



Ready...
Set...

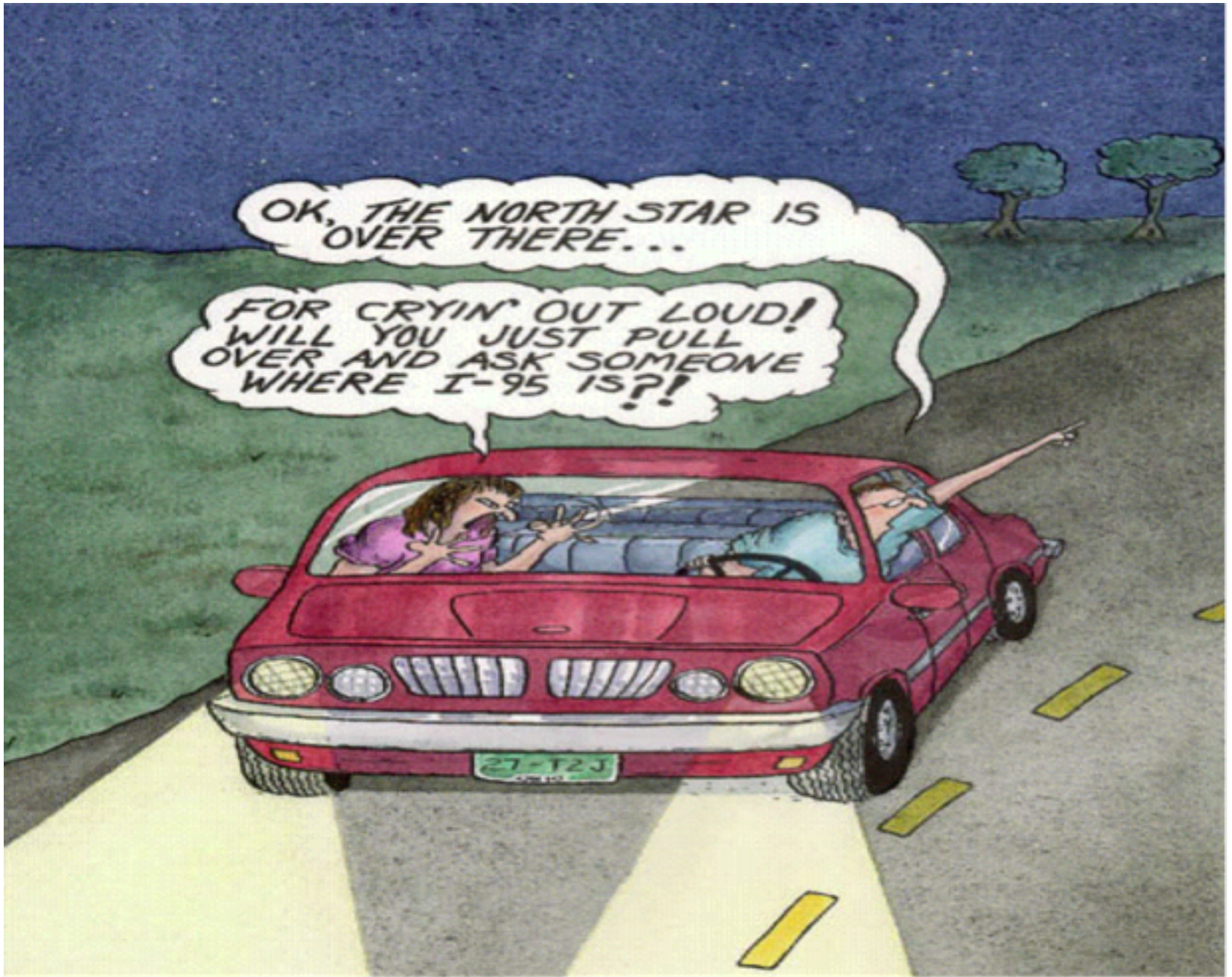
Evaluate

Rita DiGioacchino DeBate, Ph.D., MPH, CHES
Associate Professor
Department of Community and Family Health
College of Public Health



Making Life Better™

Why Evaluate?

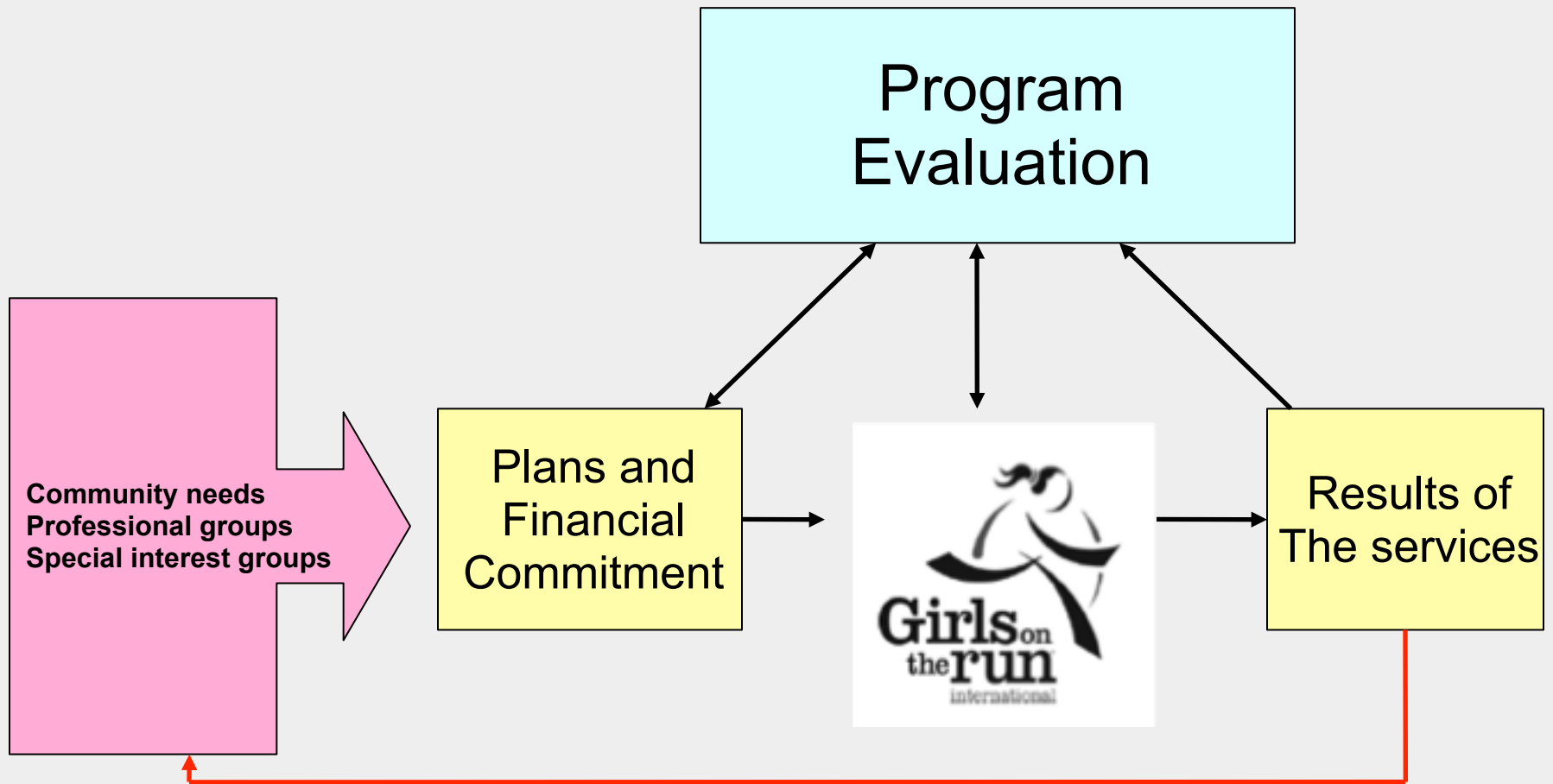


OK, THE NORTH STAR IS
OVER THERE...

FOR CRYIN' OUT LOUD!
WILL YOU JUST PULL
OVER AND ASK SOMEONE
WHERE I-95 IS?!

27-T2J

Evaluation Road Map



Why Evaluate?

- We are obligated to providing quality, effective, and efficient services
- We are held accountable for our programs
 - Funding agencies want to know if their money was put to good use
 - Funding agencies want to know if your program created the changes you proposed
 - GOTR wants to know that each program is supporting its mission and objectives
 - GOTR participants, parents, and community want to be assured that the program works

Purpose of Evaluation

Assess a program's merit or worth

- ✓ Verify the resources are devoted to meeting unmet needs
- ✓ Verify that planned programs do provide services
- ✓ Examine the results of the services
- ✓ Determine which services produce the best results
- ✓ Select the programs that offer the most needed types of services
- ✓ Provide information to maintain and improve quality
- ✓ Watch for unplanned side effects

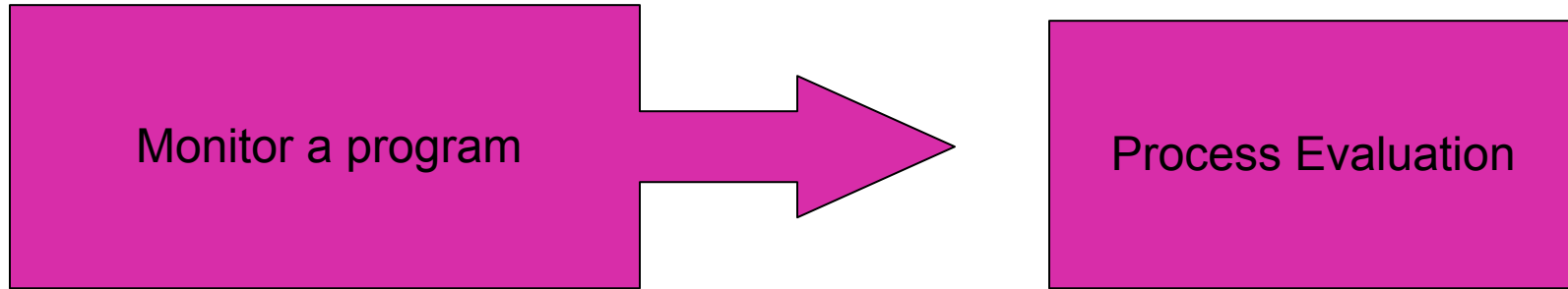
What can an Evaluation do?

What can an Evaluation do?

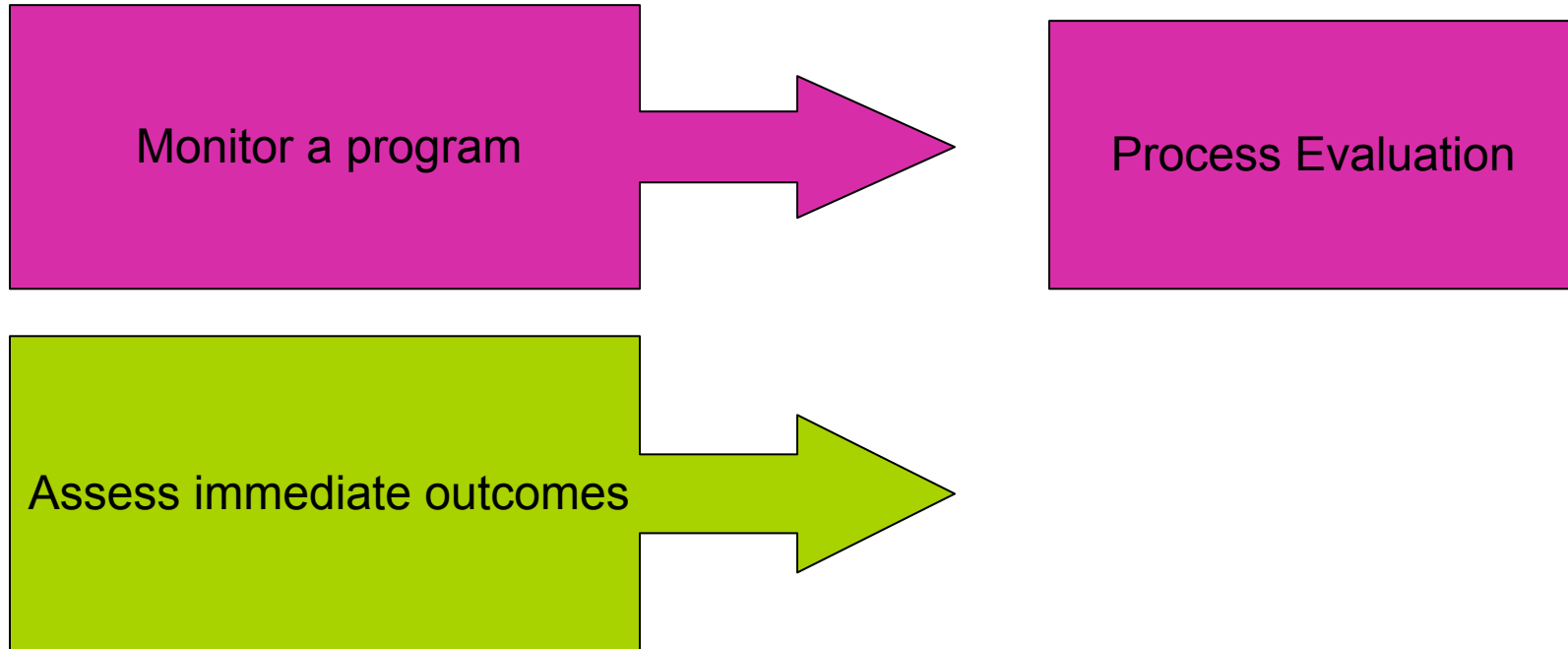


Monitor a program

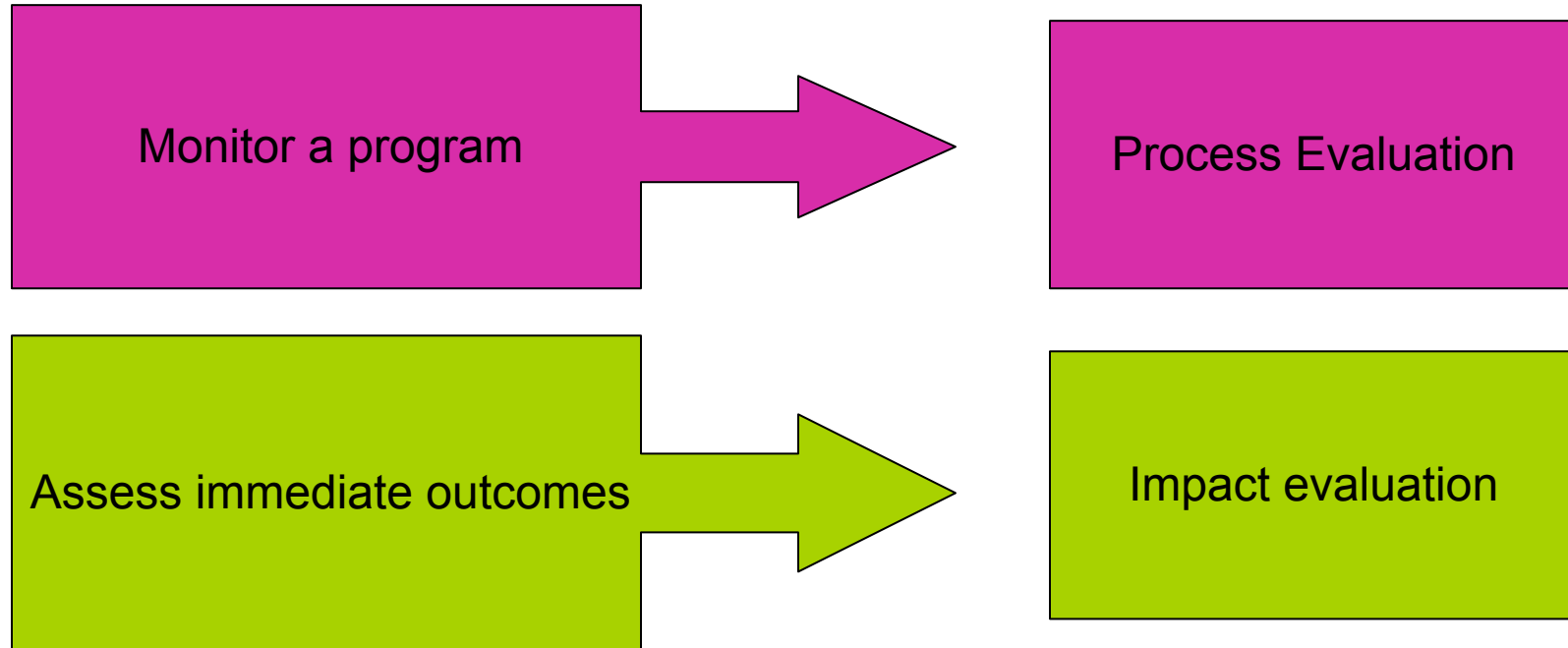
What can an Evaluation do?



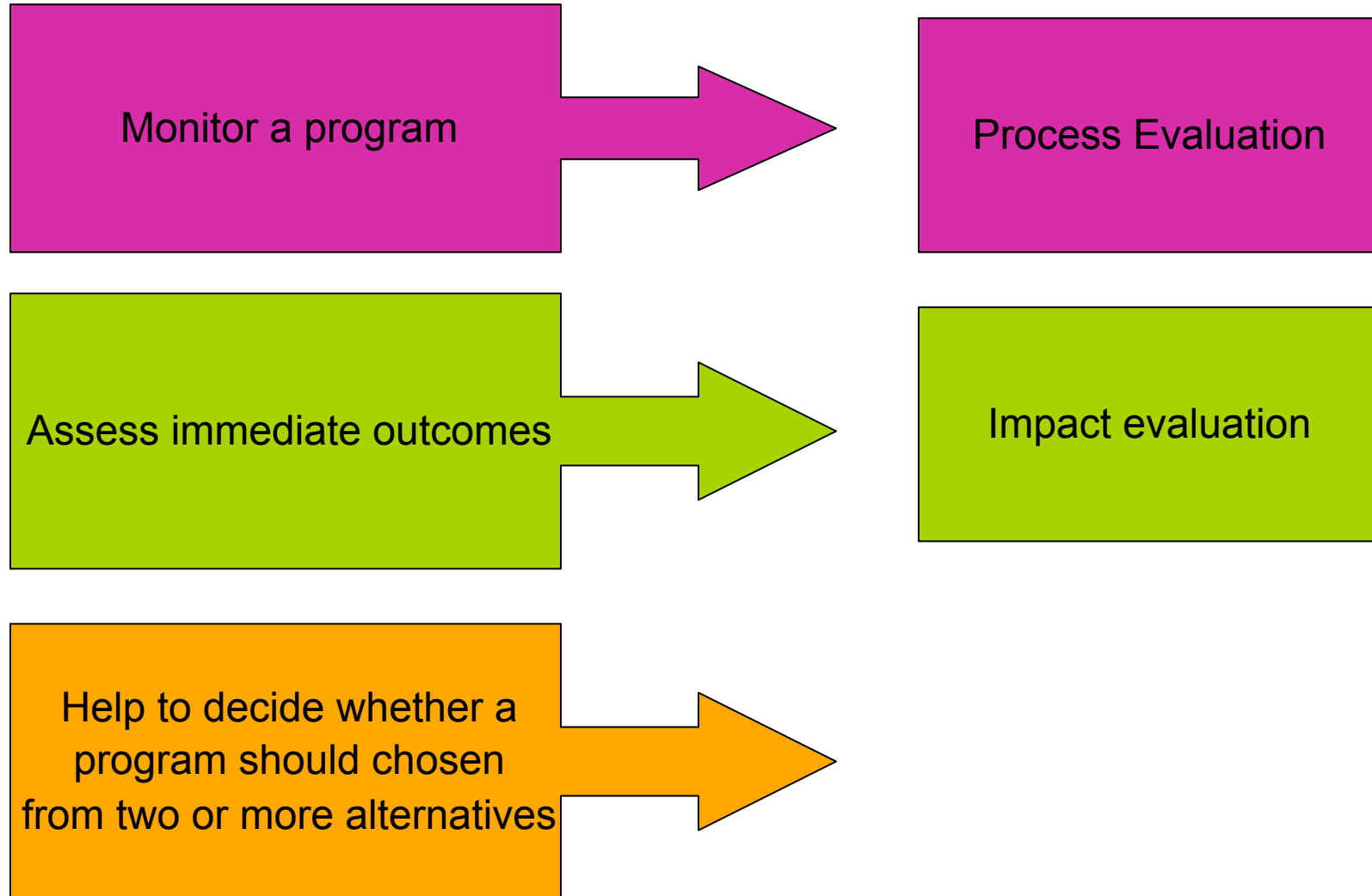
What can an Evaluation do?



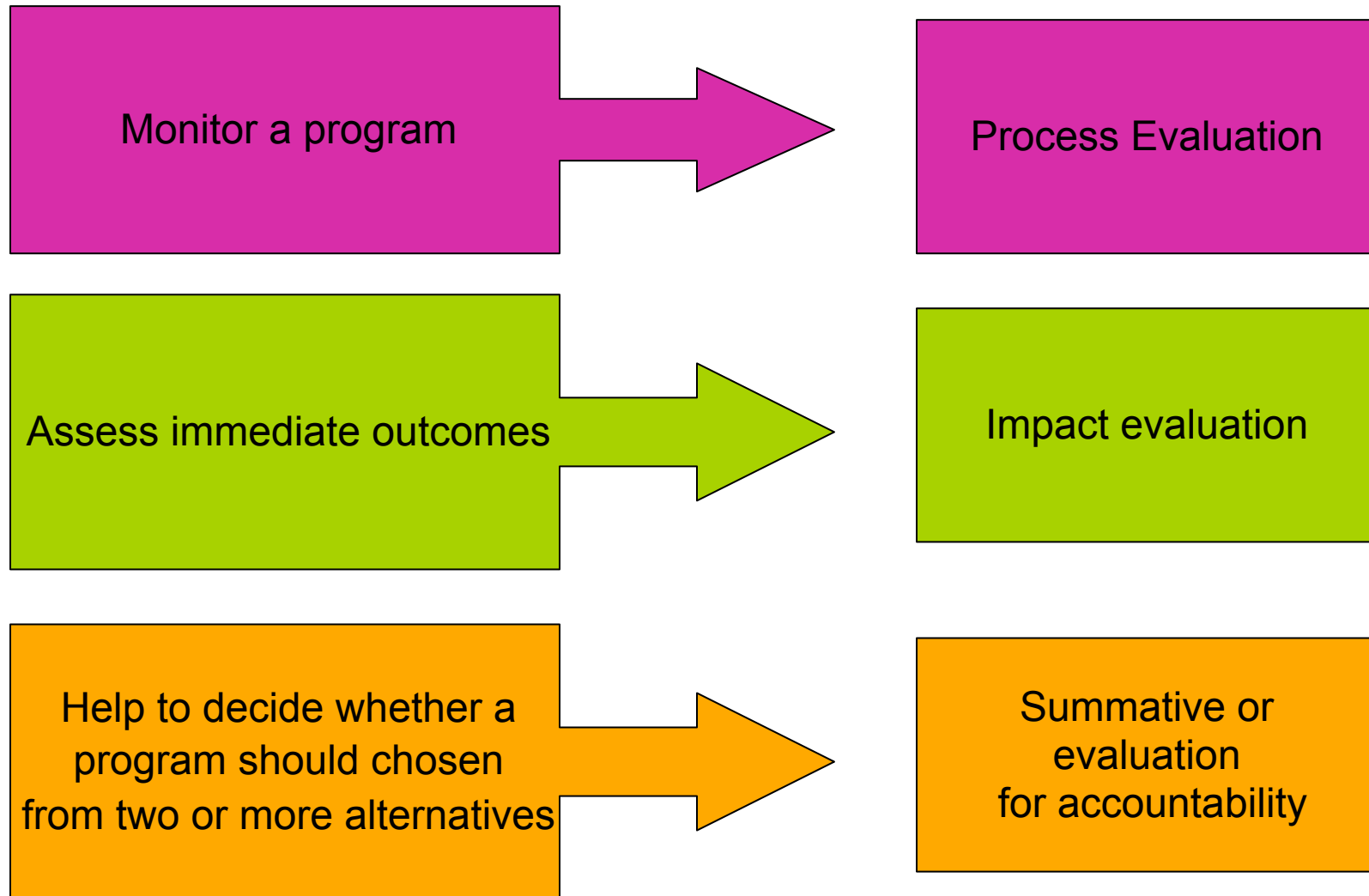
What can an Evaluation do?



What can an Evaluation do?



What can an Evaluation do?







Steps to Program Evaluation

PROGRAM EVALUATION FLOW CHART

Program Phases	Questions to Ask	Evaluation Phase
I. Identify Problem/ Need	What is the targeted community? To what extent are information needs being met?	Community Assessment
II. Develop Goals and Measurable Objectives	What changes will address unmet needs?	
III. Select Activities and Strategies and Design Implementation Plan	What kinds of activities/strategies will produce changes desired? How will activities and strategies be tailored to the needs of the targeted group? How should the program be put into operation?	Audience Assessment
IV. Program Implementation	Is the program operating as planned? Are participants learning what is expected? Is the audience satisfied with results? Is the program reaching the intended audience?	Process Evaluation Impact Evaluation
V. Program Outcomes	Were objectives reached? Are there impacts regarding health information use? What other impacts have occurred?	Summative Evaluation
VI. Feedback	How realistic were initial goals? What programmatic changes need to be made?	

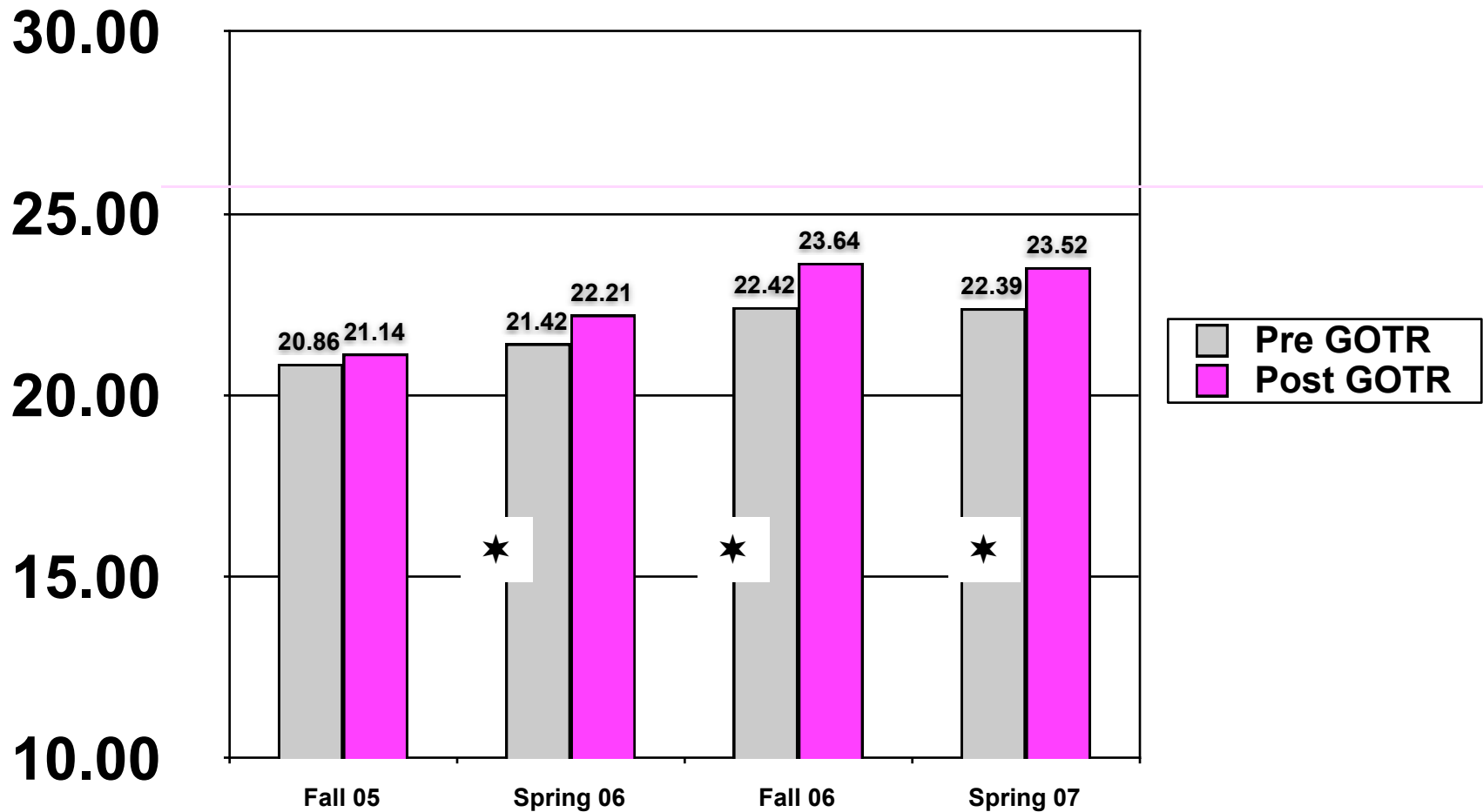
Steps to Program Evaluation

Objective Behavioral/Educational	Indicators	Data Sources
By the end of the GOTR program participants will: <ul style="list-style-type: none"> ▪ Improve self-esteem ▪ Improve commitment to physical activity ▪ Increase positive attitude toward exercise ▪ Increase motivation to be physically active ▪ Value physical activity ▪ Be satisfied with body shape ▪ Increase days of physical activity per week 	<ul style="list-style-type: none"> • Self-esteem  • Physical activity commitment  ----Attitudes towards physical activity ----Motivation to be physically active ----Valuation of physical activity • Body image  Physical activity behaviors  	<ul style="list-style-type: none"> Rosenburg Self-Esteem Scale Commitment to Physical Activity scale Body Shape Silhouettes YRBS frequency of vigorous

Results: Self-Esteem

Please tell us how much you agree or disagree with the following statements. There are no right or wrong answers. If you cannot understand something, please ask your coach for help. Please answer all questions.				
Example: I like vegetables	Strongly Disagree NO!!	Disagree NO	Agree Yes	Strongly Agree YES!!
I am satisfied with myself	NO!!	NO	Yes	YES!!
I do not think I am good at all	NO!!	NO	Yes	YES!!
I feel that there are a lot of good things about me	NO!!	NO	Yes	YES!!
I can do things as well as most other people	NO!!	NO	Yes	YES!!
I feel I do not have much to be proud of	NO!!	NO	Yes	YES!!
I feel useless at times	NO!!	NO	Yes	YES!!
I have a lot to offer people	NO!!	NO	Yes	YES!!
I wish I could have more respect for myself	NO!!	NO	Yes	YES!!
I feel that I am a failure	NO!!	NO	Yes	YES!!
I take a positive attitude toward myself	NO!!	NO	Yes	YES!!

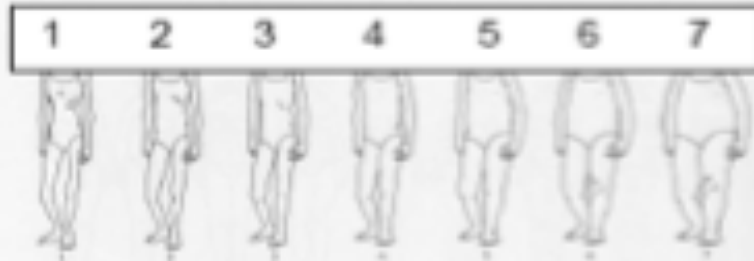
Results: Self-Esteem



Results: Body shape satisfaction

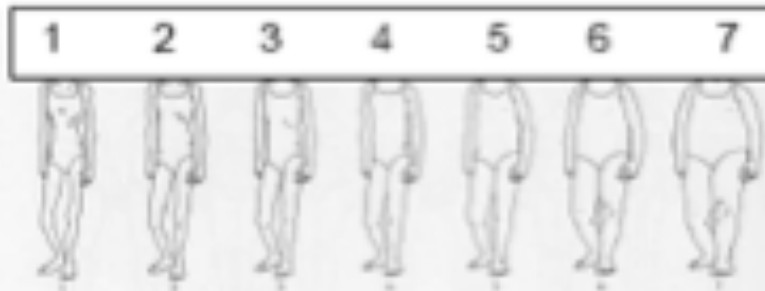
Here are some pictures of girls:

Please circle the number of the body shape which you **think** looks like you.

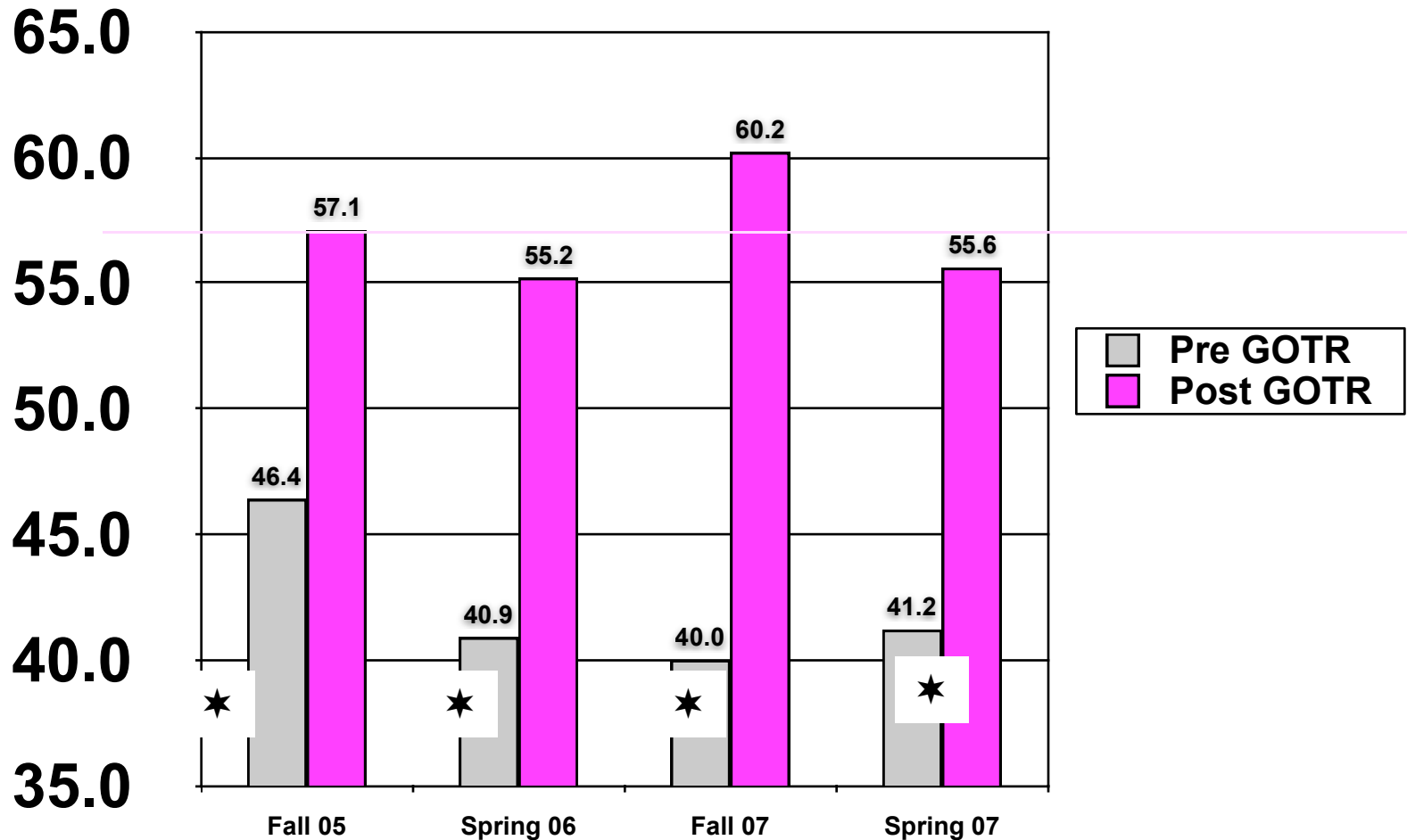


Here are some more pictures of girls:

Please circle the number of the body shape you **want to** look like.



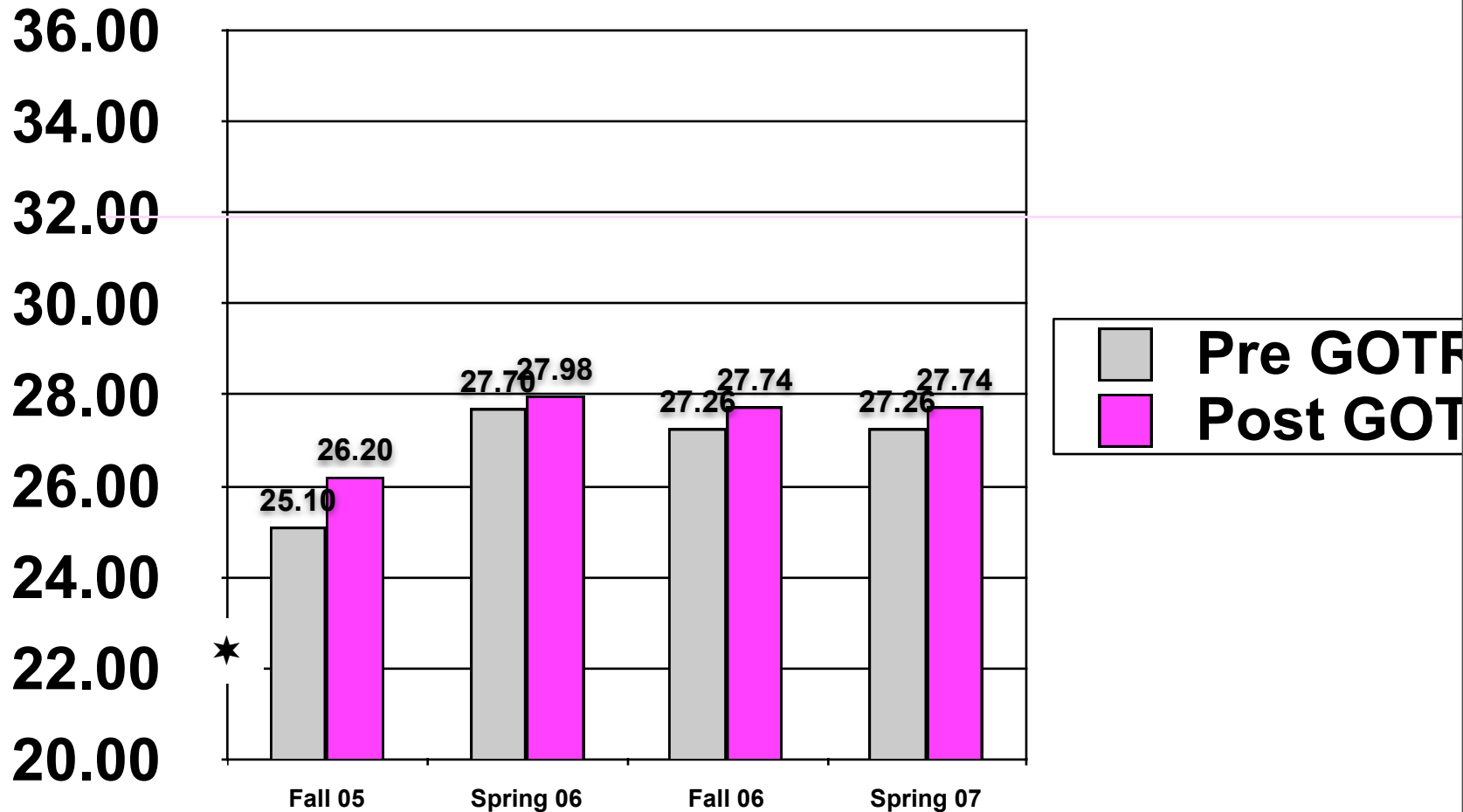
Results: Satisfied with Body Shape



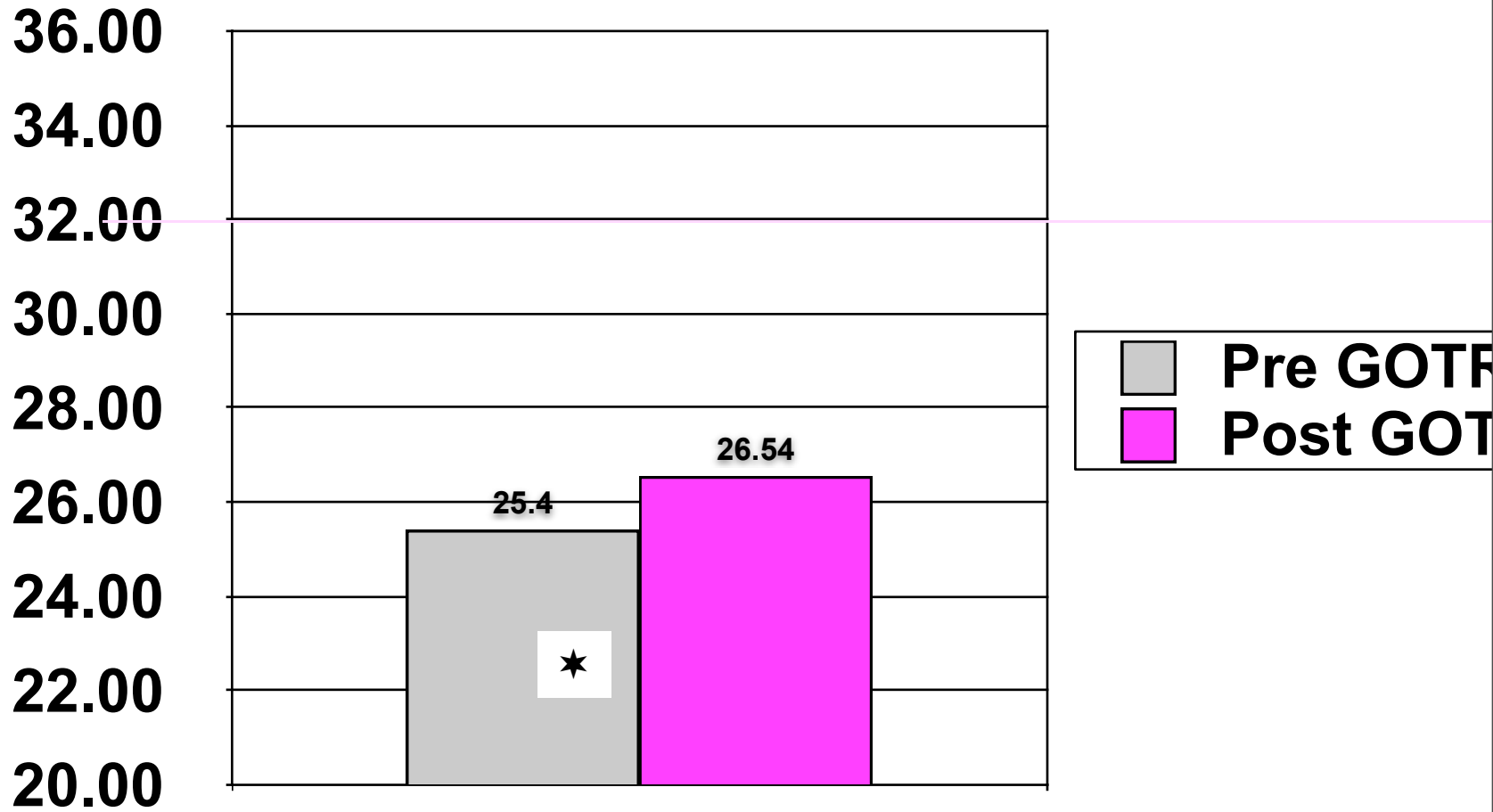
Results: PA Commitment

PA Commitment	
Physical activity is important to me	Value
Physical activity is the best part of my day	
I would change my schedule to participate in physical activity	
Life is better because I am physically active	
Physical activity feels good	
I look forward to physical activity	
I don't like thinking about doing physical activity	Attitude
I do not enjoy physical activity	
When I miss a day of physical activity, I like it	
Physical activity is hard work	Motivation
I wish there were better ways to get healthy than being physically active	
I have to force myself to be physically active	
Total items	Commitment

Results: PA Commitment

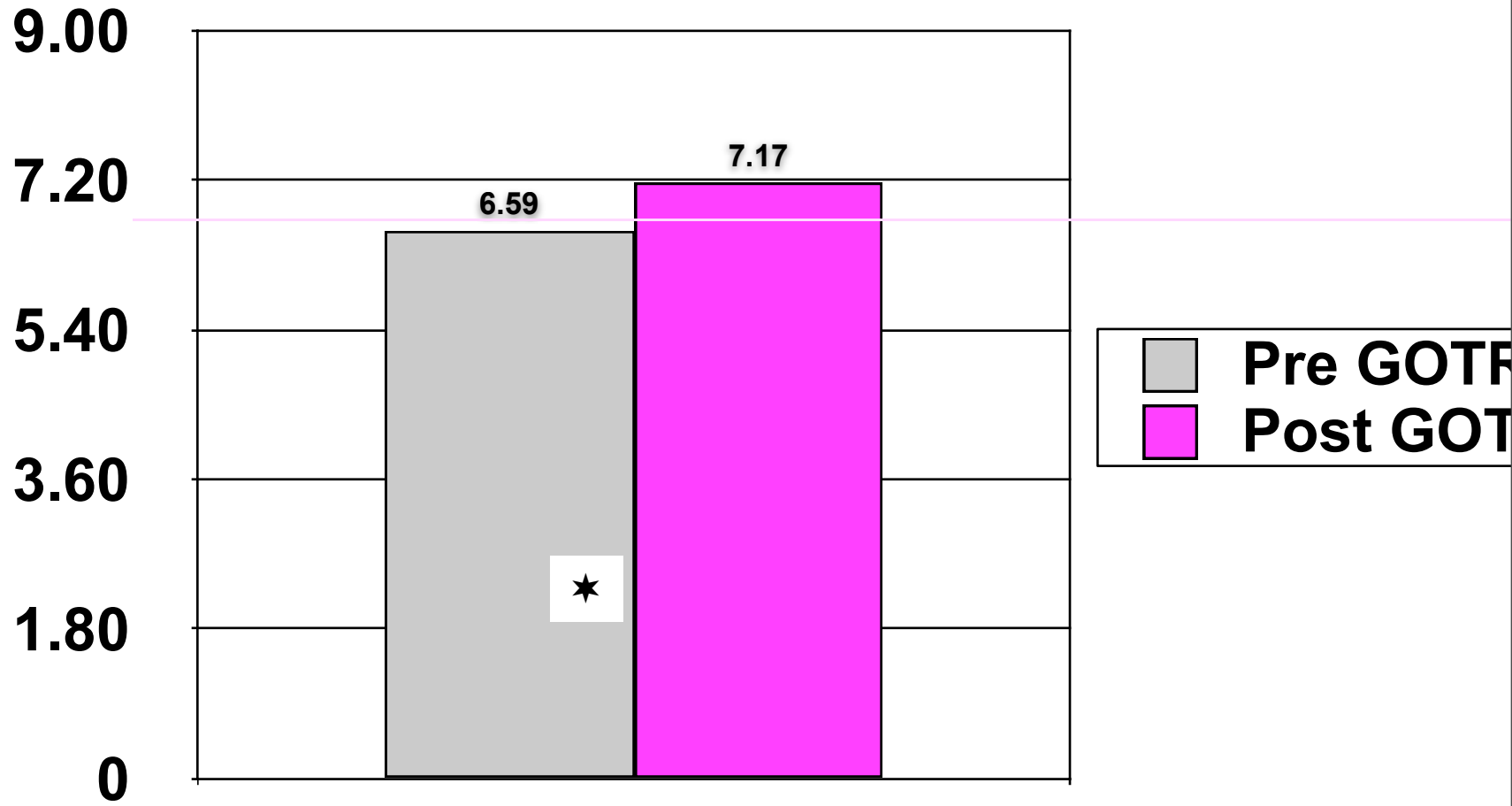


Results: PA Commitment



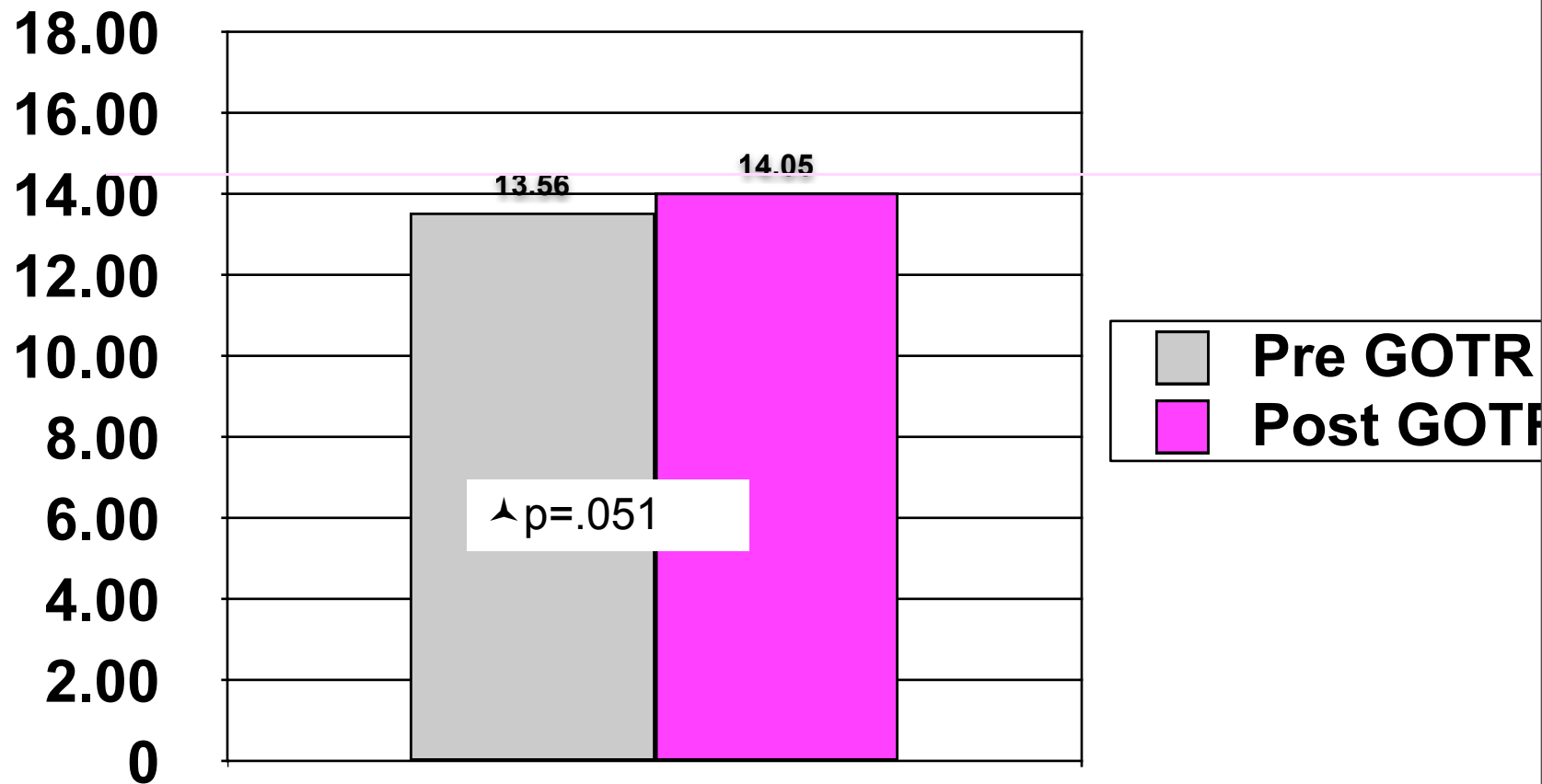
¹
DeBate, Zhang, & Thompson (2007). Changes in commitment to physical activity among 8-11 year old girls participating in a curriculum-based running program. *American Journal of Health Education*, 38 (5), 276-281.

Results: PA Attitudes



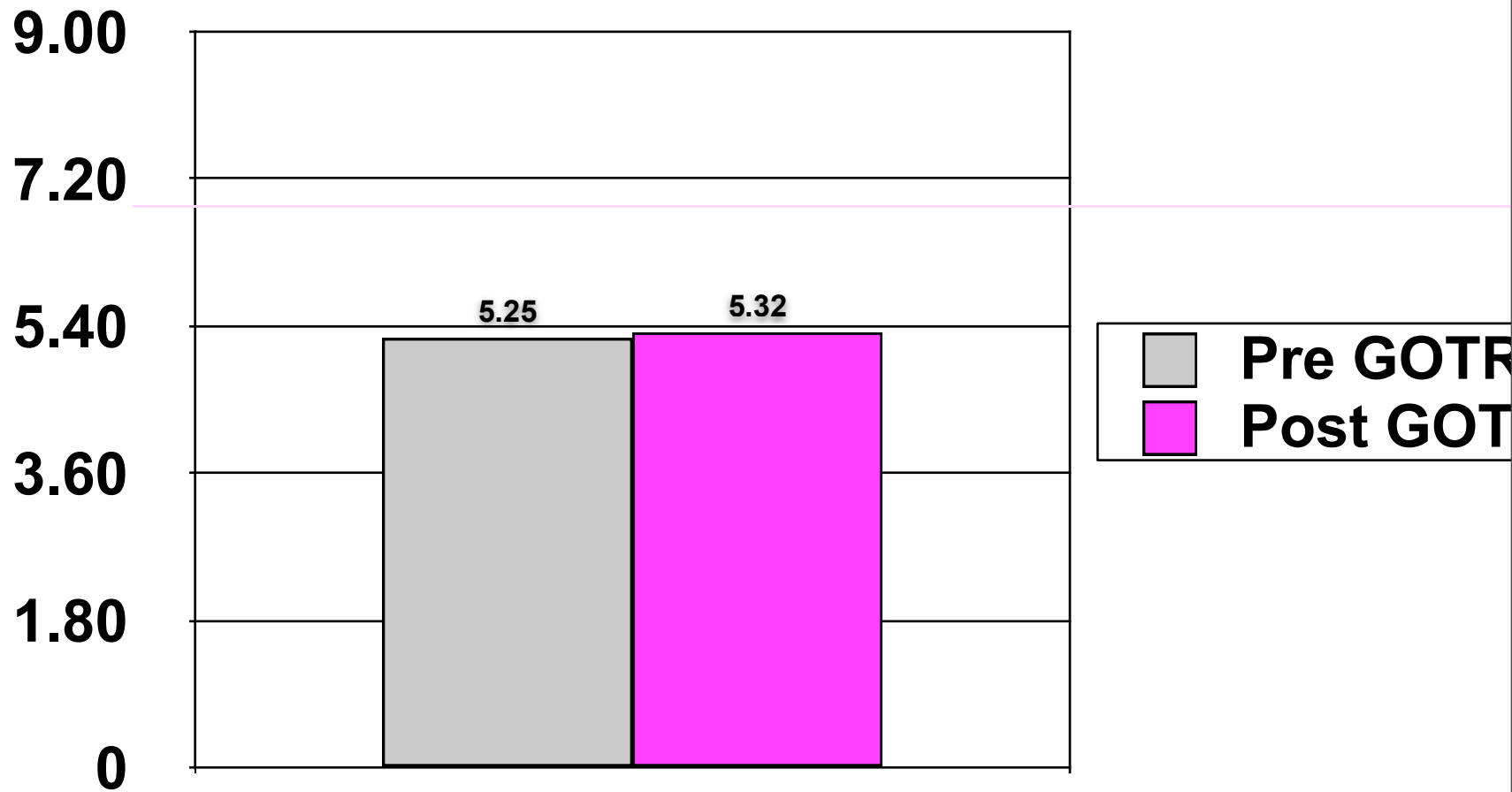
DeBate, Zhang, & Thompson (2007). Changes in commitment to physical activity among 8-11 year old girls participating in a curriculum-based running program. *American Journal of Health Education*, 38 (5), 276-281.

Results: PA Valuation



DeBate, Zhang, & Thompson (2007). Changes in commitment to physical activity among 8-11 year old girls participating in a curriculum-based running program. *American Journal of Health Education*, 38 (5), 276-281.

Results: PA Motivation



DeBate, Zhang, & Thompson (2007). Changes in commitment to physical activity among 8-11 year old girls participating in a curriculum-based running program. *American Journal of Health Education*, 38 (5), 276-281.

On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activities? (check one)

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

Do you play on any sports teams? (check one)

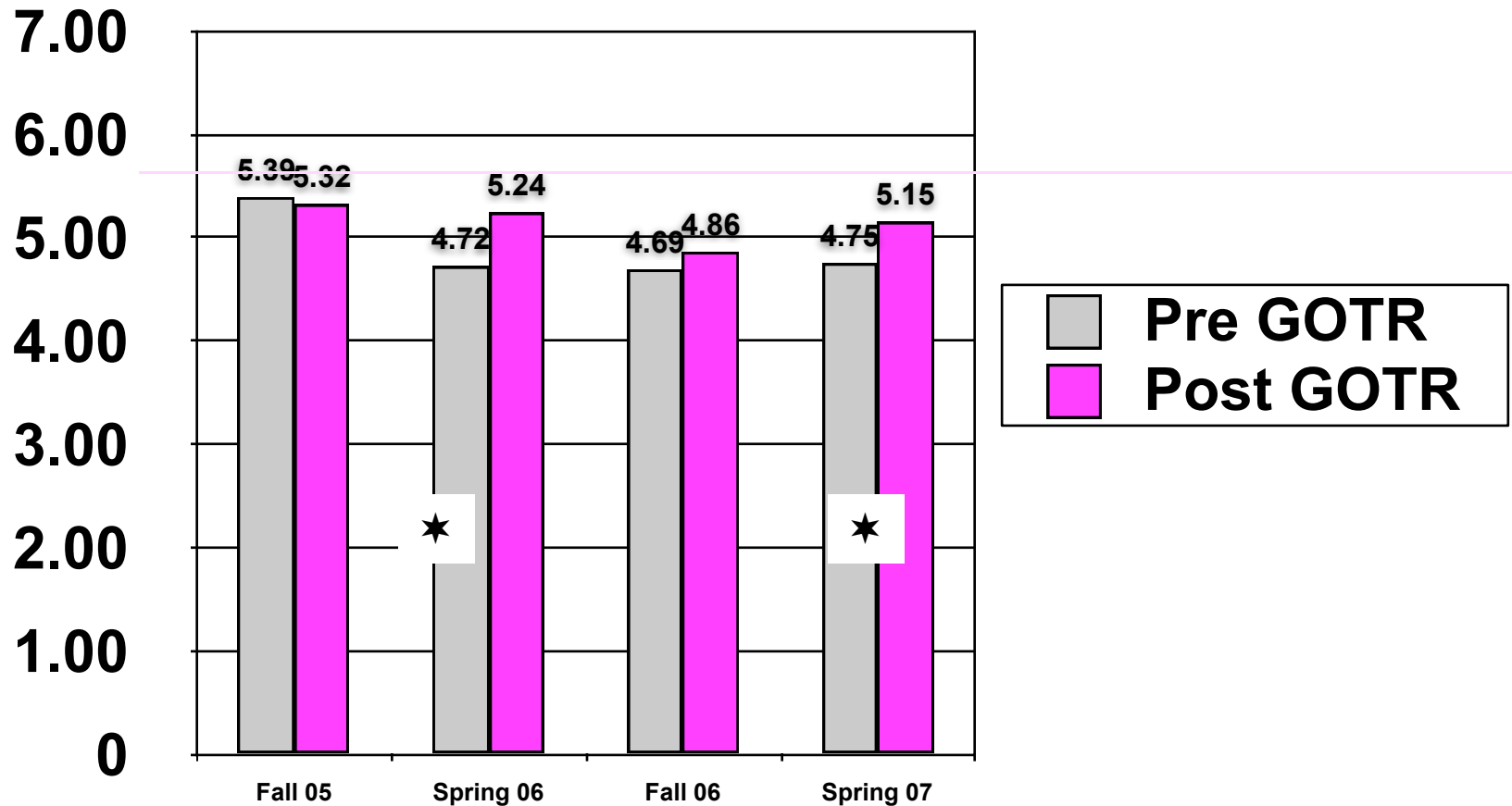
- yes no

How many times have you joined Girls on the Run? (check one)

- This is my First Time.
- This is my Second Time
- This is my Third Time
- I have joined Girls on the Run four or more times.

What grade are you in? _____

Results: PA Behaviors



Correlations:

Days physically active & commitment to PA

	Days physically active
Physical activity commitment	.30**
Value physical activity	.30**
Attitudes towards physical activity	-.19**
Motivation to be physically active	-.16**

UNIVERSITY OF MINNESOTA



THE 2007 TUCKER CENTER RESEARCH REPORT

Developing Physically Active Girls

An Evidence-based Multidisciplinary Approach

“To our knowledge, no evidence-based and empirically tested and proven girl-focused or girl-only Developmentally Focused Youth Sport (DYS) programs currently exist...”

Developmentally Focused Youth Sport (DYS) programs are used as vehicles for positive youth development—including social, cognitive, physical, emotional, and psychological assets.

DYS programs intentionally teach life and sport skills together.

“One program that holds promise is *Girls on the Run International*. *GOTR* is a program for pre-teen girls which uses running as a vehicle for transformation and positive youth development, in addition to helping girls challenge societally imposed gender roles, and reducing at-risk-behaviors. Evaluation of *GOTR* is currently underway. Girl focused *DYS* programs and physical education curricula are important for girls’ development...”

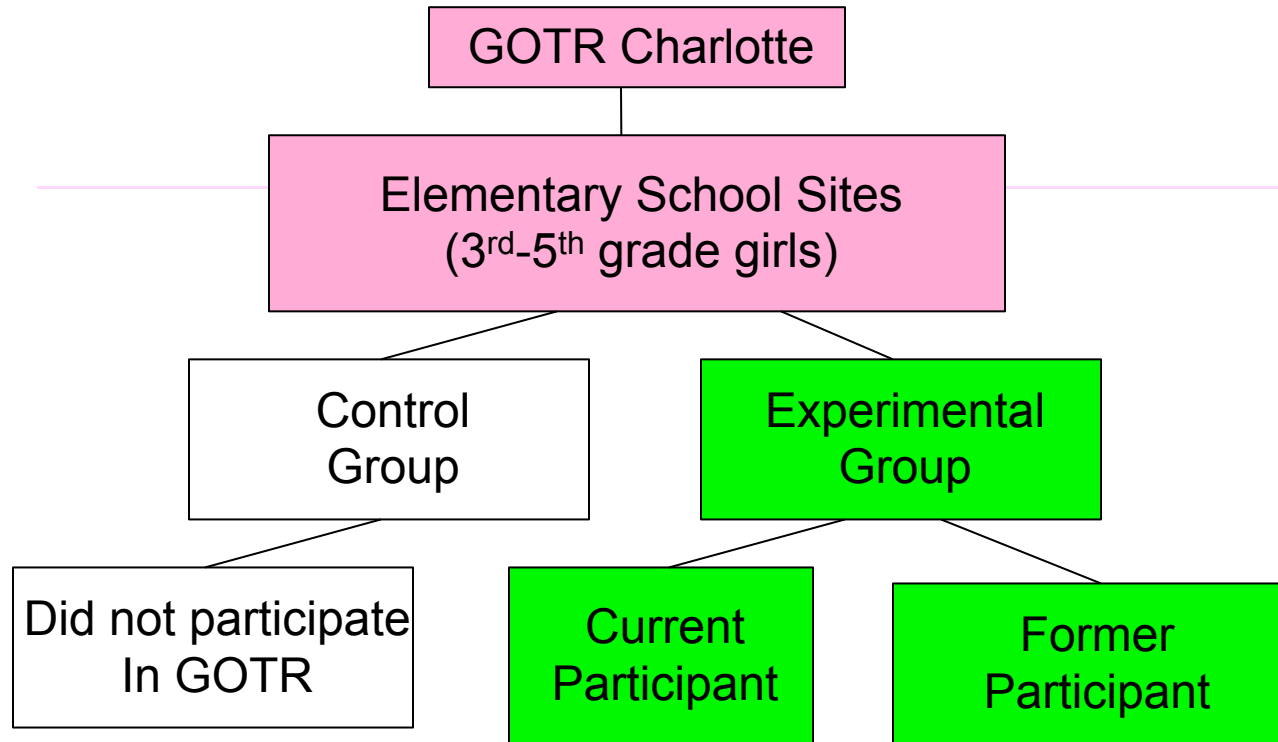
Developmentally Focused Youth Sport (DYS) programs are used as vehicles for positive youth development—including social, cognitive, physical, emotional, and psychological assets.

DYS programs intentionally teach life and sport skills together.

“One program that holds promise is *Girls on the Run International*. *GOTR* is a program for pre-teen girls which uses running as a vehicle for transformation and positive youth development, in addition to helping girls challenge societally imposed gender roles, and reducing at-risk-behaviors. Evaluation of *GOTR* is currently underway. Girl focused *DYS* programs and physical education curricula are important for girls’ development...”

Next Steps

Quasi-experimental study



Assess at pre intervention, post intervention and 6-months post intervention

Never doubt that a small group
of thoughtful, committed
citizens can change the world.
Indeed, it is the only thing that
ever has.

Margaret Mead





Ready...
Set...

Evaluate

Rita DiGioacchino DeBate, Ph.D., MPH, CHES
Associate Professor
Department of Community and Family Health
College of Public Health



Making Life Better™