

PRIMARY PREVENTION AND EVALUATION RESOURCE KIT

Volume 4:

Analyzing Qualitative Data



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TABLE OF CONTENTS

OVERVIEW	i
BASICS OF PROGRAM EVALUATION	1
Why Evaluate Program Outcomes?	1
Types of Evidence	2
Basic Steps of Program Evaluation	4
Case Example	6
MANAGING QUALITATIVE DATA	9
Task 1: Take Notes	10
Task 2: Write Summaries	12
Checklist	13
ANALYZING QUALITATIVE EVALUATION DATA	15
Task 1: Compiling the Data	16
Task 2: Coding the Data	16
Task 3: Organizing the Data	19
Task 4: Identifying and Testing Assertions	21
Checklist	27
USING QUALITATIVE EVALUATION DATA	29
Where Do We Go From Here?	29
What?	30
So What?	30
Now What?	33
RESOURCES	39
REFERENCES	40



Spirit of Evaluation

In the movement to end sexual violence, questions of effectiveness are especially important because the stakes are high.

Funders and practitioners in social services, community development and education are asking, “*What is the impact of this program?*” Survivors depend on us to provide services that will help them in their healing. Parents depend on us to help them keep their children safe. Communities depend on our leadership to prevent sexual violence. **We need to know with greater certainty what we are achieving.** With that knowledge, we can make better informed decisions about our programs.

Resource Kit

This volume addresses the area of program evaluation that agencies frequently ask about: qualitative data analysis. It is the fourth in the four-volume *Primary Prevention and Evaluation Resource Kit* and is a project of the Pennsylvania Coalition Against Rape. The four volumes are most effective when used together. However, they can be used independently of one another. While the examples in this volume focus on primary prevention programs, the techniques of data management and analysis can be used for analyzing outcomes of all sorts. For example, the same skills taught here can be used to evaluate qualitative measures of counseling and advocacy services, public awareness campaigns, community readiness, etc.

This volume has four main sections:

SECTION 1:

Basics of Program Evaluation

SECTION 2:

Managing Qualitative Data

SECTION 3:

Analyzing Qualitative Evaluation Data

SECTION 4:

Interpreting Qualitative Results

The first section provides a brief review of program evaluation. Drawing from concepts that were described in depth in Volume 2, this review will outline the main ideas of program evaluation. It will set the stage for the main focus of this manual: qualitative data analysis. The second section offers options for managing qualitative data. The third section introduces the reader to fundamental techniques for analyzing qualitative data. The fourth section explores how to interpret qualitative results.

Qualities of a Data Analyst

It is likely that every agency has a number of staff and/or volunteers who have the qualities needed to analyze qualitative data effectively. This does not require any specific academic background. This volume is written with that in mind. Special care has been taken to explain concepts and procedures in plain language.

Who is likely to work well with qualitative data? Someone who:

- Likes solving puzzles.
- Is detail-oriented.
- Can step back from the details to see the big picture.
- Is good at prioritizing tasks and goals.
- Has good organization skills.
- Wants to develop new skills.
- Likes to tell stories or is good at summarizing major themes or issues in a situation.

Whether your agency evaluates its work on its own or contracts with an independent evaluator, the more you understand the logic and mechanics of program evaluation, the better equipped you will be to make evidence-informed decisions. Therefore, this volume is designed to provide a basic understanding and fundamental skills that staff can use to interpret and use qualitative evaluation findings, work effectively with outside consultants and if desired carry out their own analysis of qualitative evaluation data.

BASICS OF PROGRAM EVALUATION

- Why Evaluate Program Outcomes?
- Types of Evidence
- Basic Steps of Program Evaluation
- Case Example

WHY EVALUATE PROGRAM OUTCOMES?

As explained in detail in Volume 2, there are four common reasons for evaluating any type of program:

1. **Evaluation can help program staff make informed decisions about continuing or modifying a program.** Evaluations can be used to identify programs that show promise or demonstrate clear success, to identify programs that are not showing sufficient impact and to reveal whether the program is inadvertently having effects that are not desirable. By providing a basis for informed decisions, evaluation protects programs from making capricious decisions.
2. **Evaluation can help defend a program against outside criticism.** It provides checks and balances so that other factors (political climate, personal preferences, etc.) do not lead to arbitrary decisions about the continuation or cancellation of a program.
3. **Evaluation can provide insight into how or why a program is or is not working.** Understanding the mechanisms by which programs work provides a foundation that staff can use when developing new programs.
4. **Evaluation is a mechanism for accountability.** Public funds are limited. Citizens are entitled to know that their tax dollars are being used wisely. Private funders similarly want to know that their dollars are having a positive impact.

Often when people think about evaluation they have in mind something like the *Consumer Reports*. They want to rate programs so they know which ones work or which ones are best. Or they may think of evaluation like a report card: How well did this program do? However, evaluation is actually a much broader concept. Different types of evaluation answer different questions.

“Program evaluation” can refer to needs assessments, description of program theory, process evaluations, assessment of program outcomes and analyses of efficiency. Qualitative data can be used in many of these types of evaluations. In this volume we will consider how qualitative data can help to identify program outcomes and to understand the process by which change happens.

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Evaluation is about more than merely rating programs or determining whether a program worked.



TYPES OF EVIDENCE

Evidence-Based Practice

One phrase that is often used is **evidence-based practice**. This refers to using strategies, curricula and campaigns that are based on sound evaluation or research evidence. Known in public health as efficacy trials, evidence-based practices are those that are based on trials where there was a high degree of control in the assessment, including delivering the program in a standardized and uniform way to a carefully selected audience (Glasgow, Lichtenstein, & Marcus, 2003). Due to the very strict conditions under which the program is delivered and its outcomes measured, a change is credited to the prevention strategy.

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Evidence-based practice presents particular challenges for sexual violence prevention because so little research on it has been done.

This approach to evidence pictures different types of evidence as occurring on a continuum from *higher quality evidence* to *lower quality evidence*. (See figure on following page.) Some funders are requiring the use of evidence-based practices that are supported by the highest quality research.

Requiring that grantees use strategies and programs that have been shown to have measurable and positive outcomes is an act of responsible public policy. Most strategies do not yet have an evidence base. Unlike the prevention of substance abuse or HIV/AIDS where “best practices” have begun to be identified, we do not yet know what the best practices are for preventing sexual violence. However, it is still important that we consider the evidence that is available.

TYPES OF EVIDENCE

HIGHER QUALITY

Research:

- Focus On Specific Programs
- Measure Outcomes
- Are Published In Peer-Reviewed Research Journals

Published Data on:

- Internal Evaluations
- Prevalence
- Risk Groups
- Risk And Protective Factors

Locally Generated Data on:

- Prevalence
- Risk Groups
- Risk And Protective Factors
- Attitudes
- Social Norms
- Pilot Testing Of Draft Materials
- Program Outcomes

Locally Generated Service Utilization Data from sources such as:

- Rape Crisis Center Logs
- Hospital Emergency Room Data
- Police Reports
- Court Records

LOWER QUALITY

Practice-Based Evidence

In contrast, the kind of evaluation supported by this four-volume Resource Kit supports practice-based evidence. This type of evidence comes from real-life, community settings, and reflects the values and practices in the movement.

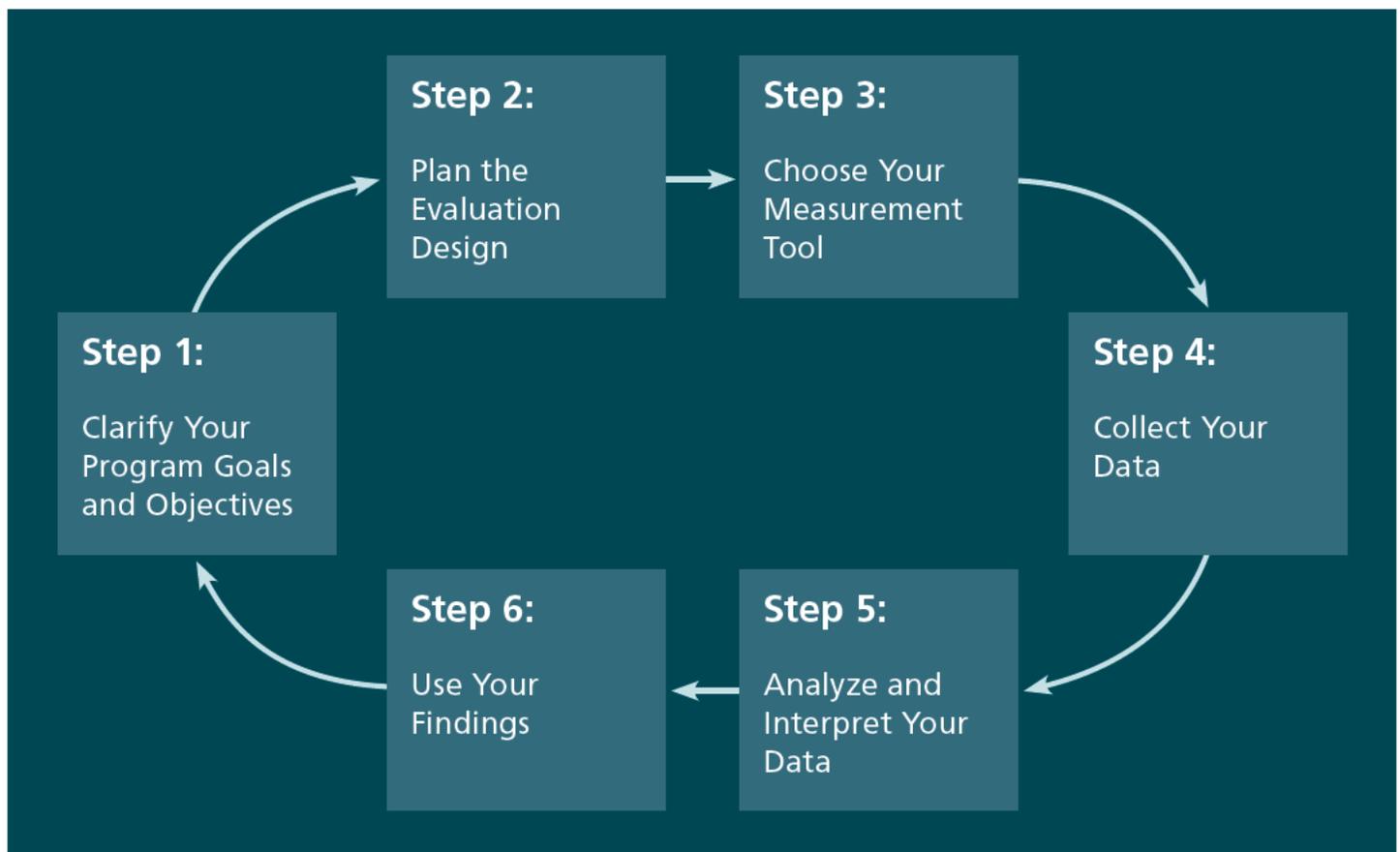
Practice-based evidence helps to identify strategies that can (Glasgow et al., 2003):

- Reach large audiences
- Be used in different community settings
- Be consistently implemented by facilitators
- Produce sufficient effects using available resources

Practice-based evidence often reflects a more relevant, useful and authentic expression of the practices used in the field. Practice-based evidence can only be generated through the leadership and involvement of the field. It may also be necessary to educate potential funders about the importance and validity of this type of evidence.

BASIC STEPS OF PROGRAM EVALUATION

Evaluating program impact has six basic steps:



Steps 1–4 are detailed in Volume 2. In summary:

Step 1: Clarify Your Program Goals and Objectives

The first step in any evaluation of program impact is to clarify the program’s goals and objectives. This involves two tasks:

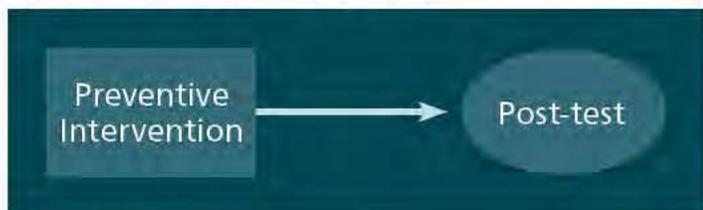
- Task 1: Describe the changes that should occur as a result of your program.
- Task 2: Based on that theory, define the program’s goals and objectives.

Step 2: Plan the Evaluation Design

Planning your evaluation design involves three tasks:

- Task 1: Understand the design.
- Task 2: Determine the timing of your evaluation.
- Task 3: Determine who will participate in the evaluation.

While in the previous volumes we have focused on a Pre-Post Design, qualitative data are more often collected with a Post-Only Design:



Step 3: Select Your Measurement Tools

Once you have figured out the design for your evaluation you need to select the tools you will use to measure effectiveness. There are two main tasks in this step:

- Task 1: Select the type of measure you want to use.
- Task 2: Select the specific measure you will use and modify it as needed OR create your own measure.
- Task 3: Decide whether answers will be anonymous or confidential.

The type of measure that will be used as an example of quantitative data in this manual is an interview. However, the same principles for analyzing qualitative data apply to focus groups, observations and other qualitative measures.

Step 4: Collect Your Data

Before you collect your data you should think carefully about exactly what you are going to do. The goal is to ensure that all of the information is collected in a similar manner. You want to eliminate any variations that could influence your findings. The specific steps used to collect your data will depend on the type of measures you are using.

Step 5: Analyze and Interpret Your Data & Step 6: Using Your Findings

These are the steps detailed in this volume. The remainder of the volume will walk you through how to do this.

CASE EXAMPLE

Throughout this volume we will use a case example to illustrate each step of the data analysis process. The example is a simple one. A thorough evaluation of the program would include more than the short interview described here.

CASE EXAMPLE

Empowering Parents to Prevent Child Sexual Abuse*

Community Rape Crisis Center (CRCC) is running a program to engage parents in the primary prevention of child sexual abuse. The program consists of a series of four workshops, each lasting two hours, facilitated in settings such as faith communities, schools, community centers, treatment programs, businesses and other social service organizations. The program is designed for parents to attend all four workshops, but attendance is voluntary.

The program is designed to increase parents' ability to identify risk situations, increase decision-making processes that support intervening in those situations, increase the likelihood of parents intervening and increase the frequency of proactive, preventive conversations with children about safety and healthy sexuality.

In addition to a pre-and post-survey to measure these key outcomes, CRCC is interested in learning about what it was like for parents to participate in the workshops; ways the workshops influenced parents that were not captured by the surveys; how they have used what they learned since the workshops ended; and what else parents are dealing with that might impact the effectiveness of the workshops or that are needs CRCC might be able to address.

To learn about these things, they did short interviews with participants who volunteered to be contacted for a follow-up conversation. The interviews were done by telephone. The interview protocol can be seen on the following pages. Throughout the remainder of this manual, these interview questions will be used to illustrate how to analyze qualitative data.

*** This example is inspired by the Parent Involvement Project developed and implemented by Pittsburgh Action Against Rape. For more information on the program, see *Where We Live: A Manual for Engaging Parents in Child Sexual Abuse Prevention* available from PCAR.**

Interview Protocol: CRCC Parent Involvement Project

ID: _____

Date: _____

Time Start: _____

Time Stop: _____

Elapsed Time: _____

Thank you for taking time out of your schedule to talk with me today. We appreciated your participation in the parent workshops a few weeks ago. We're following up with parents to learn more about what the workshops were like for you and what you've been doing since they ended.

Our conversation will take about 15-20 minutes. I will keep everything you say confidential. We will be writing a summary of the themes we hear across all of our conversations with parents, but we will not identify any person with which we talk. If there are any questions you don't want to answer for any reason, that's fine. Just let me know and we will skip to the next topic.

Do you have any questions before we get started?

Because the workshops were for parents, it will help me to start by hearing a little bit about who the children are in your life that made you want to be a part of the workshops.

1. Do you have children? Yes No

IF YES: Please tell me about them — their ages, if they're boys or girls, etc.

IF NO: Who are the children in your life who made you want to be a part of the workshops? Please tell me about them — their ages, if they're boys or girls, what your relationship is to them, etc.

[If the individual you are interviewing is not parenting a young child or is caring for a young child whom they are not the parent of (e.g., a grandparent, guardian, other child care provider), then continue to ask the questions that follow, but edit your language to reflect that individual's relationship to the child or reason for attending the workshop.]

2. As a parent myself, I know there are good times and hard times as a parent. For you, what is the best part about parenting/caring for children?

3. What do you find most challenging?

4. Parenting is a hard job. Who do you turn to when parenting is stressful or when you're having problems with your child(ren)?

5. When you think about all the things you deal with as a parent, why was going to workshops on child safety important to you?

I would like to talk now about the workshops and what they were like for you.

6. What did you enjoy the most about the workshops, if anything?

7. How useful were the workshops for you personally?

- PROBES:
- What was the most important thing you learned or got out of them?
 - How helpful was the information the leaders gave?
 - How helpful were the discussions?
 - How helpful were the role plays and other activities?

(continued on back)

8. How comfortable were you with talking during the group meetings?

- PROBES:
- Were there things the leaders did that made you feel comfortable?
 - Were there things other people in the group did that made you feel comfortable?
 - Were there things anyone did that made you feel uncomfortable?

9. Was there anything you wanted to get out of the workshops that was missing?

- PROBES:
- Why is that issue/information/skill important to you?
 - How would you have used that issue/information/skill?
 - Why do you think that wasn't part of the workshops?

Finally, I would like to talk about what you have been doing since the workshops finished.

10. Is there anything you are doing differently now than before the workshops?

- PROBES:
- What has changed in how you talk with your children?
 - What has changed in what you think about other adults when you see them with children?

11. What has it been like for you to make those changes?

- PROBES:
- What has been easy?
 - What has been difficult?
 - Do you sometimes slip back into old ways of doing things or old ways of thinking?
- IF YES:
- Why do you think that happens?
 - What helps you stick with what you learned?

12. Have you talked with other parents about what you learned or shared any of your skills with them?

- IF YES:
- What have you shared?
 - What brought the issue up?
 - Who have you shared this with?
 - How did they respond?

- IF NO:
- Is there any particular reason you haven't shared things from the workshops?
 - Can you imagine a situation in the future where you might share something you learned?

13. How have others reacted to what you're doing now?

- PROBES:
- How have your children reacted to what you say or do?
 - How have other adults reacted when you talk about these issues?
 - What is it like for you to get those reactions?

14. Finally, are there other issues about parenting or child safety that you want to learn more about or with which you need support?

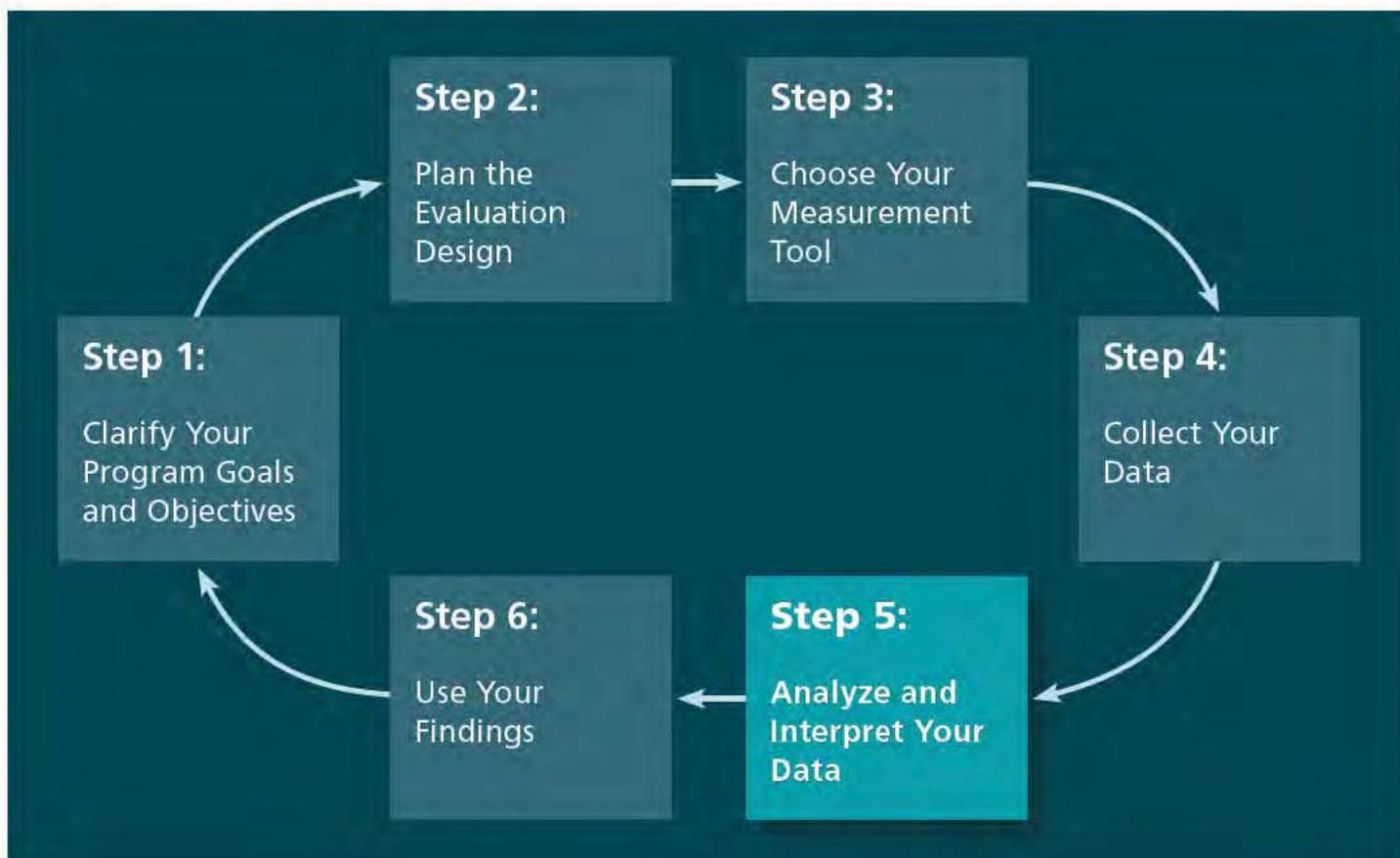
- IF YES:
- What would you like to learn about or what skills do you wish you had as a parent, or what support do you need?
 - Besides workshops, are there other ways that CRCC can reach out to parents?

Thank you very much for taking time to talk with me. Your insights and feedback are very valuable and will help us support parents more. Remember that if you ever need support around these issues, you can call CRCC 24 hours a day.

MANAGING QUALITATIVE DATA

- Task 1: Take notes
- Task 2: Write summaries

MANAGING QUALITATIVE DATA



Once you have completed the first four steps of program evaluation, the next question is: *What do we do with what we heard in the interviews?* You are likely sitting on a gold mine of information, experiences and insights. The keys to mining that treasure are to:

- Organize what you heard.
- Divide it into manageable pieces.
- Systematically identify the common themes.

Organizing what you heard is what we mean by managing qualitative data. This involves two major tasks:

Task 1: Take notes.

Task 2: Write summaries based on your notes.

TASK 1: TAKE NOTES

While conducting interviews, focus groups, or other qualitative data collection, it is important to take notes so what you are hearing and seeing is not lost. However, **do not let your notes interfere with actively listening** to what the person is telling you.

Don't think of what you write down during an interview like notes you would take in a classroom. Instead, these are short "jottings." Jot down key words and phrases that will jog your memory later. Here are a few tips about making jottings during an interview:

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**Keep your notes short and simple.
Use them to jog your memory later.**

- **Don't worry about neatness.** All that matters is that you can read it later. No one else will see your jottings, so you don't need to worry about how it looks.
- **Use the space on the page in any way that works.** Jottings can be spread all over the page and that is okay. You don't need to organize your jottings into neat sections, columns, or paragraphs. The organization will come in Task 2 where you write up a summary of the interview. Again, the jottings are only intended to jog your memory for later.
- **Write only a few words at a time.** What you want are key words and phrases that capture the essence of what the person said. You will fill in the details later.
- **Use symbols.** You don't need an elaborate system of symbols and codes, but sometimes a quick symbol can be used instead of multiple words. For example:
 - can show a relationship between two events, ideas or people
 - ☆ or ✓ can show that something was a positive experience
 - ✗ can show that something was a negative experience
 - !! can mark something that was surprising to the person or to you, or something you think was especially important
 - can indicate that you need to come back to this idea or topic later
- **Leave out little words.** You can probably fill in the blanks later when you write up your summaries.

- **Use abbreviations.** These may be unique to your jottings. If there are words that come up frequently, come up with abbreviations and acronyms. For example:

pgm = program
SAS = sexual assault survivor
sch = school
par = parent
curr = curriculum
wkshp = workshop
bc = because
act = activity
mtg = meetings
trg = trainings

- **Don't worry about quoting everything.** You do not need to get everything word-for-word. This is not a transcript of the interview. Your goal is to catch the most important ideas, major points and most relevant information. If someone does say something that you think is important to preserve in their own words, then put quotation marks around the key phrase you want to preserve.

On a practical note, people may want to print out the interview questions with a lot of space in-between the questions to jot down their notes. While this seems like a good idea, it usually works better to have your questions on a separate sheet of paper from where you make your jottings. There are two very practical reasons for this:

- In a good interview, you **go with the natural flow of the conversation**. If after your first question the person raises something that relates to Question 6, then you should go with that natural flow rather than having them hold those thoughts. What the person is saying should guide the order of the interview. That may or may not align with the order you had in mind when you wrote the questions. If you are jotting on the interview questions themselves, you may find yourself having to flip pages a lot or losing your place and fumbling to find the question you want to ask.
- The person may have **more or less to say about different questions**, so you might need more or less space to jot down what they said. By writing on separate sheets of paper, you have as much or as little room as you need.

Jottings from an Interview

This is an excerpt from a hypothetical interview. These jottings are in response to Question 7, “How useful were the workshops for you personally?” and Question 8, “How comfortable were you with talking during the group meetings?”

7. great experience
ideas – talking with Kids
loved support – lots of discussion
understood what going thru
☆ not alone → easier to do what need
act fun
good practice, “got to try out,” no harm/mistake → do better w/ Kids
8. very
all there for same reason
made me feel comfort
time to get know, strangers → friends
everyone talk, not forced
quiet & okay, really listened

TASK 2: WRITE SUMMARIES

As soon as possible after you finish the interview, take your jottings and write a summary.

You should have a separate summary for each interview. This is where you fill in all the details that are implied by your jottings.

This does not have to be a word-for-word transcript. However, it should have as much detail as possible. You can write your summaries sequentially, describing what was said in the order it occurred. Or, you can write your summaries thematically, summarizing the major topics that were discussed. Either way is fine and your decision of how to write your summaries should be based on what is easiest for you to do and what lets you capture the greatest level of detail. These summaries will be the data that you analyze. Therefore, you want as much detail as possible.

It is generally best to write the summaries in the word processing program your agency uses, like Microsoft Word. You can keep all the summaries in one file or in separate files. Whichever way you do it, make sure you have a separate summary for each interview.

Write a summary of each interview.
Include as much detail as possible.

Summary from an Interview

This is a summary based on the jottings that were shared on Page 12. It may be useful to compare those jottings with this summary to see how a few words in the jottings can be expanded into a much more detailed summary.

“For this mother, the parent workshops were a great experience. She appreciated all of the practical ideas she got from the facilitator and the other participants, especially the ideas for how to talk with her children about safety and sexuality.

Part of what made it such a positive experience was the feeling of support she got from other people in the workshops. That support mostly came through the discussions they had. It helped her that other people understood what she was going through as a parent. The workshops made her feel not so alone as a parent and that makes it easier now for her to do what she needs to do with her own children.

She also thought the activities were fun. The role plays were good practice because she “got to try out” different approaches without doing any harm or feeling like she made a mistake. She could make the mistakes in the group, learn from them and then do it better when she is actually with her own children.

She was very comfortable with the group and felt comfortable talking. That was largely because she knew they were all there for the same reason. The facilitators also made her feel comfortable because they made time for people in the group to get to know one another. It felt like they started out as strangers but by the end had become friends. She appreciated that everyone was invited to talk, but no one was forced to talk. This was especially important for her because she tends to be quiet. She felt like that was okay with the group, to be quiet and listen when she wanted to be quiet. But then when she did talk, she felt like everyone really listened to her.”

CHECKLIST

In this section you learned how to organize and manage your qualitative data from surveys, archival sources and other sources. These steps were:

Task 1: Take Notes

- Jot down key phrases during the interview.

Task 2: Write Summaries

- Write a detailed summary based on your jottings.
- Include as much detail as you can, but keep the focus on the major ideas (This is not a transcript).
- Write separate summaries for each interview.



ANALYZING QUALITATIVE EVALUATION DATA

- Task 1: Compiling the Data
- Task 2: Coding the Data
- Task 3: Organizing the Data
- Task 4: Identifying and Testing Assertions

ANALYZING QUALITATIVE EVALUATION DATA

Increasingly, sexual violence crisis and prevention centers are appreciating the value of qualitative evaluation and assessment methods such as interviews and focus groups. However, a common question is: What do we do with the information after we have gathered it? Staff recognizes the richness of what they have collected and also realize they need to have a systematic way of working with it. Sometimes there are also concerns that they will only “find” what they want to find or that they will miss out on information that would support a different point of view.

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Analyzing qualitative data is about listening for themes and telling the story of what you heard.

The key to analyzing qualitative data such as notes from interviews and focus groups is to **be systematic**. It's having a systematic, consistent way of approaching the data that will help you see things you did not realize before, correct ideas you have that may not fully reflect reality or that may actually be incorrect and also confirm what you thought you knew based on your wealth of professional experience. Regardless of what you find, the systematic approach you take to collecting and analyzing the data is what will make it rigorous and defensible.

Learning a new skill takes **time and practice**. However, if you are someone who likes solving puzzles or who likes telling stories, then you will probably find that qualitative data analysis is also fun and intriguing.

Analyzing qualitative data involves four main tasks:

- Task 1: Compile the data.
- Task 2: Code the data.
- Task 3: Organize the data.
- Task 4: Identify and test assertions.

TASK 1: COMPILING THE DATA

The first task is to compile your data. This should be easy if you have written your interview summaries in a word processing program and have saved them on your computer:

- **Gather** any interview summaries that other staff, interns, or volunteers have written.
- Put all the files into **one folder** on your computer.
- If you like to work with hard copies, **print** out the summaries.
- Make sure each interview summary has an **identifying number** so you can keep track of who said what.

TASK 2: CODING THE DATA

Basic Ideas

Working with all of your summaries as whole bodies of text is too much. So the next task is to break the data into smaller parts. This will let you group together the pieces that are all about the same topic and to figure out how they fit together.

This is very much like putting together a jigsaw puzzle. Most people:

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Coding data is like doing a jigsaw puzzle. You need to sort out the pieces before you put them together.

1. Start by **turning over** all the pieces so you can see them (i.e., compile the data).
2. Then **sort** out the edge pieces from the middle pieces (i.e., code the data).
3. Do some **more sorting** of those middle pieces by color or shape (i.e., organize the data).
4. **Fit** the pieces together (i.e., identify and test assertions).
5. See how it all fits together to make a single **picture** (i.e., summarize the findings).

To start coding the data, read through the interview summaries. As you read, label what was said by writing the code (label) in the margin. A code can be applied to a sentence, a few sentences, or an entire paragraph. Sometimes one passage will get more than one code.

The codes you use depend on what people said and what you want to learn about in the evaluation. There is no one list of codes to use. The point is to come up with codes that are:

- **Short:** The longer they get, the harder they are to work with while coding.
- **Concise:** There is no magic number of codes to use. However, because you want to group similar statements together (just like you want to put all the edge pieces together in a puzzle, even though they are not identical), you don't want to divide the data up based on very small differences. Look for what is similar and group those things together under one code.

- **Consistently used:** Because you are trying to group together statements that go together, you need to make sure that every time anyone talked about Topic X, you code it as Topic X.
- **Useful:** Make sure the codes relate to what you want to learn about. This may mean that some things people said do not get coded because they are not directly related to what you want to learn.

Coding CRCC Data

Here is an example of how the interview summary shared earlier might be coded. Remember, there is no one way to code. You might have different interests or ways you want to use the interviews and that may lead to a different coding scheme.

CODES

GREEN: Positive

BLUE: Talking Ideas

YELLOW: Support: Discussions

PURPLE: Connections

ORANGE: Empowering

PINK: Skill building

RED: Respectful

“For this mother, the **parent workshops were a great experience**. She **appreciated all of the practical ideas she got from the facilitator and the other participants, especially the ideas for how to talk with her children about safety and sexuality**.

Part of what made it such a positive experience was the **feeling of support she got from other people in the workshops**. That support mostly came through the discussions they had. It helped her that **other people understood what she was going through as a parent**. The workshops made her feel not so alone as a parent and that **makes it easier now for her to do what she needs to do with her own children**.

She also thought the activities were fun. The role plays were good practice because she “got to try out” different approaches without doing any harm or feeling like she made a mistake. She could make the mistakes in the group, learn from them and then do it better when she is actually with her own children.

She was very comfortable with the group and felt comfortable talking. That was largely because she knew they were **all there for the same reason**. The facilitators also made her feel comfortable because they made **time for people in the group to get to know one another**. It felt like they **started out as strangers but by the end had become friends**. She appreciated that everyone was **invited to talk, but no one was forced to talk**. This was especially important for her because she tends to be quiet. She felt like that was **okay with the group, to be quiet and listen when she wanted to be quiet**. But then when she did talk, she felt like **everyone really listened to her**.”

Codes Evolve Over Time:

Sometimes we only become aware of a **new code** after we have come across an idea a few times or when someone raises something in an interview that no one else had talked about yet. If you create a new code after you have already coded some of your summaries, go back and look at those you have already coded and see if the new code applies to them as well.

- **Not every code will apply to every interview.**
- If you realize that two or more codes are **overlapping** or are almost identical, **collapse** them into a single code.
- **If you notice that some codes can be grouped together, try using a two-part code.** This can save you time when you move on to identifying themes.

For example, in the coding shown on the previous page there was a code for “Support: Discussions.” This is because multiple people might describe the workshops as supportive, but they might have gotten that support in different ways. By using a two-part code, when we identify the themes across the interviews we can easily find all the examples of how the workshops were supportive and at the same time give details about the different ways that support was provided. So if we interviewed 10 people, we might end up with a variety of support codes:

Support: Discussions

Support: Cared For

Support: Practical Aid

Support: Feedback

Alternatives to Margins

It is important that you find the coding system that works best for you. There is no one way to code — the key is to be systematic and consistent. That might mean:

- Printing the interview summaries and **handwriting** the codes in the margins
- Making the interview summaries have **two columns** and entering the codes in the right-hand column
- **Color coding** the passages and codes, by hand or on the computer
- Printing the passages on **index cards** and physically arranging them into codes by organizing them into stacks

There are software packages available to help with coding qualitative data. However, they do not do the coding for you. They merely help you organize your own data and codes. For most community-based programs, it will probably not be worth the time and financial investment to purchase and learn to use special software. Instead, come up with a simple system that works for you.

TASK 3: ORGANIZING THE DATA

Once you have coded all of your interviews, look back over your codes and see if you can group any of them together into an overarching category. For example:

- Did you create a unique code that really **overlaps** with another one? If so, combine them.
- Do you have some **miscellaneous codes** that really go together under a broader category? If so, edit those codes.
- Do you have **multiple codes** that are subsets of the same broader category? If so, expand the codes to reflect the broader category with a sub-code that breaks that category down into its component parts. For example, review the option for two-part codes on Page 18.

Now consolidate your data so all the passages that have been given the same label are in one place. You can do this in a number of ways, including:

- **Copy and paste** the passages into lists or tables where you have all the passages for one code together.
- Use a **spreadsheet** program to copy and paste passages into a spreadsheet where every column represents a different code and every line represents a different interview.
- Write passages on **color-coded Post-It notes or index cards** and group them together.

.....

Group all the passages that go together with each code so you can look for the themes

Note: Make sure that each passage has an identifier that indicates from which interview it came. The easiest way to do this is to number the interviews. This will help you when you are looking over the passages to see how widespread the issue was — Did it show up in almost every interview? Or did only a couple of people talk about it? Identifiers will also help you remember the context for what the person said, which may help you interpret the themes.

CRCC Data

CRCC staff grouped together the coded passages from all of the interviews (not only the example of the one interview on Page 17). Below you can see the passages that were coded as going with the idea of Connections, i.e., making connections with other parents through the workshops.

Connections

From Interview Question #1, Page 7

Other people understood what she was going through as a parent. The workshops made her feel less alone as a parent.

She knew everyone was there for the same reason.

There was time for people in the group to get to know one another. They started out as strangers but by the end had become friends.

From Interview Question #3, Page 7

"We were all connected from the start by the fact our kids all go to the same school, but I learned so much about the others that I feel like now I really know them in a way I didn't before."

From Interview Question #4, Page 7

Once one person was "brave enough" to share something personal that helped everyone else open up, too. "Sharing our experiences is what really made us bond."

From Interview Question #6, Page 7

In one group it was the facilitator who shared her experiences as a parent and a grandparent. That helped everyone else open up and share.

From Interview Question #7, Page 7

This group had a grandfather participating who really helped everyone connect. "He was so wise but still so humble...His stories made us all feel better, like our problems were normal."

From Interview Question #8, Page 8

We always had food at the meetings. "It sounds silly, but it made a difference." "We had fun trying new things and sharing recipes." It helped everyone "loosen up" and "I think it really made us talk more because it didn't feel so formal or like school."

From Interview Question #10, Page 8

This parent appreciated what she learned, but never felt connected to others. It didn't matter to her because she wasn't looking to make friends. She just wanted the information.

TASK 4: IDENTIFYING AND TESTING ASSERTIONS

Quick Analysis

Once you have organized your data by putting all the passages with the same codes together, you can start looking for themes. The simplest way to do this is to look at your lists of passages.

What do you see?

- Which codes have **lots of passages with the same message?** These are your major themes.
- When you read the passages which ones **seem to have more impact on the issue you are trying to learn about?** These are the major themes that are most important.
- Which codes have **very few passages?** These are ideas that you do not have enough data to support.
- What did **no one talk about?** This is important, as well. For example, if no one talked about making connections with other people during the program, then you may want to conclude that making connections was not an outcome of the program.
- Are there **differences between groups of interviewees?** These may indicate that different groups of people had different experiences. Before concluding this, check across all of the interviews to make sure the theme truly is unique to that group.

.....
What themes or patterns do you see in the passages you coded?

This approach will suffice for **creating a simple description of the data**. This may be enough if you:

- Want to gain a preliminary look at how a prevention program is working
- Want general information that can be used for marketing your programs
- Have a very specific evaluation question that is easily answered

However, you will want to take a **more in-depth approach** if you:

- Want a more systematic analysis
- Want to generate evidence for the effectiveness of your program
- Want an in-depth understanding of how the program is working
- Need data to serve as a foundation for strategic planning and program development



In-Depth Analysis

There are many approaches to qualitative data analysis. **The general goal is to translate a large amount of data into a concise summary of findings**, but the way that happens is informed by the purpose of the project, skills of the evaluator, and the available resources, including time. Regardless of the technique, the goal is to achieve a rich description and subsequent interpretation of the findings (Patton, 2002).

The particular analytic technique described here is called analytic induction (Erickson, 1986). In this approach, the evaluator develops a set of statements, called Assertions, that explain different parts of the data. Those statements are then tested against the passages you coded to see if they:

- Are supported by the data
- Need to be revised to reflect the data
- Must be discarded because the data do not provide enough support for the statement

This results in a set of statements that make up your findings. The final set of statements all have enough support in the data and, consequently, are considered to be valid or warranted conclusions.

This approach **protects against finding what we expected to find** because it requires that the final set of assertions have enough data to support them. Therefore, you may have some preconceived ideas or initial ideas based on your first impressions of the interviews that you end up revising or discarding. Similarly, it can uncover unexpected findings when you find there are codes and passages that speak to an idea or experience you had not thought of prior to doing the coding.

To conduct an analysis using this method:

1. After you have coded your interview summaries and organized the passages by codes, step back and think about what you see. What do the passages and codes seem to be telling you? **Write these impressions down in the form of assertions: one or two declarative sentences that summarize a possible finding.** You can have as many assertions as it takes to summarize the themes. The point is to capture whatever is important and relevant to your evaluation. You may add or delete assertions as you move through the rest of the process.

Write each assertion down as a heading on a separate sheet of paper. Assertions need to be specific enough that they are distinct and defensible but broad enough that they can speak to themes that cut across multiple interviews.

When developing assertions, pay attention not only to what was said, but also to **what was not said**. This is especially important for research done from a feminist perspective where a narrative such as interviews is analyzed by “examining what it says, what it does not say and what it might have said” (cited in Reinharz, 1992, p. 149).

Assertions About Communication

Based on the data compiled on Page 20, the following assertions might be developed:

- Developing a feeling of connection to other workshop participants was an important and positive part of the workshop experience.
- A sense of connection was facilitated, in part, when someone took the initiative to share their personal experience. This led others to open up and share as well.
- Informal connections and community-building activities, such as food, may also have played a role in connecting participants

2. The heart of this method is the analysis of the assertions. This step is key to transforming the description of the interviews into findings that are systematically and rigorously supported. To do the analysis, copy and paste the passages onto the assertion pages. On each assertion page, record:

- Passages from the interviews that **support the assertion**.
- Passages from the interviews that **contradict the assertion**.
- Possible **alternative explanations or new ideas that could be used to revise the assertion** (if there are any).

This information is best recorded as bullet points. You may want to be specific about numbers or percentages (e.g., "80% of participants talked about..."), however you do not need to do this if it is not helpful.

When deciding whether a passage should be included as supporting or contradicting evidence, keep in mind that qualitative data should be evaluated not only based on how frequently participants talk about the idea, but also based on factors such as:

- The **importance** given to a theme or issue by the stakeholder:
- The **consequences** of the theme or issue as described by the stakeholder
- The **level of detail and depth** in which an issue was described
- Whether an issue was raised **spontaneously** by the stakeholder or only emerged in response to a direct question
- The **amount of time** a stakeholder spent talking about a particular theme or issue

Analysis of an Assertion

Based on the data compiled on Page 20, CRCC analyzed their assertion about the importance of connecting to other workshops participants:

Developing a feeling of connection to other workshop participants was an important and positive part of the workshop experience.

Supporting Evidence:

- 60% of participants who were interviewed talked in some way about feeling connected to other participants, bonding, or sharing their experiences with one another.
- For many of the participants, when they were describing the connections they made this was the most detailed part of the interview. They readily provided examples and details about how the connections happened and why they were important.
- The sense of connection was described by people who knew other parents in the group prior to the start of the workshops and by people who did not know anyone prior to the start.

Contradicting Evidence:

- One parent said she never felt personally connected to the others. However, that did not matter to her because she said she just wanted the information and was not looking to make new friends.

Alternative Explanations or New Ideas:

- *This step will be done on Page 26*

Now that you have compiled supporting and contradicting evidence for the assertion, you need to analyze the data. This technique requires that you test each assertion against the data by asking yourself five questions:

- Is there enough evidence to **support this assertion**?
- Is there enough **variety** in the kinds of evidence that support this assertion?
- Are there any **doubts about the accuracy of the data**?
- Was any evidence collected that could **disconfirm or negate this assertion**?
- Do any cases exist that are **contrary to the assertion**?

After looking at the evidence that goes with the assertion and asking these questions, **keep, revise, or eliminate the assertion** based on how adequate the evidence is for it.

Revising an Assertion

Finishing the analysis that was started on Page 20, CRCC revised their original assertion in the following way:

Developing a feeling of connection to other workshop participants was an important and positive part of the workshop experience.

Supporting Evidence:

- Sixty percent of participants who were interviewed talked in some way about feeling connected to other participants, bonding, or sharing their experiences with one another.
- For many of the participants, when they were describing the connections they made this was the most detailed part of the interview. They readily provided examples and details about how the connections happened and why they were important.
- The sense of connection was described by people who knew other parents in the group prior to the start of the workshops and by people who did not know anyone prior to the start.

Contradicting Evidence:

- One parent said she never felt personally connected to the others. However, that did not matter to her because she said she just wanted the information and was not looking to make new friends.

Alternative Explanations or New Ideas:

- **Revised Assertion, supported by the evidence:** Because of the importance of personal connections for many participants, facilitators should create opportunities for participants to connect with one another. However, this may not be a necessary component for all participants or groups.
- **Note:** It is not necessary for the data to be unanimous in supporting an assertion. If the majority of the evidence supports the assertion, it can remain.

Repeat this process with each assertion you wrote. This will leave you with a set of well-supported assertions that make up your findings.

It is usually very helpful to write a summary of those well-supported assertions. This may be done as a narrative, bullet points, slides, etc.

The analyses covered in this manual are now complete and we can turn to the question of how to use these results.

CHECKLIST

In this section, you learned how to analyze qualitative data using a technique called analytic induction:

Task 1: Compile the Data

- Gather your interview summaries.
- Put them in one folder on your computer.
- Print out the summaries (optional).
- Make sure each interview summary has an identifying number.

Task 2: Code the Data

- Label passages in the interview summaries with codes that identify the concepts or experiences the person was describing.
- Edit your codes as needed, making sure that if you add or change a code, you go back through the previous interviews to make sure each code is used consistently across the summaries.

Task 3: Organize the Data

- Look back over your codes and edit or regroup them as needed.
- On separate sheets of paper, write each code and list the passages that go with each code.

Task 4: Identify and Test Assertions

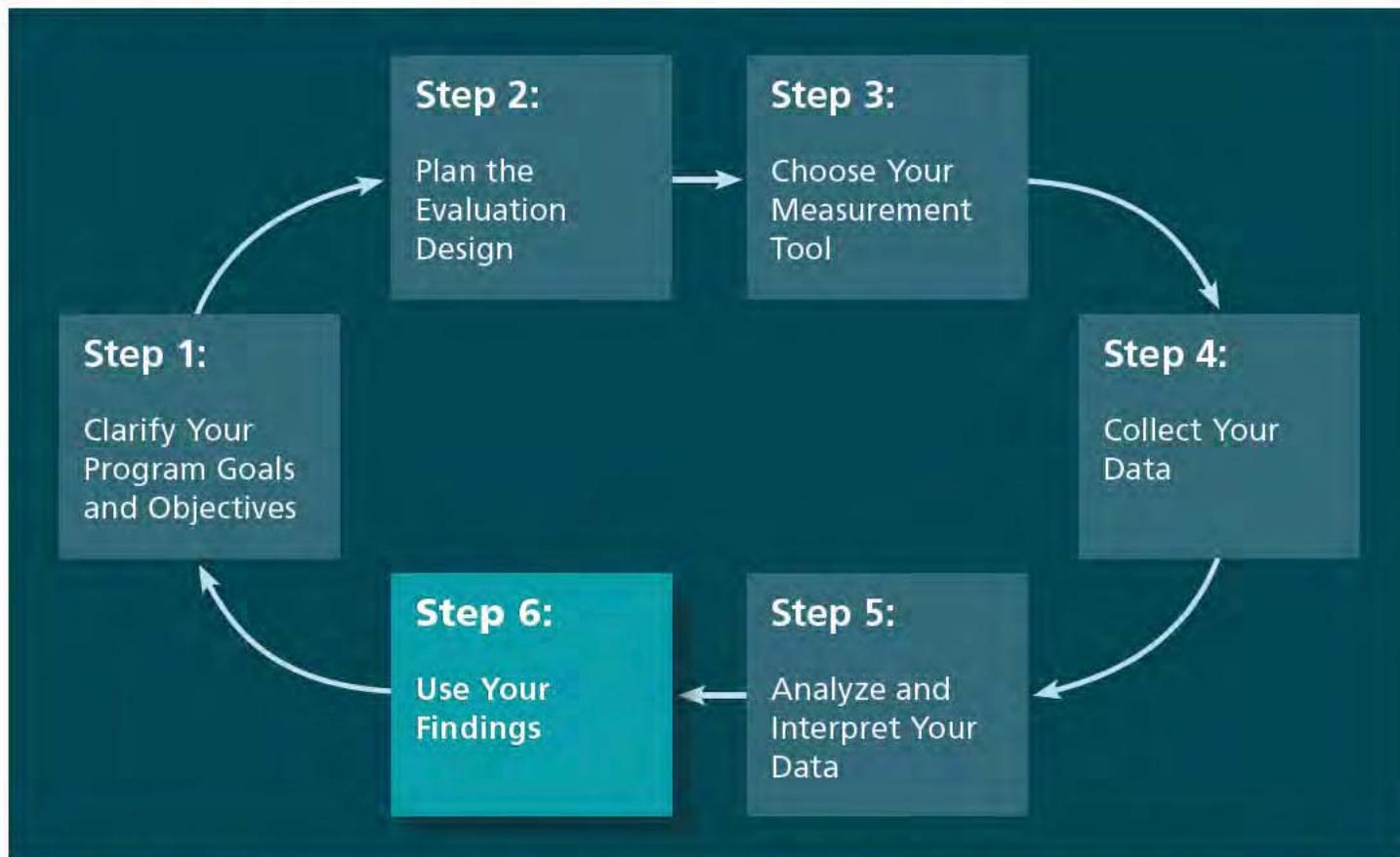
- Write assertions that state what the major themes are that you see in the coded passages. Put each assertion at the top of a page.
- Copy and paste or summarize the coded passages that support or contradict each assertion.
- Look at the supporting and contradicting evidence for each assertion. Is there enough evidence to support the assertion? Is there enough variety in the evidence? Are there any doubts about the accuracy of the data? Was any evidence collected that negates the assertion? Are there any cases/interviews that are contrary to the assertion?
- Keep, revise, or eliminate the assertion based on how adequate the evidence is for it.
- Collect the assertions that you think are well-supported. These are your findings.



USING QUALITATIVE EVALUATION DATA

- Where Do We Go from Here?
- What?
- So What?
- Now What?

WHERE DO WE GO FROM HERE?



Getting to the findings is not the final goal of an evaluation. Rather, it is the first step in strengthening and sustaining your prevention work. Now that you have the results of your evaluation, you will need to think about how to use them. One way to frame the process of using your results is to ask the questions, “What?” “So what?” and “Now what?” (Campbell, Greeson, Karmi, Shaw, & Townsend, 2011).

WHAT?

“What?” refers to the actual findings from the evaluation, those well-supported assertions that you found in the previous section of this volume. Whether what you found was what you expected or hoped for, remember that there are many factors that can affect the impact of your prevention strategies.

Remember the social-ecological model of sexual violence (see Volume 1). The causes of sexual violence occur at many levels and are woven into the fabric of our society. No one prevention strategy can impact every one of those causal factors simultaneously, nor can any set of strategies that you may be using in your community. This is multi-generational work. Additionally, there may be practical and logistical issues you faced that were out of your control.

SO WHAT?

The next step is to ask, “So what?” What do these results mean? Why do they matter? To unpack these questions, it is important to collaborate with others within your program and your community. Gain as many perspectives as you can on what the findings mean. As you share your findings with others, you may discover new ways of looking at them. The following are some suggestions for sharing your findings with others.

Collaborating with Program Staff, Board and Volunteers

It is important that staff and others who work on your prevention programs hear about the results of the evaluation and participate in interpreting the findings. Talking about and working through the evaluation findings within your program first allows you to formulate a preliminary interpretation before sharing them with external parties. This is also an excellent opportunity to engage your entire agency in your prevention efforts. For example, counselors and advocates may not have the time to contribute to the day-to-day planning and implementation of your initiatives, but they may have useful and unique insights on why people may have answered evaluation questions in the way they did.

The following are some ideas to consider when sharing and interpreting the evaluation results with your staff, board and volunteers:

- **The session can be informal or formal.** You should determine which fits best for your program and its usual way of doing things.
- **You may want to have multiple sessions.** You may want to have initial sessions with people directly involved with your prevention work first and later sessions that include people who do not directly work in the prevention arena. Who you include and when will depend on the dynamics in your organization. Also, it may not be possible to fully interpret your findings in one session. It may be helpful to have multiple sessions attending to different topic areas, or revisit the same topic in a series of sessions.
- **Create a safe space.** You want to create a space where people feel comfortable speaking out, feel they are being heard by the group and feel that they are making a contribution. Establish ground rules that emphasize respect for one another and for the efforts that went into the prevention strategy and evaluation. You do not want your prevention staff to feel like they are on the “hot seat,” especially if the findings were disappointing.



- **Prepare questions that will help guide the interpretive process.** The session leader should have a list of questions to guide the discussion. Remember to consider not only if there were positive changes, but also whether the size of that change is what you were hoping for. Some questions to consider are:
 - Were any of the results surprising? What and why?
 - Did the results confirm anything we already suspected? What and why?
 - Why do we think we had the results we did?
 - Are we proud of any of the results? If so, what will it take to maintain them in the future?
 - Are we disappointed in any of the results? If so, what will it take to change them in the future?

Collaborating with Community Partners

After talking about the findings with people in your program, it is time to collaborate with community partners. The purpose of sharing your findings with community partners is two-fold.

First, your partners will provide additional perspectives as to why you found what you did. Second, their collaboration can help build and strengthen your relationships with partners.

In addition to the considerations listed above for collaborating within your program, when sharing evaluation findings outside of your program you may also want to consider the following:

- **Write a concise summary of your program’s interpretation of the findings.** Try to keep your summary to a couple of paragraphs. Avoid using too many numbers. Focus on the main ideas. Make note of both what your findings were and unanswered questions.
- **Determine the audience and session goals.** You may decide it is best to present the findings to each stakeholder group separately (e.g., educators, social service agencies, police, medical personnel, etc.) or to present the findings to all stakeholders in the same session. Be sure that the session goals are tailored to the audience’s interests, needs and expertise.
- **Provide all relevant information.** Your community partners likely will not be able to make meaningful contributions to the discussion if they do not have all the relevant information. Be sure they understand:
 - Background information on the prevention program (e.g., goals, participants, setting, etc.)
 - Description of the evaluation (e.g., how you did the study, what the survey asked, etc.)
 - Key evaluation findings (e.g., what you learned)
- **Do not hide unexpected findings or downplay the disappointing findings.** One purpose in collaborating with community partners is to identify where the shortfalls are and to identify opportunities for strengthening your work. Hiding unexpected or disappointing findings will prevent this from happening. Additionally, it is important to celebrate success. Be sure to acknowledge what you and your community partners are doing well.
- **Use visuals.** Use graphs, charts, tables, or diagrams whenever possible to illustrate your evaluation process and findings.
- **Develop additional questions to guide the interpretive process with community partners.** Some questions to consider include:
 - How does each community partner think they contributed to the findings?
 - How can community partners expand on what you achieved in their own work?
 - What can each community partner do to strengthen the impact of the program in the future?
 - How can community partners use the findings to support their own work?
 - What parts of the evaluation should be shared more widely in the community? With whom and how?
- **Share your findings in a timely manner.** While it will take time to prepare your findings and organize a session with community partners, it is best to do so when the evaluation process and findings are still fresh and relevant.

After interpreting your results along with your staff, board, volunteers and community partners, it is time to take action. In the “Now What?” phase of the process, you will use the interpretations of the findings to take further action.

NOW WHAT?

An evaluation is only valuable if you use the findings. The goal of this final phase is to use your findings and how you interpreted them to inform your ongoing prevention work. There are a number of key areas where you can do this.

Strategic Planning

Use your evaluation findings to make informed decisions about what you will do in the future. Consider what the findings indicate about your strategic plans:

- Does this program help to meet the **goals** of your agency's strategic plan?
- Is this specific prevention strategy worth **continuing**?
- Would it be beneficial to invest **more resources** into it? Where might those resources come from?
- Can it be continued with **fewer resources**? If so, where would you reallocate resources?
- Was there enough success that you want to **expand** this strategy? If so, where would you take it?
- Do the findings indicate any **gaps** in the achievement of your goals that need to be addressed in new ways?

Strengthening Community Relationships

Even when communities support our work, they often do not have a full understanding of what we do and why it is important. Consider whether there are ways you can use your evaluation findings to build understanding of and support for your prevention work:

- Do the findings validate the need for **continuing your existing relationships**? Most directly, do they speak to the need for those who collaborated or cooperated with you on the prevention strategy to continue working with you?
- Can your findings be used to **expand existing relationships** to include collaborative work on prevention and not only on services?
- Are there stakeholders in the community who are not currently working with you who might be excited about these findings? Can you use the findings to **engage new partners**?

Shaping Further Training

Sometimes evaluation findings can shed light on specific areas where further training and skill-development is needed. Training can result in greater impacts of the prevention program. For example:

- If there were specific areas of the evaluation that showed less impact than others, are those areas where further training for **your staff** is needed? Perhaps they need to develop their understanding of and skills for engaging the participants in those parts of the program.
- Could training for **community partners** increase the impact of the program or close the gaps? This is especially important to consider for school-based prevention programs. If there is an area where impact was lacking, perhaps training teachers and staff on how they can engage students around those issues in their own roles will help to transfer the lessons of the prevention program into students' daily lives.
- If there were successes in the program, those may also indicate areas for training a **broader array of community members**. For example, if you found that the program facilitated by your staff had a lot of impact on participants' likelihood of intervening as empowered bystanders, perhaps you want to train more leaders in the community on how to teach and reinforce those skills in their own roles. This will increase the saturation of the community with skills and strategies that you found to be effective.

Seeking Support and Funding

Evaluation findings can be used to seek support and funding for your prevention programming. The fact that you engaged in a systematic evaluation of outcomes will make your work far more attractive to potential funders. Increasingly, funders are looking for "evidence-based practices." Your evaluation is evidence, so use it! This is true, regardless of whether the findings showed impact or not.

- If you found that your program had positive impacts on participants' knowledge, attitudes, intents and/or behaviors, use those findings to justify why and how your program is working and to demonstrate that it is **worth investing funds in to continue or expand**.
- If you found areas where your program is not having the impact you wanted, you can also use those findings to demonstrate why you need **support to improve** those aspects of your work. For example, if you found that you increased knowledge about sexual violence but did not achieve changes in participants' likelihood of intervening as empowered bystanders, then you might use that information to ask a school district to give you more time with students so you can spend more time developing those skills, or you might ask a foundation for funds to support more staff training in that area or to fund development of a longer program that may be more effective at the skill-building.

When using your evaluation to write grant applications, the following strategies can increase the chances of receiving funding:

- **Relate what you are doing (or want to do) to the models of sexual violence prevention.** Do not assume the funders know anything about sexual violence prevention. Explain how what you are doing relates to the complex, multi-level causes of sexual violence. Explain why changing knowledge and attitudes does not change behaviors. Demonstrate why it is important to focus on skills and behaviors that are preventive. Distinguish between prevention vs. risk reduction vs. awareness.
- **Relate what you are doing (or want to do) to the existing research literature.** While we lack robust evidence-based practices, we do have an emerging body of literature that supports some practices such as bystander empowerment, social norms campaigns and multi-session programs. Show how your evaluation fits into and expands upon that research. If you need help accessing research literature, the National Sexual Violence Resource Center (resources@nsvrc.org) and PCAR (info@pcar.org) can assist with searches for relevant articles, resource materials and reports.
- **Clearly explain all of the activities you have engaged in to evaluate your program.** Describe how you collected your data and present the findings. If you have done other evaluations, present those, too.
- **Avoid technical jargon.** Whenever possible, use language that people outside the field can understand. If you do use technical terms (e.g., “social-ecological model,” “bystander empowerment,” “risk reduction,” etc.), define them.
- **Be consistent.** If you use a phrase in one place in your application, continue to use that same phrase throughout the application. Inconsistency creates confusion.
- **Include a plan for future evaluation.** Even though you completed an evaluation using this resource kit, you need to continue evaluating your work. Explain how you will evaluate what you do in the future.
- **Proofread!** Proofread your own writing and then have at least two people who did not contribute to the writing proofread it. Any errors, even simple typos, reflect poorly on your program. Build enough time into your writing process that you can set aside your “final” application for a few days. Then take a final look at it before sending it off. You may be amazed at what you see after you step away from it for awhile.

Developing Ongoing Evaluation Processes

Finally, use what you learned from this evaluation to shape how your agency approaches evaluation more broadly. Evaluation should be an ongoing process. When it is integrated into your programming and becomes part of the habit or way of doing business for your agency, your staff will continue to develop their skills and it will take fewer resources to do evaluation.

Just like agencies have worked hard to become “survivor-centered,” and “trauma-informed,” they can work to become “data-informed.” This requires:

- Looking at how evaluation is **supported** (funds, staff, volunteers, time, etc.).
- Examining how it is included and used in **strategic planning**.
- **Valuing** and **using** the information it provides.
- Having an **infrastructure** that makes evaluation easier and consistently done.
- Considering evaluation **from the beginning** of a project rather than adding it on at the end.
- Evaluating your agency’s work **even when it is not required by a funder or funding source**.



Primary Prevention

Sexual Violence Prevention: Beginning the Dialogue. Report available from the Centers for Disease Control and Prevention.

Guidelines for the Primary Prevention of Sexual Violence and Intimate Partner Violence. Report available from the Virginia Domestic and Sexual Violence Action Alliance at www.vadv.org.

Prevention Connection. Online resources, web conferences, online training modules and listserv available at www.preventconnect.org.

Program Evaluation / Research Methods

Getting to Outcomes for Sexual Violence Prevention. Manual forthcoming from the Centers for Disease Control and Prevention.

Evaluation: A Systematic Approach by Peter Rossi, Howard Freeman and Mark Lipsey. Book available from Sage Publications, 1999.

Community-Based Participatory Research for Health, edited by Meredith Minkler and Nina Wallerstein. Book available from Jossey-Bass, 2003.

Feminist Methods in Social Research by Shulamit Reinharz. Book available from Oxford University Press, 1992.

Fostering Collaborations to Prevent Violence Against Women. Report available from the National Violence Against Women Prevention Research Center at <http://www.musc.edu/vawprevention/>.

Quantitative Data Analysis

Statistics in Plain English by Timothy Urdan. Available from Lawrence Erlbaum Associates, 2005.

Qualitative Data Analysis

Qualitative Research and Evaluation Methods by Michael Quinn Patton. Book available from Sage Publications, 2002.

Doing Qualitative Research: Circles Within Circles by Margot Ely with Margaret Anzul, Teri Friedman, Diane Garner and Ann McCormack Steinmetz. Book available from Falmer Press, 1991.

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