explanations that are not readily apparent, and explore uncharted territory. Qualitative data analysis must be done systematically and carefully. The process of analysis includes preparing the data; reading responses to become familiar with the data; coding; classifying themes, concepts, behaviors, and phrases; and finally exploring the interactions between codes to interpret meaning.

Two major points are essential for you as a researcher or manager to remember: First, understand that this is a process and second, watch out for biases. Data analysis is an iterative process that does not lend itself to simplistic conclusions and determinations. It cannot be done quickly, its findings are not unambiguous, and it requires you to engage with the data. To truly reap the benefits of qualitative data, you must continually ask "what does this (what all these people have said) actually mean?" and seek understanding from all those words. You will have to think about and reflect on the emerging themes and often adapt and change your previous assumptions as you interact with the data. The theories that emerge as you collect and analyze the data should be challenged and refined throughout the process.

Also remember that while there are lots of electronic tools (e.g., recorders, computer-assisted software) to help in the data analysis process you are the main interpretive tool. Therefore, you have to be careful not to let your "stuff and baggage" taint the lens through which you interpret the data.

RECOMMENDED RESOURCES

Gibbs, G., *Analyzing qualitative data. The Sage Qualitative Research Kit* (Thousand Oaks: Sage Publications, Inc., 2007).

Rapley, T., *Doing conversation, discourse and document analysis. The Sage Qualitative Research Kit* (Thousand Oaks: Sage Publications, Inc., 2007).

Patton, M. Q., *Qualitative Research and Evaluation Methods* (Thousand Oaks: Sage Publications, Inc., 2002).

Saldana, J., *The Coding Manual for Qualitative Researchers* (Thousand Oaks: Sage Publications, Inc., 2009).

CHAPTER 10 EXERCISES

This chapter contains two exercises.

- Exercise 10.1: Nonprofit Lobbying asks you to analyze a transcript to learn why nonprofits do not lobby.
- Exercise 10.2: Learning from Others—Making a Public Apology instructs you how to craft a public apology. This exercise asks you to locate and analyze transcripts to help you design an effective risk management strategy.

EXERCISE 10.1 Nonprofit Lobbying

Section A: Getting Started

1. Recently interviews were conducted as part of a study about why nonprofit organizations do not lobby their legislators for programmatic and fiscal policy. Take a moment to develop a list of preset codes you will use to code the interviews. Write a definition or brief phrase explaining each code. Do this by considering the varied reasons nonprofit organizations might refrain from lobbying.
2. Read the following excerpt from an interview transcript. Using the margins, code the data using your list of preset codes. If additional codes emerge, note

them on your list of codes and provide a definition for each new code. Make five copies of your code list.

INTERVIEWER: I am going to record our conversation so that I can actually pay attention to what you're saying and then can actually listen rather than scribble notes. Is that okay with you?

RESPONDENT: Okay. I give my permission to be audio-taped.

INTERVIEWER: Thank you. And if you could just state your full name and your title for the recording, and then we can go ahead and get started.

RESPONDENT: Okay. I'm Stephanie Martine. I'm executive director of Family Services Nonprofit in South Raleigh, North Carolina.

INTERVIEWER: Okay, thank you. What we'd like to do today is to just have a brief conversation with you about the status of nonprofit lobbying and advocacy. We wanted to start off the conversation by asking, when I say "nonprofit lobbying and advocacy," what comes to mind for you?

RESPONDENT: I guess it's making sure that the laws are supportive of nonprofit agencies in the United States.

INTERVIEWER: And is there a difference between lobbying and advocacy as you see it?

RESPONDENT: [Pause] Lobbying deals more with the laws. Advocacy would be more dealing with rights.

INTERVIEWER: Okay. And does your organization, as you think about what you do, do you feel like you engage in lobbying and advocacy?

RESPONDENT: No.

INTERVIEWER: Okay. And what keeps you from doing that?

RESPONDENT: We're a very small agency. We have all part-time staff.

INTERVIEWER: Okay, what's the size of your organization?

RESPONDENT: We have four part-time staff.

INTERVIEWER: And your position is also part-time?

RESPONDENT: Yes.

INTERVIEWER: And so it's really a time issue for you?

RESPONDENT: Yeah, any extra time I have I'm writing grant proposals to keep going. [Laughter]. I feel like I just run to keep my head above water. And I think our board has a fear of being misquoted, misrepresented, and so there's an attitude of "stay under the wire" there. [Laughing]

INTERVIEWER: So fear is a major issue?

RESPONDENT: And then there's also a fear that if we publicize what we do too much we don't want to create waiting lists. We don't want to be in a position where we have more demand for our services than we have services available.

Interviewer: What would make it easier for you?

Respondent: Hmmm . . . to make things as quick and easy as possible for people to respond to, adding your name to a petition is easier than sitting down and writing your own letter and sending it. Even when somebody sends you a prewritten letter sometimes that's even hard. Whereas if I can hit "reply" and say "Yes, me, too." You know?

Interviewer: Tell me more about that.

Respondent: I don't know. I mean, sometimes I walk away feeling guilty because I wanted to, and I felt that way, too. But I just didn't have one more second to attend to it. I would think it's time.

Interviewer: Any other reasons?

Respondent: Time, and of course money. Not having the money to hire a lobbyist, or garner all the resources that it would take. But also fear, just kind of being afraid of the whole idea. I think that that has merit. And I do think there's some misinformation, miseducation of what you can or can't do in regards to lobbying or speaking out for things. People just don't understand, or they've never been given specifically, "Well, here's how you can do it." And so maybe that's the fear. I mean I guess I have the fundamental belief that our politicians want to hear from us. They want to know what's going on, and they're relying on the public to keep them informed.

Interviewer: In a perfect world, beyond time and money, what would help you to lobby?

Respondent: Knowing the rules. I just am not sure what we can do and what we can't. It gets so frustrating. You go to workshops and get conflicting information so that's just a waste of time too.

Interviewer: Anything else?

Respondent: To be honest, sometimes I'm a little intimidated by going to the legislature, especially in Washington, D.C. All those people in their high powered positions. Their slick suits and shiny shoes. I'm just a part-time director. We can't grease their palms like those lobbyist do. [Deep sigh] We're not in the same league.

Section B: Class Inter-rater Reliability

In groups of three to five provide copies of your code list and code definitions to your group members.

1. Compare the code lists. Come to group consensus on the list of codes and their definitions.
2. Write or draw out the interconnections of the themes. Be sure to
   a. condense codes to develop larger themes;
   b. identify any temporal codes;
   c. identify any embedded codes.

3. Using the developed themes, identify at least one theory about nonprofit lobbying.
4. Identify at least two quotes from the list to support your theory.

EXERCISE 10.2 Learning from Others—Making a Public Apology

Scenario

The executive director and the board of a small nonprofit agency have been working on risk management strategies, including the possible risks involved in giving public statements. You have been asked to craft a public apology statement. You decide to start by studying the structure of a public apology statement. Think about well-known public apologies in the news and conduct an Internet search for the speech transcripts or videos. (Some notorious public apologies include those given by Tiger Woods, John Imus, Mel Gibson, Bill Clinton, Chris Brown, Michael Vick, Kevin Rudd, Carly Fiorina, and Akio Toyoda.)

Section A: Getting Started

Choose at least four videos of public apologies. You can search the term *public apology video* in a video Web site or general Web site. You will get the most recent apologies. Choose more than those from the latest news scandal. Make sure the videos you choose have enough content to provide several possible codes. Try to find videos that are at least 3 minutes 30 seconds long. Create a verbatim written transcript of each video. Be sure to note specific gestures made by the speaker. For instance, if the speaker points to the camera, folds his or her arms, or rubs his or her face, make that notation in parentheses in the transcript.

1. Develop a list of expected codes but be sure to remain open to new codes that emerge from the transcripts.
2. Code the transcripts based on latent rather than manifest content.
3. Detail the interactions between the codes and/or categories.
4. Identify at least two quotes to serve as examples of each category.

Section B: Small Group Exercise

Working together in groups of three or four build on what each of you has learned about public apologies.

1. Compare your latent content codes.
2. Negotiate among yourselves on the relevant categories.
3. Develop a theory about the structure of a public apology statement.
4. Write a template for a public apology.

CONCLUDING OBSERVATIONS

Developing evidence that a program is effective and efficient is an ongoing process. Although experimental designs and cost-benefit analysis seem perfect for identifying programs that should be adopted, disseminated, and kept, in practice neither is easy to implement. Experimental designs rely on random assignment of subjects and the researcher's control of the research setting. Random assignment may be ethically or logistically infeasible. (Ethical questions arise if the control group is being denied a treatment that may be effective.) Furthermore, over time, the assumed similarities between the experimental and control groups may decrease as participants drop out and the fidelity of the original design is lost.

Quasi-experimental designs use comparison groups, interrupted time series, or a combination to approximate experimental designs. The greatest difference is that quasi-experiments do not include random assignment. Non-experimental designs and cross-sectional studies provide weak evidence of a program's effectiveness, but they may work well as a first pass in studying a program's effectiveness.

As politicians and program administrators seek to adopt evidence-based practices, meta-analysis and pilot studies are becoming increasingly important. Investigators use meta-analysis to compensate for the limitations of any one study. By examining similar studies investigators hope to identify common themes and trends to provide stronger evidence of how well a program or intervention works. Pilot studies are adopted to work out the logistics of implementing a program and to estimate its effectiveness outside the political spotlight.

Based on the evidence of program effectiveness and knowledge of the ratio of costs to benefits (either cost-benefit analysis or cost-effectiveness analysis) policy makers may have the information they need to decide whether to adopt, expand, or maintain a program.

RECOMMENDED RESOURCES

Sylvia, Ronald D., and Sylvia, Kathleen M, *Program Planning and Evaluation for the Public Manager*, Third Edition (Long Grove, IL: Waveland Press, 2004). This book includes a chapter on how to do a cost-benefit analysis.

Weiss, Carol H., *Evaluation: Methods for Studying Programs and Policies*, Second Edition (Upper Saddle River, NJ: Prentice Hall, 1998).

Practitioner-oriented guides and examples of program evaluations, outcome measures, and cost-benefit analysis may be found on the Urban Institute (www.urban.org) Web site. The United Way Web site (http://www.liveunited.org/Outcomes/Library/pgmomres.cfm) lists resources for outcome measurement.

CHAPTER 11 EXERCISES

Exercises in this chapter are presented in two parts. In the first section the exercises focus on the methodology of research designs used for evaluation. In the second section we review tests of statistical significance in the context of program evaluation and include some follow-up questions.

- Exercise 11.1 An Antiflu Campaign uses a previous exercise (Exercise 4.1) on an antiflu campaign. The exercise asks you to apply different evaluation strategies: general approaches to evaluation, randomized designs, quasi-experimental designs, cross-sectional designs, and cost analyses.
- Exercise 11.2 Prenatal Support Program asks you to assess data a women's center has collected to evaluate its program to reduce the incidence of low–birth weight babies.
- Exercise 11.3 On Your Own asks you to describe the components of an evaluation done for your agency and to learn how its findings were used. You are also given the opportunity to identify a program that your agency would like evaluated and to recommend an initial design.

EXERCISE 11.1 An Antiflu Campaign

Scenario 1

In Chapter 4, Exercise 4.1 you were asked to create a logic model for the Mid Valley Family Health Center. The center is launching an aggressive antiflu campaign in the communities served by its clinics. The campaign will consist of two major activities: a publicity campaign about behaviors that can prevent the spread of flu and providing flu shots at no cost. The clinics, which serve low-income households, are located in racially and ethnically diverse communities

Section A: Getting Started

1. What is the difference between a process evaluation and an outcome evaluation, the two major approaches to evaluating a program?
2. What is the value of starting with a logic model in
   a. designing a process evaluation?
   b. designing an outcome evaluation?
3. Write three process evaluation questions that might interest the health center director.
4. Write three process evaluation questions that might interest a donor who was paying for fliers and public service announcements.
5. What outcome measure(s) would you use to
   a. evaluate the publicity campaign?
   b. evaluate the flu clinics?

Scenario 2

Prior to launching the publicity campaign a video is produced. Investigators want to learn if it effectively communicates accurate knowledge about influenza and seasonal flu shots. Investigators will assign people to watch one of the two videos: the new video (NEW) and a video from a newscast on flu (OLD). After viewing the video, subjects will be given a short questionnaire asking questions about the flu and flu shots.

Section A: Getting Started

1. The investigators consider conducting the above study with (a) people who have been called for jury duty and are waiting in the jurors' lounge, randomly assigning people to a Website where they will watch either NEW or OLD, or (b) people attending movies at a multiplex theater with 12 screens; 6 theaters will be randomly assigned to show OLD and the other 6 will show NEW.
   a. Would you use a pretest-posttest design or posttest only design? Justify your answer.