



## Workshop Evaluations by Participants



This document suggests the use of evaluation or feedback surveys for the Stanford CDSMEs. CDSME programs often ask participants for feedback, to help improve programs and gain information on how well programs meet participant needs. While the Washington State Program does not require or collect workshop evaluations or participant feedback/satisfaction surveys, we strongly encourage workshop evaluations take place.

### Purpose

- Consider what your purpose is in having participants complete an evaluation/satisfaction survey. Common reasons to survey participants include:
  - Get feedback on how/where/when to hold programs and recruit participants
  - Get feedback on how you can improve the workshop including leader effectiveness
  - Other reasons may include: to collect data or quotes to help in promoting the program or in writing grants
  - Or to assess skills/learning (may be as part of a longer-term evaluation).
- Recognize that by asking participants to complete this evaluation at the end of the 6-week workshop, you're getting responses only from those who've stuck with the program. Consider phone calling or mailing the evaluation to those who dropped out of the program or missed Session 6.

### Putting the surveys to use

- Encourage completion by all participants in the last session. Allow time for completion. If providing any kind of final certificate or drawing, do this after evaluations have been completed.
- Consider ways to encourage honest responses from participants. Have a participant rather than a leader collect surveys and place in envelope; consider option of allowing participants to mail surveys to a central coordinator if they wish.
- Use what you collect. Keep in mind the limitations of satisfaction surveys (they don't capture the barriers or problems encountered by those who drop out or are discouraged from registering in the first place), it's important to use the information you collect! Use information on location, timing, and marketing to improve how programs are offered. If you identify problems relating to Leader roles or workshop facilitation, use the information in either direct feedback to Leaders or in in-service training offered to all Leaders. Find ways to share positive responses from what you collect with Leaders, community partners, and potential funders.

### General considerations

If developing your own workshop evaluation:

- Keep form short - one sheet only, using both sides.
- Use simple check off or circle responses, or a scale with 3 to 5 response levels.
- Include a section for comments.

- Keep language simple (5<sup>th</sup> to 7<sup>th</sup> grade reading level) and use a large font (14 point).
- Name or signature should be optional. Some people want to remain anonymous and may be more forthcoming. Having a name is helpful for follow up.
- Ask how many sessions the participant attended, as responses may differ for those who attended only a few sessions.
- Consider mailing surveys to participants who miss the last session, providing a stamped envelope to return the survey. Or you may send the evaluation to anyone who attended a session. Providing a stamped return envelope may help getting surveys completed.

### **Examples of issues that may be helpful to include on your survey**

- **Workshop logistics:** ease of registration process; number of sessions the participant attended, and reasons for missing sessions
- **Workshop timing & location:** convenient time, day of week, and location; comfort of room; accessibility including parking, restrooms
- **Facilitation/Leader roles:** started and ended on time, Leaders were clear about the agenda for each session and kept to it, Leaders treated all with respect, Leaders worked well together
- **Workshop content, impact and value to participants:** Would participants recommend the workshop to others? (this question has been found to be particularly helpful by many programs in assessing how worthwhile the program has been to participants); Do participants now feel more confident in managing their condition(s)?; Will participants continue to use action plans, problem solving steps, or “thinking” tools (distraction, visual imagery, etc) to manage symptoms?
- **Possible open-ended questions:** What did you find most helpful? What would you change about the workshop?

### **Outcomes Evaluation**

Some programs have chosen to do outcomes evaluations– often 6 months after a workshop ends, and sometimes repeated a year after the workshop. This allows for evaluation of longer-term impacts (outcomes) of the program on participants, but usually requires additional funds (to mail, enter data, and analyze information) and expertise (on ways to match survey responses and do analysis of outcomes). Programs that have participants’ complete outcomes questionnaires at the final session may wish to incorporate some of these workshop evaluation questions into the outcomes questionnaire to avoid having participants’ complete two separate forms. If interested in outcomes evaluation, check Stanford’s website for their sample evaluation tools:

<http://patienteducation.stanford.edu/programs/cdsmp.html>.