National Network of Libraries of Medicine

Outreach Evaluation Resource Center

Quarterly Report

August 1, 2009 – October 31, 2009

University of Washington

Date submitted: January 25, 2010

TABLE OF CONTENTS

Executive summary

The quarter's two major efforts were completing thirteen interviews for the National Emergency Preparedness & Response Initiatve and the Community Day Pilot Project evaluations, and preparing for—and participating in—NLM's mid-contract review of the OERC. In addition, OERC staff made entries to the OERC Blog, participated in Outreach Connections and Outreach Activities Reporting efforts, and provided consultation support to the regions.

Classes and consultations

TABLE 1. Classes and consultations

8/4/2009	Barnes	Consultation: Consult on CME needs assessment	Linda Milgrom ,PNR, Seattle, WA
8/4/2009	Barnes	Consultation: ARL Career Enhancement Program Fellow	Neil Rambo, PNR, Seattle, WA
8/4/2009	Barnes	Consultation: UIHI Small Library Software	Cathy Burroughs, PNR, Seattle, WA
8/5/2009	Barnes	Consultation: TC4C/Outreach Connections	Claire Hamasu, MCR, Salt Lake City, UT
8/12/2009	Barnes	Consultation: ARL Career Enhancement Program Fellow	Neil Rambo ,PNR, Seattle, WA
8/12/2009	Barnes	Consultation: TC4C/Outreach Connections	Claire Hamasu, MCR, Salt Lake City, UT
8/18/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Ruth Holst)	Angela Ruffin, NNO, Bethesda, MD
8/18/2009	Barnes	Consultation: TC4C/Outreach Connections	Claire Hamasu, MCR, Salt Lake City, UT
8/18/2009	Barnes	Consultation: UIHI Small Library Software	Cathy Burroughs, PNR, Seattle, WA
8/18/2009	Barnes, Olney	Consultation: outcomes assessment award	Ruth Holst, GMR, Chicago, IL
8/19/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Janice Kelly)	Angela Ruffin, NNO, Bethesda, MD
8/25/2009	Barnes, Olney	Consultation: Evaluation liaisons teleconference	Evaluation liaisons, NNO, Bethesda, MD
8/26/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Michelle Malizia)	Angela Ruffin, NNO, Bethesda, MD
8/26/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Claire Hamasu)	Angela Ruffin, NNO, Bethesda, MD
8/28/2009	Barnes, Olney	Consultation: MAR needs assessment	Sue Hunter, MAR, New York, NY
8/28/2009	Barnes	Consultation: Evaluation plans for funding application	Linda Milgrom, PNR, Seattle, WA
9/9/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Cathy Burroughs)	Angela Ruffin, NNO, Bethesda, MD

9/9/2009	Barnes, Blake	Training: Data Collection	Maryanne Blake, PNR, Seattle, WA
9/16/2009	Barnes, Blake	Training: Data Collection	Maryanne Blake, PNR, Seattle, WA
9/22/2009	Barnes, Olney	Consultation: Evaluation liaisons teleconference	Evaluation liaisons, NNO, Bethesda, MD
9/23/2009	Barnes, Blake	Training: Data Collection	Maryanne Blake, PNR, Seattle, WA
9/24/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Javier Crespo)	Angela Ruffin, NNO, Bethesda, MD
9/25/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Heidi Sandstrom)	Angela Ruffin, NNO, Bethesda, MD
10/4/2009	Olney, Hunter	Training: Measuring Your Impact	Hunter, MAR and MLA Tri-Chapter Meeting, Ocean City, NJ
10/13/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Kate Oliver)	Angela Ruffin, NNO, Bethesda, MD
10/13/2009	Barnes, Olney	Consultation: Community Day evaluation (NER event)	Angela Ruffin, NNO, Bethesda, MD
10/13/2009	Barnes, Olney	Consultation: Community Day evaluation (SE/A event)	Angela Ruffin, NNO, Bethesda, MD
10/14/2009	Barnes	Consultation: PSR needs assessment	Kay Deeney, PSR, Los Angeles, CA
10/21/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Beth Wescott)	Angela Ruffin, NNO, Bethesda, MD
10/22/2009	Barnes, Olney	Consultation: NEPR evaluation interview (Gail Kouame)	Angela Ruffin, NNO, Bethesda, MD
10/27/2009	Barnes, Olney	Consultation: Community Day evaluation (SCR event)	Angela Ruffin, NNO, Bethesda, MD
11/18/2009	Olney	Training: Clever evaluation	Hunter, MAR, New York, NY
11/19/2009	Barnes, Olney	Consultation: outcomes assessment award	Ruth Holst, GMR, Chicago, IL
11/23/2009	Olney	Consultation: session evaluation consultation	Sabrina Kurtz-Rossi, Boston, MA
12/2/2009	Barnes, Olney	Consultation: Evaluation liaisons teleconference	Evaluation liaisons, NNO, Bethesda, MD
12/9/2009	Barnes, Olney	Consultation: Network Member focus groups	Kate Oliver, MAR, New York, NY
12/23/2009	Barnes, Olney	Consultation: MAR member focus groups	Sue Hunter, MAR, New York, NY

Web site

Four postings to the OERC Blog this quarter:

- CDC Resource on Developing Project "Success Stories"
- Oregon Program Evaluators Network: Context in Evaluation
- Oregon Program Evaluators Network: Program Evaluators and Performance Auditors
- Oregon Program Evaluators Network: Visual Displays of Data

Dissemination of effective practices

Susan Barnes contributed to the Outreach Connections portal to health information outreach projects for native communities through analyzing needs assessment data from the Tribal Connections Four Corners project, working with ARL Career Enhancement Program Fellow George Gottschalk (he wrote a summary overview of the Outreach Connections collaboration evaluation data, and conducted an RML Rendezvous about wikis using Outreach Connections as an example), conducting recruitment for new members of the Outreach Connections steering committee and participating in the 10/23 Steering Committee Meeting. Susan also participated in the first meeting of NLM's Outreach Activities Reporting working group on 10/23.

Subcontractor update

Not applicable. The OERC has no subcontracts at present.

Other staff activities—this section is organized according to OERC's goals for the 2006-2011 contract

I. *Develop awareness, skill, and capacity in use of evaluation methods.*

<u>Training:</u>

Susan Barnes and Maryanne Blake converted the Data Collection class into a 3-part webinar class and taught it as part of the NN/LM PNR's "RML Rendezvous" via Adobe Connect on September 9, 16, and 23. Cindy Olney taught Measuring Your Impact with Sue Hunter at the MLA Tri-Chapter Conference on 10/4. Susan and Cindy conducted early class preparation for teaching the Community Assessment and Data Analysis classes at the upcoming 2010 MLA annual meeting.

II. Develop mechanisms to disseminate and use evaluation findings to help NLM and the NN/LM document and demonstrate their accomplishments

<u>Publications</u>:

Distribution of the ***Planning and Evaluating Health Information Outreach*** series of three booklets and the ***Measuring the Difference Guide to Planning and Evaluating Health Information Outreach*** continued, with 9 sets of booklets and 6 guides sent out. Susan Barnes gave a presentation about the booklets at the PNC/MLA annual meeting.

III. Strengthen and build an evaluation culture throughout NN/LM.

Evaluation Liaisons:

The Evaluation Liaisons teleconference on 8/25 featured a presentation by Cindy Olney on evaluation capacity building and organizational development: Our working definition for ECB is that we are trying to build a culture of evaluation within the NN/LM in which members and RML staff collect data about their programs in order to make decisions. Our strategies include training, provision of technical assistance, coaching & mentoring, written materials, use of technology, involvement in the evaluation process, meetings, and encouragement of the evaluation liaisons as a community of practice.

The 9/22 Evaluation Liaisons teleconference featured a presentation by Susan Barnes on the READ scale. Susan presented a scale developed by Gerlich and Berard, the Reference Effort Assessment Data (READ) scale, designed to accurately assess library reference activities by taking into account the varying level of effort, knowledge and skills that different activities reflect.

Evaluation:

NLM conducted a mid-contract review of the OERC on September 18; Susan and Cindy spent much of the quarter's first weeks preparing for this. See Appendices 1, 2, and 3 for handouts and slides from this review.

VI. Provide consultation and direction in implementing evaluation systems, structures, and resources to help the NN/LM's efficacy and efficiency.

Consultations are listed in Table 1, above.

V. Enhance and refine use of community-based approaches to evaluation.

Cross-regional collaboration

The quarter featured numerous interviews as part of the National Emergency Preparedness & Response and the Community Day Pilot Project evaluations. Susan Barnes and Cindy Olney conducted interviews of eight ADs (Ruth Holst of GMR on 8/18, Janice Kelly of SE/A on 8/19, Michelle Malizia of SCR on 8/26, Claire Hamasu of MCR on 8/26, Cathy Burroughs of PNR on 9/9, Javier Crespo of NER on 9/24, Heidi Sandstrom of PSR on 9/25, and Kate Oliver of MAR on 10/13) and interviews of the two regional NEPR coordinators (Beth Wescott of SE/A on 10/21 and Gail Kouame of PNR on 10/22). Susan and Cindy also interviewed the three Community Day pilot project coordinators: Linda Oliver from ME (10/13), Andrea Ginsky from FL (10/13), and Shari Clifton from OK (10/27). Initial interview reports were compiled and shared with participants.

Appendix 1

OERC Site Review
9/18/09
Handout

National Network of Libraries of Medicine
Outreach Evaluation Resource Center
Accomplishments during 2006-2011 Contract

Goal: Strengthen and build an evaluation culture throughout NN/LM

Strategy 1: Build capacity of NN/LM staff and network members by providing instructional materials and training opportunities.

Since the start of the contract, the OERC has distributed over 800 copies of its three-booklet series *Planning and Evaluating Health Information Outreach Projects*. It continues to distribute Cathy Burroughs' *Measuring the Difference* evaluation guide and provides additional evaluation-related information through the OERC blog. The OERC staff has presented 44 training sessions in all eight regions and has taught more than 900 attendees. The most popular workshops are the *Outreach Evaluation Series (Community Assessment, Planning Outcomes-Based Programs, Data Collection, and Data Analysis)* and *Measuring Your Impact: Using Evaluation for Library Advocacy*. The Medical Library Association requested the *Measuring Your Impac*t workshop for its annual meetings in 2006 and 2008, and has scheduled *Community Assessment* and *Data Analysis* for its 2010 Annual meeting. The *Measuring Your Impact* workshop is now taught by 10 instructors from six regions. These 10 instructors have taught approximately 33 sessions to more than 569 participants. RML staff members are also participating in teaching the *Outreach Evaluation Series*: OERC instructors have co-taught with PNR and PSR staff and plans to work with GMR. (PSR has offered two *Community Assessment sessions* independent of the OERC.) The OERC has developed several training sessions for presentation via Adobe Connect, and is adapting the *Outreach Evaluation Series* to a remote format. *Community Assessment* has been taught remotely three times and *Data Collection* will be taught remotely in September 2009. The OERC also hosted a national Adobe Connect presentation by Betsy Kelly and Barb Jones about MCR's online Cost-Benefit Analysis and Return-on-Investment calculators. Approximately 120 people attended the session.

Strategy 2: Provide evaluation consultation to RML staff and network members.

In this contract period, the OERC has provided consultation to each regional network office, as well as to NTCC and WebSTOC. The OERC has also consulted with network members on various projects, including the MLA Health Information Literacy project.

Strategy 3: Provide management and technical assistance to NNO in planning and evaluation of cross-regional efforts.

The OERC has worked on the following projects:

- The National Emergency Preparedness and Response evaluation
- Outreach Connections: Native Health Information
- The NLM Community Day Pilot Projects
- The Study of RMLs' Use of Adobe Connect

Appendix 2

OERC Site Review
9/18/09
Handout

Selections from *The OERC Blog*
August, 2009

NN/LM Home | About Us | Contact Us | Feedback | Site Map | Help | BOOKMARK

NN/LM National Network of Libraries of Medicine
nnlm.gov

Search:

Google Search

Home | Member Services | Provide Outreach | Resource Sharing & Document Delivery | Health Information on the Web | Funding | Training & Educational Opportunities

OERC Blog

A Weblog from the NN/LM Outreach Evaluation Resource Center

Search

About OERC Blog

- How to Participate
- How to Register

Categories

- Library Value (9)
- News (34)
- Practical Evaluation (10)
- Research Reads (18)

Recent Posts

- Are Focus Group Transcripts Necessary?
- SurveyMonkey software application meets federal accessibility guidelines
- AEA/CDC Training session: Utilization-Focused Evaluation

Links

- Amer Eval Assoc
- CDC Eval
- IMLS Eval
- NN/LM OERC

Archives

- July 2009
- June 2009
- May 2009
- November 2008
- August 2008
- July 2008
- June 2008
- April 2008
- January 2008
- October 2007
- September 2007
- July 2007
- June 2007
- May 2007
- March 2007
- December 2006
- November 2006
- October 2006
- September 2006
- August 2006

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Feeds

Are Focus Group Transcripts Necessary?

Posted on July 27th, 2009 by Cindy Olney | Filed under Practical Evaluation

How important is it to transcribe focus group discussions? Dr. Rita O'Sullivan from the UNC-Chapel Hill School of Education sought an objective answer to that question. She and colleagues ran an experiment in which two co-facilitators ran seven focus groups and created summary reports of the discussions. Each co-facilitator produced a report for each focus group: one wrote a summary based on memory, handwritten notes and a transcript of the audio tape; the other wrote a summary using memory, notes and the audiotape. (Each facilitator prepared seven summaries, some using the first method and some using the second.) Then, 18 educational professionals who were enrolled in a graduate-level educational research class compared the pairs of summaries. Sixteen of the 18 reviewers found *no substantive differences* between the two versions of the summaries.

What does this mean for evaluators? The authors concluded that their findings, although preliminary, suggest that, for the typical program evaluation setting, transcripts are not necessary to produce useful focus group discussion summaries. The findings also make it hard to justify the transcription costs for focus groups in evaluation settings – because every dollar spent on evaluation is one *not* spent on the program.

Source: O'Sullivan et al. Transcribing focus group articles: Is there a viable alternative? 2004 November. Paper presented at the joint international meeting of the American Evaluation Association and the Canadian Evaluation Society, Toronto, Canada.

SurveyMonkey software application meets federal accessibility guidelines

Posted on July 14th, 2009 by Cindy Olney | Filed under News, Practical Evaluation

Someone recently asked me if SurveyMonkey forms are accessible to those with functional limitations and disabilities. In fact, SurveyMonkey received Section 508 certification in June 2008. According to the company's Web site, they are the only commercial online survey application that has this certification.

While SurveyMonkey software automatically formats surveys to be accessible, there are a few practices that we need to follow to make sure SurveyMonkey questionnaires are user-friendly with screen-readers and other visual technologies. For instance, don't add extra html coding to your questionnaire (e.g., to bold-face or italicize words) because screen-readers may read parts of html coding as text. Also, SurveyMonkey's default color schemes are configured for maximum contrast to help low-vision users. Creating your own color schemes may make your forms less readable for this population. You can find more tips from SurveyMonkey for creating screen-reader friendly forms at this link.

AEA/CDC Training session: Utilization-Focused Evaluation

Posted on July 1st, 2009 by Cindy Olney | Filed under Practical Evaluation

AEA/CDC Training session: Utilization-focused evaluation

The first training session I took at the AEA/CDC Institute was Michael Patton's Utilization-Focused Evaluation. This workshop was pitched primarily for evaluators who are sick of producing time-consuming evaluation report tombs that sit on shelves. (You're thinking I should have written "evaluation report tomes," but actually, those reports *are* where evaluation results go to die.) Patton commented that you could probably attach an executive report to 500 sheets of blank paper – or 500 pages from a phone book pulled from your recycling bin – and no one would ever notice because they never read past the executive summary.

Here's some interesting food for thought: Patton said that the order of the evaluation standards (Utility, Feasibility, Propriety, and Accuracy) is deliberate: Utility, or *usefulness to intended users*, is listed first because it's deemed the most important. So, in evaluation design, the evaluation's usefulness should be considered ahead of its feasibility (practicality and cost effectiveness), propriety (legality, ethics, and concern for the welfare of others), and accuracy (technically adequate information about features that determine merit or worth of a program). All are important standards, but utility gets top ranking. (Definitions for the four evaluation standards are listed here at the American Evaluation Association web site.)

To enhance the utility of evaluation findings, Patton said it is important to identify the intended users and uses of the evaluation information at the beginning of the evaluation and create an action plan for use of evaluation results that takes the following into account:

- The decisions the evaluation findings are meant to inform
- Timing of those decisions
- The stakeholders who will see and respond to the data

The responsibility for facilitating use of the findings falls on the evaluation consultant (or whoever is in charge of conducting the evaluation.)

If you are interested in learning how to conduct more useful evaluations, I recommend Patton's *Utilization-Focused Evaluation* (2008, Sage), which is now in its 4th edition.

RSS 2.0
ATOM FEED

New from SurveyMonkey: June 2009

Posted on June 26th, 2009 by dcharbon | Filed under News, Practical Evaluation

SurveyMonkey's newsletter reports that SurveyMonkey surveys are now optimized for use on iPhones. The June 2009 newsletter states:

"Because it is a device with a modern, standards-compliant browser, any respondent can receive a link to your survey and access it directly on their iPhone."

Furthermore, SurveyMonkey is currently working to make their surveys optimized on other media or hand-held devices.
In addition, you now have the ability to do the following:

- Create and download custom charts to enhance the presentation of your survey data.
- Import these graphics into your own presentation software such as PowerPoint, Word, etc.

To learn more about the updates, you can visit the following topic in the help center: Creating Custom Charts

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AEA/CDC Summer Evaluation Institute

Posted on June 19th, 2009 by Cindy Olney | Filed under News
I spent the earlier part of the week (June 15-17) in Atlanta attending the AEA/CDC Summer Evaluation Institute and, as usual, came away with some great information. I'll be adding some separate blog entries about the sessions I attended, but I thought I would give a rundown on this particular event. The Summer Evaluation Institute is conducted jointly by the American Evaluation Association and the Centers for Disease Control and Prevention, so many presenters and attendees were from the CDC – but those of us who attend the AEA conference or other evaluation training events found familiar names on the roll of presenters. The Summer Evaluation Institute differs from the AEA conference in that it is totally training-oriented – offering a limited number of educational sessions between 8:30 and 4:00 pm over 2.5 days. So you don't feel conflicted over all the options of a conference and you have plenty of downtime to meet and network with colleagues. As you might expect, there is an emphasis on health-related evaluation in many of the sessions, but that emphasis appears more in the examples used by instructors – the evaluation techniques themselves are applicable across disciplines. The cost is reasonable. This year, the cost was $395 for AEA members (and CDC employees) and a little more for non-members. (Sorry I can't be more specific: the fee is no longer listed at the AEA Web site now that the event is over). That fee includes three keynote speeches, a choice of training sessions each morning and "breakout" sessions in the afternoon. (I'm not sure how "training sessions" differed from "breakout sessions," other than length of time – the training sessions were about an hour longer than the breakout sessions). It also includes breakfast and lunch on most days. Beginner workshops were offered on June 14 for an additional cost: "Quantitative Methods for Evaluation;" and "Introduction to Evaluation." The Summer Evaluation Institute is held annually, so if you think you might be interested in the 2010 event, check out the AEA web site (eval.org) starting in March.

Data.gov recently launched

Posted on June 3rd, 2009 by Cindy Olney | Filed under News
A new government Web site, Data.gov, may prove to be a good tool for locating existing data from federal agencies, particularly for those of us doing needs or community assessment. The Web site is the public's "one-stop shop" for raw data from economic, healthcare, environmental, and other government agencies. Along with raw data, the site provides tools for compiling raw data into more analyzable formats (e.g. tables, maps) and widgets (interactive tools with single-service purposes, like showing users the latest news). My quick browsing of the Web site gives me the impression that it is a work in progress. However, the "about" page says that the catalog of datasets will continue to grow and that the site will be improved based on public feedback.

Here is a link to the blog entry about Data.gov from the Office of Management and Budget: www.whitehouse.gov/omb/blog/09/05/21/DemocratizingData/

Drug Research, RCTs, and Objectivity

Posted on May 27th, 2009 by Cindy Olney | Filed under Research Reads

House, ER Blowback: Consequences of Evaluation for Evaluation. American Journal of Evaluation. 2008 December 29 (4), 416-426.

For some, the Randomized Controlled Trial (RCT) has the mystique of separating the researcher from the method and therefore guaranteeing research objectivity. However, in a 2008 article in the American Journal of Evaluation, Ernest House disputes this myth. He describes many examples of how bias has been introduced into the RCTs for new drugs, which are funded primarily by drug companies (over 70%, according to the article). He talks about suppression of negative results as one problem with drug-company sponsored research; but he also describes ways that drug trials can actually be manipulated to influence results favoring the drug company's products. For example, the drugs under investigation may be compared to a lower dosage of the competitor's drug in the control group or the competitor's drug may be administered in a less effective manner. Studies also may be conducted on younger subjects who generally tend to show fewer side effects or conducted for short periods of time even though the drug was developed for long-term use.

House also notes that, as an evaluation tool, RCTs are very limited in providing all information needed to judge a new drug's value. Usually the drug group is compared to a control group that gets *no treatment* instead of the typical dosage of the closest competitor drug. So, while consumers may know the tested drug is superior to no treatment, we know nothing about the cost-benefit or "clinical effectiveness" of a new (often more expensive) drug.

This article provides some important take-home messages for evaluators as well as for consumers of drugs. First of all, no method guarantees objectivity: even the highly acclaimed RCT can be manipulated (deliberately or unconsciously) to influence desired results. Second, evaluation – finding the value of products, services, or programs – usually involves multiple issues that must be investigated through mixed methods. Finally, evaluators need to be aware that they are not completely objective and methods cannot protect them from their own subjectivity. We need to be transparent about our data collection and analysis process and be open to feedback from peers and stakeholders.

Denver in November 7: Read More About It

Posted on November 21st, 2008 by Susan | Filed under News

Read even more about the American Evaluation Association meeting at the Eagle Dawg Blog, where Nikki Detmar has summarized her Ten thousand four hundred and thirty one words of notes. Nikki attended many different sessions from the ones I went to, and where we were both in the audience for a session, Nikki took more detailed notes than I did. She's a fast typist who uses her laptop for notes; I'm a codger who writes with a pen in cursive scrawls on pieces of lined notebook paper. Also, the Eagle Dawg Blog is just an all-around good read for Nikki's perspectives on life, the universe, health informatics, and medical librarianship.

Denver in November 6: Nonparametric Statistics

Posted on November 21st, 2008 by Susan | Filed under News

This was a half-day workshop on Sunday morning, November 9, ably taught by Jennifer Camacho Catrambone, Ruth M. Rothstein CORE Center, Chicago. Nonparametric statistics are those that are used with ordinal or nominal data, when data are skewed, or when sample sizes are small.

In contrast, parametric statistics are designed to be used with a minimum sample size of 30 subjects per group. Dependent variables are expected to be interval-level; categorical (nominal) dependent variables are excluded (although independent variables are often categorical).

The Chi Square test is an example of a nonparametric test of association between variables. The workshop handout lists numerous others and provides descriptions and assumptions. The class was full of information, but note to self: don't take statistics classes after spending four days in conference sessions–the brain is tired.

Denver in November 5: Saturday Sessions 11-8-08

Posted on November 21st, 2008 by Susan | Filed under News

Going to meetings is hard work! Especially meetings like the American Evaluation Association annual meeting, which is chock full of interesting sessions that make you think. Saturday was a very full day, and quite rewarding.

Fine-tuning Evaluation Methodologies for Innovative Distance Education Programs (Debora Goetz Goldberg, John James Cotter, Virginia Commonwealth University)

VCU Medical School offers a PhD in Health Related Sciences via distance education that combines on-campus learning, asynchronous discussions, synchronous chat, podcasting, and other approaches. Program evaluation followed these steps: define quality (support, course structure, curriculum, instruction), select important areas to review (were goals met, what skills were developed, was advising adequate, was IT adequate, overall program), identify data collection sources (course evaluations, followup assessments, interviews with instructors, feedback from students' employers), collect and analyze data. Findings showed areas where the curriculum needed adjustment, where technology could be enhanced (for example, offering streaming videos of lectures), and where supplementary use of teaching assistants was needed. The supplementary TAs worked with students in the statistics course.

Evaluation of an Interactive Computer-based Instruction in Six Universities: Lessons Learned (Rama Radhakrishna, Marvin Hall, Kemirembe Olive, Pennsylvania State University)

In a USDA-sponsored (with institutional matching funds) project, Penn State collaborated with five other land-grant universities to develop and offer a 1-semester agronomy course that comprised 11 interactive modules. Development took two years and addressed the funding agency's desire for collaborative courses that make collective use of expertise, share resources, and reduce duplication of effort. Each module featured 20 knowledge questions plus items about the modules' navigability, design, and layout. Pre- and post-tests showed knowledge gain. The project showed that multi-institutional collaboration can work, although it can be challenging. In this case, IRB review was needed (because human subjects–the students–were involved) and the crop scientists were unfamiliar with that process.

The Use of a Participatory Multimethod Approach in Evaluating a Distance Education Program in Two Developing Countries (Charles Potter, Sabrina Liccardo, University of the Witwatersrand)

This radio-based series of English lessons for school children in South Africa and Bangladesh has grown significantly since it began in 1992. In 1995 it was reaching 72,000 learners and as of 2005 it was reaching 1,800,000. Evaluation has involved questionnaires, observations, focus groups, and photography; results have been used to report progress to stakeholders and to identify areas for improvement.

Building Evaluation Practice Into Online Teaching: An Action Research Approach to the Process Evaluation of New Courses (Juna Z Snow, InnovatEd Consulting)

The author has developed a Student Performance Portfolio that has been used with two online teacher education courses. The portfolios allow students to conduct ongoing evaluation of their work and of the course, and include weekly goals, activities and time spent, with reflections on assignments and performance. Students submit their portfolios each week. To get the most from the portfolios, it is important to conduct ongoing content analysis and be responsive to students.

Incorporating Cellular Telephones into a Random-digit-dialed Survey to Evaluate a Media Campaign (Lance Potter and Andrea Piesse, Westat; Rebekah Rhoades and Laura Beebe, University of Oklahoma)

When both cellphones and landlines are included in telephone surveys, different sampling frames must be constructed for groups who are cellphone-only, who are landline-only, and who have both. A tobacco intervention study found one significant difference between the 3 groups: those who have both cellphones and landlines smoke less–a difference theorized to stem from income and educational characteristics. The sociology of cellphones is different from landlines. For example, if a cellphone on a counter or a desk rings and the cellphone's owner is not present, no one else will answer the phone. In addition, many cellphone contracts require cellphone owners to pay for calls they receive; these cellphone owners will not want to use their "minutes" up by answering survey questions. This issue could be addressed by offering gift cards to participants or by conducting surveys on weekends.

The Growing Cell Phone-Only Population in Telephone Survey Research: Evaluators Beware (Joyce Wolfe, Brett Zollinger, Fort Hays State University)

Telephones have been fundamental tools for survey research, and cell phones are introducing new variables to be considered. At one time more than 90% of households had landlines but now almost 16% of telephone users are cellphone-only. The size of the cellphone-only population is projected to increase. Whether there are significant differences between groups of people who have landlines and those who only use cellphones is a topic of debate. The cellphone-only population tends to be young, unmarried, renters, and lower income (and more likely to have financial barriers to treatment). Samples of cell phone numbers can be obtained, but it is illegal to use automatic dialers with these numbers. In addition, more screening is needed because cell phones are linked to individuals rather than to households or geographic locations, and individuals can range in age down to elementary school students.

Perspectives on a Promising Practices Evaluation (Susan Ladd, Rosanne Farris, Jan Jernigan, Belinda Minta, Centers for Disease Control and Prevention; Pam Williams-Piehota, RTI International)

The Centers for Disease Control and Prevention's Division for Heart Disease and Stroke Prevention (DHDSP) has conducted evaluations of heart disease and stroke interventions to identify effective interventions and promising practices, with the intention of building evaluation capacity at the state level. Lessons learned included: collaboration and comprehensive evaluation planning is time-consuming; better evaluability assessments are needed; periodic reaffirmation of commitments and expectations is necessary.

Rapid Evaluation of Promising Asthma Programs in Schools (Marian Huhman, Dana Keener,Centers for Disease Control and Prevention)

The CDC's Division of Adolescent and School Health (DASH) funds school-based programs for asthma management and uses a rapid evaluation model to help schools assess program impacts. These evaluations are intended to be completed within one year, with two days devoted to conducting a site's evaluability assessment and six months devoted to data collection. These evaluations focus on short-term outcomes.

Best of the Worst Practices: What Every New Evaluator Should Know and Avoid in Evaluation Practice (Dymaneke Mitchell, National-Louis University; Amber Golden, Florida A&M University; Roderick L Harris, Sedgwick County Health Department; Nia K Davis, University of New Orleans)

Panel presenters discussed lessons they learned from their evaluation experiences in the American Evaluation Association/Duquesne University Graduate Education Diversity Internship program. The experiences and lessons included the difficulties faced by an evaluator who is working with a group that they feel sympathetic toward. It is hard to be an objective evaluator if you want to help the program succeed. In working with nonprofits it is important to develop patience with ambiguity, to clarify short and long term goals, and align goals with organizational readiness. Strong negotiating skills are needed, along with a focus on building trust and credibility. Evaluation seems to be 10% science and 90% relationships. It is challenging to manage stakeholders' diverse and sometimes conflicting agendas.

Ethics and Evaluation: Respectful Evaluation with Underserved Communities
This excellent and thought-provoking session featured three presentations that were based on chapters in the recently-published book, ***The Handbook of Social Research Ethics*** by DM Mertens and PE Ginsberg (Sage, 2008).

1. Ethical Responsibilities in Evaluations with Diverse Populations: A Critical Race Theory (CRT) Perspective
(Veronica Thomas, Howard University)

In traditional social science research, white men are normative. Critical Race Theory (CRT) is from the critical theory approach which views scholarship as a means to critique and change society and to counteract discrimination and oppression. In the traditional positivist approach, research is explanatory. CRT uses a critical lens to foreground oppressed populations and form conclusions and recommendations that promote social equity and justice. IRBs, with their positivist emphasis on value-free research, can feature a lack of concern for community impacts of projects.

2. Researching Ourselves Back to Life (Joan LaFrance, Mekinak Consulting)

Frustration has built up for many years among Native populations from their sense of being abused by researchers. The traditional IRB approach to human subject protection can fail to address the question of whose voice speaks with authority about Aboriginal experiences. Tribal members are beginning to understand that they can define the degree to which they make themselves available. Five tribes have developed their own IRBs–capacity-building is needed for more tribes to do this. Tribal approaches involve inclusive review teams, a clear definition of who is expert, broader reporting, an understanding of data ownership and publication approval needs, and a negotiation of how stories will be told. Different ways of knowing are accepted: traditional (knowledge of the past), empirical (evidence-based), and revealed (knowledge that comes through channels other than the intellect).

3. Re-Conceptualizing Ethical Concerns in Underserved Communities (Katrina Bledsoe, Walter R McDonald and Associates Inc; Rodney Hopson, Duquesne University)

Underserved communities are those that suffer from a lack of resources that would allow them to thrive. There is a need to reconceptualize traditional views of research and ethics. Unintentional ethical violations have grown from inappropriate methods, use of data, and dissemination of results. There is a power differential between researchers and participants and, in randomized controlled trials, a problem from the assumption of population homogeneity. In a new philosophical perspective, evaluators will consider culture, history, community consent, social responsibility, and the differences between what is meaningful statistically and what is meaningful to a community.

« Previous Articles

Appendix 3

OERC Site Review
9/18/09
PowerPoint Slides

NN/LM
Outreach Evaluation Resource Center

OERC Center Review
September 18, 2009
12:30 – 2:30 PM Eastern Time

1

In theory, evaluation is a great idea

- **What gets measured gets done**
- **You can tell success from failure**
- **It helps you continue to do successful things**
- **It helps you correct errors**
- **It helps you demonstrate results**

From Osborne & Gaebler, Reinventing Government, 1992

2

In reality, people often cannot get around to evaluating programs

Theoretically good ideas that are practically difficult to do

3

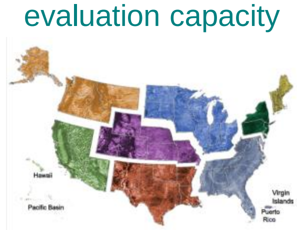
The OERC emphasizes cost-effective evaluation

Minimize effort

Maximize usefulness

4

Our Goal:
To encourage the NN/LM to become a “learning community” by building evaluation capacity



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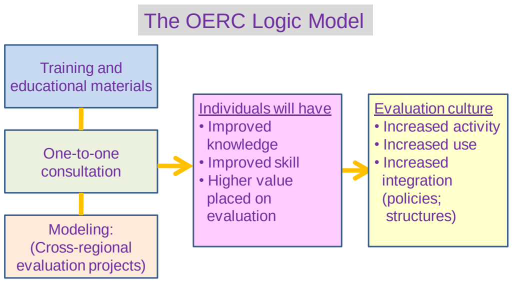
Evaluation Capacity Building

Moving the NN/LM Forward

6

The OERC has three main strategies for building a culture of evaluation



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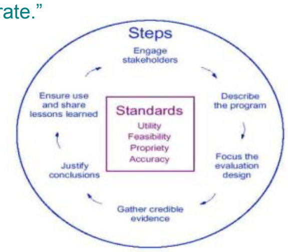
"Effective program evaluation is a systematic way to improve and account for public health actions that involves procedures that are useful, feasible, ethical, and accurate."



From: CDC. Framework for Program Evaluation in Public Health. MMWR 1999;48(No. RR-11).

8

The OERC uses workshops and educational materials to build evaluation knowledge and skills

Training and educational materials

One-to-one consultation

Modeling: (Cross-regional evaluation projects)

9

Our approach is to emphasize "smallball" evaluation approaches that are manageable

10

In This Section:

Overview

About the OERC

OERC Publications

OERC Workshops

NN/LM Outreach Collaboration

Tools and Resources

11

Workshop Evaluation Results	
Workshops	*% Favorable Ratings ("A" and "B" ratings)*
Community Assessment	99%
Outcome-Based Planning	99%
Data Collection	100%
Data Analysis	93%

12

"Next Steps"	
Workshops	*Themes*
Community Assessment	Use online information to assess communities
Outcome-Based Planning	Use the Logic Model
Data Collection	Start doing evaluation (particularly questionnaires)
Data Analysis	Start doing evaluation (general)

13

Evaluation of Workshops

Primary outcome

Application of workshop content

Method:

- MYI follow-up questionnaire
- Outreach Evaluation Series follow-up questionnaire

14

The number of NN/LM staff doing evaluation training has increased

Measuring Your Impact (11)

Community Assessment (5)

Data Collection (3)

– photo by thinkpublic (source:creativecommons)

15

OERC training materials are being used

16

Distribution
Booklets = 852
Guides = 211

United Kingdom

Peru

Canada

Australia

17

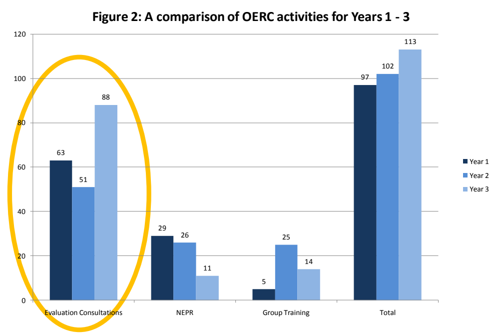
The OERC assists implementation of evaluation through one-to-one consultations

Training and educational materials

One-to-one consultation

Modeling: (Cross-regional evaluation projects)

18



19

Evaluation of Consultations

Primary Outcomes

- Use of services
- Use of evaluation in each region

Method:

- OERC activities database
- Interviews with evaluation liaisons

20

The OERC uses cross-regional projects to model evaluation

Training and educational materials

One-to-one consultation

Modeling: (Cross-regional evaluation projects)

21

OERC Cross-Regional Evaluation Efforts

- National Emergency Preparedness Initiative
- Outreach Connections: Native Health Information
- Network Member Feedback Questionnaires (site reviews)
- Community Day
- RML Use of Adobe Connect

22

Evaluation of Cross-Regional Evaluation Activities

Primary Outcome:

- Use of evaluation findings

Method:

- OERC presentations of evaluation findings
- Interviews with ADs, NNO, and NEPR project coordinator

23

Communication

Getting The Word Out About OERC Services

Photo source: Nationaal Archief. Spaarnestad Photo, SFA001020070

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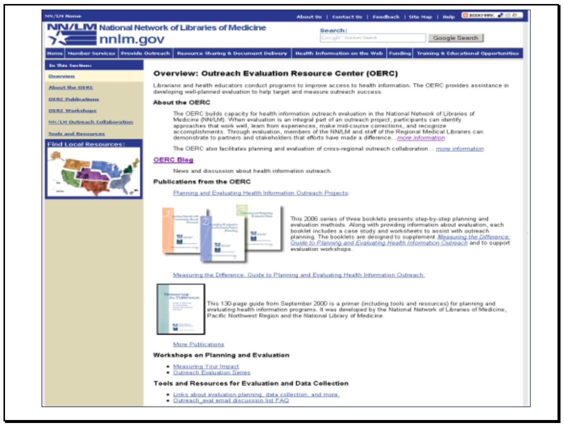

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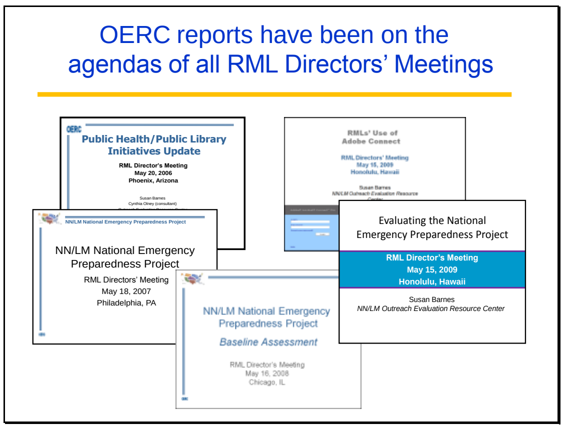

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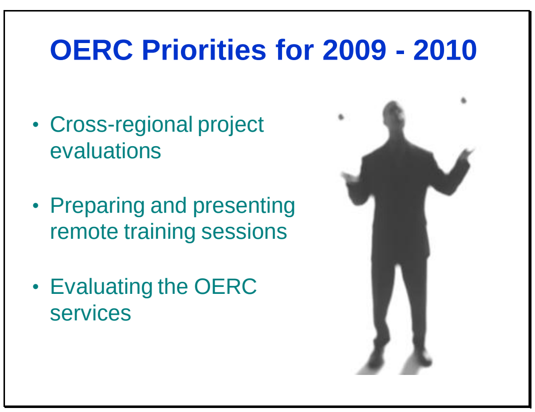

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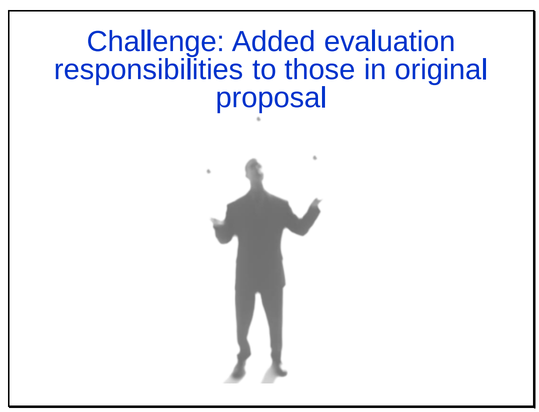

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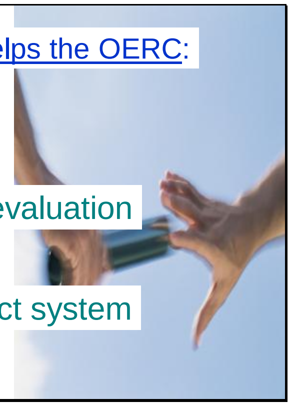
Challenge: Budget cuts are a significant challenge

The only thing left to cut is the personnel budget

31

How NLM helps the OERC:



Funding

Promotion of evaluation

Adobe Connect system

32

Some future considerations for the OERC

Should the NN/LM identify the 2011-2016 national collaboration before the next contract?

Should the OERC provide more technical support to the regions?

Does the NN/LM know enough about the impacts of its funding?

Does the NLM want the OERC to focus on evaluation of outreach only?

33

– Photo by Nate Grigg (Source:Creative Commons)

34