**MONITORING PROGRAM/INTERVENTION WORKSHEET**

The term “monitor” in evaluation connotes more than then just monitoring the outcome of interest (e.g, success rates, enrollment); it also refers to the results of activities (outputs) as they relate to short, medium and long-term outcomes, and these are helpful in determining if policies and practices are being implemented as designed. A primary reason programs often fail is because of poor implementation; thus, monitoring the characteristics of implementation can be advantageous.

In the thick of daily duties, it’s easy to become fixated on the outcomes while not paying as close attention to processes and other measures that precede (or even foretell) them. This worksheet is a collaborative activity designed to help you think through what measurements are needed to monitor the progress of an ongoing project. There are several overriding questions, and the goal is to get teams to think critically about the following:

* What data is required to effectively monitor a program?
* How might you go about measuring the data?
* Who do you need to partner with to collect this data?

**A QUICK NOTE ON LOGIC MODELS**

This worksheet follows a logic model framework; however, one does not have to be very familiar with logic models to participate or benefit from this worksheet. (In fact, it is mostly displayed here as a visual guide to think through the questions.) In its most basic form, a logic model merely displays four components/processes that display a sequential relationship between a program and it’s intended outcomes. Below, we provide concise definitions of each.

1. **Inputs🡪** resources, materials and funding; intervention itself
2. **Activities🡪** the actions or “movement” or logistics of a program (e.g., helping students with course content, professional development lectures, etc.)
3. **\*Outputs/Deliverables🡪** direct result of the activities (e.g., number of students who received tutoring, satisfaction with professional development lectures, etc.)
4. **Outcomes**🡪
   * *Short:* immediate result of the output(s) of a program/intervention (e.g., increased knowledge in a course)
   * *Medium:* proximal result of the output(s) of a program/intervention (e.g, passing a test)
   * *Long-Term:* distal result of the output(s) of a program/intervention (e.g, overall success rates increased)

**\*Outputs** can be difficult to understand. Think of them as a condition or mechanism that precedes the outcome. Outputs are often helpful to assess in order to ensure that implementation is going well, and that the necessary intermediate steps are in place so the program is on track to have its impact. Outputs may take a variety of forms. For instance, if a professional development program aims to increase worker productivity (outcome), it must first ensure employees receive the PD program (output) and perhaps are satisfied with it (output). Both of these (attending the program and being satisfied with it) precede the outcome (worker productivity as a result of the PD program.)

**DIRECTIONS:** There are three exercises below, one for a tutoring service, an outreach program, and program of your choice. For each program, we provide a generic logic model. However, one need not conform strictly to the graphics presented; essentially, the task of this worksheet is to answer the following: ***“What information do I need in order to know whether or not my program/intervention was implemented correctly?*”** In the first example, we provide some of the key information as a guide and even answer the first question. Then, building off that, we successively take away information to get teams to answer the same central questions for a different program.

1. **STUDENT SUPPORT SERVICE (TUTORING INTERVENTION)**

ACTIVITIES

OUTCOMES

Short Medium Long-Term

InPUTS

OUTPUTS (what is produced as a direct result of the activity)

New student tutoring intervention

Course Success Persistence Completion

Students attend tutoring service

Tutors help students with course-specific content

**EXCERCISE 1 QUESTIONS** (answer these questions in the proceeding box titled, “Answers.”)

1. What information would you need to know if whether or not the support service was implemented correctly?
2. How would you measure this data and how does it relate to the outcomes?
3. How would you collect this data?

**ANSWERS TO EXCERCISE 1 QUESTIONS**

A1: First, a roster sheet to determine if students are attending the service is needed. Then a quality check to see if tutors are not merely providing the students with the answers. Also, a student survey might be helpful in determining the extent they are satisfied with the tutoring service, which may precede any positive outcomes among those attending the tutoring service.

A2:

A3:

1. **OUTREACH PROGRAM TO INCREASE ENROLLMENT**

Now, we ask that you not only answer similar questions for a more complex topic, but also fill out the corresponding blank spots in the logic model associated with an outreach program. There are no black and white right/wrong answers; we ask that you critically think about the process of increasing student enrollment and how activities might be monitored to ensure this goal. *(Hint: to do this, you need to think of what kinds of activities your college might implement.)*

ACTIVITIES

OUTCOMES

Short Medium Long-Term

InPUTS

OUTPUTS (what is produced as a direct result of the activity)

New outreach program

Increase Enrollment

**EXCERCISE 2 QUESTIONS** (answer these questions in the proceeding box titled, “Answers.”)

1. After identifying an output, what role does this play in leading to the outcome of increased enrollment? What other information may you need?
2. How would you measure this data?
3. What viable means could you leverage to collect this data?

**ANSWERS TO EXCERCISE 2 QUESTIONS**

A1:

A2:

A3:

1. **PICK YOUR OWN PROGRAM**

You’re on your own: no answers, no hints—not even a program to think about! Develop—in your groups—a logic model for a locally relevant program at your college. Continue to think through the same central questions for this as well.

ACTIVITIES

OUTCOMES

Short Medium Long-Term

InPUTS

OUTPUTS (what is produced as a direct result of the activity)

**EXCERCISE 3 QUESTIONS** (answer these questions in the proceeding box titled, “Answers.”)

1. What activities would produce what outputs that would produce what outcomes?
2. How would you measure this data?
3. How might “monitoring” the data help in ensuring the program meets its goal(s)?

**ANSWERS TO EXCERCISE 3 QUESTIONS**

A1:

A2:

A3: