The Process Flow Outline tool was created by the Centre for Career Education, University of Windsor. It is used to document a process flow for a program, allowing for a visualization of the processes in place, and points of contact between the program and its clients, as well as the generic and specific interventions employed to foster client change.

The tool is used at the start of the service, in the planning phase, and also as a later follow up to the service. It is used internally to facilitate program design and evaluation.

Some considerations about using this tool:

Since a program can be comprised of any varying number of interventions, evaluation of processes for a given program will be significantly different than that of a single intervention. Whether developing a new program or assessing an existing one, it is a useful exercise to document a process flow, allowing for a visualization of the processes in place, and points of contact between the program and its clients, as well as the generic and specific interventions employed to foster client change.

In this example we have documented the process of the Volunteer Internship Program as it relates to students who have been admitted to the program. We can use the same format to create a separate document outlining the process as it relates to the student recruitment process and then create yet another document to capture the program as it relates to the employers we work with.

We divided the program into overall phases (Orientation, Job Posting, Placement and Reflection, and PD).Then for each one we looked at three categories:
- What the student is doing
- What VIP staff is doing *onstage* (direct interaction with student)
- What VIP staff is doing *backstage* (not visible to the student)

A process flow document can help to review and discuss
- how and when necessary data and input from clients can be collected for use in tracking and assessment of outcomes. For example, when we set learning outcomes and overhauled our VIP program back in 2006, we documented our existing process flow and adjusted it accordingly as we began to operationalize the changes to the program. Understanding the process flow really helped us to determine at which points of contact we would implement interventions, collect data, and ask specific questions of our students in order to gather the data necessary to evaluate the achievement of the set learning outcomes.
- what materials are needed to deliver a program for each part of the process, and furthermore, which resources are needed to gather those materials. This can be especially useful during the planning stage when trying to determine the required inputs or establish timelines.
- program adherence; after a program cycle is complete you can review whether or not the program was delivered as intended.

While the graphic may look complicated to create, it is actually simply a *SmartArt* graphic, available in MS Word. For this one, we chose the *Chevron List* graphic from the *Process* category of graphics.

This tool and overview were submitted by The Centre for Career Education, University of Windsor.