WA SNAP-Ed PSE Evaluation Toolkit

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Introduction

The Washington SNAP-Ed PSE Evaluation Toolkit was designed with two goals in mind:

1. to offer resources to ensure that PSE projects align with community needs
2. to help Local Implementing Agencies (LIAs) capture the impact of PSE activities in the community

The toolkit includes strategies to learn from the community, as well as tools to evaluate PSE projects for each intervention type. The toolkit will be updated as better tools are identified, and feedback on the selected tools is provided.

What this toolkit covers

The WA SNAP-Ed PSE Evaluation Toolkit focuses on formative evaluation, which includes both needs assessment and process evaluation methods. Needs assessment strategies provide information that can guide program planning decisions and help align PSE projects with community and partner needs. Process evaluation can offer insight about whether a project is on track or tweaks are necessary. Many sections also include outcome evaluation tools that can be used to measure project outcomes. For example, an environmental scan could be completed before and after a project is implemented to assess whether there was a change.

This toolkit is broken into five sections: Learning from the Community, Farm to Community, Healthy Food Access, Physical Activity and Health Promotion. The first section, Learning from the Community, provides a handful of tools that can be used to learn more about community needs, including mapping resources, stakeholder interviews, focus groups, and more. The following sections, Farm to Community, Access to Healthy Foods, Physical Activity, and Health Promotion, offer tools that can be used for projects in each intervention, as well as recommended process evaluation measures.

How to use this toolkit

1. Start by selecting strategies to hear directly from the community, outlined in the Learning from the Community section.

2. After working with partners and community members to prioritize needs and identify a project or strategy to implement, identify which intervention the project fits into: Farm to Community, Healthy Food Access, Physical Activity or Health Promotion.

3. Scroll to or click on the appropriate section in the Table of Contents and review the recommended evaluation resources or tools for the project.

4. Begin tracking process evaluation measures and collecting data on the project.

Wondering which tool is most appropriate?
Are there questions about a resource?

Send an evaluation request form to the SNAP-Ed Evaluation Team for assistance!

1. Start by selecting strategies to hear directly from the community, outlined in the Learning from the Community section.

2. After working with partners and community members to prioritize needs and identify a project or strategy to implement, identify which intervention the project fits into: Farm to Community, Healthy Food Access, Physical Activity or Health Promotion.

3. Scroll to or click on the appropriate section in the Table of Contents and review the recommended evaluation resources or tools for the project.

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Learning from the community

Even an evidence-based PSE strategy may not get much traction if it isn’t what a community is looking for. This toolkit provides a range of tools to gather input and feedback from the community and partners on what’s most important to them, as well as their suggested solutions and next steps.

First time working in the community or working on a new project?

The evaluation team recommends conducting a **needs assessment** to make sure that SNAP-Ed staff, partners, and community members are on the same page about how to move forward – especially if SNAP-Ed is new to the community. This data can be used to start or continue conversations about community priorities.

- **Community Readiness Assessment manual** (2014): This guide includes an overview of how to conduct an assessment, as well as step-by-step instructions for implementing the assessment. Page 30 provides recommendations for how to conduct a brief assessment if a more comprehensive one is not feasible. This strategy makes use of the ‘Community Knowledge of Efforts’ and ‘Leadership’ rating scales, which are included in the manual appendix.

If there’s not enough time to conduct a full needs assessment, the tools below can be used to develop a report or map using multiple data sources. Keep in mind that the information included may not be very recent, and it may vary depending on the indicators or characteristics that are selected.

- **County Health Rankings** ranks counties based on various health outcomes, including quality and length of life. Enter address information or zip code to explore a community’s health ranking, including information on health indicators. The ‘Health Factors’ includes indicators on health behaviors and social and environmental context that may be especially helpful.
- The Community Commons provides a more interactive option to develop a **customized report** or **map**. Both options allow users to select indicators of interest to create a tailored report or map.

Still establishing partnerships or coalitions?

A **partnership assessment** takes the pulse of partnerships and can be used to evaluate whether closer collaboration is feasible or more relationship-building is necessary. A couple resources are also included to assess coalition’s work during the development stage or once projects are underway.

- **The Collaboration Readiness Survey**, developed by RNECE, is a brief 5-10 minute survey that is completed by partner(s). The tool asks partners to specify where they fall on the spectrum of collaboration in regard to different types of work. It includes a scoring section at the end, as well as recommendations for next steps.
- **Coalitions Work** provides several resources that can be used to evaluate coalition work. This includes an initial needs assessment, a coalition member survey, and meeting effectiveness inventory, which can be found towards the bottom of the page.
- **The Community Tool Box** provides a great overview on how to get a coalition off the ground, including links to additional resources.
Looking for ways to learn from community members?
It may be helpful to participate in a **community forum** or hold **focus groups** to hear directly from residents or community members. Taking time to learn from community members will provide information that can help to ensure projects are on the right track from the beginning.

- Community Forum: The [Community Tool Box](#) provides key pointers on why and how to conduct a community or public forum to get feedback from community members. If it’s not possible to conduct a forum solely focused on the project-related topic of interest, an alternative strategy is to add the topic to the agenda for an existing town hall meeting or forum.
- Focus groups: The [Community Tool Box](#) highlights the basics of focus groups, including when and how to run a focus group. If a focus group is the right fit, Richard Krueger’s ‘[Designing and Conducting Focus Group Interviews](#)’ guide provides an in-depth breakdown of the process from start to finish.
- Key informant interviews: The [Community Tool Box](#) provides an overview of how to use key informant interviews to gather input, including different types of interviews (in-person and phone), how to prepare and conduct the interview, and how to develop interview guide questions.
Farm to Community

Start by using the tools in the Learning from the Community section to map key health and demographic indicators, along with the community’s food access points using the Healthy Food Access Portal. A bird’s eye view can help pinpoint community assets, as well as potential opportunities, and can serve as a good starting point for conversation and program planning.

The Healthy Food Access Portal, developed by The Food Trust and PolicyLink, provides a detailed interactive map, which can be found here. Start by inputting a site address, census information (tract or block group). From there, click on ‘New Map’ in the upper left-hand corner to select indicators. Here are some recommendations:

- People --> SNAP Benefits or Families in Poverty
- Locations Accepting SNAP
- Grocery Retail Locations
- Limited Supermarket Access (LSA) Areas
- Health --> Obesity or Diabetes

Keep in mind that a map may not be able to display all selected indicators at the same time. After creating the map, select ‘Get Report’ in the upper right-hand corner to generate a customized report with a breakdown of each selected indicator.

In addition to the Farm to Community tools provided below, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available here, and a list specific to Farm to Community projects is available here.

**Need help evaluating a Farm to Community project?**

Please reach out to the Evaluation team with an evaluation request form for help evaluating project or if a project site is not included below. The Evaluation team is happy to offer assistance and help identify the right evaluation tools and methods.

Working in a farmers market?

- **Tools for Rapid Market Assessments** provides a great overview of how to put together and use dot surveys to gain key insights from farmers market customers. Dot surveys are a widely used method for surveying farmers market customers. These surveys usually consist of three to four questions listed on large posters. Staff or volunteers provide customers with dot stickers to “rapidly” select their responses.
- For more in-depth Farmers Market evaluation, consider:
  - **Farmers Market Audit Tool (F-MAT)**, which provides a valid and reliable measure of food offerings at Farmers Markets. This tool is based on the Nutrition Environment Measures Survey (NEMS) and is most useful for
evaluating efforts to increase availability of healthy foods at farmers markets.

- Be sure to connect with the Farmers Market manager, the Washington State Farmers Market Association (WSFMA) and the Fruit and Vegetable Incentive Program (SNAP Market Match/GusNIP) to discuss other evaluation opportunities at farmers markets.

**Working on a gleaning project?**

- Focus on tracking recommended process evaluation measures for a gleaning project. Process measures can be used to establish a baseline and track how gleaning efforts progress over time.
- If possible, conduct stakeholder interviews with farmer(s), staff member(s) at the organizations produce is donated to, and volunteer(s) to gather additional perspectives on gleaning projects, including benefits, challenges and opportunities.

**Working on Farm to Food Bank?**

- Focus on tracking recommended process evaluation measures for Farm to Food Bank projects. Process measures can be used to establish a baseline and track how Farm to Food Bank projects progress over time.
- If possible, conduct stakeholder interviews with farmer(s), staff member(s) at the organizations produce is donated to, and volunteer(s) to gather additional perspectives on farm to food bank projects, including benefits, challenges and opportunities.

**Working in a community garden?**

- The Community Food Project Evaluation Toolkit (2006) was developed by USDA, and Chapter 5 (pg. 121) provides a range of tools that can be used in a community garden setting. Tools include a checklist of potential data to collect, process data tracking sheets (garden attendance, produce inventory, garden description, etc.), and participant surveys for adults and youth.

**Working on Farm and Sea to School?**

- Evaluation for Transformation (2014) was developed by the National Farm to School Network. This document includes in-depth description of Farm to School activities, as well as process tracking measures for key outcomes in public health, community economic development, education and environmental quality. Recommended measures are included for each outcome (e.g., pg. 40 includes ways to measure student access to local, healthy foods in schools).
- The Farm to School Evaluation Toolkit (2008) was developed by the National Farm to School Network and UNC Center for Health Promotion and Disease Prevention. The toolkit includes a school lunch recall survey, fruit and vegetable neophobia scales, and semi-structured interview guides for interviews with school food service staff, farmers, stakeholders and educators.
- Be sure to connect with the Washington State Farm to School Network to share successes and impacts from Farm and Sea to School projects!

**Working on food systems?**

- The Community-Based Food System Assessment and Planning (2011) developed by the Southern Sustainable Agriculture Research and Education (SSARE) grant provides an overview of how to conduct a community food system assessment. The guidebook walks through choosing a
steering committee, defining the project scope, developing goals, identifying assets, and creating a report to provide a baseline for future work.

- The *Community Food Project Evaluation Toolkit* (2006) was developed by USDA, and Chapter 8 (pg. 201) includes resources for evaluating the work of food coalitions, networks and councils to change food systems. This includes general data collection worksheets, as well as tracking forms for participants, structures and processes, assessment and planning, and implementation of strategies. These resources will be most useful for well-established coalitions.
Access to Healthy Foods

Start by using the tools in the Learning from the Community section to map key health and demographic indicators, along with the community’s food access points using the Healthy Food Access Portal. A bird’s eye view can help pinpoint community assets, as well as potential opportunities, and can serve as a good starting point for conversation and program planning.

The Healthy Food Access Portal, developed by The Food Trust and PolicyLink, provides a detailed interactive map, which can be found here. Start by inputting a site address, census information (tract or block group). From there, click on ‘New Map’ in the upper left-hand corner to select indicators. Here are some recommendations:

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- Health --> Obesity or Diabetes

Keep in mind that a map may not be able to display all selected indicators at the same time. After creating the map, select ‘Get Report’ in the upper right-hand corner to generate a customized report with a breakdown of each selected indicator.

In addition to the Access to Healthy Foods tools provided below, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available here, and a list specific to Access to Healthy Foods projects is available here.

**Need help evaluating an Access to Healthy Foods project?**

Please reach out to the Evaluation team with an evaluation request form for help evaluating a project or if a project site is not included below. The Evaluation team is happy to offer assistance and help identify evaluation tools and methods.

Working in a school?

- The Smarter Lunchroom Scorecard is a simple tool that can provide baseline measures for the school’s cafeteria, and is best for projects focused solely on lunchroom changes. After the scorecard is complete, work with school staff to prioritize and implement changes.
- The School Health Environment and Lunchrooms Form (SHELF) was developed by the SNAP-Ed Evaluation Team in FFY 2020. It is modeled after the School Health Index and includes the Smarter Lunchroom Scorecard. The tool assesses school wellness policy, physical activity environment and healthy eating environment. It is meant to be completed by the LIA, however there are items that will likely require SNAP-Ed staff to connect with different school staff members.
Working in a food bank or mobile pantry?

- The **Healthy Food Pantry Assessment Tool** (HFPAT) was developed by Regional Nutrition Education and Obesity Prevention Centers of Excellence-West. The tool provides a comprehensive snapshot of the food bank environment and is meant to be completed alongside a food bank staff member or volunteer. It also includes a resource guide with recommended strategies to implement based on opportunities identified through the HFPAT. In addition to the trainings on the HFPAT website, a supplementary training developed by the SNAP-Ed Evaluation Team is available [here](#).

Working in retail?

- The **Site Level Assessment Questionnaire** for retail was developed by the Nutrition Policy Institute at the University of California. This tool covers availability of healthy and unhealthy foods and beverages, product placement, and promotion. The tool auto-calculates a score and identifies areas of opportunity.
- For more in-depth formative assessment, consider:
  - The CDC’s **Healthier Food Retail** assessment guide includes recommendations for implementing a comprehensive formative assessment to support planning. This document links to other resources and tools.

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

- Please see ‘Physical Activity’ section.

Working in childcare?

- **Go NAPSACC** offers several self-assessment tools with modifications for childcare centers and home-based childcare sites. Tools should be completed by a staff member at the childcare site. Once the tool is complete, LIAs can work collaboratively with childcare staff to prioritize and implement next steps to create a healthier environment. Support for working through the Go NAPSACC process is available [here](#). The Child Nutrition Self-Assessment and Breastfeeding and Infant Feeding Self-Assessment are most applicable for Healthy Food Access interventions, but additional tools are also provided.
Physical Activity

Start by using the tools in the Learning from the Community section, then use the Active Neighborhood Checklist to assess the physical activity environment.

The Active Neighborhood Checklist is a quick environmental scan completed over small segments of streets or neighborhoods. It provides a picture of the current environment and identifies areas to focus interventions or improvements. It is suitable for assessing the physical environment around schools, in urban or rural communities, and for identifying where there is need for green spaces, indoor and outdoor recreation, and improved pedestrian and bike access. This checklist should be completed in each neighborhood or community where a physical activity intervention is planned.

Aim to complete the Active Neighborhood checklist as a baseline measure and again at the end of the project to measure change over time. If possible, conduct multiple follow-ups after the end of the project (e.g., when the project ends, 6-month after the project ends, etc.) to determine how well changes have been maintained.

The Physical Activity tools below can be used for more in-depth evaluation with the community and may be applicable for specific projects. In addition to these resources, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available [here](#), and a list specific to Physical Activity projects is available [here](#).

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**Need help evaluating a Physical Activity project?**

Please reach out to the Evaluation team with an evaluation request form for help evaluating a project or if a project site is not included below. The Evaluation team is happy to assist and help identify the right evaluation tools and methods.

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Planning a more in-depth assessment?

- The Microscale Audit of Pedestrian Streetscapes (MAPS) is a tool that does a deep-dive evaluation of the entire built environment in an area. This tool may be a good option if a more comprehensive and detailed assessment of the area is needed after completing the Active Neighborhood Checklist. There are two versions recommended for in-depth analysis of pedestrian access and the built environment:
  - The MAPS-Full is a 120-item audit survey, that reviews subsets of land use, aesthetics and pro-social appearances of streets, detailed analysis of walkways and sidewalks, and street crossings. Contact the Evaluation team to discuss setting up a database for MAPS-Full data collection.
  - The MAPS-Abbreviated is a 60-item audit survey that reviews the same aspects as the MAPS-Full survey, but with less specific details. It’s easier to learn and score, and still provides fairly detailed information on the different uses and navigability of the built environment. This tool can likely be completed and scored by SNAP-Ed staff, and the Evaluation team is available for questions or additional support.
• The CDC’s **Built Environment (BE) Assessment Tool** is includes many of the same measures as the MAPS-Abbreviated tool, as well as questions about bikeability, though it is less detailed. The BE assessment tool instructions are clear and straight-forward, including picture guidance. The scoring guide may be confusing, so please contact the Evaluation team with questions or submit an evaluation request for assistance.

**Working with schools?**

• The **School Health Environment and Lunchrooms Form (SHELF)** was developed by the SNAP-Ed Evaluation Team in FFY 2020. It is modeled after the School Health Index and includes the Smarter Lunchroom Scorecard. The tool assesses school wellness policy, physical activity environment and healthy eating environment. It is meant to be completed by the LIA, however there are items that will likely require SNAP-Ed staff to connect with different school staff members.

• For more in-depth assessment, consider:
  - The **Physical Activity School Score (PASS)** is a brief, 8-item tool that provides a high-level overview of elementary schools’ physical activity policies and supports. This basic tool can be completed by school staff with assistance from SNAP-Ed.
  - The **School Physical Activity Policy Assessment (S-PAPA)** is designed to assess K-8th grade school and district wellness policies and identify areas of improvement.

• For Safe Routes to School projects, consider:
  - **Safe Routes to Schools** (SRtS) promotes walking and biking to school by using input from parent surveys and tallies of students in schools, along with observations by program staff and focus groups with the local community. The program toolkit includes guidance on how to start a Safe Routes to Schools programs and different areas of focus. Evaluation for Safe Routes to Schools should be done at least twice; once, at the beginning of the project or the school year, and again at the end of the project or the school year. Evaluations for multi-year projects should be completed at least once a year. The different evaluation tools for SRtS are:
    - **SRtS tally sheets** can be completed by SNAP-Ed or school staff. They need to be done at least twice in one week (on a Tuesday, Wednesday or Thursday)
    - **SRtS parent surveys** are available in English, Spanish, and a variety of other languages. Reach out to the Evaluation team for help setting up an online survey.

**Collaborating with teens?**

• The **Bikeability Friendly Community Assessment** is designed for teens to assess the bikeability of their community working solo or in teams. The tool also includes ideas on how to improve bikeability with immediate and long-term actions teens can take to improve their community. The assessment is also available in Spanish. If biking is not possible or popular with youth partners, consider holding a focus group or conducting a survey with them to find out why.

• The **Walk Friendly Community Assessment** is designed for teens to assess the walkability of their community working solo or in teams. The tool also includes ideas on how to improve walkability with immediate and long-term actions teens can take to improve their community.
Working on community spaces for physical activity?

- **Complete Streets** is a variety of policies, interventions and projects for improving the built environment. The *Evaluating Complete Streets Projects* manual includes a breakdown of possible measures, including access, economy, environment, place, safety, equity, and public health. The manual also includes suggested evaluation tools to use for each goal. Please reach out to the Evaluation team for more guidance on developing or using specific tools.

- The **Walkability Checklist** is ideal for Community-Based Participatory Research, which emphasizes community participation in the development, implementation and evaluation of an intervention. Once community members complete this simple checklist, it can be used to discuss identified issues and focus in on needs.

- The **Community Park Audit Tool** is a simple checklist that can be completed by one person to evaluate the usability of park spaces. It has different sections that focus on park accessibility, activity areas, and general maintenance and safety of park spaces.

Working in rural communities?

The **Rural Active Living Audit (RALA) Tool** is designed to evaluate the unique needs of rural communities by looking at demographics, accessibility to amenities, and town and county policies for health and wellness. The Street Segment Assessment must be completed in the field while the Town-Wide questions and Program and Policy questions can be completed remotely with input from community leaders or government.
Health Promotion

**Health promotion** is a blanket term for a wide variety of projects or methods intended to promote healthy behaviors. It can apply to a broad array of project types – walking and biking paths, food pantries, gardening, workplace wellness, etc. – and involve anything from screening activities to social media posts, from changing the built environment to school or workplace wellness activities. Health promotion activities usually support other projects.

The Spectrum of Health Promotion Activities (Victoria Dept. of Human Services, 2008)

![Diagram showing the spectrum of health promotion activities](image)

Because health promotion is such a wide umbrella, there are no specific tools that can be used to evaluate health promotion. This section includes general tools or measures that may be used, most of which focus on how to evaluate Indirect Education Activities used to support other projects. In addition to these resources, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available [here](#), and a list specific to Health Promotion projects is available [here](#).

**Need help evaluating Health Promotion efforts?**

Please reach out to the Evaluation team with an [evaluation request form](#) for help evaluating Health Promotion activities. The Evaluation team is happy to help, including refining or developing tools for specific projects.

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

- Calculate reach by tracking how many flyers, cards, etc. are distributed at each site. Remember to follow PEARs guidance on tracking reach.
- Use a survey or [focus group](#) to assess the impact of print materials. The Evaluation Team can help identify the best audience to survey or interview, and design a survey or set of focus group questions to learn whether participants or partners take, use, and remember messages.

Doing food demos or taste tests?

- Calculate reach by tracking how many people take part in a taste test or food demo. Keep a tally of those who take time to interact with the demo or taste test, as well as those who just stop by to sample the food.
• A brief intercept survey provides an opportunity for people to give feedback on what they tried. One or two simple questions on a 1-5 scale, such as “How did the food taste?” or “Do you think you’ll try this recipe?” give insights on immediate impressions.

• A dot survey (see Rapid Market Assessment tool) may also be useful in evaluating food demos or taste tests.

Doing one-time promotional events or classes?

• Calculate reach by tracking how many people participate in the event. Try to track different age groups participating in the event, as well as length of participation (e.g., for a one-time, online class, did people stay for the whole event?).

• Use one-time surveys to assess what participants took away from the event and if their intents have changed. The three qualitative questions from the Direct Education post-surveys can be used for this purpose. Reach out to the Evaluation team with an evaluation request form for help creating a quick intercept survey for a specific event.

Using social media (i.e. Facebook, YouTube, Instagram, etc.)?

When using social media to engage with an audience, the data that are available are generally referred to as analytics. To know what aspects of social media are working well to support health promotion, it’s helpful to understand the meaning and interpretation of different analytics terms. The following definitions are from the Non-Profit Hub:

**Impressions:** the number of times a post showed up in someone’s timeline or feed. *This doesn’t necessarily mean the person took the time to read it*, but an impression confirms that it did, in fact, show up in their timeline.

**Engagement:** any interaction with content, like Twitter favorites or Facebook shares and likes.

**Engagement rate:** the ratio of total impressions vs. total engagements. For example, if there were 100 impressions and 10 of those people engaged with the content, the engagement rate would be 10%.

**Views:** the number of people who visited a profile page or post within a certain timeframe.

Social media analytics usually expire on a 28 to 30-day cycle. When using social media as part of a health promotion strategy, it’s important to regularly check and download social media analytics. The evaluation team recommends exporting analytics data once a month, and uploading it as a PDF to a PEARS indirect activity.

• When using Facebook, it’s important to set-up a Page for users to follow and interact with. A Facebook Page is *not* the profile or landing page of an account, which shows the “feed” of all the people and Pages an account follows. It’s connected to that account, like a separate website.

Pages are made and administered by clicking the orange flag Pages icon on the left when logged in to a Facebook account, or can be created by clicking the “plus” icon at the top right. Facebook provides some basic analytics through their Page Insights, including reach, post clicks, views of videos, and reactions to posts. A guide to looking at Page’s Insights is available here, and a video guide with more graphic instructions can be found here. Facebook only provides analytics for Pages, not for basic accounts.
• When posting videos on YouTube, analytics are available through the YouTube Studio page. Google provides a text guide on how to look at YouTube Analytics here. A more visual walk-through of the Analytics dashboard and how to interpret and use the data is available here.

• For Instagram, a business or creator account is needed to view analytics (called Insights). Instructions on how to access Insights, and links to more in-depth information about understanding those Insights are available on the Instagram help page. If a video is easier to follow along, visual instructions can be found here (not an official Instagram account).

• Twitter analytics are available after turning on analytics for the Twitter account at analytics.twitter.com. Once analytics are turned on, Twitter analytics will be presented on a dashboard. There are a few websites that walk through the basics of Twitter analytics, including the Hubspot blog and Hootsuite blog. If a video is easier to follow along, a visual walk-through of how to find and use Twitter Analytics can be found here.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytics</td>
<td>The data that are available when using social media to engage with an audience.</td>
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<tr>
<td>Community-Based Participatory Research</td>
<td>An approach that emphasizes community participation in the development, implementation and evaluation of an intervention.</td>
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<td>Formative evaluation</td>
<td>Ensures that a program or program activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified.</td>
</tr>
<tr>
<td>Health promotion</td>
<td>Blanket term for a wide variety of projects or methods intended to promote healthy behaviors.</td>
</tr>
<tr>
<td>Impact evaluation</td>
<td>Assesses program effectiveness in achieving its ultimate goals.</td>
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<td>Provides information about community assets and needs that can guide program planning decisions and help align projects with community and partner needs.</td>
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<td>Measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve.</td>
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<td>Takes the pulse of partnerships and can be used to evaluate whether closer collaboration is feasible or more relationship-building is necessary.</td>
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References


*NPI Site-Level Assessment Questionnaires*. (n.d.). Retrieved December 1, 2020, from https://ucanr.edu/sites/slaq/


