

# Process Evaluation Measures

Process evaluation is used to assess whether a project is on track, and offers an opportunity to learn if a project should continue as planned or if adjustments should be made. Process evaluation is most useful when it is conducted throughout the course of a project. Process measures should answer the following questions, which are adapted from the [Integrated Health Promotion Resource Kit](#):

- Are all planned activities being implemented?
- Are all materials and components of the program of good quality and useful?
- Is the program reaching the target audience or interest group?
- Are participants satisfied with the program?

## Need help identifying the right process measures?

The process measures included in this document are not exhaustive or all-encompassing, and some measures may not work for a project. Please reach out to the SNAP-Ed evaluation team with an [evaluation request form](#) for help finding measures for a specific project.

## Farm to Community Process Measures

### Working in a farmers market?

- Count attendance at the FM
- Count attendees redeeming EBT benefits at markets
- Track total EBT and SNAP Market Match sales
- If you're doing a food tasting or demo, see '[Health Promotion](#)' section

### Working on a gleaning project?

- Track volunteer hours and attendance
- List of partner farms and producers
- Track pounds of produce gleaned and where it was gathered from
- Track where produce is donated and how much is delivered to each site

### Working on Farm to Food Bank?

- List partner farms and producers, and track pounds of produce received from each
- Track how much produce is donated, how much produce is purchased, and costs of purchase
- Track pounds of produce taken by clients (in client-choice model) or distributed in general
- Track staff and volunteer time spent on intake and processing of donations/purchases from farms
- For food tastings or demos, see '[Health Promotion](#)' section

### Working in a community garden?

- Track volunteer hours and attendance
  - If possible, track volunteer demographics – age, association to community garden (e.g. live in neighborhood, master gardener, student at the school)
- Track purchased and donated supplies
- Count types and pounds of produce grown
- Track where produce is distributed and how much goes to each site or individual

### Working on Farm and Sea to School?

- List partner farms and producers, and track pounds of produce received from each
- Count any new Farm and Sea to School policies adopted by the school or district, and what they support
- Track costs of produce purchases
- Track how produce is used in school meals
- Track how much produce is used in school meals
  - Which items are used most? Which items are harder to use?
  - Which items do students choose and eat? Which items do they not eat or show more skepticism for?
- For food tastings or demos, see '[Health Promotion](#)' section

## Access to Healthy Foods Process Measures

### Working in a school?

- Presence of a school wellness committee
  - Number of members serving on wellness committee
  - Number of meetings the wellness committee holds each year
  - Policies/changes implemented by school wellness committee and what they support
- Number of students participating in school meals
- Number of working water access points throughout school
- Number of vending machines/food purchasing points besides cafeteria throughout school
- Number of school staff trained on nutrition/wellness
- Short survey of teachers/educators about different wellness activities used in the classroom
- If you're doing a food tasting or demo, see '[Health Promotions](#)' section

### Working in a food bank or mobile pantry?

- Track food bank participation (number of clients accessing the food bank each month)
  - If possible, track repeat clients vs. unique
- For food tastings or demos, see '[Health Promotions](#)' section

### Working in retail?

- Count of users by counting people accessing retail outlet in set time periods
- Number of daily/weekly/monthly transactions (this is sensitive information – depending on the relationship with the store owner, it may or may not be available)
- Installation or purchase of new equipment, such as shelving, signage, refrigeration, etc.
- Count new environmental changes or policies implemented and what they support
- List of community members involved in projects and planning (if applicable)
- For food tastings or demos, see '[Health Promotions](#)' section

### Working on improved transit or physical access to healthy food outlets?

See '[Physical Activity](#)' section

### Working on breastfeeding friendly environments?

- List of members involved in projects and planning, and their roles
- Count new policies or environmental changes to support breastfeeding
- Installation or purchase of new equipment to support breastfeeding
- Number of lactation rooms (or establishment of lactation rooms/dedicated spaces to breastfeed/pump)

### Working in childcare?

- Number of participants based on childcare attendance logs
- Number of working water access points throughout childcare center (or availability of water at a home childcare site)
- Number of trainings held on nutrition or wellness policies and attendance of those trainings
- Number of staff trained on nutrition/wellness
- Short survey of staff about different wellness activities used
- Installation or purchase of new equipment to support consumption of healthy foods and beverages
- Count new policies or environmental changes implemented and what they support

## Physical Activity Process Measures

### Working on community spaces for physical activity (including rural communities)?

- Count of users by:
  - Counting logs of visitors for spaces like gyms, pools, recreation centers
  - Counting people using a space in set time periods, like people on a walking/bike trail, kids on a playground
- Number of miles of shared-use paths and bike lines
- Number of or square footage of green space/outdoor activity space in a set area (e.g., a designated neighborhood, within 2 miles of a particular central point)
  - Alternatively, number of indoor activity spaces in a set area
- Number of shared-use agreements (SUAs) in place
- List of community members involved in projects and planning
- Installation or purchase of new equipment, such as bike racks, gym equipment, etc.

### Working in schools?

- Count new policies implemented and what they support
- Short survey of teachers/educators about different wellness activities used in the classroom
- Count of children who walk or bike to school
- List of who is working on policies and their roles in the community – educators, parents, district representatives, students, etc.
- Number of trainings held on wellness policies activities and attendance of those trainings

### Working to improve workplace wellness policies or activities?

- Count of new policies implemented and what they support
- Count of individuals who participate in workplace wellness activities
- List of wellness supports at workplaces. Some examples may include: providing maps of walking paths near an office, use of stretch breaks in meetings, etc.

### Working on street safety or pedestrian/bike safety?

- Number of miles of shared-use paths and bike lanes
- Number of pedestrian crossings and bike lanes
- Number of meetings held with community and local government

### Hosting community Physical Activity events?

- Communication channels and outputs to build awareness of the events. This may include:
  - Number of flyers distributed around the community
  - Number of social media posts advertising events (include interaction with posts and analytics if possible)

- Number of ads in various channels (radio/newspaper/etc.) advertising event (include reach of these channels if available)
- Number of people attending or participating in physical activity events

## Health Promotion Process Measures

### Passing out flyers, recipe cards or other print materials to individuals?

- Count number of flyers/postcards/pamphlets/etc. that are distributed
  - Keep count of how many are distributed to each site and through different channels (e.g., 200 newsletters sent home with students at school A, or 100 pamphlets given out at the B food pantry)
- Track how often new materials are requested at a site (e.g., Does a food bank need more recipe cards after a week or after 3 weeks?)
- Count how many print materials are distributed vs. number of people at that event/site (e.g., a food bank has 200 people come through in a day and 60 flyers were taken)

### Doing food demos or taste tests?

- Count number of people who stop by the food demo booth
- Count the number of recipes/info cards/whatever that people take from the food demo booth
- Recall surveys for frequent visitors – do you remember the demo or sample from last week? Did you try to make that dish or buy that food item?

### Doing one-time promotional events or classes?

- Track impressions, engagement and views with your content
  - Most social media website will give analytical data for your content in 28-day/4-week increments. Be sure to check on your analytics at least once a month
  - Track when people view and engage with your content in relation to when it was posted – within 2 hours of posting, 2 days, 1 week, etc.
- Track number of posts made on each channel (e.g., Facebook, YouTube, Instagram)
- Track demographics of the audience viewing and interacting with your content (if available)