SENIOR CENTER EVALUATION TOOLKIT

Florida Department of Elder Affairs

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This toolkit was developed by the Florida Department of Elder Affairs to help senior centers measure service delivery effectiveness. The toolkit was made possible by a Performance Outcomes Measures Project (POMP) grant from the Administration on Aging. The contents of this publication are solely the responsibility of the Department and do not necessarily represent the official views of the Administration on Aging.

In 2005, the Florida Department of Elder Affairs issued a report on a senior center participant survey. The results of the survey were significant. Seniors responding to the survey credited their senior center participation with benefiting their physical and mental health, increasing their opportunities to learn new things, improving their ability to find out about and connect to support services, and having a positive effect on their overall quality of life.

These documented results can be used to further improve services, show persons in the community the value of senior centers, encourage more people to participate in programs and help centers seek additional funding. A copy of the report can be found at http://elderaffairs.state.fl.us/english/seniorcenter.php#scps. The report made recommendations to further study senior center participation and its benefits to older adults. Development of a tool to help senior centers measure program outcomes was one of the recommendations.

This toolkit is designed to share information, ideas and materials to help you evaluate your success in meeting program goals. It is not intended to provide a comprehensive guide to program evaluation. Every attempt has been made to include the latest and most accurate information. This document contains links to other sites for additional information. The Department is not responsible for the content or reliability of any of the sites. The Department has no control over and cannot guarantee the links will work at all times.

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The Department also recognizes that senior centers, along with the rest of the state, benefit significantly from the time and skills of senior volunteers. We are especially grateful to Jim Hinson, a volunteer from the Tallahassee Senior Center, who developed the Excel worksheets used in this toolkit.
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Introduction – Yes, You Can!

As a senior center manager, you probably know how many people come to your center and how many people participate in your programs. You probably believe people who come to your center enjoy coming, have fun being around others and get some value from attending. But, do you know what impact you are actually making on the life of people who participate in your programs and activities. Can you prove your impact to funding agencies?

Maybe you would like to evaluate your programs to find out whether your center:

- Is the best that it can be
- Is having an impact on the community
- Is benefiting the people who attend

Maybe you would like to evaluate your programs to be able to:

- Document your successes
- Identify areas for improvement
- Justify your budget

Maybe you would like to evaluate your programs but don’t know where to begin or think you don’t have the time, the staff or the expertise.

This toolkit provides all the ready-to-use tools and expertise you need to do a basic evaluation to show how well you are doing and if people are benefiting from your programs and activities.

Here is what you will find in this toolkit:

- A general discussion on why and how to do an evaluation
- A survey module you can use to measure program outcomes and benefits
- A survey module you can use to obtain demographic and participation information
- Additional survey modules you can select from to meet your evaluation goals
- An Excel file with worksheets to help you record and analyze survey responses
- Information and materials for learning more about program evaluations
Getting Started

Making the decision to begin

Understanding the importance of an evaluation and how it can be done with minimal effort and staff time can help you decide to take the first step.

Self-evaluation

Self-evaluation is a way of looking at services, programs and activities to learn whether they are working well. A self-evaluation will tell you if you are meeting goals and help you answer the questions: Is our center providing the programs consumers want and need? Are there ways to improve our programs? Are we really making a difference?

Why evaluate programs and services

A well-planned evaluation can help you answer those questions. Evaluation results can give you the feedback you need to make decisions about your programs. The purpose of evaluating your programs is not to find fault, judge or criticize. Program evaluation can help you:

- Assess programs for efficiency, effectiveness and customer satisfaction
- Measure changes and impacts on recipients
- Identify promising practices
- Identify trends and popular activities
- Identify areas that need improvement
- Make changes to strengthen and improve activities
- Compare performance over time and implement a system of continuous improvement
- Document accomplishments and success
- Increase accountability to funding sources
- Justify budget and grant requests
- Establish credibility within the community

For centers interested in national accreditation, program evaluation is one of the National Council on Aging senior center accreditation standards. For a copy of the accreditation standards developed by the National Institute of Senior Centers (NISC), a unit of the National Council on Aging, see [www.ncoa.org/content.cfm?sectionID=131&detail=1691](http://www.ncoa.org/content.cfm?sectionID=131&detail=1691).
**Using the toolkit to perform a self-evaluation**

Where do you begin? A lot of the work has already been done for you. This kit contains tools, measurable outcomes and surveys that have been successfully tested. It will lead you through the basic steps for using these tools and doing an evaluation of your programs and activities.

1. Use the blank sample work plan to create your own work plan and time line.
   - It’s OK if the evaluation process takes a few months
   - It’s OK to use volunteers to help with the process
   - It’s OK to make changes and update your plan as you proceed

2. Select programs and activities that you want to evaluate.
   - It’s OK if you don’t evaluate all your programs or activities at one time
   - It’s OK to talk to your board or funders to make sure you are choosing areas they want evaluated as part of their reporting requirements

3. Use the survey modules provided to get feedback from participants.
   - It’s OK to use some data that you already collect
   - It’s OK to be realistic about what information you can expect to obtain

4. Use the Excel worksheets provided to tally and analyze results.
   - It’s OK if the results are not what you wanted or expected
   - It’s OK to think of the results as information and feedback rather than judgment
   - It’s OK if you don’t know what results to expect or what goal to set for your first evaluation

5. Use the sample report outline to prepare a report of your findings, conclusions and recommendations.
   - It’s OK to brag about successes
   - It’s OK to learn from others with similar findings

6. Use your results for program growth and improvement
   - It’s OK to admit that improvements can be made
   - It’s OK to take little steps in making changes
Measuring the benefits of your program

There are many ways to document and measure the benefits or outcomes people get from participating in your programs and activities.

One way is through observation. Do you observe that people coming to your center seem to be happier the more they come? Do you observe people socializing more? Do you notice that people taking physical activity classes have better balance or seem to walk more easily? Do you notice that people eating at your center appear more fit or have more energy?

If your center keeps activity logs or records blood pressure, weight or even number of miles walked in an exercise class, you may have the data you need to formally document observable program benefits. See the Evaluation Tools section for a table of sample observable changes that could result from participating in your activities and sample activity and health tracking logs.

Another way to measure benefits is through participant feedback. Feedback can be collected through questionnaires or conversations with individuals or small groups of participants. Senior center managers experienced in conducting evaluations say they get the most success from a one- or two-page, easy to understand, survey that can be handed to participants to voluntarily fill out on the spot.

This toolkit provides survey modules you can select to measure your program benefits.

What benefits are we measuring

Your desired product, changes or benefits resulting from program activities are your program outcomes. Research confirms the importance of keeping elders active, healthy and engaged. Senior center program activities help participants “SIP from the fountain of youth.” Programs at senior centers that encourage Social, Intellectual and Physical activity result in overall improvements in quality of life.
This toolkit helps to measure the outcomes or benefits of a senior center’s social, intellectual and physical activities. Common senior center outcomes identified by the Administration on Aging Performance Outcomes Measures Project are included in this toolkit.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators (Outcome Measures)</th>
<th>Survey Question</th>
</tr>
</thead>
</table>
| Greater socialization and interaction with others | ▪ do more volunteer work  
▪ see friends more often / make new friends                                              | ▪ Question 1    |
|                                              |                                                                                             | ▪ Question 2    |
| Improved physical health                     | ▪ take better care of my health  
▪ eat meals that are better for me  
▪ have more energy  
▪ am more physically active                                                             | ▪ Question 3    |
|                                              |                                                                                             | ▪ Question 4    |
|                                              |                                                                                             | ▪ Question 5    |
|                                              |                                                                                             | ▪ Question 13   |
| Improved outlook on life                      | ▪ feel happier or more satisfied with my life  
▪ have something to look forward to each day  
▪ learn new things                                                                    | ▪ Question 6    |
|                                              |                                                                                             | ▪ Question 7    |
|                                              |                                                                                             | ▪ Question 11   |
| Improved access to information or linkages to other services and resources on aging issues | ▪ know where to ask if I need a service such as a ride to the doctor or an aide  
▪ have learned about services and benefits                                                | ▪ Question 8    |
|                                              |                                                                                             | ▪ Question 12   |
| Ability to maintain independence              | ▪ feel more able to stay independent                                                         | ▪ Question 9    |
| Overall customer satisfaction                 | ▪ feel that the senior center has had a positive effect on my life  
▪ would recommend the senior center to a friend or family member                         | ▪ Question 10   |
|                                              |                                                                                             | ▪ Question 14   |

For more information on the Administration on Aging Performance Outcomes Measures Project or links to additional questions and surveys on senior center participation or characteristics, see [www.gpра.net/Scmain.asp](http://www.gpра.net/Scmain.asp).
Logic behind the outcomes

It helps to understand program outcomes by analyzing what contributes to a successful program. Logic models help us do that. Logic models are often used as a tool for program planning and evaluation. They display the relationship between program resources and activities and intended effects or outcomes. During planning they can help make sure that your goals are realistic and achievable.

A logic model generally includes resources that are available to a program (inputs), the services offered by a program (types of activities), a count of the activities and participants (outputs) and the end results (outcomes).

Inputs   Activities   Outputs   Outcomes

**Inputs** are your available resources such as staff, volunteers, staff and volunteer time, supplies, money and funding.

**Activities** are events, programs and services or what you do with your inputs or resources. They can include things like education, training, counseling, meals, etc.

**Outputs** are the direct product or tangible result of your activities. They can be used to track your progress for a program or activity. They include things like the number of classes, number of training sessions and number of participants served.

**Outcomes** are the desired results of the program, activity or services. They tell you what benefits or changes participants have as a result of taking part in your activities. They can include things like new or increased knowledge, changed attitudes, changed behaviors and improved conditions. Your programs can have valuable short-term, intermediate or long-term benefits.

- **Short-term outcomes** are the expected immediate effects of your program or activity.
- **Intermediate outcomes** can be a physical or behavior or policy change.
- **Long-term outcomes** are the overall desired results of your program activities and services. They can take years to accomplish.

**External influences** also need to be considered. These are items and events that are out of your control. They can include things like laws, regulations or requirements from your funders. These factors can have an important influence on your programs and need to be considered.
One way to develop a logic model is by asking questions about your activities or programs:

What resources are consumed by or needed to operate my program?
If I have access to these resources, how can I use them to accomplish my planned activities?
If I accomplish my activities, what services or product will I deliver?
If I accomplish my activities as planned and deliver the services or product intended, how will participants benefit?

<table>
<thead>
<tr>
<th>Input</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>Physical fitness classes</td>
<td>Three one-hour exercise classes per day; 10 participants per class; three times per week</td>
<td>Have fun</td>
</tr>
<tr>
<td>Equipment</td>
<td>Nutrition classes</td>
<td>One hour nutrition class every two weeks; 15 participants per class</td>
<td>Weight loss</td>
</tr>
<tr>
<td>Staff</td>
<td>Teachers</td>
<td>More stamina</td>
<td>Better understanding of nutrition</td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td>Eat healthier foods</td>
<td></td>
</tr>
<tr>
<td>Staff Time</td>
<td></td>
<td>Improved physical health</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can use the Logic Model template in the Evaluation Tools section to visualize your own resources and activities and see how they relate to the identified outcomes.

We will look at the logic model again when we talk about analyzing results of the evaluation.

Selecting programs or activities to evaluate

It is now time to select the programs or activities you want to evaluate. You can choose to do a general or overall evaluation of your senior center or one limited to certain programs or services. To do an overall evaluation you would get feedback from a sample of all people who come to your center. If you want to start on a smaller scale or if there is a particular program that you want more information about, you can start by evaluating one or more specific programs or activities. Other programs or activities can be evaluated at another time.

The Programs and Services Checklist in the Evaluation Tools section can help you think about activities provided by your center. You can use this list to decide where you want to start your evaluation. When selecting activities to evaluate, think about your policy makers and funders. Do they require information on or are especially interested in learning more about particular programs or activities?
Conducting the Evaluation

Once you have selected the programs and activities to evaluate, it is time to finalize your evaluation plan and time frame and begin collecting information.

When to conduct the evaluation

An evaluation can be a one-time event giving you a picture of what is happening at a single point in time or it can be ongoing. Ongoing evaluations can be more valuable because they allow you to track trends and change. Ongoing evaluations also allow you to always have the latest data ready for grant applications, funders and other interested persons.

A one-time evaluation can answer a particular question about an activity, service or program. Ongoing evaluation allows you to continuously improve and make the best decisions regarding use of resources of staff, time and money.

Do not be scared off by the idea of an ongoing evaluation. Getting started may take some extra time but once you have the steps in place, updating and re-evaluating becomes routine, takes less time and allows you to look at new things. Think about it. You do not have to decide now to do ongoing evaluations. Begin with one. Set a time frame that meets your workload and program schedules.

Decide what the right time is for you to do your evaluation. Here are some schedules that have worked for other senior centers:

- Conduct surveys at the end of a class schedule or specific activity.
- For ongoing classes, conduct surveys once a year at a designated time frame.
- Conduct a survey at the beginning of a class and then again at the end of the class to try to measure specific class changes or to see if participants met their class goals.

Collecting the data

It is probably a good idea to set aside two to three weeks to survey participants in activities you have chosen to evaluate. Volunteers can be a big help in handing out and collecting surveys.

**Question:** How can the information be collected in a way that is reasonable for the staff and time I have available and non disruptive to participants?

**Answer:** Senior centers experienced in conducting evaluations find they get the most economical and greatest response from short 10-minute, easy-to-understand surveys. Surveys are handed to participants before or after a class activity and then collected before the class begins or the person leaves the center.
**Question:** How can I make sure to get a large and broad enough sample of people to survey so results reflect my programs and are not influenced by a particular class, group, instructor or other factor?

**Answer:** If you are trying to measure the outcome of a particular class or group, offer the survey to everyone in that particular class or group. If you are trying to get a more general picture of results, offer the survey to persons at a variety of times or opportunities. For example, you may want to conduct the survey over a few weeks so you get feedback from a variety of people attending your center. You should also survey people on different days of the week and at different times during the day.

**Surveys**

Use the surveys in this toolkit. Surveys are provided in modules so you can select any or all depending on the information you want and the programs or activities you want to evaluate. Questions included on the survey modules have been successfully tested and used by others evaluating senior center services.

**Outcomes Module** – These questions measure senior center outcomes identified by the Administration on Aging Performance Outcomes Measures Project.

**Attendance, Participation and Demographics Module** – These questions collect basic information so you can watch for trends or report information required by funders.

**Customer Satisfaction, Programs and Management Module** – These questions go beyond the basic satisfaction questions included in the Outcomes Module and provide more detailed information on customer satisfaction with staff and groups of activities.

**Specific Class or Activity Module** – These questions collect more detailed information on the success and customer satisfaction of a single class or activity.

See the Evaluation Tools section for copies of the survey modules and instructions for their use. The Appendix includes information on the source of the questions and links to additional survey options.

**Question:** What else can I do to encourage people to complete the survey?

**Answer:** “We attach a cover letter that encourages participation by explaining that the survey information is used for programming and funding. The letter explains how results are submitted to the county in our funding requests. In the letter we try to make the participants know that the time they take to respond means a lot to the program…we strive for our clients to feel ownership in this center, and I believe the survey makes them feel that opinions are valued.”

See the Evaluation Tools section for a cover letter adapted from the Martin County, Florida, Log Cabin Senior Center.
Using Evaluation Results

Tabulating responses

What will you do with the data you collected? Look at the answers to your survey. The Excel file provided as a supplement to this toolkit will allow you to compile answers from the surveys. This will give you the total numbers who answered a particular question in a certain way. The worksheets have built in formulas to compute percentages for you. For example, they will compute what percent of all the people asked believe strongly that they take better care of their health as a result of participating in an activity. The file also provides a worksheet that will summarize answers to survey questions related to the outcomes discussed in this toolkit. More information and instructions for use of the worksheets are included in the Evaluation Tools section of this toolkit.

Maybe you have a volunteer who can help enter the data for you.

Analyzing the results

What does the data tell you? Once you have recorded the survey responses:

- Review the data for any obvious input errors.
- Look at the results to see if they are what you expected.
- Prepare charts, tables or graphs to help you visualize the results.
- Use these results as your goal or benchmarks for future evaluations.

There are things you can take into consideration when putting meaning to results:

- Think about what the results mean. What activities might need to be changed and how? What can you learn from the results?
- Think about differences among certain groups such as male or female or for two different instructors. What can you learn from these differences?
- Think about differences among the way activities are presented, such as large groups vs. small groups or day classes vs. night classes. What can you learn from these differences?
- Think about what you can, want to or need to do. Are there changes you can make? Do you need to take the data to your funding organization to seek additional resources to implement program improvements?

One senior center manager reported getting very different results for the same activity when they surveyed persons in the morning and in the evening. On looking at these results further, the manager found that the evening group was made up of younger seniors who had different expectations.
Making conclusions and recommendations

Interpreting or analyzing the results puts meaning to the data. The data alone does not tell you why a program or activity is successful or not, but gives you an indication of program performance. You can then analyze the results to make conclusions and recommendations for improving programs and services. In this process, beware of drawing conclusions based on a non-representative sample or results that are not strongly conclusive. Additionally, because there can be many other factors involved, you may not be able to statistically prove that the activity caused the result. Logical and reasonable conclusions can still be presented if the data strongly suggests the activity influenced the results. The better and more often you track program benefits and changes, the stronger your conclusions become. If you find similar or better changes in a following survey, you will have more confidence in your conclusions. This can lead to stronger recommendations.

Conclusions and recommendations discuss and explain your evaluation results. This will help you and others understand what the results mean.

Here are some simple examples of possible conclusions and recommendations. These are based on observable changes or a survey of exercise class participants:

Survey Result: Observable changes in blood pressure were documented following participation in the center’s exercise class. Readings taken and recorded by a volunteer nurse showed that 60 percent of persons participating in the class for five weeks had an average reduction in blood pressure by five points.

Conclusion: Participating in the center’s organized exercise classes appears to help lower blood pressure.

Recommendation: Expand promotion of exercise classes. Maintain or increase the number of exercise classes available. Continue to monitor trends in blood pressure among exercise class participants. If possible, compare this with blood pressure for non-exercise class participants.

Survey Result: 75 percent of persons participating in the center’s exercise class report that they agree or strongly agree that they have more energy.

Conclusion: Participating in the center’s organized exercise classes appears to have a positive effect on a person’s sense of physical well being.

Recommendation: Expand promotion of exercise classes and maintain or increase the number of exercise classes offered.
Survey Result: 15 percent of persons participating in the center’s exercise class report that they agree or strongly agree that they have more energy.

Conclusion: The exercise class appears to have less than anticipated or desired beneficial effect.

Recommendation: Closely review the design of the exercise classes to determine if / what changes can be made to improve outcome results.

Survey Result: 75 percent of persons participating in the center’s exercise class report that they agree or strongly agree that they have more energy while only 15 percent of overall senior center participants report more energy.

Conclusion: Participating in an exercise class appears to have a significant positive effect on a person’s sense of physical well being.

Recommendation: Develop a plan to better promote and expand classes so more center participants can also achieve the reported benefits of participating.

What if results are not what you expected

Did you establish benchmarks that you expected to meet? Did you have a feeling of what the results would be? If this is the first time you are evaluating your outcomes, your desired achievement may be unknown. Even if it is unknown, you probably had a hope or anticipation of what the results might be.

If you are surprised by the results, there are a few things to consider.

If the results are better than you expected, keep up the good work, and give yourself new challenges.

If the results are not as good as you had hoped, look back at your logic model to try to figure out where there may have been a breakdown. The logic model shows the link between your resources, activities and outcomes. Information in logic models changes based on lessons learned and changes in resources, activities or expected outcomes. Look at your process:

- Did you have the resources you planned for?
• Were they adequate?
• Did you have a realistic expectation about what outcomes could be achieved with the available resources?
• Were there factors out of your control that you did not think about?
• Were there factors out of your control that changed?
• Were the activities carried out as expected?
• Were the program activities based on evidence that they would achieve the outcomes?
• Were your assumptions about outcomes or benefits wrong?

If the results are very different from what you expected, you might want to have a follow-up focus group or talk to a group of participants to get their input and ideas.

The best comparison for understanding how well your program is working is with your program. That is why an ongoing evaluation process is better than a one-time evaluation. You will be able to compare future evaluation results with the ones from your first evaluation.

Be careful about comparing your results with those from other senior centers, even if you are measuring the same outcomes. Things like geographic location or differences in the culture, age or background of persons served could influence results. It is OK to compare results with other senior centers, but ask why there are differences. Are there things you can learn from each other’s programs and activities?

**Reporting and sharing results**

Now that you have the results, what do you do with them? An important use is sharing the results with others. Sharing results can help you:

• Increase program effectiveness
• Improve staff performance
• Communicate the value of your program with funders and board members
• Publicize and promote your programs in the community
• Obtain new funding or establish funding priorities

One step in your evaluation work plan should be to decide who you will share the evaluation results with and how you want to share them.

Who would be interested in the results? Reports can be shared with program staff, board members, community members, agency or funding administrators and policy and decision makers. Be sure to share results with your participants. This helps them know you are really listening.
To share the results of your evaluation, you need to prepare an easy-to-understand report. The purpose of the report is to summarize findings and conclusions and to make recommendations for program changes and improvements. The report should tell readers why you think results are high or low. If results are lower than expected, you should talk about what you plan to do to make improvements.

Reports should be informative but should not use technical or difficult to understand language. Easy to understand narrative can be more valuable and more likely to be read than a lot of numbers or percentages.

Interesting visual displays such as graphs or charts can highlight information.

Including quotes and narrative comments can be entertaining, motivating and powerful.

More advanced reports can include related research or studies to support recommendations for change.

An executive summary needs to be included so persons who do not want to read all the details can get an overall picture of what was done and what the conclusions and recommendations are.

The type of report depends on the audience who will be reading it and what information they are interested in. Your report can take several formats depending on who you are sharing it with, their interest level and what they need to know. For example, you may want a full written report for program staff, funders or community leaders. An executive summary may be enough for persons only needing or wanting highlights such as partner agencies.

Other ways you can share information about your evaluation and results include the following:

- Verbal presentations to community groups, other organizations or participants
- News releases
- Posting the report on your Web site
- Newsletters

Here is how some other senior centers say they have shared the results:

- “We are partially funded by [the county]. We attach the survey and results to the annual request for funding application.”
- “We attach the report to grant applications when we apply for new dollars.”
Reading reports from other centers can help develop an understanding of how information is brought together to recommend change. Reports can be detailed and comprehensive like the Florida Department of Elder Affairs report of the results of the 2005 Senior Center Participant survey located at the web link http://elderaffairs.state.fl.us/english/seniorcenter.php#scps, or they can be a short summary of results with basic conclusions.

See Evaluation Tools section for a sample report outline and a sample table for recording results from the Outcomes Module survey.

**Taking action - Making changes**

The final step in this evaluation is using the results to help a program or activity become more effective or valuable. Evaluating your program to see how you are doing and to meet funding requirements is important. The evaluation is a good start in measuring effectiveness, identifying strengths and weaknesses and reporting program accomplishments. The real value lies in finding ways to use the results for growth and improvement. Let the information help you make decisions that can lead to changes and improvements in programs and activities, and center management and operations.

When looking at the results of the evaluation, ask yourself:

- What can I learn from these results?
- Where can my program or services go from here?
- What change can make a positive impact on the program?
- Are there changes that can be made to improve the outcomes?
- Are there things that can be improved by meeting with or training staff or volunteers?

Did the report show particular strengths or weaknesses? Is there other information you need to get about a program or activity to find out how or why it is not having the results you hoped for?

Follow-up and follow-through will make sure that the evaluation results are not just another report on your bookshelf. Use the results for program planning. Information obtained from the evaluation should become part of any senior center action or strategic plans you already prepare. Use evaluation results to help you make decisions about services, programs and budgets. Use them to revise policies. Use them to review training needs.

Here are some “actions” other senior centers have reported as a result of their evaluations.

- “We have added/deleted programs according to interest…. It (the survey) is a great planning tool…. The center’s daily routine is truly based on the results of the survey.”

- “We use the results and comments for staff and volunteer training.”
Now It’s Your Turn to Begin

The important thing is not to stop questioning.

---Albert Einstein

---

<table>
<thead>
<tr>
<th>Because I go to the Senior Center I...</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Almost Never</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do more volunteer work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. See friends more often and make new friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Take better care of my health</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Exercising is not better for me</td>
<td></td>
<td></td>
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<tr>
<td>5. Have more energy</td>
<td></td>
<td></td>
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<tr>
<td>6. Feel happier, more satisfied with my life</td>
<td></td>
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<tr>
<td>7. More something looks forward to each day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Someone new if I need a service such as a ride to the doctor or meals</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Feel more able to stay independent</td>
<td></td>
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</tr>
<tr>
<td>10. Feel that the senior center had a positive effect on my life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Learned something new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Was able to make contacts to a friend or family member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Am more physically active</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Would recommend the senior center to a friend or family member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tell us how participating in the senior center has changed your life:


I participate in the following activities at the Senior Center:


Florida Department of Elder Affairs - Senior Center Evaluation Toolkit
Evaluation Tools

Project managers can use the materials in this toolkit to conduct their evaluations. Tools and templates can be adapted to meet individual management and senior center needs.

Sample Work Plan

Sample Observable Outcomes

Sample Participant Activity Log

Sample Health Tracking Log

Logic Model Template

Programs and Services Checklist

Survey Guidelines and Modules

Sample Survey Cover letter

Excel Worksheet Instructions

Sample Report Outline

Sample Outcome Module Survey Table of Results
**Sample Work Plan**

Objective – To measure the effectiveness of senior center services

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Frame</th>
<th>Responsible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with staff and board to discuss evaluation process and outcomes to measure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select programs or activities to evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize plan and time frame for conducting the survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review survey modules and determine which ones to use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make any adaptations necessary to modules selected to better fit evaluation goals or needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize evaluation plan and schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct survey of participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record data on spreadsheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze data, develop conclusions and recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare evaluation report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop plan for sharing of results</td>
<td></td>
<td></td>
<td>Include who to share with and methods</td>
</tr>
<tr>
<td>Share results and report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop plan for change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Observable Outcomes

Your center may be already tracking information that could be used to document observable changes as a result of participating in center programs or activities. This table contains sample indicators that may be observed by the center or by participants themselves. Wellness program logs of activities, such as health screenings, could track some indicators. Some indicators could be tracked by individual exercise, wellness or social activity logs. Logs can record changes such as weight, blood pressure, miles walked, classes or even daily outlook or emotional feeling. Other indicators may be tracked by volunteer logs or other administrative records such as class registrations.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measurable Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater socialization and interaction with others</td>
<td>As result of senior center participation</td>
</tr>
<tr>
<td></td>
<td>Changes that may occur as a result of activities</td>
</tr>
<tr>
<td></td>
<td>As documented on administrative, wellness, activity or volunteer logs</td>
</tr>
<tr>
<td></td>
<td>From Senior Center Perspective (Senior Center Reports/Logs):</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of participants who volunteer</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of participants at social activities</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of activities offered</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of activities / classes an individual participates in (i.e., # of</td>
</tr>
<tr>
<td></td>
<td>classes Ms. Smith first participated in and # currently)</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of hours of activity for individuals (i.e., # of hours of</td>
</tr>
<tr>
<td></td>
<td>classes Ms. Smith first participated in and # currently)</td>
</tr>
<tr>
<td></td>
<td>From Individual Perspective (Individual Logs) – Added together for report</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of activities / classes participated in</td>
</tr>
<tr>
<td></td>
<td>￭ Increased hours of activity</td>
</tr>
<tr>
<td></td>
<td>￭ Increased number of hours volunteered</td>
</tr>
<tr>
<td>Improved physical health</td>
<td>From Senior Center Perspective</td>
</tr>
<tr>
<td></td>
<td>￭ Increased percentage of participants receiving annual medical checkups</td>
</tr>
<tr>
<td></td>
<td>￭ Increased percentage of participants receiving lab work or other medical treatment as</td>
</tr>
<tr>
<td></td>
<td>ordered by medical professional</td>
</tr>
<tr>
<td></td>
<td>￭ Number of individuals with early detection of a condition or illness (i.e.,</td>
</tr>
<tr>
<td></td>
<td>screenings for hypertension, diabetes)</td>
</tr>
<tr>
<td></td>
<td>￭ Number of individuals exhibiting improved health through improved gait,</td>
</tr>
<tr>
<td></td>
<td>better posture, frequency of smiling, etc. (Individual would need to serve as</td>
</tr>
<tr>
<td></td>
<td>“designated observer” to track this)</td>
</tr>
<tr>
<td></td>
<td>￭ Increased length and/or or pace of exercise session</td>
</tr>
<tr>
<td></td>
<td>￭ Participants take fewer and/or shorter rest breaks while exercising</td>
</tr>
<tr>
<td></td>
<td>￭ Participants walk longer distances and/or at faster pace</td>
</tr>
<tr>
<td></td>
<td>From Individual Perspective – Added together for report</td>
</tr>
<tr>
<td></td>
<td>￭ Progress toward or maintain ideal weight</td>
</tr>
<tr>
<td></td>
<td>￭ Progress toward or maintain ideal blood pressure</td>
</tr>
<tr>
<td></td>
<td>￭ Progress toward or maintain ideal blood glucose and A1c (diabetes blood glucose</td>
</tr>
<tr>
<td></td>
<td>control) readings</td>
</tr>
<tr>
<td></td>
<td>￭ Increase in stamina:</td>
</tr>
<tr>
<td></td>
<td>o Increase in number of minutes of continuous activity compared to baseline</td>
</tr>
<tr>
<td></td>
<td>o Increase in intensity of effort from baseline (i.e., walking faster pace,</td>
</tr>
<tr>
<td></td>
<td>lifting heavier weight)</td>
</tr>
<tr>
<td></td>
<td>o Increase in distance covered (i.e., walking)</td>
</tr>
<tr>
<td></td>
<td>￭ Increase in number of days logged in as feeling good or feeling better</td>
</tr>
</tbody>
</table>

Florida Department of Elder Affairs - Senior Center Evaluation Toolkit
Sample Activity Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Exercise / Activity</th>
<th>Total Minutes</th>
<th>How Many Repetitions or Steps</th>
<th>How I Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

This is an example of a simple card that can be printed on a piece of paper or index card and used to keep track of activities or exercise and monitor progress. This could track not only traditional exercise like walking or sit-ups but also other activities like dancing or stretching.

Many other examples for specific exercises or training programs can be found on the Internet. For example, the Centers for Disease Control has produced a downloadable 126-page Strength Training for Older Adults Program and a 12-week supply of exercise log sheets to monitor progress in strength training.

These are just two examples:

- [http://www.cdc.gov/nccdphp/dnpa/physical/growing_stronger/staying_on_track.htm](http://www.cdc.gov/nccdphp/dnpa/physical/growing_stronger/staying_on_track.htm) - Click on “printer friendly version” to download the Center for Disease Control training course.
- [www.presidentschallenge.org/home_seniors.aspx](http://www.presidentschallenge.org/home_seniors.aspx) - Activity logs and tools for seniors from the President’s Council on Fitness.
## Sample Health Log

### My Goals*

<table>
<thead>
<tr>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes Size</td>
</tr>
<tr>
<td>Blood Pressure</td>
</tr>
<tr>
<td>Glucose Range</td>
</tr>
</tbody>
</table>

*Established by medical professional

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Blood Pressure</th>
<th>Weight</th>
<th>Glucose</th>
<th>Did I Take Medication</th>
<th>How I Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

This is an example of a simple card that can be used to track and monitor key health areas and medication compliance.

Other examples for tracking specific items such as weight, blood pressure or glucose levels can be found on the Internet. Persons can also ask their doctors for a journal or log or you may be able to find some at your local pharmacy.

These are just two example:


- [http://www.womensheartfoundation.org/content/HeartWellness/bp_log.asp](http://www.womensheartfoundation.org/content/HeartWellness/bp_log.asp) - Women’s Heart Foundation blood pressure log.
Logic Model Template

What resources are consumed by or needed to operate my program?

If I have access to these resources, how can I use them to accomplish my planned activities?

If I accomplish my activities, what services or product will I deliver?

If I accomplish my activities as planned and deliver the services or product intended, how will participants benefit?

Input ➔ Activities ➔ Outputs ➔ Outcome

<table>
<thead>
<tr>
<th>Input</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short Term</td>
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</tbody>
</table>

External Influences:
Programs and Services Checklist

Which of these programs or activities do you want to evaluate?

<table>
<thead>
<tr>
<th>Program or Activity</th>
<th>Evaluate Now</th>
<th>Evaluate Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall center activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td></td>
<td></td>
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<tr>
<td>Discussion groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational workshops/lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise and fitness classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health monitoring/screenings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and referral assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intergenerational activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational activities/games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Senior Center Participant Surveys

### Modules and Guidelines

Select the survey modules that fit the needs of your center and your desired evaluation goals.

<table>
<thead>
<tr>
<th>Survey Module</th>
<th>Description</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes Module</strong></td>
<td>These questions measure outcomes identified for senior centers by the Administration on Aging Performance Outcomes Measures Project.</td>
<td>This module can be given to anyone in the center or particular groups or classes.</td>
</tr>
<tr>
<td></td>
<td>To obtain valid results, participants should complete this module only once per scheduled evaluation. If given to more than one class or activity, instruct participants not to complete the survey if they completed it in another class.</td>
<td>If used for specific groups, note by code or color paper which group receives the survey. This can help you make conclusions on the effect of specific activities.</td>
</tr>
<tr>
<td><strong>Attendance, Participation and Demographics Module</strong></td>
<td>These questions collect basic information so you can watch for trends or report information required by funders. Other centers have found this to be core information and recommend its collection along with any other modules.</td>
<td>To obtain valid results, participants should complete this module only once per scheduled evaluation. If given to more than one class or activity, instruct participants not to complete the survey if they completed it in another class.</td>
</tr>
<tr>
<td></td>
<td>Centers may add questions specific to local needs or goals. For example, if giving the survey to a group of new participants or to a new class and you are interested in finding out the best way to recruit persons to attend the center or new activity, a question can be added asking how they heard about the center or the activity.</td>
<td></td>
</tr>
<tr>
<td><strong>Customer Satisfaction, Programs and Management Module</strong></td>
<td>These questions go beyond the basic satisfaction questions included in the Outcomes Module and provide more detailed information on customer satisfaction with staff and groups of activities.</td>
<td>To obtain valid results, participants should complete this module only once per scheduled evaluation. If given to more than one class or activity, instruct participants not to complete the survey if they completed it in another class.</td>
</tr>
<tr>
<td><strong>Specific Class or Activity Module</strong></td>
<td>These questions collect more detailed information on the success and customer satisfaction of a single class or activity.</td>
<td>Since this is intended to measure a particular activity, participants in more than one activity should complete this module for each activity being evaluated.</td>
</tr>
</tbody>
</table>
**Senior Center Evaluation Survey – Module 1: Outcomes**
(Do not complete if you have taken this survey in another activity.)

Date ______________________

Name (optional)____________________________________________________________________________

Think about your life since you started attending the senior center. Below are some ways that senior centers might make a difference. Please put a check in the box that best matches your response for each statement.

<table>
<thead>
<tr>
<th>Because I go to the Senior Center I…</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Almost Never</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do more volunteer work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. See friends more often/make new friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Take better care of my health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Eat meals that are better for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have more energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Feel happier or more satisfied with my life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Have something to look forward to each day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Know where to ask if I need a service such as a ride to the doctor or an aide</td>
<td></td>
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</tr>
<tr>
<td>9. Feel more able to stay independent</td>
<td></td>
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</tr>
<tr>
<td>10. Feel that the senior center has had a positive effect on my life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Learn new things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Have learned about services and benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Am more physically active</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Would recommend the senior center to a friend or family member</td>
<td></td>
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</tr>
</tbody>
</table>

Please tell us how participating in the senior center has changed your life.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

I participate in the following activities at the senior center _____________________________

__________________________________________________________________________________
**Senior Center Evaluation Survey -- Module. 2: Attendance, Participation and Demographics**

**Date:** ____________________  (Enter Date Completed, e.g., 11/09/2007. Do not complete if you have taken this survey in another activity.)

**Name (optional):**

______________________________

---

**Please CHECK the best answer for each of the following questions:**

1. **Approximately how long have you been coming to the senior center?**

<table>
<thead>
<tr>
<th>&lt; 1 Year (1)</th>
<th>1-5 Years (2)</th>
<th>6-10 Years (3)</th>
<th>10+ Years (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

2. **In general, how often do you come to the senior center?**

<table>
<thead>
<tr>
<th>Daily (1)</th>
<th>2-4 X per Wk (2)</th>
<th>1 X per Wk (3)</th>
<th>1-3 X per Mo. (4)</th>
<th>&gt; 1X per Mo. (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3. **Where do you most often get information about senior center activities?**

- [ ] Local newspaper (1)
- [ ] Flyers posted in center (3)
- [ ] Television (5)
- [ ] Other (Specify) (7)

(3 specify) ______________________________________________________

---

**Your answers to the following will help us learn about the people who attend the center. Please check the appropriate box:**

4. **What is your gender?**

- [ ] Male (1)
- [ ] Female (2)

5. **What is your age?**

- [ ] 55 to 70 (1)
- [ ] 71 to 80 (2)
- [ ] 81 or older (3)

6. **What is your race?**

- [ ] White or Caucasian (1)
- [ ] Black or African American (2)
- [ ] Asian (3)
- [ ] American Indian or Alaska Native (4)
- [ ] Native Hawaiian or Other Pacific Islander (5)
- [ ] Other (Specify) (6):

(7 Specify) ______________________________________________________
Senior Center Evaluation Survey – Module 3: Customer Satisfaction, Programs and Management

(Do not complete if you have taken this survey in another activity.)

Date ______________________

Name (optional)__________________________________________________________________________

Please tell us how satisfied you are with the senior center you attend by answering each question with a response ranging from Strongly Agree to Strongly Disagree. Please put a check in the box that best matches your response for each statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>About the Same</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall the <strong>senior center</strong> is clean and attractive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Staff</strong> is professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Staff</strong> is responsive to my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Staff</strong> is friendly &amp; courteous.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Staff</strong> is knowledgeable of activities and services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I feel appreciated as a <strong>volunteer</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I am happy with the <strong>exercise &amp; fitness</strong> classes offered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I am happy with the <strong>health &amp; wellness</strong> education presentations and screenings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I am happy with the <strong>educational</strong> classes offered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I am happy with the <strong>recreational &amp; social</strong> activities offered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are always working to improve your senior center environment and facility. Please tell us if there are other programs, activities or services you would like to see offered at the senior center.

__________________________________________________________________________________

__________________________________________________________________________________

Please share any other concerns or comments that will help us serve you better.

__________________________________________________________________________________

__________________________________________________________________________________
Senior Center Evaluation Survey – Module 4: Specific Class or Activity

Class or Activity: _____________________ Instructor/Group Leader: ___________________

Date ____________________ Name (optional)__________________________________

**Please tell us how satisfied you are with the senior center you attend by answering each question with a response ranging from Strongly Agree to Strongly Disagree. Please put a check in the box that best matches your response for each statement.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>About the Same</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, I am satisfied with the <strong>class or activity</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The <strong>instructor/group leader</strong> is knowledgeable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The <strong>instructor/group leader</strong> is enthusiastic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The <strong>instructor/group leader</strong> is responsive to my interests &amp; questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Our <strong>meeting room</strong> is comfortable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Our <strong>meeting room</strong> is clean.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Our <strong>meeting room</strong> is set up to meet our requests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are always working to improve our classes and activities. Please tell us what you enjoyed most about this class?

__________________________________________________________________________________
__________________________________________________________________________________

Is there anything you would change about the class to make it better? If so, please tell us what.

__________________________________________________________________________________
__________________________________________________________________________________
Sample Survey Cover Letter

A cover letter can help encourage participants to respond to your survey by making them feel like they are an important part of the center’s decision-making or funding process. This letter was adapted from a letter that has been successfully used by the Martin County Florida Log Cabin Senior Center. We thank them for sharing their letter with us. Feel free to personalize the letter and adapt it to meet your particular needs and goals.

Dear Friend:

It’s that time again! Please assist us by participating in our annual survey. We at the [insert name of senior center] value your opinion of the facility and programs that you take part in every day. Your honest evaluation, support and suggestions go a long way to help us improve our services to the community.

This year we will work very hard to make our programs satisfy the needs of our customers – YOU! We are also accountable to the county for reporting statistics on programs. The statistics are used to support our eligibility for funds that otherwise would be out of our reach. These funds, in addition to your memberships and or donations, make the programs you enjoy possible.

Your active participation in completing this survey will not only help us know how we can better serve you but is a critical component for success in our application for county funds this year.

As you fill out this survey, please think to the future and let us know how you would like to see us grow.

Thanks for supporting us!

Best regards,

Senior Center Program Manager
Excel Worksheet Instructions

A basic Excel file containing worksheets and formulas is provided on the Department of Elder Affairs website to assist you in tabulating survey responses and analyzing results. The initial link is: http://elderaffairs.state.fl.us/english/seniorcenter.php. At this site, look for the “Senior Center Evaluation Toolkit” link. In the Senior Center Evaluation Toolkit section, select “Toolkit Excel File.”

The Excel file contains the following worksheets:

- **Survey Modules 1-4** – There is a worksheet for each survey. The worksheet data is automatically populated once the Data Entry sheet for the survey module is completed.

- **Survey Modules 1-4 Data Entry** – The data entry worksheet for each module follows the module worksheet. Individual responses to each question are entered on these worksheets.

- **Data Summary Spreadsheet** – Information will automatically be summarized on this worksheet based upon your input on the Module Data Entry pages.

- **Statistical Analysis Spreadsheet** – Information will automatically be computed on this worksheet based upon your input on the Module Data Entry pages.

- **Outcome Measures Report Summary** – Outcome measure information collected by the Module 1 survey will automatically be summarized by the survey questions that relate to each outcome as described in the section “Measuring the Benefits of your Program.” This will provide you with a performance result that reflects the number of persons responding positively to the questions. The percent will give you an overall picture of your success in meeting your outcome goals and can be used as a benchmark for future evaluations.

When you open the file, you will notice a series of tabs at the bottom of the page. Each tab represents a worksheet in the file. You can select a tab to open the worksheet.
Important Notes

The only worksheets that you will enter data on are the Modules 1-4 Data Entry pages. If you enter data directly to the Modules 1-4, Data Summary, Statistical Analysis or Outcomes worksheets, you will overwrite formulas.

Remember to save your file occasionally as you work and again when you are done entering data for the day. You may want to save it each day with a new date in the name. This way if something happens to the file, you can go back to the previous day and will not have to start over.

Basic Data Entry Guidelines

Before you begin entering data, save a copy of the file with a new name. That way you will always have an available copy of the original file with original formulas.

Modules 1-4 have accompanying Data Entry pages. The data for each survey respondent is entered across the row. You will enter the number corresponding to the response for each question. The number associated with the response is found above the column for Modules 1, 3, and 4 and in parenthesis following the option on Module 2.

Note: Be sure to enter the number of respondents on line 11 in Module 1, line 9 in Module 2, line 13 in Module 3, and line 11 in Module 4. This number is used to calculate the “No Response” column.

Caution: For Module 2, questions 3 and 7, pay special attention to the number values associated with each of the responses. The numbers increase first across and then down.
On the data entry form, the question numbers appear across the page and the respondent IDs are down the page. To enter respondent data, you will enter data across the page, corresponding to respondent ID number and the question number. The number you put in the cell will correspond to the value the respondent selected for that question. For instance, on Module 1, if the first survey respondent answered “Most of the Time” to question 1, you would enter a 1 in the cell for respondent ID 1, Q1. For question 3, if the respondent answered “Sometimes”, you would enter 2 in the cell for respondent 1, Q3.

For illustrative purposes, the following picture shows fictional data for questions 1-6 for respondent 1.
Comments entered onto the Modules worksheets do not transfer to the data summary or statistical analysis spreadsheet. As you prepare your report, you may want to include some of the comments, especially if you notice that there are patterns.

Now that you have entered the data, open the worksheet with the tab labeled “data summary spreadsheet.” You will notice that the total numbers have been summarized for you.

You can now open the worksheet with the tab labeled “statistical analysis spreadsheet.” You will see that percentages have been computed for you. An average score has also been determined. The average score is based only on the number of responses to each question. The average score does not factor anyone who did not answer the question or who answered “Not Applicable.”

Since “1” represents the most positive response, the lower the average score, the better the outcome.
Now open the last tab and you will see an Outcome Measures Report Summary. This spreadsheet is designed to automatically calculate the outcomes from data entered in the Outcomes Module 1 Date Entry Form. **Data should not be entered in these fields.**
Sample Report Outline

This outline can be used to help you if a full written report of the evaluation is desired. If you are doing an abbreviated report or just a summary, select those items you would like to include.

Cover Page – Cover page should contain the following information:
- Name of Report
- Name of Organization
- Date Completed

Insert the following pages as appropriate:
- Acknowledgements – These may be included on the cover page or a separate page.
- Table of Contents
- List of Tables and Figures – These may be included in the table of contents.
- Glossary of program definitions or acronyms

Executive Summary – A brief one-to-three page overview of the report. It can include the following information:
- Program Overview
- Purpose of Evaluation
- Summary of Evaluation Process
- Conclusions and Recommendations

Report Narrative:
- Introduction – Describes the background and purpose of the evaluation and the areas chosen for review.
- The Evaluation Overview - Describes the process used for the evaluation, planning steps and time line. This section could include a copy of your logic model identifying your program resources, inputs, outputs and outcomes.
- The Evaluation Process – Describes the surveys used to collect data, the groups or activities chosen for the survey and how the surveys were conducted.
- Data Summary – Description of results and any tables, charts or graphs.
- Conclusions and Recommendations – Discussion of findings along with conclusion statements and recommendations for program actions, changes and improvements.

Insert the following pages as appropriate:
- References – A listing of any research or reports that were referenced or consulted in preparing the report.
- Appendix – Any supporting information such as copies of the surveys or other evaluation instruments used such as activity logs and any tables with raw data.
Sample Outcome Module Survey Table of Results

This is a sample of a table that can be used to record results from the “Outcome Modules” survey. It can be adapted to meet your needs. If this is your first evaluation, you will not have previous results to compare with. If this is your first evaluation, and you will be using current results for your future benchmark or goals, explain that in your narrative and use a table that records only the actual number and percent for the evaluation.

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>Previous Evaluation</th>
<th>Current Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of participants who report they…</td>
<td>Goal</td>
<td>Actual</td>
</tr>
<tr>
<td>Do more volunteer work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See friends more often / make new friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take better care of my health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat meals that are better for me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have more energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are more physically active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel happier or more satisfied with my life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have something to look forward to each day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn new things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know where to ask if I need a service such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a ride to the doctor or an aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have learned about services an benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel more able to stay independent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel that the senior center has had a positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effect on my life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would recommend the senior center to a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or family member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

What Is a Senior Center?

Source Information - Survey questions source and link to additional tested, validated survey resources

Glossary

When you’re ready to learn more - Resource List

Bibliography

For More Information
What Is a Senior Center?

There is no single definition or model of a senior center. States and communities have many definitions for what constitutes a senior center. In general, senior centers are non-residential focal points within a community that vary in their organizational structure, facilities, hours of service and programs.

The National Institute of Senior Centers defines a senior center as:

A place where “older adults come together for services and activities that reflect their experience and skills, respond to their diverse needs and interests, enhance their dignity, support their independence, and encourage their involvement in and with the center and the community.”

The Older Americans Act Section 102 defines a multipurpose senior center as:

A community facility for the organization and provision of a broad spectrum of services, which shall include provision of health (including mental health), social, nutritional, and educational services and the provision of facilities for recreational activities for older individuals.

Section 102 (a)(21) of the act further defines the term "focal point" as a facility established to encourage the maximum collocation and coordination of services for older individuals.

Florida Statutes Section 430.901 defines a multiservice senior center as:

(1) A community facility that is a focal point for the organization and provision of a broad spectrum of services suited to the diverse needs and interests of independent older persons, which may include nutritional meals; health, mental health, social, wellness, respite care, and education services; and recreational activities.

(2) An entity that may partner with an aging resource center to provide for easier access to long-term care services by seniors and their families who reside within the local community.

(3) A setting that provides opportunities that enable participants to stay connected to their communities and their support networks.

(4) Designed to offer preventive screenings, activities, and services that may divert seniors from more extensive in-home services and help reduce, delay or prevent premature institutionalization.

The best models of senior centers offer a wide variety of programming that attracts participants of many ages and economic backgrounds. Model centers involve many community partners and engage participants in the center’s planning and curriculum selection.
Survey Source Information

Following are the sources used in the development of the survey modules in this toolkit. Using survey questions that have been tested and used successfully saves you the time, research and expense of developing and validating new data collecting tools.

Outcomes Module – Questions 1-14 and the first narrative question on this module are from the Administration on Aging Performance Outcomes Measures Project (POMP), Senior Centers Participant Survey “Core Questions” (June 30, 2004). These questions have been shown to be indicators for the outcomes selected for this project. The second narrative question was added to allow you to look at trends or consider connections between the activity(s) people participate in and the responses.

For more information on the Administration on Aging Performance Outcomes Measures Project or links to additional questions and surveys on senior center participation or characteristics see www.gpra.net/Scmain.asp.

Attendance, Participation and Demographics Module – Questions 1, 4, 6, 7 and their options come from the (POMP) “Core Questions.” Questions 2 and 5 also come from the “Core Questions” but the wording on the options was slightly updated to better fit the module. Options for question 2 have been used successfully on the Tallahassee Senior Services Participant Survey 2006. Question 3 is also adapted from the Tallahassee Survey as one that can provide valuable information.

Customer Satisfaction, Programs and Management Module – Questions 1-10 were taken from the Tallahassee Senior Services Participant Survey 2006. The narrative questions were adapted from the Tallahassee Survey and the Council on Aging of Martin County Log Cabin Senior Center 2006 Feedback Survey.

Specific Class or Activity Module – Questions 1-7 were taken from the Tallahassee Senior Services Participant Survey 2006. The narrative questions were adapted from a Citrus County Community Support Services class survey.
Glossary

**Benchmark** – A performance standard or mark used as a reference point for comparing progress or achievement.

**Effectiveness** – The degree to which a program is meeting its goals and objectives.

**Excel** – A commonly used spreadsheet software application by Microsoft.

**Evidence-Based Prevention Programs** – Evidence-based prevention programs are interventions based on the application of principles of scientific reasoning, behavior change theory and program planning that are proven effective in reducing the risk of disease, disability and injury among the elderly.

**Focus Group** – A small group of people, representing a larger group, who meet to discuss and share ideas about a certain issue to help provide an understanding of the perceptions and beliefs of the larger group.

**Goal** – A statement explaining what an agency, program or activity wants to accomplish. A goal is a broad statement that sets a long-term direction.

**Inputs** – The resources needed to carry out a process or provide a service.

**Module** – An independent unit that is part of the total structure. For purposes of the toolkit, this refers to a stand-alone survey instrument designed to satisfy one or more objectives.

**Non-representative sample**—A sample that is not large enough to draw significant conclusions or does not share the same characteristics as the target audience.

**Objectives** – Statements that define expected results. Objectives break a goal into smaller, measurable actions.

**Outcomes** – The intended changes or benefits to be achieved by persons because of their participation in center activities.

**Outputs** – The goods or services produced by an activity.

**Quantitative (or measurable) outcomes** – Changes or benefits that can be measured or counted and expressed in numbers. For example, x participating improved by y.

**Spreadsheet** – A document that presents data in table format with columns and rows to record and evaluate numbers. For purposes of this toolkit, it refers to an electronic software program that can perform calculations.

**Template** – A standard layout or format to present a consistent look for information.
When You Are Ready to Learn More

When you are ready to learn more about evaluating your programs, an excellent, easy to understand resource is *Measuring Program Outcomes: A Practical Approach*, produced by the United Way of America, 1996. For information on this document, a table of contents and excerpts, go to [http://national.unitedway.org/outcomes/resources/mpo/](http://national.unitedway.org/outcomes/resources/mpo/).

You can also find information on managing non-profits, program evaluation, outcomes and logic models at the following sites. Inclusion on this list is for information only and does not constitute endorsements by the Florida Department of Elder Affairs. The Department does not advocate or have any financial interest in organizations that sell materials or charge for membership. The Department makes no representation or warranty regarding the accuracy, reliability, completeness or timeliness of information contained in these resources. Information contained on these sites might be subject to copyright and licensing restrictions. It is the user’s responsibility to secure any necessary permission for the use or reproduction of materials contained on these sites.


[http://national.unitedway.org/outcomes/library/ndpaper.cfm](http://national.unitedway.org/outcomes/library/ndpaper.cfm) - Outcome Measurement Resource Network United Way. This is a link to the article *Outcome Measurement: Showing Results in the Nonprofit Sector* by Margaret C. Plants, Martha Taylor Greenway and Michael Hendricks.

[www.cdc.gov/DHDSP/state_program/evaluation_guides/evaluation_plan.htm](http://www.cdc.gov/DHDSP/state_program/evaluation_guides/evaluation_plan.htm) - Department of Health and Human Services, Center for Disease Control and Prevention, *State Program Evaluation Guides*. The guides developed for the Division of Heart Disease and Stroke prevention provide components of a plan, details to consider in plan development, sample templates and a step-by-step process that can be transferable to other programs.

[www.cdc.gov/eval/resources](http://www.cdc.gov/eval/resources) - This site contains an extensive list of links to information about evaluation or assistance in conducting an evaluation. Resources include step-by-step manuals, logic model resources, planning and performance improvement tools and more.

[www.foundationcenter.org/gainknowledge/nonprofitlinks/manage.html](http://www.foundationcenter.org/gainknowledge/nonprofitlinks/manage.html) - One of the Web pages for the Foundation Center, [www.foundationcenter.org](http://www.foundationcenter.org), an organization established in 1956 to connect nonprofits and grantmakers. The page contains links to a variety of nonprofit management, research studies, staffing and fundraising resources.

[www.gpра.net/default.asp](http://www.gpра.net/default.asp) - The home page for the Web site for the Administration on Aging Performance Outcome Measures Project with a link to senior center information [www.gpра.net/SCmain.asp](http://www.gpра.net/SCmain.asp) and links to a variety of resources and information.
www.healthyagingprograms.org/index.asp - The National Council on Aging, Center for Healthy Aging, encourages and assists community-based organizations serving older adults to develop and implement evidence-based health promotion/disease prevention programs. The Center for Healthy Aging also serves as a resource center for the Administration on Aging Evidence Based Disease Prevention Grants Program grantees, as well as the Aging Services network and other services providers. The site provides a collection of resources, including toolkits, research and examples of model programs, Web sites, and more.

www.managementhelp.org/evaluatn/evaluatn.htm - Web link to a page on the Free Management Library site: www.managementhelp.org. This page provides links to a variety of information on evaluation activities for organizations including tools, guides, outcome-based evaluations, logic model and other resources.

www.ncoa.org/content.cfm?sectionid=131 - Web site with information on the process and guidelines to obtain senior center national accreditation.

www.nlctb.org - Web site for the Nonprofit Leadership Center of Tampa Bay. The center provides management assistance resources to nonprofit organizations to enhance their operating efficiency and effectiveness in delivering community services. Included is a link to Assessment and Evaluation information and resources: http://nlctb.org/ns_assessmentevaluation.htm.

www.surveymonkey.com - Commercial Web site that provides a tool to design, create and publish custom on-line surveys. Offers a free limited account for creating surveys that store up to 100 responses.

www.uticapubliclibrary.org/non-profit/outcomes.html - Web site of the Utica Public Library Foundation Center Cooperating Collection in Utica, NY. This site contains an extensive listing of Internet resources on outcome measurement and program evaluation for nonprofits.

Bibliography


Beach, E. Douglas, Ph.D., Secretary Department of Elder Affairs.  Presentation at Jacksonville Elder Mobility Forum, August 24, 2007.


For More Information

For more information or questions about this toolkit contact:

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Tallahassee, FL 32399-7000
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The following senior center managers who assisted in the development of this project may be contacted for technical assistance or specific questions regarding senior center evaluation.

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(850) 891-4000
Sheila.salyer@talgov.com
Your help is requested in evaluating the value and use of the Senior Center Evaluation Toolkit. Please respond to the following and return by e-mail to koburgerl@elderaffairs.org or fax to (850) 414-2008. You may also mail your response to Planning and Evaluation, Florida Department of Elder Affairs, 4040 Esplanade Way, Tallahassee, FL 32399-7000.

<table>
<thead>
<tr>
<th>Name _______________________________</th>
<th>Senior Center _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Info _________________________</td>
<td>Date ___________________________________________</td>
</tr>
</tbody>
</table>

**How did you hear about the toolkit?**

Comments ____________________________________________________________

**Was the toolkit easy to understand and use?**

Yes _______  No _______

Comments ____________________________________________________________

**Was the Excel file easy to understand and use?**

Yes _______  No _______

Comments ____________________________________________________________

**What part(s) of the toolkit was most helpful?**

_____________________________________________________________________

_____________________________________________________________________

**What part(s) of the toolkit was least helpful?**

_____________________________________________________________________

_____________________________________________________________________

**Which surveys modules did you (will you) use?**

1 ______  2 ______  3 ______  4 ______

**Did you use any other templates?**

Yes _______  No _______

Which ones? __________________________________________________________

**Do you have any suggestions to improve the toolkit?**

_____________________________________________________________________

**Did you find information or tools needing corrections or revisions?**

Yes _______  No _______

If yes, please explain __________________________________________________

**Other comments (Please use an additional sheet if necessary.)**

_____________________________________________________________________

Thank you for your feedback