool #2 _____
Tool #3 _____
Tool #4 _____

■ Can the information gathered using these tools and methods be used to improve this Collegiate Recovery Community?

Tool #1:   _____Yes   _____No
Tool #2:   _____Yes   _____No
Tool #3:   _____Yes   _____No
Tool #4:   _____Yes   _____No

■ What tools will be used in my program evaluation?
1) _____
2) _____
3) _____
4) _____

REMEMBER

Evaluation activities are often the first activities to be shelved when the faculty/ staff of a Collegiate Recovery Community becomes busy. It is important to continue to schedule time for program evaluation even during the busiest time of the year.

ACTIVITY B.3
Assigning Resources to Selected Tools and Methods

Using the information from the previous activities, assign your available resources to each tool and/or method selected as part of a program evaluation for your Collegiate Recovery Community.

PERSONNEL (name of person responsible for activity)

_____

FUNDS ESTIMATED _____

NUMBER OF STUDENTS _____

ACTIVITY _____

ACTIVITY _____

ACTIVITY _____

ACTIVITY _____

REMEMBER

Some activities used for program evaluation will run continuously (i.e. suggestion box and participant observation). Be sure to include time on your schedule for discussing the information gained through these tools.

Creating a Timeline for Conducting Your Program Evaluation

Overview: Program evaluation should begin on the same day that your Collegiate Recovery Community opens. Many programs fail to understand the importance of program evaluation until years after a program has been operating. When this happens, valuable information about your program is lost and outcome studies become increasingly more difficult to conduct. Without implementing components of program evaluation in your early project planning, your Collegiate Recovery Community could overlook opportunities to strengthen your program and could miss valuable opportunities for funding in the future.

Functions of Your Timeline

After selecting the tools and measures that will make up your program evaluation plan and assigning resources to each evaluation activity, it may seem easy to overlook creating an actual schedule for your program evaluation. As your Collegiate Recovery Community moves into action, it will become more and more difficult to devote time to program evaluation unless a set schedule is developed for your faculty/staff. When organizing the schedule for evaluation activities, it is important to outline the functions of your timeline. Will it suggest when to begin an activity, when to complete and activity, and/or when the information obtained by an activity should be reported to the Program Director? It is recommended that a schedule which addresses each of these categories be developed. When creating your timeline consider the following ideas for inclusion in your planning:

- ■ Planning time for each activity
- ■ Start date for each activity
- ■ Date for completion of each activity
- ■ Scheduled meeting of all evaluation faculty/staff to compare findings and make suggestions for program improvement
- ■ Time between final data collection and report on information gathered

REMEMBER

When organizing the schedule, it is important to allow the voices of individuals who are responsible for implementing evaluation activities to be heard. Each individual has many responsibilities other than program evaluation, and it is important to allow them some agency in the process of scheduling

Making the Schedule

To begin creating a timeline for your program evaluation, the Program Director should host a meeting of all faculty/staff that will be involved in the process of evaluating your Collegiate Recovery Community. Before each member arrives at the meeting, ask them to prepare a brief report on the activities that they will be overseeing. Reports should include the following information:

■ Description of the activity
■ Frequency of information collection (i.e., daily, monthly, yearly)
■ Length of time needed to plan for each data collection. (i.e., survey design, IRB approval)
■ Length of time needed to analyze information gathered in the activity
■ Time commitment required by stakeholders to participate in the activity
■ Any additional needed resources that have not previously been allocated

Using this report, the Program Director can begin to place important dates and meetings on a master calendar of events in your Collegiate Recovery Community. It is important to consider what is occurring at different times during the semester before scheduling an evaluation activity. For example, it might not be wise to schedule a community wide survey evaluation during finals week. After the reports are completed, the Program Director can create a schedule that will accommodate both the faculty/staff responsible for facilitating the evaluation activities and the stakeholders that will be participating in the activities.

ACTIVITY B.4
Identifying the Functions of Your Timeline

When creating a timeline for a program evaluation, it is beneficial to know what the timeline will contain. The timeline can serve many purposes and functions. However, in order for a timeline to be useful, each person using it must know what events are contained on it. Different types of events on a timeline should be marked differently than other types of events.

In the following table, outline the functions of your timeline and how each entry will be categorized. Some examples have been provided for you.

FUNCTION	IDENTIFYING COLOR
Project Planning Start Dates	GREEN
Scheduled Times for Data Collection	RED
Scheduled Times for Analysis of Information	BLACK
Scheduled Meetings of Evaluation Team	BLUE

ACTIVITY B.5
Making the Schedule

After integrating tools and methods with resources in Part A of Project Four, it is important to make sure that program evaluation progresses according to a set schedule. In the initial planning meeting, the Program Director should make notes on the following information provided in the reports of faculty/staff that are responsible for implementing individual activities.

Activity_____
Responsible Individual _____
Description of the Activity _____
_____
Proposed Frequency of the Activity _____
Length of time to prepare for the Activity _____
Length of time to analyze data from the Activity _____
Time commitment for participants _____
Additional resources needed _____

Activity_____
Responsible Individual _____
Description of the Activity _____
_____
Proposed Frequency of the Activity _____
Length of time to prepare for the Activity _____
Length of time to analyze data from the Activity _____
Time commitment for participants _____
Additional resources needed _____

Activity_____
Responsible Individual _____
Description of the Activity _____
_____
Proposed Frequency of the Activity _____
Length of time to prepare for the Activity _____
Length of time to analyze data from the Activity _____
Time commitment for participants _____
Additional resources needed _____

Activity_____

Responsible Individual _____

Description of the Activity _____

_____

Proposed Frequency of the Activity _____

Length of time to prepare for the Activity _____

Length of time to analyze data from the Activity _____

Time commitment for participants _____

Additional resources needed _____

Activity_____

Responsible Individual _____

Description of the Activity _____

_____

Proposed Frequency of the Activity _____

Length of time to prepare for the Activity _____

Length of time to analyze data from the Activity _____

Time commitment for participants _____

Additional resources needed _____

Activity_____

Responsible Individual _____

Description of the Activity _____

_____

Proposed Frequency of the Activity _____

Length of time to prepare for the Activity _____

Length of time to analyze data from the Activity _____

Time commitment for participants _____

Additional resources needed _____

After considering the above information, the Program Director should create a schedule and put it on a master calendar. It is recommended that evaluation activities be scheduled one year in advance.

REMEMBER

Do not overwhelm your stakeholders with evaluation activities. Stakeholders will not participate if they believe the evaluation process if taking up too much of their time.

Identifying Obstacles to Your Program Evaluation

Overview: Program evaluation is not always the most fun or rewarding part of the work accomplished in a Collegiate Recovery Community. Often, it is placed on the bottom of the list of priorities for a newly starting program. Program Directors and Advisory Boards generally intend to "get around" to evaluating their Collegiate Recovery Community. More often than not, this goal is never accomplished unless program evaluation is built into the day-to-day operations of a program. When planning your program evaluation, it is helpful to identify the obstacles that may interfere with an evaluation plan. Through the process of identifying obstacles, your Collegiate Recovery Community can potentially avoid many of the pitfalls that other programs experience when it comes to program evaluation.

Obstacles from Faculty/Staff Working with Your Collegiate Recovery Community

The faculty/staff of your Collegiate Recovery Community may have little experience working with program evaluations. The tools and methods associated with this process may seem foreign or useless to someone who has not experienced the benefits of conducting an evaluation of an existing program. The responsibilities assigned to your faculty/staff in the areas of program evaluation may not be viewed as important or as a priority when compared to the other job duties that he/she may fulfill in your program. Consider the following ideas to address faculty/staff obstacles in conducting a program evaluation of your Collegiate Recovery Community:

■ Host a Faculty/staff training retreat addressing the benefits of program evaluation.

■ Allow faculty/staff to "try-out" any surveys or interviews that will be administered to stakeholders.

Obstacles from Stakeholders in Your Collegiate Recovery Community

Individuals are reluctant to participate in any type of research or evaluation activities. This statement will most likely be true for stakeholders in your Collegiate Recovery Community as well. Before attempting to engage stakeholders in evaluation activities, it is beneficial to create some potential methods to encourage stakeholder participation in the evaluation activities for your Collegiate Recovery Community. The following is a list of suggestions that can assist your Collegiate Recovery Community in getting positive participation from your stakeholders:

■ Do not label all evaluation activities as "Evaluation Activities". Many tools and methods may not be associated with the process of evaluation by stakeholders in your Collegiate Recovery Community (i.e., suggestion box).

■ Schedule information collection times to coincide with events that stakeholders are already planning to attend. (i.e., Administer student surveys in your Seminar Class on Addiction and Recovery Related issues).

■ Offer incentives for participation. Food is often an inexpensive way to motivate college/university students.

■ Educate participants about the process of evaluation. Let participants know that their input will be used to strengthen the Collegiate Recovery Community and to help it to grow.

Obstacles from Lack of Resources in Your Collegiate Recovery Community

While internal program evaluation is designed to be considerably less expensive than contracting with an outside individual or agency, your Collegiate Recovery Community should expect to incur some cost when conducting an evaluation. Postage must be purchased to mail surveys, equipment must be rented/purchased for recording interviews, and paper must be purchased to copy suggestion box forms. While these expenses may seem negligible, they can accrue over time. When looking for additional resources for program evaluation, consider the following ideas:

■ Approaching a donor to fund the evaluation of your Collegiate Recovery Community over a set period of time

■ Using a portion of the Program Director's faculty start-up fees, if he/she is hired as faculty at your college/university

■ Asking your department to allow the use of course fees generated by your Seminar in Addiction and Recovery Related Issues class for program evaluation

■ Looking for grants that are specifically designed to support the expenses of a program evaluation

A C T I V I T Y B.6
Planning for Obstacles from the Faculty/Staff of Your Collegiate Recovery Community

Begin by listing three obstacles that you expect to encounter from your faculty/staff when implementing a program evaluation in your Collegiate Recovery Community:

1) _____

2) _____

3) _____

List two strategies to overcome each obstacle:

Obstacle #1

1) _____

2) _____

Obstacle #2

1) _____

2) _____

Obstacle #3

1) _____

2) _____

A C T I V I T Y B.7
Planning for Obstacles from the Stakeholders of Your Collegiate Recovery Community

Begin by listing three obstacles that you expect to encounter from your stakeholders when implementing a program evaluation in your Collegiate Recovery Community:

1) _____

2) _____

3) _____

List two strategies to overcome each obstacle:

Obstacle #1

1) _____

2) _____

Obstacle #2

1) _____

2) _____

Obstacle #3

1) _____

2) _____

ACTIVITY B.8
Planning for Financial Obstacles to Program Evaluation of Your Collegiate Recovery Community

Begin by listing three financial obstacles that you expect to encounter when implementing a program evaluation in your Collegiate Recovery Community:

1) _____

2) _____

3) _____

List two strategies to overcome each obstacle:

Obstacle #1

1) _____

2) _____

Obstacle #2

1) _____

2) _____

Obstacle #3

1) _____

2) _____

Summary

Upon completion of Part B, you will have accomplished or planned the following:

■ Created a plan for implementing a program evaluation in your Collegiate Recovery Community

■ Created a timeline that will organize the planning, data collection, and informational analysis of your program evaluation

■ Addressed anticipated obstacles to conducting a program evaluation and outlined methods for overcoming these obstacles

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