

# Program Evaluation in Community Youth Smoking Cessation Programs

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## Background

- With a limited evidence-base for what works in youth tobacco cessation, we examined the extent to which administrators of community-based youth cessation programs engage in program evaluation.
- Program evaluation is an informative part of all stages of an intervention effort: planning, implementing, improving programs for the future, and demonstrating results for stakeholders.
- In particular, rigorous evaluations of community-based youth tobacco cessation programs can provide important insights into effective real-world approaches to reducing youth smoking.
- Even with the increasing importance placed on program evaluation in public health, an overall understanding of the utilization of program evaluation in community youth cessation programs is lacking.
- This paper analyzes data collected during the Phase I program characteristics survey of the Helping Young Smokers Quit (HYSQ) initiative. A complete description of Phase I can be accessed on the HYSQ website ([www.HYSQ.org](http://www.HYSQ.org)).

## Research questions:

- What proportion of youth tobacco cessation programs include an evaluation component with a standard written protocol?
- What characteristics distinguish programs that have a program evaluation component from those that do not?
- What types of evaluation measures and methods do programs utilize?
- Does the endorsed purpose of evaluation match the evaluation methods?

## Method

### Sample

Community-based youth tobacco cessation programs were found using a snowball sampling method within a nationally representative sample of 408 U.S. counties.

We sought programs that met the following criteria:

- provided direct tobacco cessation services,
- were primarily for individuals age 12 to 24 years,
- had been established at least 6 months prior, and
- were not part of a research initiative.

A total of 591 program administrators completed a 45-minute survey by telephone. The survey included questions regarding: community context, organizational setting, participants, program implementation, program content, and program evaluation.

**Evaluation Measure:** For the analyses conducted in this study, program evaluation is defined as those programs that include an evaluation component with a standard written protocol or survey for data collection.

### Analyses

We used descriptive statistics with Chi-square tests to identify characteristics of programs that included a standard written program evaluation component from those that did not; a logistic regression procedure (SAS 9.1, Proc Logistic) was used to model the inclusion of a standard written program evaluation component.

## Description of Programs

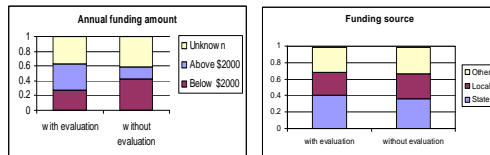
Among the 591 surveyed programs:

- 90% were offered in a school setting
- \$2000 was the median annual funding
- 20 participants per year was the median number served
- 56% used only voluntary enrollment, 9% used mandatory only, and 35% used both types of enrollment
- 47% conducted any post-program follow-up\* for reasons other than offering treatment
  - 11% conducted only one follow-up
  - 16% conducted two follow-ups
  - 13% conducted three follow-ups
- \*Follow-ups conducted most often at 2, 4 and 7 months

## What proportion of programs included an evaluation component with a standard written protocol?

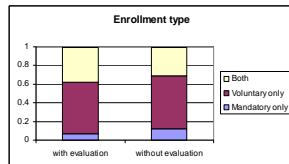
67% of all programs reported having a standard written protocol or survey to collect evaluation information

## Overall Characteristics of Programs by Evaluation (% for type)

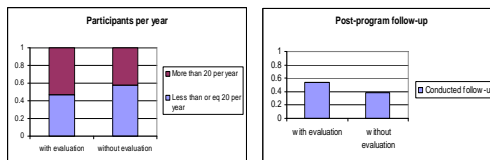


Chi square = 24.4, p < .01

n.s.



Chi square = 4.68, p = .09



Chi square = 5.88, p = .01

Chi square = 11.40, p < .01

## What characteristics distinguish programs that have a program evaluation component from those that do not?

### Logistic Regression Modeling Inclusion of Standard Written Program Evaluation Component

Predictor	Odds Ratio	95% CI
Setting (school)	0.57	0.28, 1.16
<u>Annual funding level</u> above \$2000 Vs. below \$2000 Vs. missing info	2.45* 1.92*	1.45, 4.13 1.16, 3.18
<u>Type of enrollment</u> Mandatory participants only Voluntary participants only	0.59 0.84	0.30, 1.17 0.56, 1.28
<u>Participants per year</u> More than 20 versus less than or equal to 20 per year	1.25	0.85, 1.86
<u>Post-program follow-up</u> Yes versus no	1.60*	1.09, 2.34

N = 591 programs; \*p < .01

A **Logistic regression model** was used to model inclusion of a *standard written program evaluation component* in a program.

## What types of measures were used by those programs that included written evaluations? (n=397)

### Process evaluation measures

- Attendance tracking: 89% of programs
- User satisfaction: 86% of programs
- Cost of program administration: 21% of programs

### Outcome evaluation measures

- Quitting data: 84% of programs
- Biochemical validation: 11% of programs
- Post-program follow-up: 73% of programs

## Does the identified purpose of their program evaluation match the methods used by each program?

We cross-tabulated purpose of evaluation with type of measures used, in order to assess purpose and method.

**Process evaluation purpose:** process measures used by 97% of programs that endorsed that purpose.

**Outcome evaluation purpose:** post-program follow-up used by 92% of programs that endorsed that purpose.

## Summary of Results

Proportion that use standard written program evaluation protocols: 67%

Characteristics of programs that use standard written protocols:

- Funding greater than median (\$2000 per year)
- Conduct post-program follow-up

Types of measures used:

- Attendance
- User satisfaction
- Quitting data

Purpose of evaluation and use of methods:

- The methods and measures used very frequently matched the purpose of the type of evaluation.

## Discussion

This study characterized, for the first time, program evaluation efforts in a large national sample of community programs.

The majority of administrators indicated that the program included an evaluation component with a standard written protocol or survey.

Those programs that did not include a written program evaluation component were more likely to have lower levels of annual funding and were less likely to follow-up with participants.

It is encouraging that the majority of programs are including process & outcome evaluation components that closely match the intended purpose of the evaluation.

It is clear that community programs are working to provide cessation services for youth, and that most are committed to planning for program evaluation.

An article associated with this study is in press in the *American Journal of Health Behavior*.

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You may obtain a complete description of HYSQ, a copy of this poster, and other HYSQ findings on our Web site at: [www.HYSQ.org](http://www.HYSQ.org)