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Public Service

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# Nonprofit Capacity Building Through Program Evaluation: The Nonprofit Institute Professional Program Evaluation Program

Submitted to  
Oregon Health Authority

Submitted by  
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# Table of Contents

<b>Executive Summary</b>	2
<b>Project Overview</b>	3
<b>NPI Program Description</b>	3
1. NPI Program Overview	4
2. Schedule and Key Content	4
3. Mentor Sessions	5
4. Participant Recruitment and Profile	5
1) Participant Recruitment	5
2) Participant's Organizational Profile	6
5. Program Participant Deliverables: Evaluation Plan and/or Evaluation Report	6
1) Evaluating the Client Experience	7
2) Measuring Program Effectiveness	7
3) Developing a New Baseline Understanding	8
4) Evaluating Successful Partnerships	8
<b>Assessment of NPI Program Capacity Building of Participating Nonprofit Organizations</b>	8
1. How the NPI Program supported capacity building	9
1) Provided Easy Access to Program Evaluation Training	9
2) Set Up a Structure that Facilitated Adult Learning	9
3) Used a Practical and Engaged Teaching Approach	10
2. Participants' Expectations and Learning Outcomes for the NPI Program	11
1) Participants' Expectations	11
2) Participants' Learning Outcomes	11
(a) Increased sense of empowerment and confidence	11
(b) Increased familiarity with program evaluation	12
(c) Key takeaways and learnings	13
(i) Evaluation methods and tools	13
(ii) Practical considerations for conducting an evaluation	13
(iii) Important evaluator attitudes	14
(iv) Value and power of evaluation	14
3) Participants' Next Steps	14
3. Suggestions for Improvements	15
<b>Conclusion</b>	15
<b>Appendix A. Participants' Organizational Affiliation and Project Description</b>	17
<b>Appendix B. 2022 Final Feedback Form Questions</b>	20
<b>Appendix C. Final Feedback Form Responses</b>	21

# Executive Summary

Oregon Health Authority (OHA) partnered with the Nonprofit Institute at Portland State University (NPI) to deliver content related to receiving a professional certificate in program evaluation. Thirty nine individuals applied for this opportunity, and 34 individuals were accepted from the nonprofit organizations who work in the areas related to human services, health care, and public health. The program held 8 online synchronous sessions during January-May 2022 where course content was delivered and group work was completed. In between sessions, participants had access to a learning mentor who had a total of 57 meetings with participants.

To complete the program, participants were required to finalize an evaluation report or plan. Of the initial cohort, 26 participants (representing 23 organizations) completed 24 projects. 38% completed full reports with findings and 62% created robust evaluation plans to be implemented in upcoming months. The focus of the participants evaluation reports and plans were on:

- 1) evaluating the client experience,
- 2) measuring program effectiveness,
- 3) developing a post-COVID-19 baseline understanding, and
- 4) evaluating successful partnerships

These projects functioned as a capacity building exercise for nonprofit organizations.

Participants reported the following benefits from the Program Evaluation Certificate Program:

- 1) Providing easy access to program evaluation training,
- 2) Setting up a structure that facilitates adult learning, and
- 3) Using a practical and engaging teaching approach.

They also reported personal benefits of gaining a sense of empowerment and increased familiarity with the program evaluation process.

Moving forward, NPI has the following suggestions to enhance its programming:

- Adjust the remote-learning activities by reducing the time spent in passive listening.
- Consider using technology tools that are more accessible for all.
- Enhance networking relationships across participants by pairing participants based on their organizations' mission.
- Rethink the day and time of the program offering

For the continuing partnership between NPI and OHA in the Program Evaluation Certificate Program, we recommend the following outreach approaches for more targeted capacity building efforts :

- Co-outreach to OHA "partner organizations."
- Expand the outreach to nonprofit organizations that serve rural communities in Oregon

# Project Overview

Many nonprofit organizations, particularly those who work in the human services and health care arena have been impacted by the COVID-19 pandemic. Evaluating how COVID-19 impacted their services and operations, both at the system-level and organizational level, is important for those organizations to become more resilient in their future operations.

Oregon Health Authority (OHA), as part of their effort to develop program delivery capacity among the nonprofit organizations whose work have impact on public health, contracted Portland State University's Nonprofit Institute (NPI) within the Center for Public Service (CPS) at the Hatfield School of Government and provided funding to support 29 nonprofit organizations to attend the Nonprofit Institute's *Professional Certificate in Nonprofit Program Evaluation* program ("the NPI Program"). NPI Program participants who were interested in evaluating their responses to COVID-19, received a fee waiver of \$2,200 per person, thanks to OHA's funding. OHA's intent is to support the nonprofit organizations who work in human services, health care, and public health arena to develop their long-term capacity to deliver effective programs by building skills and knowledge in program evaluation.

The NPI Program aimed to develop nonprofit organizations' program evaluation capacity, while assisting them in developing and implementing evaluations plans for evaluating the impact of COVID-19 in their operations. While receiving instructional guidance on program evaluation, participants received assistance from NPI staff in developing and implementing their evaluation plans.

The NPI Program duration was approximately 9 months and occurred between October 2021~June 2022, including the outreach phase to recruit participants. Deliverables for the NPI project to OHA included: (1) evaluation plan/report from the participating nonprofit organization, (2) NPI's summary report on the Nonprofit Program Evaluation Professional Certificate program, and (3) presentation to OHA.

## NPI Program Description

### 1. NPI Program Overview

Program evaluation can offer nonprofit organizations insights into their work, ideas on how to improve and strengthen programs and practices, and opportunities to engage meaningfully with key collaborators and parties. The Nonprofit Institute's *Professional Certificate in Nonprofit Program Evaluation* program (NPI Program) guides participants through a holistic process of program evaluation, from beginning to end. Participants were delivered a curriculum that

described the importance and value of program evaluation, how to engage ‘stakeholders’<sup>1</sup>, key collaborators and parties to design and conduct an evaluation; how to design, prepare, and carry out an evaluation plan; and how to report and use findings. Participants’ learning was synthesized through the design and/or execution of an evaluation plan for a relevant program within their respective organization, which was a program deliverable presented to the cohort to finalize the project, complete the program and ‘graduate’.

The program was delivered in an online synchronous format using the Zoom platform. Participants met for eight full-day sessions from January-May 2022. These sessions offered instruction related to the components of a project evaluation report and utilized the textbook, *Step by Step Guide to Evaluation* by W.K. Kellogg Foundation. Subjects covered included: how to create a logic model and measurement framework; develop evaluation questions; collect and analyze data; and report findings to different ‘stakeholders’. Throughout the program duration, participants were given access to a NPI Program Mentor who offered personalized learning coaching and support to the specific needs of each project.

## 2. Schedule and Key Content

Each session occurred for six hours on select Saturdays from 9am-3pm Pacific Time. All sessions were delivered remotely through Zoom. (See table 1 below for more details.)

Session	Date	Key Content	Instructors and Mentors
1	1/22	Overview, standards, definitions, approaches	Nishishiba, Helman, Odeh
2	1/29	Program theory, logic model, preparing for evaluation project, ‘stakeholder’ engagement, organizational capacity assessment	Nishishiba, Helman, Greene, Odeh
3	2/12	Evaluation questions, evaluation design, IRB, Budget	Nishishiba, Helman, Odeh
4	2/26	Data collection	Girard, Odeh

<sup>1</sup> During the NPI program, we intentionally used the word *collaborator* and/or *partner* rather than ‘stakeholder’, as the latter is rooted in settler-colonialism, white supremacy culture, and gender-based violence and oppression by ‘staking a claim in the land’.

5	3/12	Data analysis	Girard, Odeh
6	4/9	Data analysis workshop, data visualization	Nishishiba, Helman, Girard, Odeh
7	5/7	Findings, final report, communication strategies, culture of evaluation	Nishishiba, Helman, Odeh
8	5/21	Presentation and graduation	Nishishiba, Helman, Greene, Girard, Odeh

Table1: Session schedule and key content

### 3. Mentor Sessions

Participants in the program had access to a designated learning mentor for coaching and instructional support between sessions as they worked to complete their evaluation plan, implement the evaluation project, and finalize their reports. Throughout the program, participants were encouraged to meet individually or in small groups with the learning mentor, and to engage with the course instructors and their fellow participants for guidance and brainstorming.

A total of 57 individual mentor sessions were conducted during the program duration. During the mentor sessions, participants were given the opportunity to discuss the context of their project in more detail. These sessions supported participants to clarify concepts discussed in class while allowing them the space to process their specific needs, such as developing evaluation questions or survey tools. This element is particularly important because the iterative process of evaluation is underscored in this program. This means that throughout the duration, participants were at different points in their process as they returned to previous sections for further development due to learning new information. As participants learned new information in the sessions, the originally planned evaluation topic often changed and required “pivoting” to a new way of thinking about the plan or report. The learning mentor assisted in this by giving participants the opportunity to individually process their project with expert guidance.

### 4. Participant Recruitment and Profile

#### 1) Participant Recruitment

The recruitment of the program participants was conducted through outreach to program alumni, newsletter recipients, and those who joined the interest list. Advertisements were posted on LinkedIn and personal emails were sent to public-health related nonprofit organizations who were identified as likely to qualify and benefit from the program. Information on the fee waiver

option was emphasized and targeted toward organizations who worked with historically marginalized and therefore vulnerable populations such as those who serve refugees, houseless individuals, people of color, and survivors of domestic violence.

The NPI received 39 applications for the 2022 cohort. Of these applicants, 34 were accepted for admission to the program. This is 9 individuals over the initial maximum goal of 25. Of the accepted applicants, 25 were from the State of Oregon and 2 were from out-of-state but worked for organizations that have a national reach. Seven international applicants were accepted to the program. These participants came from Uganda, Somaliland, Egypt, Argentina, Philippines, and Nigeria. The international and out-of-state participants provided a mutually-beneficial arrangement that gave a comparative perspective of public health efforts in other parts of the world. Of the initial 34 participants, 26 completed the certificate program. The causes of attrition were identified as medical issues, change in career, time availability, and workload related to their organization.

## 2) Participant's Organizational Profile

The participants came from varied backgrounds and organizations. The list of organizations represented by the participants is available in *Appendix A. Participants' Organizational Affiliation and Project Description*. These organizations identified their main area of work in the following 10 categories: (1) Arts, (2) Education, (3) Houselessness, (4) Public Health, (5) Health Services, (6) Workforce Development, (7) Social Services, (8) Environmental Sustainability, (9) Economic Empowerment, and (10) Refugee Support. In many cases, the nonprofits had overlapping services in more than one category. Since the evaluation process is iterative and ongoing, organizations engaged in program evaluation need to make a long term commitment to implement and sustain the process. Two organizations made their ongoing commitment for program evaluation and sent new employees to the NPI program as part of their evaluative capacity-building efforts. Each organization had experienced changes to process and service delivery as the result of COVID-19. The breakdown of the participants' organization type of work is shown in Appendix A. Participants' Organizational Affiliation and Project Description.

## 5. Program Participant Deliverables: Evaluation Plan and/or Evaluation Report

Each participant identified a project to work on during the program with the goal, at minimum, to develop a realistic evaluation plan, and/or to conduct an evaluation and submit an evaluation report. Participants who received OHA support were required to focus their evaluation project on COVID-19 impact. For each session, participants worked on components of the evaluation plan and integrated them as elements into their *final evaluation plan and/or report*. (Final evaluation plan or report submitted by the program participants is available [here](#) in a separate online folder.<sup>2</sup>)

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<sup>2</sup> [https://drive.google.com/drive/folders/1wszRBaJHMJ8x6wNT947m\\_N-RUIhz0N1v](https://drive.google.com/drive/folders/1wszRBaJHMJ8x6wNT947m_N-RUIhz0N1v)

The program recognized that each of the projects that participants chose was at a different stage of readiness for evaluation. Some were at an early stage where the data collection for evaluation needed to be designed and implemented, while others were at the stage where the data were already collected and ready for the analysis. The program was structured to work with and support each of the participants and set a realistic goal in identifying the final product for the certificate. Also, participants who were from the same organization had the opportunity to choose to work on a project together or separately. This added capacity to the organization as it cultivated a shared understanding of program evaluation processes and gave space to colleagues to dedicate time specifically to discussing program evaluation options for their organization.

Of the 26 participants who completed 24 projects, 38% of projects were an evaluation report that presented findings related to the organization, and 62% of projects were evaluation plans that presented a robust framework for how the organization will proceed in their evaluative efforts. Participants chose whether to complete a report or plan based on evaluation scope, data availability, and feasibility related to the time needed to complete a full evaluation. Many evaluation plans were created to begin at the beginning of the new fiscal year, school year, or client cohort cycle, depending on the specific organization's processes.

Appendix A. Participants' Organizational Affiliation and Project Description, has a full list of the evaluation topics participants selected. These topics fall broadly under the capacity-building themes of (1) evaluating the client experience, (2) measuring program effectiveness, (3) developing a post-COVID-19 baseline understanding, and (4) evaluating successful partnerships. These themes emerged as participants advanced through the course content and considered their organizational needs related to changes that occurred as a result of the COVID-19 pandemic.

## 1) Evaluating the Client Experience

As a result of the COVID-19 pandemic, many organizations moved to a remote or hybrid format for service delivery. This has resulted in many changed processes such as phone calls instead of face-to-face meetings and a shift to online documentation/applications. Previously used medical or therapeutic interventions had to change and adapt. To understand the impact of this, some participants focused their project on evaluating the client experience. In many cases, a culturally responsive approach was taken to ensure that clients were having their needs met in a way that did not cause unnecessary burdens.

## 2) Measuring Program Effectiveness

The theme of program effectiveness emerged as a trend throughout the 2022 cohort projects. Participants reported that the COVID-19 pandemic presented them with new challenges related to meeting client needs. In some situations, an organization received funding to implement programming related to the pandemic, such as administering financial support. New and changing initiatives was an evaluation topic of concern for participants as they wanted to



develop tools for measuring how effectively they were meeting the goals of their organizations and programming. Included in this theme were efforts to understand employee needs and motivations as they related to COVID-19 adjustments.

### 3) Developing a New Baseline Understanding

As previously mentioned, the impact of the COVID-19 pandemic resulted in many changed processes and services in nonprofit organizations. These changes have resulted in the previously-collected data becoming outdated and not reflective of the current organizational practices. Participants used the NPI Program to develop a new baseline understanding of the organization as it related to the impact of COVID-19. This entailed constructing/adjusting metrics that were representative of the changes the organization has endured. An adapted baseline understanding added capacity to organizations by giving them a realistic picture of how well goals were being met and what data must be collected to track program outcomes over time.

### 4) Evaluating Successful Partnerships

Collaborative relationships have become increasingly important in nonprofit organizations during the COVID-19 pandemic as employees were tasked with disseminating funding throughout communities experiencing vulnerability. As a result, some participants opted to use their time spent in the program developing tools for evaluating what factors led to or influenced successful partnerships. For example, participants from the Oregon Public Health Institute completed an evaluation of the Right From The Start coalition, a partnership of culturally-specific organizations dedicated to the development of African/African American/Black children. Some participants used the evaluation as a tool to cultivate cross-organizational relationships by engaging their representatives in this evaluative process, increasing the reach of the program beyond traditional participants.

## Assessment of NPI Program Capacity Building of Participating Nonprofit Organizations

The NPI Program provided the structure and tools to enhance program evaluation capacities among nonprofit organizations. NPI Program participants strengthened their skills to plan and implement program evaluation, an essential tool to support informed decision-making for program and service delivery improvements. Participants and the nonprofit organizations who received fee assistance through OHA to participate in the NPI program are at the forefront of service provision that directly or indirectly impact public health outcomes. Building their capacity to integrate evaluation for more effective programming will eventually lead to improved public health outcomes.

The assessment of the NPI Program's impact and capacity building of the participating nonprofit organizations were conducted by analyzing participants' materials including (1) application

statements, (2) post-course feedback and reflections from end-of-program survey responses, (3) course assignments, (4) final project presentation materials, and (5) evaluation plans and/or reports to identify learning outcomes, increased capacity, and program impact. The participants final presentation material is available [here](#)<sup>3</sup>, and the evaluation and/or reports are available [here](#) in a separate online folders<sup>4</sup>. The summary of the end of program survey responses are available in Appendix C.

## 1. How the NPI Program supported capacity building

Participants noted that the NPI program supported the participants and their nonprofit organizations' capacity building by:

1. Providing easy access to program evaluation training
2. Setting up a structure that facilitated adult learning
3. Using a practical and engaging teaching approach to develop skills in real-time

### 1) Provided Easy Access to Program Evaluation Training

Participants noted in the end-of-program survey that the OHA support for the program fee allowed them to be able to access the high-quality training on program evaluation that was otherwise not possible for them to afford. Participants expressed gratitude and appreciation for the generosity and for the educational opportunity. For example, the participants noted in the survey saying:

*[The NPI program] helped me greatly and I will use it for my daily work and my future career prospects. Thanks to Portland State University for the opportunity, and Oregon Health Authority for financing this program, particular appreciation goes to Michelle Helman, who helped [me] enroll into the program, thank you all.*

*Thank you for everything! And OHA for sponsoring my time with this course.*

As noted in the participant's organizational profile above, thanks to the online synchronous format, participants from outside Oregon and the US were able to attend the NPI Program. Although it was not originally intended, the easy access to the NPI Program through the online/remote format expanded the reach of the NPI Program's impact to outside Oregon.

### 2) Set Up a Structure that Facilitated Adult Learning

The format of the course supported learning in a variety of ways. Specifically, the time and frequency of class sessions as well as the online format and availability of class recordings allowed for participation from people in different time zones and those who had conflicts to balance additional personal and professional commitments. The program structure allowed for

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<sup>3</sup> [https://drive.google.com/drive/folders/14rNHFO\\_Ye2AbSOsI7RNdNhKbN0SkZBkz](https://drive.google.com/drive/folders/14rNHFO_Ye2AbSOsI7RNdNhKbN0SkZBkz)

<sup>4</sup> [https://drive.google.com/drive/folders/1wszRBaJHMJ8x6wNT947m\\_N-RUIhz0N1v](https://drive.google.com/drive/folders/1wszRBaJHMJ8x6wNT947m_N-RUIhz0N1v)

self-pacing to review and engage with course content. Most participants preferred an online-only or combination (online and in-person) course format, and none of the students preferred an in-person only format. Participants shared that the structure was helpful to support their learning, specifically what helped included:

*The online sessions are interactive and the learning process includes a mixture of reading, group discussion, presentations, hands-on practice and individual study to keep you engaged!*

*The flexible and virtual nature of the program, combined with recording the classes to allow for those of us with families and hectic schedules was very much appreciated.*

### 3) Used a Practical and Engaged Teaching Approach

Also noted as useful was the hands-on, practical, and engaged teaching approach from instructors and the ongoing, individual mentorship and feedback support. This helped participants to maintain focus and engagement throughout the course. Having multiple instructors who provided examples and feedback based on their individual practical examples helped their problem-solving. Individual and small group work sessions complemented content covered during lectures. The structure of the course helped create a community of practice and prevented them from feeling being isolated that sometimes evaluators experience. They noted that the topics covered were both comprehensive and specific. The time instructors took to explain the reason behind each step in the evaluation process was helpful. Assignments had clear guidelines and the way it was designed to build up to feed into the final project was essential for their learning and completion of their final deliverables. Course materials including the textbook, links to website information, and other materials shared on the program website supported their learning as well. Participants noted that the teaching approach supported their learning specifically by:

*It helped me understand the process a lot better because I was able to utilize my knowledge in a setting that was real. This was beneficial because I have taken other classes that are similar to this course, but because I wasn't directly applying it to a situation that I was in, it felt really obscure. I'm grateful to have had this opportunity.*

*While I had some familiarity with program evaluation prior to this course, PSU's Professional Certificate of Nonprofit Program Evaluation enhanced my understanding of the field and how evaluations can be conducted to engage in capacity building for my organization. The instructors fostered a supportive environment of learning for those with a minimal background in evaluation and were very mindful to guide students to approach evaluations with equity and cultural humility. It was very valuable to receive mentorship throughout the program and end the course with a completed program evaluation report.*

## 2. Participants' Expectations and Learning Outcomes for the NPI Program

### 1) Participants' Expectations

NPI Program participants were asked to provide their learning goals in their statement of interest in their application materials. The following were the main learning goals that the participants noted:

- Gain knowledge and enhance capabilities about evaluation methods and tools
- Improve personal and institutional capacity for project development, proposal writing, and program performance monitoring
- Understand how evaluation can be used as a more comprehensive tool for learning and to improve programming, compared to receiving solely performance feedback
- Learn about community and collaborator engagement and how to incorporate their input to design evaluation and inform program improvements and adaptations

An area of focus for many of the participants was social impact, equity and culturally appropriate approaches to program evaluation that prioritize community strengths. Additionally, many participants looked for a cohort experience and expected the NPI program to be an opportunity to strengthen their general skills and career growth.

### 2) Participants' Learning Outcomes

#### (a) Increased sense of empowerment and confidence

As a result of participating in the NPI Program, students felt more empowered and noted an increased capacity to engage with, plan, and lead an evaluation effort. They were less intimidated and more confident in conducting program evaluation. By participating, they gained experience as well as a deeper understanding of evaluation practice, tools, and elements. They were able to formalize thinking in a systematic way and organize a project from start to finish, and to incorporate essential elements such as analysis tools and data visualization. For example, in the end-of-program survey, participants noted:

*Overall, I feel much more confident in my abilities to perform more evaluations in the future.*

*I believe more in my capacity now than I did before. I can confidently speak more on my evaluation work because the programme has reinforced my skills.*

*After the NPI program, I have a clearer and more comfortable sense of the overall arc and flow of how an evaluation can be carried out; different approaches and directions for an evaluation; important power dynamics to be aware of; and different qualitative methodologies. Compared to before the NPI program, I now feel comfortable leading or coordinating a small-to-medium qualitative evaluation.*

(b) Increased familiarity with program evaluation

In the end-of-program survey, participants indicated that as a result of participating in the NPI Program, they have a higher degree of familiarity with program evaluation. When asked to indicate the level of familiarity with program evaluation before their participation in the NPI program, in the scale of 1 to 5 (with 1 being “Not familiar at all” and 5 being “Very familiar”), only 8.7% of the participants scored 4 and 5 in their level of familiarity,(see Figure 1).

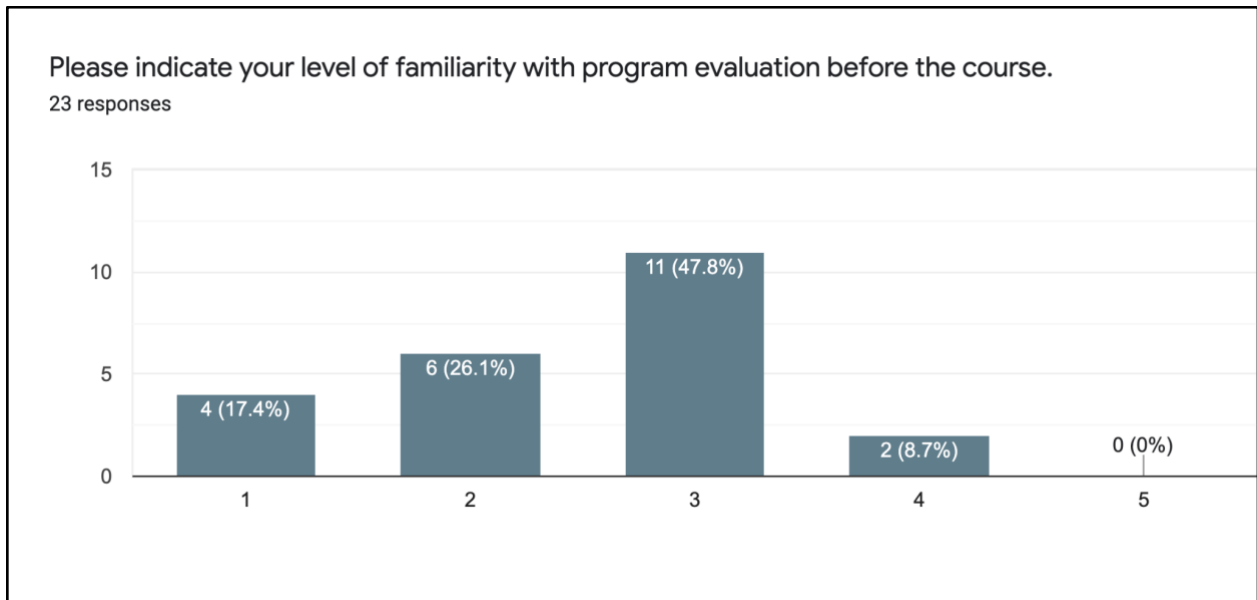


Figure 1: End-of-program survey response to the question “Please indicate your level of familiarity with program evaluation before the course” (1=Not familiar at all, 5=Very familiar)

When asked to indicate the level of familiarity with program evaluation after their participation in the NPI program, in the scale of 1 to 5 (with 1 being “Not familiar at all” and 5 being “Very familiar”), 95.7% of the participants scored 4 and 5 in their level of familiarity (60.9% for score 4 and 34.8% for score 5). This demonstrated a significant increase in level of familiarity due to participating in the NPI Program, (see Figure 2).

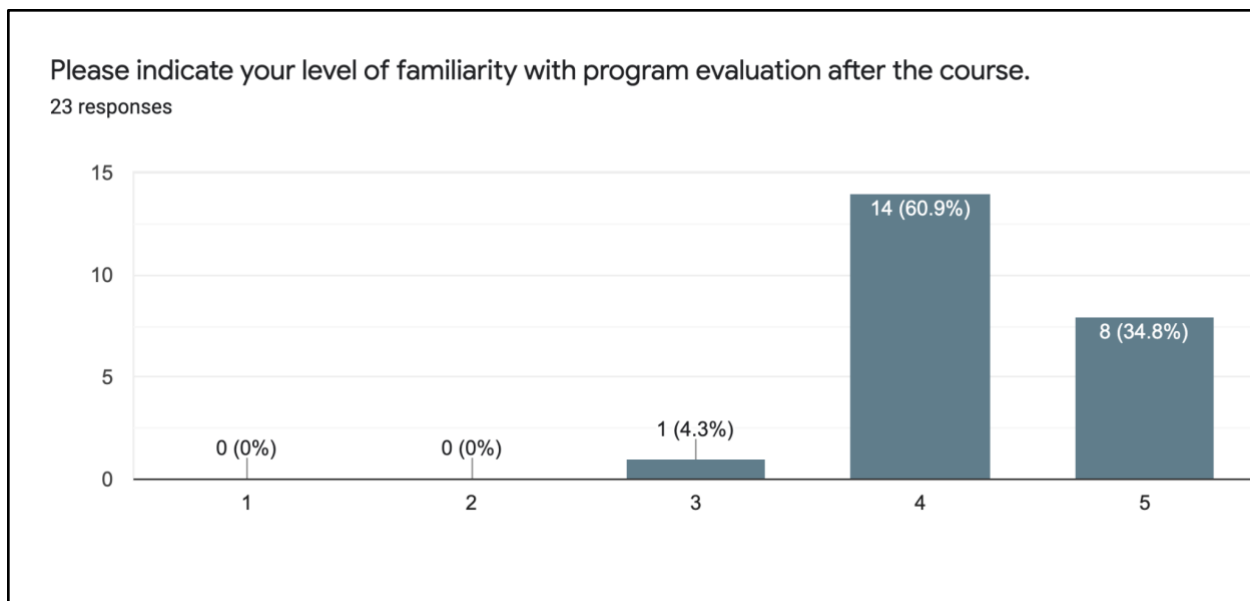


Figure 2: End-of-program survey response to the question “Please indicate your level of familiarity with program evaluation after the course” (1=Not familiar at all, 5=Very familiar)

### (c) Key takeaways and learnings

Following are highlights of some key topics the participants learned in this NPI program.

#### (i) Evaluation methods and tools

Participants Indicated that they learned some essential evaluation tools such as logic model, theory of change, and key components of evaluation design. They also noted that they learned about new data collection methods, including survey design and qualitative data collection. They also learned some analytic approaches for quantitative and qualitative data.

#### (ii) Practical considerations for conducting an evaluation

Participants noted that the hands-on approach led them to learn and internalize some key practical considerations that need to be in place while conducting evaluation, by actually applying what they were learning in the program to their own organization’s evaluation process. For example, they learned that the scope and the scale of the project should be based on budget and timeline, and also the need to consider their organizational capacity and to set realistic goals for evaluation. They also learned to provide tangible tools in the evaluation plan and report, in order to avoid having the evaluation end up being a binder on a shelf. Some also emphasized their learning on the importance of developing a communications plan throughout the evaluation process, which is critical to inform design, report findings, and share back data with their key collaborators and parties.

### (iii) Important evaluator attitudes

Participants also highlighted that they became more critically aware and learned some important attitudes they needed to develop as evaluators. For example, when designing the evaluation plan and identifying key collaborators and parties, one of the attitudes they needed to have was to center those who were most impacted by the program. They also recognized that success was rooted in resilience and engagement, and reminded themselves to use an equity lens and be aware of organizational culture and power dynamics throughout the evaluation process. The participants also noted the importance of creating a community of practice with the focus on learning, and to not lose sight on institutional participation since it is foundational and critical to success of the evaluation process and ultimately the program delivery. Some other important evaluator attitudes that the participants highlighted included the idea that there is always more to learn, to remember that hindsight is 20/20, to be flexible, ready and willing to change. Some also noted “under promise and over deliver”, and to account for complexity.

### (iv) Value and power of evaluation

One of the key learning outcomes for the participants was their recognition of the value and power of evaluation. They noted that by participating in the course, they now understand the importance of evaluation in informing their organization’s learning, adaptation, and change. They noted that evaluation facilitates the process of change, and while it is constantly evolving, messy, and time consuming, evaluation can support the organization’s service delivery. They noted that evaluation should be built into program structure and aim to focus on learning, adaptation and improvement of the programs. Also, reflecting the NPI Program’s emphasis on equity-focused evaluation, participants noted their appreciation for using equity-informed, participatory evaluation approaches for organizational capacity building to develop, enhance, and improve programming. One of the participants noted in the end-of-program survey indicating that their key learning is that “It is possible to do ethical, community-oriented, equitable research - it requires institutional participation, time, money and access.”

## 3) Participants’ Next Steps

After successfully completing the course, students commented that their next steps included continuing doing evaluation work, implementing evaluation plans, sharing knowledge with their team, engaging in ongoing learning, and applying to monitoring and evaluation positions.

Overall when asked how likely they are to apply what they have learned in the NPI Program, on the scale of 1 to 5 (with 1 being “Not likely at all” and 5 being “Very likely”), 78% of the participants responded “Very likely” (see Figure 3).

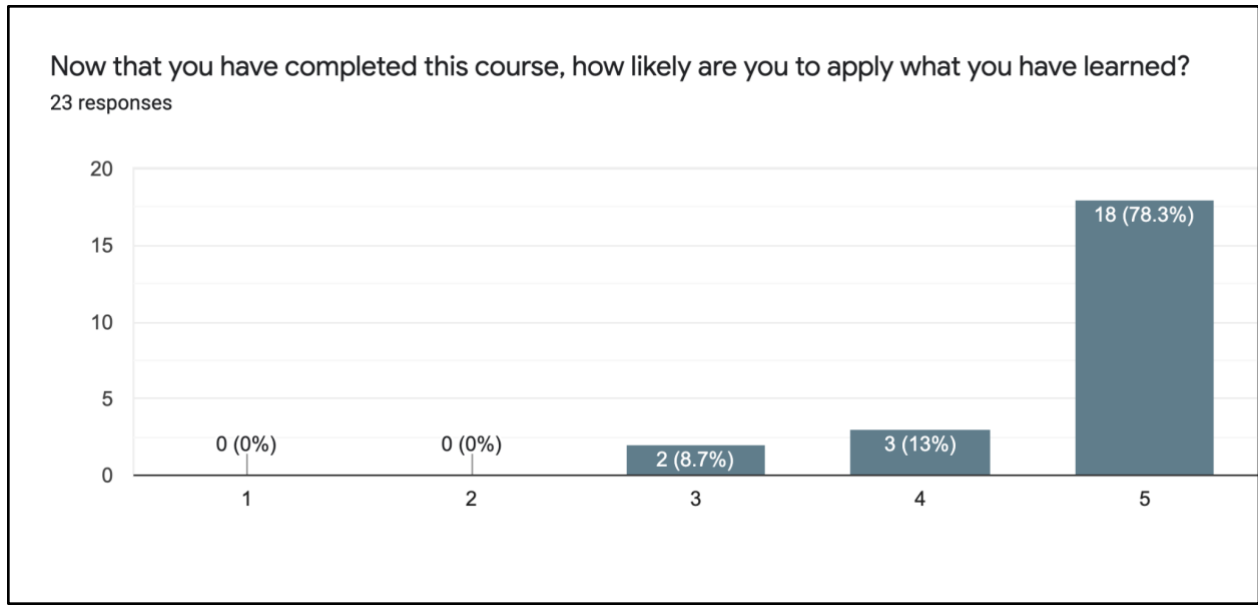


Figure 3: End-of-program survey response to the question “Now that you have completed the course, how likely are you to apply what you have learned?” (1=Not likely at all, 5=Very likely)

### 3. Suggestions for Improvements

Participants provided some feedback for the NPI Program’s future improvements in the end-of-program survey. Their suggestions included the following:

- Consider challenges for attending the course on Saturdays due to balancing work and family commitments and being in different timezones.
- The online/remote format required a considerable amount of screen time, and some participants preferred more frequent breaks and mentioned they could have benefitted from longer time in individual and small group work sessions.
- Consider having more time to connect with other participants and learn about each other and their projects.
- Consider having less ‘passive listening’ via lectures, and explanations of the activities. Instead, spend more time in breakout sessions.
- Consider keeping people in groups based on organization type throughout the project, and to ‘split up’ content.
- Eliminate repeating content already in the textbook, with lecture and powerpoint slides.
- Try to minimize technical difficulties with using Google Jamboard as a learning tool.

## Conclusion

In partnership with the Oregon Health Authority, the Nonprofit Institute at Portland State University delivered program evaluation training that aims to support capacity building of the nonprofit organizations. A total of 26 individuals representing 23 organizations participated in the NPI program (Three organizations sent 2 individuals). Participants were individually empowered by gaining more confidence in their ability to perform program evaluation. As the



participants worked on organization-specific evaluation projects while attending the NPI program, they contributed in enhancing the capacity of the nonprofit organizations they worked for. In their evaluation projects, the participants studied the direct and latent impacts of COVID-19 on their organizations' respective programs. The participants assessed the effectiveness of their organizations' COVID-19 responses and evaluated changing processes. Key focuses of their evaluation projects included: (1) evaluating the client experience, (2) measuring program effectiveness, (3) developing a post-COVID-19 baseline understanding, and (4) evaluating successful partnerships. Through their engagement in the program evaluation process the participants developed new understandings of their respective organization, and fostered collaborative relationships with their program partners.

Our assessment of the overall NPI program indicated that it supported the participants and their nonprofit organizations' capacity building by providing easy access to program evaluation training, setting up a structure that facilitated adult learning, and using a practical and engaging teaching approach to develop skills in real-time. Many participants were interested in learning about social impact, equity and culturally appropriate approaches to program evaluation that prioritize community strengths. Additionally, many participants looked for a cohort experience and expected the NPI program to be an opportunity to strengthen their general skills and career growth. After participating in the program, they noted an increased sense of empowerment and confidence and an increased familiarity with program evaluation. Key takeaways and learnings included evaluation methods and tools, practical considerations for conducting an evaluation, and important evaluator attitudes. After successfully completing the course, students commented that their next steps included continuing doing evaluation work, implementing evaluation plans, sharing knowledge with their team, engaging in ongoing learning, and applying to monitoring and evaluation positions. Overall, participants noted they were "very likely" to apply what they learned.

Moving forward, NPI has the following suggestions to enhance its programming:

- Adjust the remote-learning activities such as time spent passive listening and using technology that is accessible for all.
- Enhance networking relationships across participants by pairing participants based on shared mission.
- Rethink the day and time of the program offering

For the continuing partnership with OHA, the NPI also proposes to co-outreach to OHA "partner organizations" for the future programs, and also to expand the outreach to nonprofit organizations that serve rural communities in Oregon

## Appendix A. Participants' Organizational Affiliation and Project Description

Name	Organization	Location	Org Type	Plan or Report	Topic
Amy Black	<a href="#">Clackamas Workforce</a>	Clackamas County, Oregon	Workforce Development	Plan	How well is a workforce development program supporting youth in Oregon?
Lucila Carrasco	<a href="#">La Comisión Argentina para Refugiados y Migrantes (CAREF)</a>	Argentina	Refugee Support	Plan	How effective has CAREF's communication been to refugees during the COVID-19 pandemic?
Denise Chin	<a href="#">ECOTrust</a>	Portland, Oregon	Environmental Sustainability	Report	How effective is a sustainability program after changes related to COVID-19?
Maria Cole	<a href="#">Oregon Public Health Institute</a>	Portland, Oregon	Public Health	Report	How effective is the Right From The Start coalition in Multnomah County following the COVID-19 pandemic?
Liza Dadoly	<a href="#">Rivoli Restoration Coalition</a>	Pendleton, Oregon	Arts	Plan	What are characteristics of successful funding applications and post COVID-19 arts programming?
Mohamed Yasin Dualeh	<a href="#">Ministry of Health of Somaliland</a>	Somaliland	Public Health	Report	How did new hygiene efforts related to the COVID-19 pandemic impact the people of Somaliland?
Peggy Fulda	<a href="#">Lutheran Community Services NW</a>	Portland, Oregon	Refugee Support	Plan	How can the organization support refugee peer specialists?
Kyna Harris	<a href="#">Oregon Public Health Institute</a>	Portland, Oregon	Public Health	Report	How effective is the Right From The Start coalition in Multnomah County following the COVID-19 pandemic?
Christian Hayford	ProNet North Uganda	Uganda	Social Services	Report	How effective was national food

					distribution measures in Uganda during the COVID-19 pandemic?
Jason Hopper	<a href="#">Self Enhancement, Inc.</a>	Portland, Oregon	Education	Plan	How are the organization's services and programs impacting youth of color in Portland, Oregon?
Gabriellah Howell	<a href="#">Proud Ground</a>	Portland, Oregon	Economic Empowerment	Report	What impacts do clients experience from a housing savings program?
Arlene Christy Lusterio	<a href="#">Technical Assistance Organization</a>	Philippines	Social Services	Plan	How effective is the technical assistance organization on partner governments and NGOs?
Erica Maranowski	<a href="#">Neighborhood Partnerships</a>	Portland, Oregon	Economic Empowerment	Plan	How effective is the emergency savings program initiated as a result of the COVID-19 pandemic?
Adam Mathis	<a href="#">Real World Scholars</a>	National	Education	Plan	How well is a work skills development program supporting youth in partner schools nationwide?
Jen Maynard	<a href="#">Zenger Farm</a>	Portland, Oregon	Economic Empowerment	Plan	How does a community chefs of color fellowship in Portland influence participant knowledge, skills, and abilities related to food business?
Liliana McDonald	<a href="#">Bradley Angle</a>	Portland, Oregon	Economic Empowerment	Plan	What is the impact of rent support program on domestic violence survivors?
Sandra Mears	<a href="#">Blanchet House (Volunteer)</a>	Portland, Oregon	Houselessness	Plan	How does the peer counseling program impact individuals experiencing houselessness?
Justine Minette	<a href="#">Metropolitan Family Services</a>	Portland, Oregon	Economic Empowerment	Report	How did the COVID-19 pandemic impact the service delivery and effectiveness of the Metropolitan Family Service Community Schools program in the Portland, OR metro?

Gracie Mukai	<a href="#">Neurotherapeutic Pediatric Therapies</a>	Portland, Oregon	Health Services	Report	What are employee attitudes regarding a pay structure implemented to cope with the COVID-19 pandemic?
Egwuatu U. ONYEJELEM	<a href="#">National Institute for Legislative and Democratic Studies (NILDS)</a>	Nigeria	Economic Empowerment	Report	How did the COVID-19 pandemic impact capacity-building activities in Nigeria?
Rasha Salem	<a href="#">Leadership, Access, Empowerment, and Protection in Crisis Response (LEAP)</a>	Egypt	Economic Empowerment	Report	What is the impact of a female empowerment program designed by the United Nations?
Hannah Siroky	<a href="#">Corps Network</a>	National	Environmental Sustainability	Plan	What are characteristics of partnerships the Corps Network has with member organizations?
Gabby Thuillier	<a href="#">Blanchet House</a>	Portland, Oregon	Houselessness	Plan	How does the peer counseling program impact individuals experiencing houselessness?
Lindsey Vold	<a href="#">Raphael House</a>	Portland, Oregon	Economic Empowerment	Plan	What is the impact of Raphael House services on domestic violence survivors?
Allison Vu	<a href="#">Bridges to Change</a>	Portland, Oregon	Health Services	Plan	What funding structure is most beneficial to delivering health services to unsheltered individuals?
Sarah Williams	<a href="#">Lutheran Community Services NW</a>	Portland, Oregon	Refugee Support	Plan	How can the organization support refugee peer specialists?

## Appendix B. 2022 Final Feedback Form Questions

1. Name
2. Email address
3. What worked best for you in the program?
4. What didn't work so well?
5. Overall, how did the program support your learning or improving the skills to design and/or implement a program evaluation?
6. Please indicate your level of familiarity with program **before** after the course  
Not familiar at all 1 2 3 4 5 Very familiar
7. Please indicate your level of familiarity with program evaluation **after** the course  
Not familiar at all 1 2 3 4 5 Very familiar
8. Now that you have completed this course, how likely are you to apply what you have learned?  
Not likely at all 1 2 3 4 5 Very likely
9. Overall, would you recommend...?
  - a. Online-Only Format
  - b. In-Person Only Format
  - c. Combination of Online delivery days and In-person delivery days
  - d. Mix of people participating online and in-person (Attend anywhere)
  - e. Other...
10. What are your next steps after graduation?
11. We would like to share your experience of the program with future applicants and program marketing. Please write your testimonial here.
12. Are there any other comments you'd like to add? Please use the space below.

## Appendix C. Final Feedback Form Responses

What worked best for you in the program?
The clear directions for class assignments and time to work on this in class was very helpful
Jillian's teaching style was very engaging and helpful for me.
the step by step guide is very very helpful and always a good reference to go back to.
Having guidelines for assignments was really helpful because at the end then a good portion of the final report was completed. Also, Diane as the mentor really helped me focus and gave great insight on specific pieces of my final plan.
<ul style="list-style-type: none"><li>- Classes heavy loaded in winter months and then once a month as it got warmer. Helped with making it feel like we weren't losing out so much on our Saturdays during the winter months!</li><li>- Class recordings for those who couldn't attend live. Helped a lot with having flexible schedules/travel</li><li>- Class assignments building up toward final project.</li></ul>
Hands-on exercises like data visualization. Time in groups and with instructors to get feedback on plan and problem solve. Going over examples of evaluation in practice.
I liked that there were multiple instructors for different lessons. I also really appreciated having access to a mentor to talk through my project.
There were many components of the program that worked well for me: the online format and having class time on Saturdays, the diversity of participants in our class and engaging with them in small groups during class time, and having a variety of lecturers in the course and their breadth of personal experiences in evaluation.
I can sat that every step was interesting. However, developing the Logic Model felt simpler for me than it ever did before.
I really like the hands on learning experiences and examples. I could see how in person learning would further enhance this learning model, especially with analyzing data. All of the handouts, textbook, links, and other material was super helpful! I have an old social work research book that I thought I would need but never referenced it.
The flexible and virtual nature of the program, combined with recording the classes to allow for those of us with families and hectic schedules was very much appreciated.
The course structure covering full evaluation project
seeing past projects, all the information given, being able to meet with the mentor. It was a really good class and I learned so much from attending.

Virtual program, saturday classes. Regular assignments that contributed to the final report. Agency support allowing me to use work time to do NPI work. OHA grant/fee waiver. Favorite thing was the diversity of the cohort/small group discussions. Logic modeling was very helpful - something I have come across a lot but never really understood. Also appreciated learning about descriptive statistics and qualitative analysis.

The relationship with my tutor, Ms. Diane Odeh, as she has supported me with patience being a wonderful guide throughout the course. All the introductions and presentations of Ms. Masami Nishishiba and Ms. Michelle Helman were excellent.

Having time to do group work & discuss our projects in smaller settings; scheduling time to meet with Diane

Very good Illustrations and examples

Coaching and mentoring offered to me by Diane Odeh was my best experience and also virtual class interactions by the course-mates and the support of the faculty members, thank you all.

1. Timing for class sessions was great
2. Facilitation was very practical
3. Sharing of course materials and information
4. Self paced assignment

I thought the course was broken up into sections really well. The assignment structure was also very helpful because I could see how each piece fit together and built on what I had learned in previous sessions. I also appreciated having so many opportunities to talk with my classmates. It was great to learn from each of them and their experiences!

I liked being virtual because it allowed for an international class.

Having some built-in time to workshop ideas and work independently on the assignments was helpful to get us going, at first, and somewhat still later on.

The mentorship of Diane Odeh.

### **What didn't work so well?**

Giving up my very precious Saturdays

Just the personal balancing of family, work and program

the time difference. Haha!

While I think the breakout discussions were a great and necessary way to break up the lecture-style presentations I sometimes felt like the amount of time allotted was too short or the directions during those times were unclear.

Would be good to have a bit more value-added for those who are able to attend classes live. As in, some classes felt like I didn't need to attend live because they were more passive, could be listened to in my free time instead of that specific Saturday.

Slides not always helpful references since a lot of the info was already in the textbook.

Lectures based on the textbook felt repetitive.

5-6 hours on Zoom is a lot. I'm not sure how you're planning on delivering this course in the future, but if virtually maybe sessions for less time would be helpful.

When going into breakout rooms, I felt that some portion of time was spent explaining our individual projects which cut into our time to problem solve and collaborate. A couple of solutions I would suggest would be either grouping participants into break out rooms based on similar evaluations or having a "live" document (allows for constant editing based on changes) listing all program participants with a short description (3-5 sentences) of their projects. The participants could refer to this document during breakout room activities when applicable and it could also cut out the portion spent on the final presentations explaining the background of each person's project.

I have always used SPSS for Data Entry, then export to Excel just for graphs; I still have to get around using Excel alone for Data Analysis without combining it with SPSS.

I struggle with long periods of presenting in general but that is not specific to the instructors or the class material, all of which I thought were really amazing! Maybe split up some heavy content areas in small weekday sessions? I know this may be challenging with time zone issues and staff availability.

There weren't as many opportunities for dialog with small groups of cohort members as I'd hoped. There were several members of the group I never met in a small group setting. I think fewer slides combined with a few more group breakouts for conversation would have been helpful.

the quantitative session was a bit overwhelming for me

I would've liked it better in person but I understand that due to COVID it was online

At the beginning of the class series, some of the small group discussions were a little quiet, people seemed reluctant to participate. Maybe assigning a facilitator for some of the early small group discussions would be helpful. The textbook was a good baseline, but having some additional readings from other sources to get more diverse perspectives would have been interesting, especially about participatory and culturally responsive evaluation approaches. The pacing of the class was overall amazing, but sometimes felt a little slow e.g. the presentation day (there was just a lot of them, maybe this could be broken up into a couple days?) & sessions 1 and 3 (evaluation types, approaches, developing evaluation questions, evaluation design- personally the reading was sufficient to learn these topics and I didn't need the lecture time. Class time could have been saved for more discussion/practice exercises.)



It would be great to create groups to work together online during the course during the months that last the entire course. And to develop more networking with the colleagues for future professional opportunities in different parts of the world.

not having enough breaks, I need to stretch & step away from my computer more often if the class is longer.

I didn't like the uncoordinated breakout rooms, puts me in difficult position with a lot of strangers, and they were random too,, some were awesome but generally I didn't enjoy them

Time difference, I used to attend live class 1 PM midnight in my zone, it was late time in my country but I managed to attend all classes successfully, thank you!

Occasionally technology was a bit challenging. There were a few times when I spent most of a group breakout session helping someone connect to Jamboard instead of working on the task or discussion at hand. Something like developing instructions with screenshots for using Jamboard or pre-creating a board for each group so they only have to click the right link might help with some of these challenges.

I really wished we would have had time to learn more about our fellow classmates and the non-profits they're with. With this being an international cohort, for me it would've been beneficial to learn one from our classmates

The amount of built-in time to work on assignments started to feel hand-holdy after a while, and like it took away time for more rigorous instruction and materials.

Taking this class online was challenging for me. I couldn't keep my files organized. I had a difficult time following the slides if they were not sent ahead of time. I had a difficult time understanding one of the instructors.

**Overall, how did the program support your learning or improving the skills to design and/or implement a program evaluation?**

I am less intimidated by the process of evaluation than I was before.

Very well!

the lectures with the short exercises helps in practicing how to apply the new knowledge into our evaluation work. The shared references are also helpful.

I enjoyed having a variety of people presenting on the different topics week after week was a great way to learn different approaches to evaluation.

Very much. Helped for formalize my thinking of evaluation in a systematic way and organize an eval project from start to finish.

The class created a community of practice for me which is important because my role is mostly solitary at my organization. The experience practicing different skills and putting together a plan with feedback from peers and instructors was very helpful.

I enjoyed the practicality of working on a plan for the nonprofit I work for. I can see the tangible benefits and look forward to continuing my process of learning about evaluation as I move into the implementation phase.

The aspect that was most helpful was going through the evaluation process from start to finish for my project. I was not familiar with logic modeling so that was very helpful with guiding the evaluation process and introduce that to the organization I was partnered with. Overall, I feel much more confident in my abilities to perform more evaluations in the future. The instructors did a great job of cultivating a safe learning environment. I also enjoyed hearing about the professors' experiences with past projects. I learned quite a bit from other students' experiences as well and I appreciate the diversity that was brought into the classroom.

I believe more in my capacity now than I did before. I can confidently speak more on my evaluation work because the programme has reinforced my skills. However, I need to practice evaluation differently on projects to validate my learning/ capacity.

It helped me to have consultants to frame my evaluation questions, focus my efforts and assess feasibility. The content experts and feedback/insights was invaluable!

The syllabus and program assignments were laid out well - I was happy to reach the end of the program with the majority of the work needed for the final project already complete (or near complete). I feel better prepared to create an evaluation plan in the future. The step-by-step process and explanation was helpful.

program provided organized steps and at each step the program gave a deep dive . some topics needed more practice like the visualization session

I didn't know any of this before and so everything was brand new to me. Diane met with me several times to go over my project and gave tips even about learning and how to organize myself.

Throughout the program I realized I was more familiar with many aspects of evaluation than I thought before the program started. This program helped me contextualize these components, gain a deeper understanding of the elements I was less familiar with, and overall gain more experience and practice. I now feel much more confident about the overall evaluation process, and my ability to lead an evaluation effort.

Giving me information and knowhow related to evaluations of non-profit organizations.

It helped me understand the process a lot better because I was able to utilize my knowledge in a setting that was real. This was beneficial because I have taken other classes that are similar to this course, but because I wasn't directly applying it to a situation that I was in, it felt really obscure. I'm grateful to have had this opportunity

It showed me the various documents and steps I need to take in order to

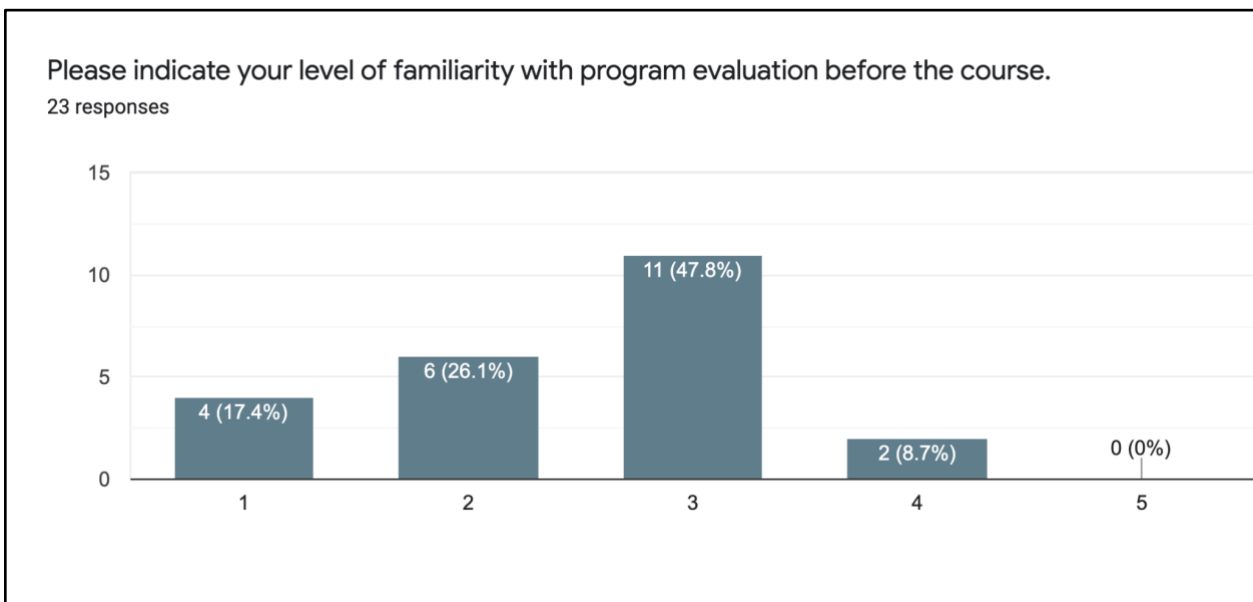
It helped me greatly and I will use it for my daily works and my future career prospects, thanks to Portland State University for the opportunity, and Oregon Health Authority for financing this program, particular appreciation goes to Michelle Helman, who helped enroll into the program, thank you all.

Sharing additional information on specific issues

The instructor support in this class was so helpful and important! Being able to meet with Diane as well as connect with the instructors when I had questions in between classes helped make sure I didn't miss anything. I also appreciate that the course took us through every single step of developing an evaluation plan in detail-- it really helped make the course beginner friendly.

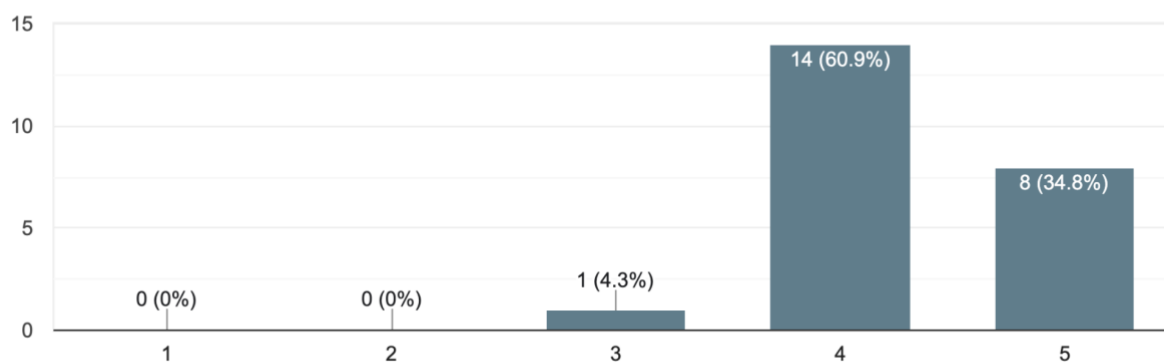
I have been involved in different areas of an evaluation but I've never participated from beginning to the end. This class has given me insight and context to the process and the complexities that can occur with an evaluation process

By giving me direct feedback that lead to clarity on issues that I found challenging.



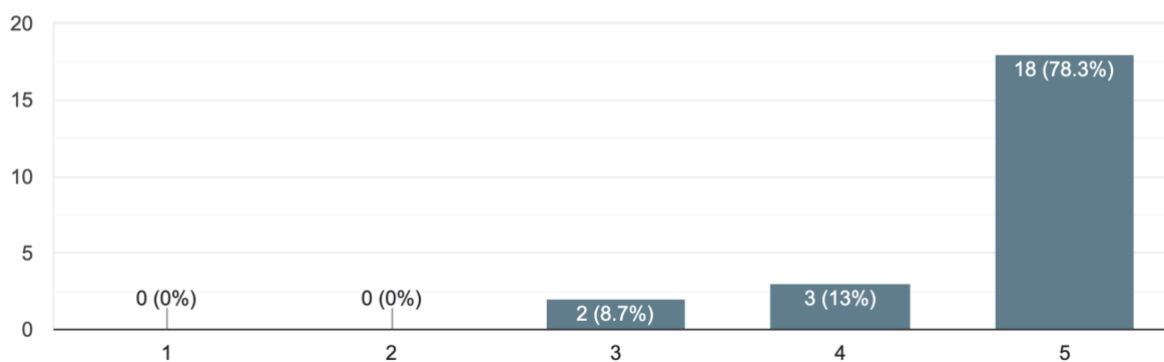
Please indicate your level of familiarity with program evaluation after the course.

23 responses



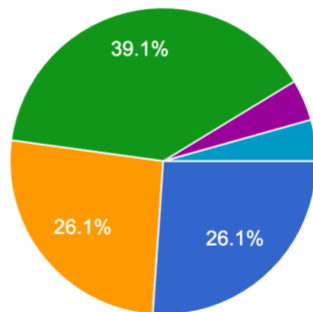
Now that you have completed this course, how likely are you to apply what you have learned?

23 responses



Overall, would you recommend...?

23 responses



- Online-Only Format
- In-Person Only Format
- Combination of Online delivery days and In-person delivery days
- Mix of people participating online and in-person (Attend anywhere)
- Online only if the class continues to be open to international students, otherwise...
- Or online as well is good for persons that live in other continents.

**What are your next steps after graduation?**

Keep doing good work, and figure out how to complete our proposed evaluation project.

Have my organization's leadership okay my plan and begin implementation.

continue with my work but find ways to share the new knowledge with my colleagues to enhance the evaluation of our programs.

I will be implementing the evaluation I designed during class sometime this year. I will also use the knowledge learned to think critically about all the data collection and management that is done at my organization to see where and how improvements can be made.

Bringing the tools from NPI to my M&E team as we work on building an equitable evaluation framework for our org.

Feedback and approval from management and staff. Finalizing the timeline. Designing the focus groups and hiring an external evaluator.

My next immediate step is to present my plan to leadership (ED and Board President). I've had one on one conversations with each that helped inform the plan, so I'm looking forward to sharing my recommendations. From there, I'm hoping it is well received and I am able to help implement the plan.

My plan is to apply to part-time positions in program evaluation with the intention of moving into a full-time position once my son is of school age.

Continue my work in evaluation; look for a better and more engaging evaluation placement; seek for collaboration opportunities with other experts

Complete my evaluation data collection an analysis and do more evaluation of processes and programs at my agency. I would also love to get more involved with NPI and doing evaluation for other nonprofits. I love it!

I am already working. The skills developed in this course will be used both in my current role and (hopefully) in future roles.
pursue evaluation studies opportunities
I will be completing an evaluation in this next fiscal year. I would like to continue learning about program evaluation. I don't think I will be an evaluator but I really think as a program manger these skills are critical and I don't know how I didn't know about them before.
Finish revising evaluation report based on instructor feedback. Share the evaluation report with the agency & work with program leadership to plan and conduct the next evaluation based off the preliminary results from this evaluation. I plan to use the skills I learned for the agency as a whole, to continue improving the culture of data-driven decision making and embed regular, agency-led evaluations into various program's structures. Beyond this, the course has helped me on my way to have a career in this field.
Continue working. Hoping to have new job opportunities.
Report this information out and start again on the process by analyzing other data that my organization has.
Lookingbfor Evaluation opportunities
To widely share this achievement and spread word about the program, and practicing what I have learnt for making it real and helpful to my people and the world.
I will like to pursue an advance Degree in Evaluation
I will be conducting the evaluation I developed in this class. After I have produced the final report, I will use the information collected to develop recommendations and best practices for our communications and development strategies moving forward. I am also working on planning a small film festival as a fundraiser in the fall! The recommendations for outreach and communications strategies from my evaluation will be very important to me as I develop a marketing campaign for the festival.
We are embarking on a wider research and evaluation of the program with CORE. We are now in the position to actively contribute and help with the process.
I will be carrying out a small qualitative evaluation at my organization in late 2022 or early 2023, regarding a new program feature that we introduced in 2020 as an emergency response to COVID.
I will use my skills and the evaluation to better the program that I manage.

**We would like to share your experience of the program with future applicants and program marketing. Please write your testimonial here.**

An amazing experience - it was wonderful to learn as part of this community of practice. The course structure, teaching style and schedule, and support offered were very helpful for balancing family, work, and school.

The NPI Online Course on Professional Certificate on Non-Profit Program Evaluation is very enriching. Though I already know significantly program evaluation, I still learned a lot of new things which I did not know before, like visualizing and analyzing qualitative data. There are also methods of quantitative analysis which I did not know I could use if not for this course.

The instructors are experienced and share relevant examples that help in better understanding concepts or methods. They are also very patient and accommodating.

I thank the Non-Profit Institute of Portland State University for giving me the opportunity to participate in this course.

The NPI program is great for professionals looking to add evaluation skills to their toolbelt, or sharpen existing skills. The curriculum provides a holistic way of thinking about evaluation right from the start of a project. It also provides a realistic application of the tools needed to complete an evaluation plan. The lessons and tools from the classes helped formalize my thinking of evaluation in a systematic way, keeping in mind a culturally appropriate approach to this work. The team administering the program is flexible to the needs of working adults with a lot else going on in life. I have felt supported in my learning journey!

While I had some familiarity with program evaluation prior to this course, PSU's Professional Certificate of Nonprofit Program Evaluation enhanced my understanding of the field and how evaluations can be conducted to engage in capacity building for my organization. The instructors fostered a supportive environment of learning for those with a minimal background in evaluation and were very mindful to guide students to approach evaluations with equity and cultural humility. It was very valuable to receive mentorship throughout the program and end the course with a completed program evaluation report.

The Portland State University's Non-Profit Institute offered me a rare opportunity to enhance my evaluation knowledge and skill at a time it mattered most to me. Initially, it seemed like a long way to go, especially with challenging official tasks that I had to carry out alone. This made me consider quitting as I regretted missing some of my assignments, but I remembered the Biblical verse that says, "No one who puts his hand to the plough looking back is fit for the kingdom of God" So, I persevered and found myself glued to the programme, looking forward to it every meeting day. Today, I am a proud alumnus of the PSU NPI, and I am glad that I have been found worthy of the Programme Evaluation Certificate.

NPI's Nonprofit Program Evaluation Certificate program is highly recommended for anyone seeking to improve their existing program, agency processes, working on program development or seeking to impact community and social change. The instructors are knowledgeable, engaging and committed to supporting your project, answering questions and guiding the learning process. The online sessions are interactive and the learning process includes a mixture of reading, group discussion, presentations, hands-on practice and individual study to keep you engaged! I learned

This program gives you proper knowledge about what evaluation entails, and the components of an evaluation process. The knowledge is done in general and then sessions take you into a deep dive into the topics. I felt like I was learning in a good pace and I was going from one topic to another smoothly with logical sequence.

It was definitely worth the time and effort.

I would highly recommend this program to any individuals working in the non-profit field and any non-profit agencies. The program helped me understand the why of so much of the work that is regularly done by non-profits. I know that what I learned in this program will dramatically increase the intentionality and quality of my work in practice.

The course is an excellent opportunity to become familiar with evaluations of non-profits organizations. Thanks for all the support!

Am not wordy,,, but the program was great, opened up my view on Evaluation and the relevant steps required for it, the design, analysis and presentation of findings

I recommend NPI Program to anyone interested to explore further and go into an in-depth understanding of the program evaluation and all skills that are necessary for monitoring and evaluations in general, the faculty members are supportive, education materials are wisely chosen and tested, and also making real-life classes through ZOOM where learners getting chances to learn and help to each other, it was my best class ever!

The program is really well-structured and facilitators provide varied learning resources to help participants consolidate knowledge in different diverse ways. Facilitators are experts in the field of Program Evaluation and made learning a process - very practical.

Participants/students views and experiences were placed first. This got me to challenge myself.

I was able to translate class experiences into carrying out an evaluation owing to the very practical nature of the program

At every stage of the program Staff and Facilitators are readily available to support with clarifications and any additional information. It's feels so great to know how dearly they love to see us build up our experience in Program Evaluation

All participants were awesome. Group sessions, I will be missing meeting new team members.

This program covered every single step in the evaluation process in detail and was extremely useful to me as a first time evaluator. Because of this course I have been able to approach my first evaluation with confidence because I know how to get the most out of my data.

Highly encourage anyone who is a program or project manager to take this course. You will find it very beneficial to your work and the success of your program or project.



Don't underestimate the opportunity to connect with a mentor! This is important and at times confusing work.

**Are there any other comments you'd like to add? Please use the space below.**

Thank you!

Thank you Diane, Masami, Michelle, Jillian and congratulations to all the cohort participants.

Thank you for everything! And OHA for sponsoring my time with this course.  
Just a thought--maybe some class time could be used to look at case studies of evaluations done by various orgs to see the variation in this work.

Appreciated the opportunity through OHA. Instructors did a great job listening to and responding to the needs and questions of people in the class.

There were definitely some instructors that taught with more dynamics and confidence which I think is super important for a virtual format. For me, that really makes a big difference for personal engagement.

Thank you to Diane and all the instructors of the program. I really enjoyed the course and the perspectives that were offered. Also a huge thank you to OHA for providing tuition waivers, I am not sure if I would have been able to be a part of this cohort without it. I am so grateful for the opportunity to complete this course. Thank you all for the incredibly valuable experience.

You may consider building a network from here and keep the alumni connected with new developments, events and opportunities.

N/A

Just to elaborate on the format question, I think it would be difficult for a combination option to work, as it almost creates 2 separate cohorts, and those in-person would be getting a different experience than those who were participating virtually. Same can be said for in-person only...I think a variety of perspectives is especially valuable for courses like these, and opening them up to anyone who can attend (and pay, where necessary) makes for a more enriching experience for everyone.

I would really recommend doing part of this program in person and to develop a community of networking amongst us to share opportunities and recommend each other across different countries

Thank you to The Nonprofit Institute of the Portland State University!!

Thank you all so much for sharing your knowledge with us and taking the time out of your weekends to make this happen!

Thank you so much

No, thanks

I will be glad if you share opportunities for further studies in Evaluation or some opportunities.

Creation of a platform for Participants to stay together even after the graduation. This will enable us to share learnings and other emerging issues

Thank you so much! I really appreciated having the opportunity to participate in the course this year.

While I already work in program evaluation, I only have a couple years of experience, lack heavy quantitative skills, and do feel like I previously had just a fairly specific corner of the work that I was familiar with. After the NPI program, I have a clearer and more comfortable sense of the overall arc and flow of how an evaluation can be carried out; different approaches and directions for an evaluation; important power dynamics to be aware of; and different qualitative methodologies. Compared to before the NPI program, I now feel comfortable leading or coordinating a small-to-medium qualitative evaluation.

However, I do not feel that the class enhanced my quantitative skills. I feel that the class was also somewhat lacking in rigor; was not organized as well as I would have liked; and had too much hand-holding (especially for a class presumably for students who mostly at least have an undergrad degree). I felt that the first three classes could have been compressed into one class, maybe two. I would have liked Class 5 on Data Analysis (March 12, with Jillian Girard) to be expanded into two or three classes. Class 5 was the only one where we really dug into anything on quantitative analysis, but it felt very rushed to cram into a single class. I feel like Class 5 was the session I stood to gain the most from, but was the most rushed/crammed.

I also think the Google Drive (and Zoom) system could have been better managed. The instructors did not always seem to know how to use it, and could have easily and quickly screenshared at multiple points to demonstrate something when students were confused, or put explicit written steps in the chat. Instead, there were times where instructors were trying to verbally explain how to click through to a certain folder, then navigate to where they could copy a document, then how to place it in the student's own folder. Situations like this felt disorganized and could have been easily resolved by screensharing, or clearer instructions.

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