

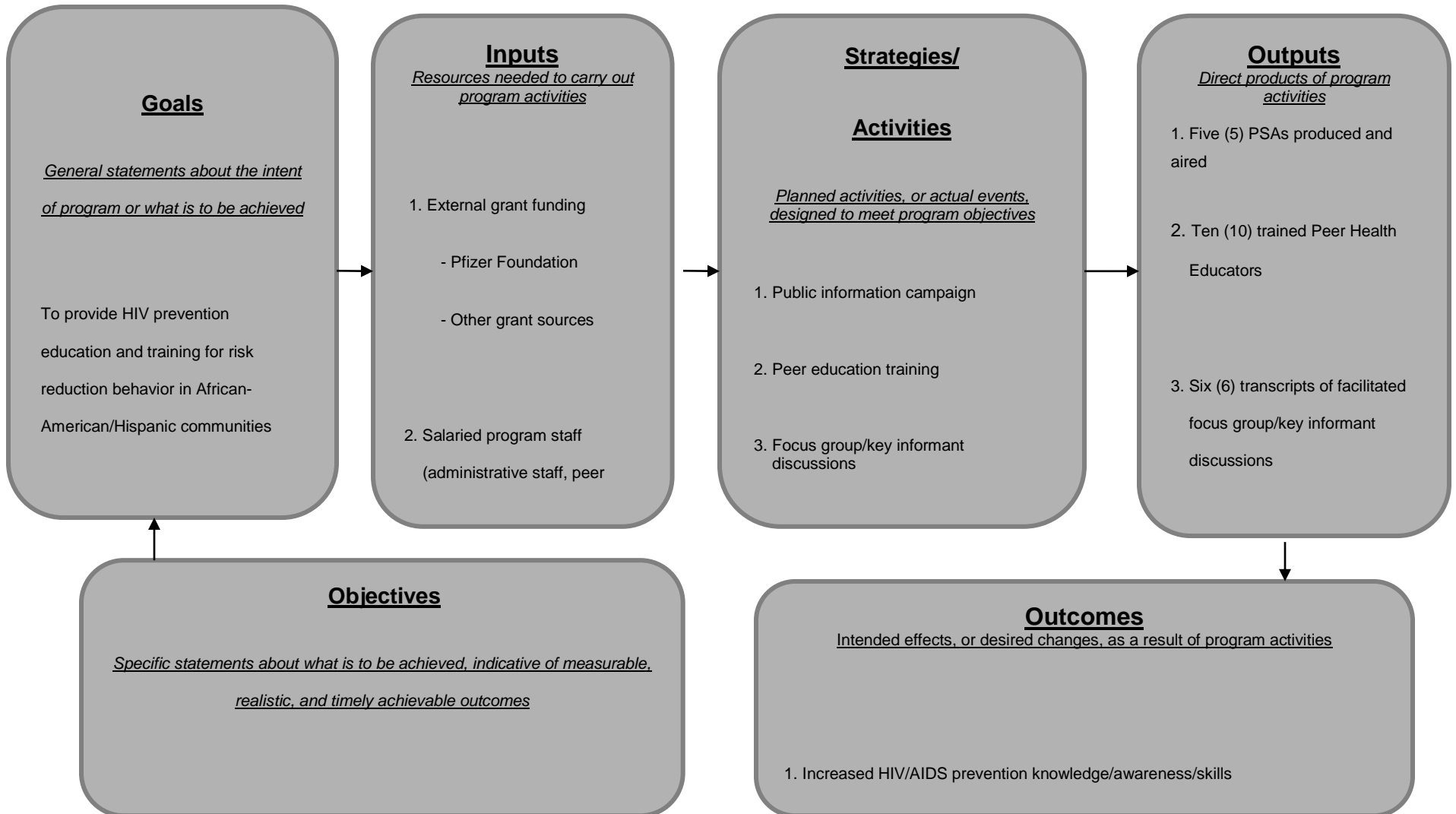
Summary

Effective program evaluation is a systematic way to improve and account for public health actions that involves procedures that are useful, feasible, ethical, and accurate. The framework guides public health professionals in their use of program evaluation. It is a practical, non-prescriptive tool, designed to summarize and organize essential elements of program evaluation. The framework comprises [steps](#) in program evaluation practice and [standards](#) for effective program evaluation. Adhering to the steps and standards of this framework will allow an understanding of each program's context and will improve how program evaluations are conceived and conducted.

Evaluation can be tied to routine program operations when the emphasis is on practical, ongoing evaluation that involves all program stakeholders, not just evaluation experts. Informal evaluation strategies may be adequate for ongoing program assessment. However, when the stakes of potential decisions or program changes increase, employing evaluation procedures that are explicit, formal, and justifiable becomes important.

Understanding the logic, reasoning, and values of evaluation that are reflected in this framework can lead to lasting impacts, such as basing decisions on systematic judgments instead of unfounded assumptions.

Sample Logic Model



Focus Group Considerations:

- Method(s) selection should follow decisions based on the evaluation's purpose and key questions
- Ideal to use multiple methods in order to confirm data analysis results
- Training is Critical
 - Qualitative Data Collection and Analysis
 - Cultural Competency

When to Use Focus groups:

- Group interaction to stimulate richer responses
- Observation of behaviors, attitudes and language
- Idea generation
- Pre-testing
- Evaluation of message concepts
- Problem identification and definition
- To Confirm
 - Assess Solutions Already Enacted (i.e., programs, services)
 - Seek Opinions on Proposed Efforts (i.e., pilot testing materials, surveys, programs)
 - Confirm or Expand Upon Results from a Survey or Other Collected Data
 - To Explore
 - Determine group perceptions, experiences, attitudes or motivations surrounding an issue
 - Identify areas for further investigation or action
 - Help in designing surveys

Focus Group Guide Development

- Driven by Objective and Research Question(s)
 - Developed through Review of Literature
 - Shaped by Identification of Problem or Issue at the local level
 - May be Driven by a Theoretical Framework
 - Developed by Input from Stakeholders and Experts
- Assemble project team and moderator
- Agree upon decision to be taken from findings
- Agree upon specific objectives and information needs for each group
- Provide instructions to participants
 - What is purpose of the study?
 - Why is session being held?
 - Who is sponsor?
 - How will the information be used?
 - Discuss confidentiality of session
 - Explain or request use of tape recorder to remember what is said
 - Establish ground rules
- Opening Questions
 - Questions that help participants feel connected
 - Designed to be answered quickly
 - Identify characteristics that participants may have in common
 - Not associated with attitudes, opinions or experiences surrounding subject of interest
 - Begin discussion of topic
 - Introduce discussion of how people feel about a topic or phenomenon
 - May ask for definitions, explanations, general comments
- Probe Questions
 - Developed to anticipate vague or unclear responses that have more than one meaning
 - Require thought, skill and time during transcription to tease out responses that are not important to the main intent of the discussion
 - Should be anticipated for more complex questions and developed strategically prior to the focus group to ensure they are consistently asked across groups

- Follow-up Questions
 - Linked to previous question(s) by logic or reason
 - Requires more detail than first question
 - Similar to probes in that they seek to gain additional information
 - Different than probes in that they are intentionally written into the questioning route

Focus Group Logistics

- Determine number of groups needed
 - Suggest two groups for each important variable
- Monitor for saturation: no new information obtained
- Consider regional differences
- Length of Session
- No longer than 1 to 1^{1/2} hours
- Size of the Group
- Traditionally 8 to 10 participants
- Group Setting
- Location should provide privacy and convenient access for participants
- Choose a comfortable location
- Arrive before participants
- Set-up refreshments
- Arrange seating to allow all participants to see one another
- U shaped seating?
- In a circle?

Focus Group Recruitment

- Convey practical importance of project meaning
- Build on existing partnerships to recruit

- Make contacts that are personal
- Designate screening criteria
- Make participation as convenient as possible
- Be sure to remind people to come

Focus Group Moderator Tips

- Moderate, do not participate
 - Guide discussion, do not share your views or engage in discussion
 - Control your reactions to both positive and negative views
 - Self-discipline and practice needed to control verbal and non-verbal communication developed through past social interaction
- Get comfortable with pauses
 - Prompt additional views or responses and help to emphasize point made by participant(s)
- Anticipate the following types of participants
 - Experts and Influentials-may be perceived by themselves or others as experts
 - Dominant Talkers-want to answer all questions for group; may not give others chance to respond
 - Disruptive Participants
- Discuss Main Points as Scripted:
- Set the tone
- Ask some spontaneous questions
- Make sure everyone is heard
- Obtain full answers
- Monitor time and stay within time limits
- Keep discussion on track
- Head off exchanges about individual items

Focus Group Recording and Transcription

- Clarity and consistency are critical due to multiple groups and sub-populations
- Develop form that allows for systematic note-taking with categories that may include:
 - Paraphrased Quotes
 - Summary Points
 - Themes
 - Observations of Non-Verbal Communication
- Cassette recording and transcriptions
 - Transcript-based analysis usually most rigorous
 - Tapes are transcribed and analyst uses transcription, field notes and debriefing discussion
 - For 3-4 groups may allocate at least 30-50 hours for transcript preparation + another 30-50 for analysis and draft of report
 - Moderator and note-taker should partner to complete this process while waiting for transcripts
 - Important because multiple sessions can blur over time making it harder to remember details of a particular group
 - Provide accurate and permanent record
 - Reduce the influence of the observer (note taker or moderator)
 - Note: A single 90-minute cassette recording may produce an average of 15 page transcript (build this time in!)
 - Listen to cassette recording of focus groups and write notes or memos on initial themes
 - Transcribe focus groups
 - Read transcripts

Focus Group Interview Guide

- Have the focus group interview guide on official stationery, at least the top page.
- Have a place on the interview guide for:
 - Date
 - Focus Group ID number
 - Time
 - Place/Location
 - Name for the group of people
 - Number of people in focus group
 - Who led the focus group and other team members attending
 - Field notes, such as Description of Nonverbal Behavior, Interruptions, Physical Environment, etc.
- Assign someone on the research team to be the recorder.
- Gain rapport with the group and help make the setting comfortable.
- Announce that will be recorded (announce the method) and that no one will be identified.
- Intro self and the rest of your team.
- Have participants introduce themselves.
- Set ground rules:
 - Speak so everyone can hear.
 - Speak one at a time.
 - Be open and honest with your comments, opinions, and beliefs.
- Start interview questions and continue discussion until no new ideas are generated.
- At the end, summarize the discussion and ask for final comments. Provide contact information in the event someone needs to talk to you.

Focus Group Introduction/Purpose:

Introduce the purpose of the focus group:

Today, we are asking you to join in on a discussion about xxxxxxxx.

Thoroughly explain:

- What specifically you want to talk about
- The purpose of having a focus group regarding the issue (instead of phone calls or surveys)
- How the information gathered during the focus group will be used
- How the focus group participation will help the group and community as a whole
- Any type of follow up for participants who want to learn of the issue outcome

Interview Questions:

- Have you been following the issue of xxxxxxxxxxxx?
- What have you heard or read about xxxxxxxxxxxx?
- Based on what you have heard or read, what is your opinion of the issue?
- Add more questions depending on the time you have. Determine the number of questions based on how long you think it will take to cover each question.

Analysis: Work with the research team to analyze the qualitative data and create themes

	Question Type	Examples
Attitudes	Likert (summative rating) scale <ul style="list-style-type: none"> • Set of items approximately equal in value • Typically includes degree of agreement or disagreement Value Scale <ul style="list-style-type: none"> • Measure of a person’s preferences for ideas, behaviors, or things • Yes/No, Agree/Disagree 	<i>As you look to the future, how important is it to you to get a good education?</i> Not important at all, Not too important, Somewhat important, Quite important, Very important <i>Stressful situations are very hard for me to deal with.</i> Strongly Disagree, Disagree, Not Sure, Agree Strongly Agree
Knowledge/ Skills	Constructed Response <ul style="list-style-type: none"> • Short answer/essay responses 	<i>Birth control pills protect against HIV/AIDS</i> True, False

	<p>Selected Response</p> <ul style="list-style-type: none"> • True/False • Multiple Choice 	<p>Most violent acts begin with a conflict. True, False, I don't know</p> <p><i>Abstinence is voluntarily choosing not to engage in sexual activity.</i> Strongly Disagree – Strongly Agree</p>
<p>Behavior</p>	<p>Behavioral Anchors</p> <p>Behavior Rating Scales</p> <ul style="list-style-type: none"> • Category rating scales • Check Lists <p>Numerical Rating Scales</p>	<p><i>In the past 3 months, approximately how many times have you had sex with Partner 1?</i> None, 1, 2-5, 6-10, 11-20, 21 to 30, More than 30</p> <p><i>Since you started this class, have you had sex?</i> Yes, No, Not sure</p> <p><i>Since you started this class, have you ever been pregnant or fathered a child?</i> Yes, No, Not sure</p>
<p>Behavioral Intentions</p>	<p>In what period of time?</p> <ul style="list-style-type: none"> • Past/Next six months is often used • Current <p>Regularity Completeness Amount</p>	<p><i>I will use a condom the next time I have sex with a male partner (circle only one):</i> A. Strongly Disagree (1), B. Sort of Disagree (2), C. Sort of Agree (3), D. Strongly Disagree (4)</p> <p><i>If someone tried to get you to have sex with them during the next year, what would you do?</i> I definitely would not do it, I probably would not do it, I'm not sure whether I would do it or not, I probably would do it, I definitely would do it</p>

Survey Response Options

All of this information comes from Data Guru and can be found at <http://dataguru.org/ref/survey/responseoptions.asp>

Dichotomous Scales

- Fair
- Unfair
- Agree
- Disagree
- True
- False
- Yes
- No

Three-Point Scales

- More than I would like
- About right
- Less than I would like
- Too heavy
- About Right
- Too light
- Too Harsh
- About right
- Too lenient
- Too much
- About right
- Too little
- Too Strict
- About right
- Too Lax
- extremely
- moderately
- not at all

Four-Point Scales

- Most of the time
- Some of the time
- Hardly ever
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Exceeded
- Met
- Nearly Met
- Missed
- Definitely won't
- Probably won't
- Probably will
- Definitely will

- Very seldom

🟡 Five-Point Scales

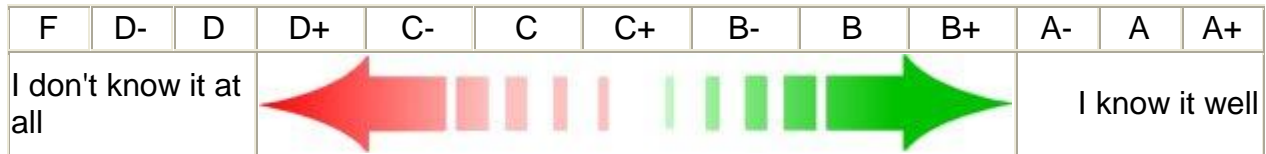
- | | | |
|--------------------------|------------------------|------------------------|
| • Gotten much better | • Strongly Agree | • Very High |
| • Gotten somewhat better | • Inclined to Agree | • Above Average |
| • Stayed the same | • Neither | • Average |
| • Gotten somewhat worse | • Inclined to Disagree | • Below Average |
| • Gotten much worse | • Strongly Disagree | • Very Low |
| • Excellent | • Way too much | • much higher |
| • Above Average | • Too much | • higher |
| • Average | • about right | • about the same |
| • Below Average | • too little | • slightly lower |
| • Very Poor | • way to little | • much lower |
| • one of the best | • very good | • very satisfied |
| • about average | • good | • satisfied |
| • average' | • fair | • neither |
| • below average | • poor | • dissatisfied |
| • one of the worst | • very poor | • very dissatisfied |
| • completely satisfied | • Extremely | • totally like |
| • very satisfied | • Very | • very much like |
| • fairly well satisfied | • Moderately | • moderately like |
| • somewhat dissatisfied | • Slightly | • somewhat like |
| • very dissatisfied | • Not at all | • not like |
| • Almost always | • Very Often | • Very important |
| • Often | • Regularly | • Quite important |
| • Sometimes | • Sometimes | • Fairly important |
| • Seldom | • Once or Twice | • Slightly important |
| • Never | • Never | • Not at all important |

🟡 Seven-Point Scales

- | | | |
|---------------------------|--------------------|-------------|
| • very dissatisfied | • far below | • very poor |
| • moderately dissatisfied | • moderately below | • poor |
| • slightly dissatisfied | • slightly below | • fair |
| • neutral | • met expectations | • good |
| • slightly satisfied | • slightly above | • very good |

- | | | |
|------------------------|--------------------|---------------|
| • moderately satisfied | • moderately above | • excellent |
| • very satisfied | • far above | • exceptional |

A grade-based scale



Likert Scale

The following choices may help you when you design an attitude instrument. The **bold face** sets are the most popular. All of this information comes from The University of Connecticut's Neag School of Education.

<http://www.gifted.uconn.edu/siegle/research/Instrument%20Reliability%20and%20Validity/Likert.html>

AGREEMENT

<ul style="list-style-type: none"> • Strongly Agree • Agree • Undecided • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • Agree Strongly • Agree Moderately • Agree Slightly • Disagree Slightly • Disagree Moderately • Disagree Strongly 	<ul style="list-style-type: none"> • Agree • Disagree 	<ul style="list-style-type: none"> • Agree • Undecided • Disagree
<ul style="list-style-type: none"> • Agree Very Strongly 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Completely Agree 	<ul style="list-style-type: none"> • Disagree Strongly

<ul style="list-style-type: none"> • Agree Strongly • Agree • Disagree • Disagree Strongly • Disagree Very Strongly 	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • Mostly Agree • Slightly Agree • Slightly Disagree • Mostly Disagree • Completely Disagree 	<ul style="list-style-type: none"> • Disagree • Tend to Disagree • Tend to Agree • Agree • Agree Strongly
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FREQUENCY

<ul style="list-style-type: none"> • Very Frequently • Frequently • Occasionally • Rarely • Very Rarely • Never 	<ul style="list-style-type: none"> • Always • Very Frequently • Occasionally • Rarely • Very Rarely • Never 	<ul style="list-style-type: none"> • Always • Usually • About Half the Time • Seldom • Never 	<ul style="list-style-type: none"> • Almost Always • To a Considerable Degree • Occasionally • Seldom
<ul style="list-style-type: none"> • A Great Deal • Much • Somewhat • Little • Never 	<ul style="list-style-type: none"> • Often • Sometimes • Seldom • Never 	<ul style="list-style-type: none"> • Always • Very Often • Sometimes • Rarely • Never 	

IMPORTANCE

<ul style="list-style-type: none"> • Very Important • Important • Moderately Important • Of Little Importance • Unimportant 	<ul style="list-style-type: none"> • Very Important • Moderately Important • Unimportant
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QUALITY

<ul style="list-style-type: none"> • Very Good • Good • Barely Acceptable • Poor • Very Poor 	<ul style="list-style-type: none"> • Extremely Poor • Below Average • Average • Above Average • Excellent 	<ul style="list-style-type: none"> • Good • Fair • Poor
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LIKELIHOOD

<ul style="list-style-type: none"> • Like Me • Unlike Me 	<ul style="list-style-type: none"> • To a Great Extent • Somewhat • Very Little • Not at All 	<ul style="list-style-type: none"> • True • False
<ul style="list-style-type: none"> • Definitely • Very Probably • Probably • Possibly • Probably Not • Very Probably Not 	<ul style="list-style-type: none"> • Almost Always True • Usually True • Often True • Occasionally True • Sometimes But Infrequently True • Usually Not True • Almost Never True 	<ul style="list-style-type: none"> • True of Myself • Mostly True of Myself • About Halfway True of Myself • Slightly True Of Myself • Not at All True of Myself

Things to Consider When Deciding to Use Surveys to Evaluate Your Program

Know Your Target Population

Identify all persons within your target population(s) in terms of the following characteristics (at minimum):

- Age Group(s)
- Educational Level
- Ethnic Group(s)
- Gender
- Geographic Location (Rural/Urban)
- Marital Status
- Primary Language(s) Spoken
- Racial Group(s)
- Socioeconomic Status/Income

Identify other factors and contexts that make your target population(s) unique.

For example:

- Is literacy an issue?

- Will translation be needed?
- Is there any “red tape” associated with the types of questions that can be asked?
- Are the adolescents that compose your target population(s) in schools, adolescent in juvenile detention centers?

Know Yourself (Program)

- Do you need to change your existing survey instrument?
 - Has your target population changed or expanded?
 - Is your existing survey reflecting the content areas addressed in your intervention(s)?
 - Is the information (i.e., HIV facts) outdated?

- How was the survey you currently use selected?
- What do you want to achieve through use of a new or revised survey?

For example:

- Type of change among participants (e.g., pre- to post-intervention)
 - Better understanding of current barriers to healthcare seeking
 - Identification of current knowledge to help guide program development
- Which stakeholders (internal or external to your organization) are critical to the survey selection/development process?

Know the Original Intent of Pre-Existing Surveys

- Who was the survey originally intended to target (see items listed under **Know Your Target Population**)?
- What factors or contexts were considered in the original development of the survey (see items listed under **Know Your Target Population**)?
- Given your responses to the questions above, does this profile mirror your target audience and intended program goals and objectives?

Considerations Prior to Utilization of a Preexisting or Newly Developed Survey

- Pretesting is Important
 - Process used to identify whether questions are clear, perceived as intended, and culturally appropriate in preparation for final survey administration.
 - Pretest with people who are not familiar with the survey, but who represent the target population of interest as well as those who are experts in the subject matter.
 - Look at the questions that are answered, those that are not answered and how they are answered.
 - Keep track of how long it took people to complete the survey.
 - Focus groups may be used to debrief, following completion of the pretested survey, to gain consensus surrounding which questions were unclear or difficult to answer, and solicit recommendations on how question may be revised.
 - Assessment of readability components (e.g., reading level, reading ease) may be done during this process and through use of electronic software, if available.

- Training is Critical
 - Does your staff have the expertise needed for survey selection or development (including skills in survey question design)?
 - Are staff members skilled and available for pretesting?
 - Are staff members skilled and available for survey interviewing or administration?
 - Is there adequate technological support for data collection and analysis of completed surveys?
 - Given your responses to the questions above, are external partnerships for survey selection and/or development necessary?

References

Babbie, E. (2004) *The practice of social research* (10th Edition). Wadsworth/Thomson Learning: Belmont: CA.

Wholey, J., Hatry, H., & Newcomer, K. (2004). *Handbook of practical program evaluation* (2nd Edition). Jossey-Bass: San Francisco: CA.

EVALUATION COMMUNICATION AND REPORTING STAKEHOLDERS

- **Primary**
 - Request the evaluation report
 - Major decision makers
 - Program staff and evaluators directly involved with project
 - Supervisors, senior managers not directly involved with project evaluation but may have been involved in conceptualization of program
 - External funders

- **Secondary**
 - Involved but with little or no daily contact
 - Can consist of program participants, their supervisors or managers, and others affected by the evaluation
 - Community partners who assist with identification of community needs, recruitment of the target community, etc.

- **Tertiary**
 - Usually are more distant but may be interested in findings
 - Can consist of future program participants, the general public, and members of same profession
 - Potential community partners or stakeholders

WHEN YOU SHOULD COMMUNICATE AND REPORT

- **During the evaluation**
 - To include stakeholders in decision making about evaluation design/activities
 - To inform different stakeholders about upcoming evaluation activities
 - To keep stakeholders informed about the progress of the evaluation

- **After the Evaluation**

- To convey information about the program and its evaluation
- To demonstrate results and accountability
- To learn, grow and improve the program

FORMATS FOR COMMUNICATING AND REPORTING EVALUATION PROCESSES AND FINDINGS

- **Comprehensive Written Reports**

- Most traditional and frequently used for communicating about evaluation findings
- Written in an academic format
- Used to give full account of evaluation purpose, design, methods, findings and recommendations

- **Working Sessions**

- Facilitated meetings that may be used for almost any phase of the evaluation (evaluation design, evaluation instruments, to present and interpret findings)
- Interaction allows participants to share their perspective, interpret findings, engage in dialogue
- Ideal for working on evaluation design, instrument development, or other aspects that require group input and perspectives
- Effective for building consensus and ownership
- Good for developing action plans based on evaluation recommendations or findings

- **Executive Summaries**

- Accompanies comprehensive reports
- Focuses primarily on the evaluation findings but should include brief background and methodological information to orient reader
- Audiences that are particularly busy may only read this format
- Has the advantage of being deliverable in a variety of ways

- **Newsletters, Bulletin, Briefs, and Brochures**

- Existing communication channels
- Can be used to reinforce or introduce information about evaluation and its findings
- Has advantage of already being part of information stream that is regularly received and used

- **Video Presentation**

- Major determinant of use is cost
- Can be particularly useful when intent is to provide visually engaging presentation to numerous audiences who are not in same location

- For a local audience it is important to incorporate some interaction by including discussion period during or after presentation

- **Memos and Postcards**
 - Short communications that are delivered internally with organization or sent (via fax or e-mail) to outside organizations
 - Often used throughout evaluation for keeping stakeholders abreast of evaluation activities, soliciting feedback, requesting participation \in working sessions and reporting interim or final findings in summary form

- **Posters**
 - Can be viewed by audiences at a single event, can be reused, or can be placed where they will be accessible to audiences over a period of time
 - Typically used in setting as part of event that have a broader purpose than providing information about a particular evaluation
 - Can include any amount or type of information about the evaluation and can be interactive or static

Evaluation Resources

GENERAL EVALUATION WEBSITES

1. Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Very Limited Resources

URL: <http://www.managementhelp.org/evaluatn/outcomes.htm>

This resource provides guidance toward basic planning and implementation of an outcomes-based evaluation process (also called outcomes evaluation) for nonprofit organizations.

2. Planning a Program Evaluation

URL: <http://learningstore.uwex.edu/pdf/G3658-1.PDF>

This guide directs the reader through the stages of program evaluation from determining the purpose of the evaluation, collection of information, use of information, and the management of the evaluation (e.g., budgeting).

3. Resources for Program and Social Research Methods

URL: <http://gsociology.icaap.org/methods/>

This resource provides an extensive list of free resources for evaluation and social research methods.

Methods discussed include surveys, focus groups, sampling, and interviews.

4. The American Evaluation Association

URL: <http://www.eval.org/>

The American Evaluation Association is an international, professional association of evaluators devoted to theory and practical application of program evaluation across all professional disciplines.

5. The CENTERED Project (Community-Based Evaluation Networks Targeting Elimination of Racial and Ethnic Disparities)

URL: <http://prevention.sph.sc.edu/Projects/centered.htm>

This resource was developed as a result of President Clinton's 1998 initiative to eliminate racial and ethnic disparities. The site contains a series of evaluation tools designed to help community-based organizations develop the capacity to evaluate interventions targeting the elimination of racial and ethnic disparities in health. Manuals include: An Evaluation Framework for Community Health Programs, Pathways to Evaluation, and the CENTERED Evaluation Guide.

6. The Evaluation Center

URL: <http://www.wmich.edu/evalctr/>

The Evaluation Center is a research and development unit that provides national and international leadership for advancing the theory and practice of evaluation, as applied to education and human services.

7. W. K. Kellogg Foundation Evaluation Handbook

URL: <http://www.wkkf.org/pubs/Tools/Evaluation/Pub770.pdf>

An online handbook describing the use of project-level evaluation and details the steps involved in planning and implementing a program-level evaluation.

EVALUATION TEXTS

1. Evaluating Health Promotion Programs

Author: Valente, Thomas W.

Publisher: Oxford University Press

Copyright: 2002

This book presents a comprehensive blueprint for the design of research studies to assess the impact of community health initiatives. Subject areas include behavioral theory, basic principles of study design, statistical analysis, and evaluation of program results.

2. Handbook of Practical Program Evaluation

Editors: Wholey, Joseph S., Hatry, Harry P., & Newcomer, Kathryn E.

Publisher: Jossey-Bass

Copyright: 2004

A handbook that offers practical approaches for program evaluation including (a) designing performance monitoring systems and evaluation studies, (b) practical data collection procedures, (c) analyzing evaluation data, and (d) using evaluation results.

3. The Practice of Social Research, 10th Ed.

Author: Babbie, Earl

Publisher: Wadsworth Publishing

Copyright: 2003

This text provides an understanding of qualitative and quantitative methods including inductive and deductive distinctions. The author uses humor to make theory understandable and provides relevant application and examples.

LOGIC MODELS

1. Evaluation Logic Model Resources

URL: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

A web site that provides examples of logic models, worksheets for creating logic models, and PowerPoint presentations for planning and evaluation.

2. Guidelines and Framework for Designing Basic Logic Model

URL: http://www.managementhelp.org/np_progs/np_mod/org_frm.htm

This resource includes the purpose of creating a logic model, what to include and what not to include, size and level of detail, basic definitions, and a basic example of a logic model.

3. W. K. Kellogg Foundation Logic Model Development Guide

URL: <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

A guide that discusses the concept of a logic model, its uses and applications. It also provides examples and exercises.

QUANTITATIVE DATA

1. Collecting Evaluation Data: End-of-Session Questionnaires

URL: <http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html>

This resource provides a description of end-of-session questionnaires and their applications. It also offers direction on question formatting and provides a variety of sample questions.

2. Collecting Evaluation Data: Surveys

URL: <http://learningstore.uwex.edu/pdf/G3658-10.PDF>

A manual that offers an overview of survey administration in the context of evaluation data collection. Issues covered include survey planning and development, survey implementation, response interpretation, using surveys with the appropriate situations, and the selection of the best survey method.

3. Survey Research Methods

Authors: Fowler, Floyd J., Jr.

Publisher: Sage Publications, Inc.

Copyright: 2001

This book shares a concise overview of the entire survey research process in clear and easy to understand language. It gives those who want to collect, analyze, or read about survey data a sound basis for evaluating how each aspect of a survey can affect its precision, accuracy, and credibility.

4. The Survey Kit

Author: Frank, Arlene

Publisher: Sage Publications, Inc.

Copyright: 2002

This book discusses systematic approaches to survey design, analysis, and interpretation. The kit includes: (a) the survey handbook, (b) how to ask survey questions, (c) how to conduct self-administered and mail surveys, (d) how to conduct telephone surveys, (e) how to conduct in-person interviews, (f) how to design survey studies, (g) how to sample in surveys, (H) how to assess and interpret survey psychometrics, (i) how to manage, analyze, and interpret survey data, and (j) how to report on surveys.

QUALITATIVE DATA

1. Analyzing and Reporting Focus Group Results

Author: Krueger, R.

Publisher: Sage Publications, Inc.

Copyright: 1998

This book presents strategies and helpful tips for analysis and reporting focus group results. Subject areas include an overview of principles that guide focus group research.

2. Collecting Evaluation Data: An Overview of Sources and Methods

URL: <http://learningstore.uwex.edu/pdf/G3658-4.pdf>

An information resource that describes the various sources and methods used in the collection of evaluation data. It guides the reader in the selection of sources and methods based on the purpose of the evaluation.

3. Focus groups: A Practical Guide for Applied Research, 3rd Ed.

Authors: Krueger, R., & Casey, M.A.

Publisher: Sage Publications, Inc.

Copyright: 2000

This guide is designed to help steer the user in conducting applied research. This updated addition contains vignettes on focus groups to demonstrate problems and possible solutions, a “how to” on designing questions, collaboration, budgeting, and coding.

4. Making Sense of Focus Group Findings: A Systematic Participatory Analysis Approach

URL:

http://www.rhrc.org/resources/general_fieldtools/toolkit/otherResources/AED_MakingSenseOfFocusGroupFindings2003.pdf

A handbook by the Academy for Educational Development that is a practical source on how to analyze focus group findings with an emphasis on gathering practical information for planning and/or improving organizational programs.

5. The Focus Groups Kit

Authors: Morgan, D. & Krueger, R.

Publisher: Sage Publications, Inc.

Copyright: 1998

This book presents a toolkit to enable the user to conduct focus groups from planning and formulating questions to analysis and reporting.

6. The Handbook for Focus Group Research, 2nd Ed.

Author: Greenbaum, T.L.

Publisher: Sage Publications, Inc.

Copyright: 1998

The handbook is a “how-to” guide for conducting effective focus groups. It specifically focuses on maximizing focus groups effectiveness, while providing the reader with discussions on technology revolution, globalization of focus groups, physician focus groups, and the effective management of field services and recruiting.