

CENTER FOR PROGRAM EVALUATION AND RESEARCH

TOBACCO CONTROL EVALUATION CENTER



Summer 2009

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Your Photos Needed!

NOTICE

POSSIBLE SUSPENSION OF TECHNICAL ASSISTANCE STARTING JULY 1, 2009.

Due to contracting problems and the state budget crisis, TCEC may close temporarily at the end of June. Check our website for status updates at <http://tobaccoeval.ucdavis.edu>. Even if we are not available for evaluation technical assistance, our website has lots of information to help you with your evaluation activities. You can watch pre-recorded trainings or webinars, download a sample survey, or read more about how to conduct a key informant interview.

We plan to be back in operation soon!
The Tobacco Control Evaluation Center

Welcome

Welcome to the very first issue of **Process & Outcome**, a quarterly newsletter produced by the Tobacco Control Evaluation Center (TCEC).

Our purpose in launching this newsletter is to make evaluation more accessible to project directors, health educators, data collectors and other staff working on TCP-funded projects in California -- not just evaluators. We hope to achieve this by answering your questions, sharing effective strategies used by your peers, and providing practical how-to information on evaluation methods and tools.

Why does evaluation matter anyway? Perhaps the comments of a legislative staffer we met with during I & E days said it best. When the project coordinator of a local tobacco control project was sharing an example of how the health of several individuals in his community had been affected by secondhand smoke, the staffer interrupted with, "Anecdotes are not enough. I need hard data! You can't argue with data."

Therefore, in order to make **your** argument for tobacco control compelling to decisionmakers -- whether they are state



politicians, local officials or apartment managers -- your project needs indisputable data that illustrate the need for policy solutions. And to obtain good data -- of individual impact as well as community-level sentiment -- you need to understand how to apply evaluation methods.

So enjoy the articles in this first issue of our newsletter and send us your evaluation-related questions, challenges and success stories for future editions. Please submit your story ideas or questions to: rakipke@ucdavis.edu.

We look forward to hearing from you!
Robin Kipke, Editor

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Help! We need photos of your project's data collection activities, as well as images that represent objectives you're working on -- images like:

- interviews
- public opinion polls
- observations
- tobacco ads
- smoking areas
- outdoor dining
- MUH complexes
- tot lots in parks
- rodeos
- casinos
- tobacco sponsorship
- signage
- secondhand smoke

For more details about photo submissions, visit the [PUBLICATIONS](#) page on our website.



**EVALUATION NEWS
YOU CAN USE**

Take Off Your Shoes: Following Cultural Clues among Asians/Pacific Islanders

When working in Asian or Pacific Islander populations, how can outsiders avoid making social missteps that might offend people? How can your staff gain the trust of community members and get them to participate in your project's efforts? These are some of the issues addressed in the latest addition to the *Culture in Evaluation* series, [Tobacco Control Evaluation with Asians and Pacific Islanders in California](#).

In order to make greater progress in addressing the health and tobacco use disparities among priority populations, tobacco control projects cannot afford to ignore the role culture plays in their work. To aid in this effort, TCEC developed a how-to guide which identifies some common cultural characteristics of each of the subgroups in the Asian and Pacific Islander populations. It also offers practical advice about customs and taboos to be aware of as you go about your evaluation activities with these groups.



The guide synthesizes the cultural knowledge collected and compiled from both first and secondhand sources. Much of what we learned came from observations of and interviews with the staff of People's CORE, a community-based organization that works on a multi-unit housing tobacco control project in central Los Angeles with Filipinos, Koreans, Pacific Islanders and Latinos who live in and around Filipinotown.

Before going into a community (or an organization) for the first time, People's CORE recommends using "social investigation" methods to learn something about the people you are about to meet-find out what you might have in common, what cultural courtesies they practice, what could offend, what kinds of food they eat, etc.-so you are not caught off guard. It is particularly important to learn the social cues and expected protocols because so much of what is communicated in Asian and Pacific Islander cultures is conveyed non-verbally. In fact, the words being spoken can often be secondary to what is really being expressed otherwise.

Once you have gained entry into the community, do more observing than talking at first. When invited into people's homes, watch to see if your hosts take off their shoes at the door or inside. Although they would never indicate it, wearing your shoes inside someone's house is a serious social misstep. Accept whatever food or gifts are offered to you. It is considered quite rude not to. In return, you will be expected to demonstrate reciprocity in some form. Pacific Islanders particularly appreciate having a ceremonial component to events.



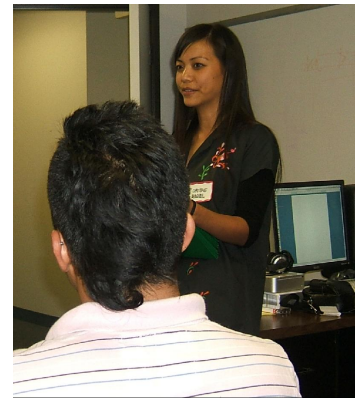
When interacting with Pacific Islanders or Asians, be alert to social hierarchies and greeting protocols. Elders are highly revered and are often the ones you should greet first. Younger



people are expected to be respectful and defer to their elders. Make every effort to practice modesty and humility, which are expected social norms. Loud, assertive or self-important behavior is looked down upon. Try to avoid asking direct questions that may put people in a situation where they feel criticized and "lose face." This requires somewhat of a balancing act in order to collect the information necessary for your evaluation and yet manage all of

the social etiquettes of a particular culture.

We witnessed these challenges as Christine Araquel, the youthful People's CORE project coordinator, facilitated a focus group of young and senior apartment tenants. The event began in an unhurried manner by serving a few Filipino delicacies. After allowing time for small talk and late arrivals, she spoke deferentially in a quiet voice to the elders while engaging the younger attendees as well. When one knowledgeable person tended to dominate the conversation, she did not rush to cut him off but created space for other opinions to be offered. She knew it was more important to maintain a respectful and prolonged relationship with community members than it was to get to every question on her list.



The Tobacco Control Evaluation Center will continue to make a point of incorporating the cultural knowledge and best practices from projects like yours into its publications, tools and teleconferences. If you have suggestions for any of our products, especially our *Culture in Evaluation* guides, please drop us a line at tobaccoeval@ucdavis.edu

Photos by lizzyslife, Jeanette Treiber, thebittenword.com and Robin Kipke

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**EVALUATION
TOOLBOX**

Utilizing End-Use Strategizing to Create Data Collection Instruments

Say your project is planning to conduct a public opinion survey about smoking in outdoor dining areas, some key informant interviews with apartment managers, or an observation of tobacco litter in local parks. You'll need to adapt an existing data collection instrument or design your own. But either way, how can you be sure your evaluation activity will collect the information that will help move your policy work forward?

Applying end-use strategizing can help. Instead of beginning with forming the questions you want to ask, start by thinking about the purpose and use of the data you hope to collect. What is it you are trying to achieve with the data? Who are you trying to convince or inform and what actions should result as a consequence? The more specifically you can outline this, the easier the rest of the process becomes.

How will the data be used?

Once you've identified the target audience for the data, then think about what type and quantity of data will be convincing to this audience. The sample size and rigor needed to persuade council members is likely to be very different from what is needed to convince apartment managers.

Next, figure out what sources of the information will be most credible to your target audience. Think too about who should be excluded from the sample. For example, the opinion of park users who live (and vote) outside of the county may hold less weight than local residents (voters) with city council members. Also, what quantity (numbers as well as percentages) of respondents would convince them there is public momentum for a policy?

Now you are ready to consider the types of questions you might ask. Pinpoint what pieces of information your audience will care about. From here, you can begin to word questions that will best collect this specific data. Keep in mind any cultural factors that might affect the construction or sequence of your questions such as the language spoken, literacy level, and cultural understanding of your potential data sources (interviewees). This might affect the examples you use in the instrument, the way questions are asked or whether to use a face-to-face or pen-to-paper format.

What pieces of information will your audience care about?

Consider the type and level of analysis you want to be able to conduct on the data. How might you need to be able to separate out and analyze data? Is it important to be able to distinguish characteristics of these sources (by gender, age, zip code, income, education, ethnicity, whether or not they use tobacco, etc.)? If so, then you'll need to ask relevant demographic questions.

All of these factors will affect how you construct your data collection instrument. Applying reverse logic to the development process will help ensure that after you've put in all the hard work to collect the data, it will really speak to the purpose you intended, and hopefully convince your target audience to move in the direction your project is promoting.

For more ideas on how to apply end-use strategizing, check out several tools, examples and even an archived teleconference on the subject on the [TCEC website](#).

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WHAT'S NEW
AT TCEC

Latest Evaluation Resources

Check out our newly redesigned website at <http://tobaccoeval.ucdavis.edu>

Need a refresher course on using various evaluation methods? You can watch 20 minute training sessions on conducting public opinion surveys, key informant interviews, observations, and policy record reviews from our website under the [RECORDINGS](#) menu.

We've just published a new sample final evaluation report on multi-unit housing policy objectives. It is available on our website under the [PUBLICATIONS](#) menu.

Download the latest guide in our *Culture in Evaluation* series on working with [Asian and Pacific Islander populations](#).

Right now we're developing reports on a number of select indicators which synthesize strategies, challenges and outcomes found in final evaluation reports submitted by tobacco control projects across the state. The first report is titled Combating Outdoor Smoking in Public Places: A summary and analysis of 22 Final Evaluation Reports addressing CX indicator 2.2.16. The report will be available on the [PUBLICATIONS](#) page of our website.

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CULTURE
IN EVALUATION

Why Culture Matters

This *Culture in Evaluation* series explores ideas and topics related to conducting tobacco control program evaluation with priority populations in California.

In August 2007, the Tobacco Control Evaluation Center launched an initiative to promote culturally competent evaluation strategies among tobacco control programs in California by hosting its first workshop on the topic. Discussions in breakout sessions on various priority populations led to the development of a series of culturally specific evaluation guides. These tools are meant to be starting points to help TCP-funded projects overcome evaluation challenges in communities where generic strategies are not always effective.

Why all this emphasis on culture in evaluation? Because culture affects how well we are able to

achieve results in our programs. The fact that "priority populations" still have higher smoking and related disease rates than the general California populace is an indication that a one-size-fits-all approach to communicating norm change messages around tobacco use just might not be enough. It hints that not everyone receives the message in the same way. Evaluation activities are critical in this endeavor because they can tell us how well our message is reaching specific populations.



One-size-fits-all approach is not enough

If we conduct evaluation activities without understanding the cultural nuances of the groups we are targeting, the data is likely to yield inadequate results. For example, if your project wanted to survey people of low socioeconomic status about their exposure to secondhand smoke, there are a number of cultural factors to be aware of.

First off, some segments of the low SES population may have difficulty reading a self-administered survey, so asking them to fill out a survey could mean that many will decide not to participate. Even with face-to-face surveys, respondents with low literacy levels may have trouble understanding percentages, scales or even multiple choice questions.



Think carefully, too, about the wording of questions. The policy lingo we so commonly use may be obscure to certain population groups. Ask yourself if the individuals you are interviewing ever use the term "tobacco use." Chances are they only hear and use the terms "smoking" or "chewing." Instead of "multi-unit housing," use the term "apartments." Addressing small but crucial cultural considerations like this will help ensure that your data collection efforts will produce valid and useful evaluation results.

For ideas about conducting evaluation activities with one of the priority populations in California, you can

download culture-specific guidelines for working with LGBT, rural, Native American, African American, Hispanic, low SES, and Asian/Pacific Islander populations from the [TCEC website](#). Each publication provides practical suggestions for gaining access to a community, developing data collection instruments and collecting evaluation data.

If you have suggestions, comments or questions about one of the documents, please email us. We'd like to update the guides periodically with knowledge from the field about evaluation challenges as well as effective solutions you've experienced in your tobacco control work with priority populations.

TCEC will continue the effort to develop useful tools and processes for building cultural competency in evaluation by hosting teleconferences and trainings on the topic. Keep an eye on PARTNERS for related postings.

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The commuters waited patiently for their next bus or train. Some read, some listened to music through headphones, and a few smoked, exposing others to harmful secondhand fumes. Gena Knutson and her staff at the Vista Community Clinic wanted that scenario to change.

The Vista tobacco control project was interested in promoting a policy to ban smoking at bus and train stops in the North County Transit District of San Diego County. Buses and trains had long been smoke-free, but there was no policy on smoking at transit stops. Knowing the smoking rates and attitudes of bus and train riders about secondhand smoke would help the Vista program make a case for the need for a smoke-free transit stop policy to the board members of the transit district.

Gena began by contacting the Tobacco Control Evaluation Center (TCEC) to see if there were any transit stop surveys that she could look at for some ideas about questions to ask. Robin Kipke, an evaluation associate at TCEC, researched the repository of more than 400 surveys and observational instruments collected from state-funded tobacco control projects over the years. There were no existing surveys aimed at bus or train riders, so Robin adapted an instrument on smoking in outdoor public places and outlined some ways Gena could adapt it for use at bus stops.

The short, one-page survey asked how mass transit users felt about a variety of smoke-free policy options for train platforms or bus stops and their opinions on smoking in general. The remaining eight questions asked demographic questions such as age, race, city of residence and whether the respondent suffered from any respiratory problems (which could be aggravated by secondhand smoke). The survey was designed to be self-administered to a sample of 350 transit riders as they waited for their bus or train to arrive.



With surveys in hand, Vista Community Clinic staff visited transit stops in the North County area to begin their work. The field test of the train survey with 25 commuters worked without a hitch. The test of the bus survey did not go as smoothly, however. Data collectors approached people waiting for the bus, and asked if they were willing to complete a short survey. Many people agreed to do so, but some had trouble understanding the questions. One woman asked a staff member to read her the questions. Apparently, among this rider population the questions were too long and complicated. It was clear that the population of bus riders differed from that of the train riders.



When crafting the surveys, Gena and her staff had assumed that mass transit users constituted one population-commuters. However, it soon became apparent that bus riders differed from train riders in at least one respect—they appeared to be less educated and had greater difficulty with the survey wording. This raised several possible hypotheses: Either bus riders were of lower socioeconomic status than train riders (with less education and lower literacy) OR perhaps they were not native English speakers (or readers) and this accounted for their trouble understanding the survey language. To test that hypothesis and explore the characteristics of the different types of riders, several more demographic questions about income levels and primary language could have been added to the survey.

Based on what they encountered during the pilot test, the Vista Community Clinic staff made the bus survey easier to read and complete. The survey was shortened by deleting several opinion questions as well as demographic questions. Words like "designated areas," "secondhand smoke" and "health hazards" were changed to more everyday language. With fewer questions, a larger font was used for the text and the amount of white space was increased.

After reviewing the survey results, Gena concluded, "What was very useful to us was the information on the types of people who were using the buses compared to those who were using trains." The survey showed that 35% of bus riders smoked daily, but only 14% of train riders did. The survey results clearly demonstrated a need for a smoke-free policy. Four waves of the intercept surveys will continue to collect the opinions of bus and train riders which can then be used as evidence of the need for smoke free transit stop policies when meeting with policy makers.

For useful ideas about conducting evaluation activities with low SES populations, look at the [Culture in Evaluation Low SES Populations](#) on the TC Evaluation Center's website. Another resource is a handout from the TECC library, [Developing Materials for Low SES Populations](#) which has some good advice for developing educational materials that are just as applicable to developing new surveys.

Photos by Stringberd, LA Wad and Robin Kipke

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CENTER FOR PROGRAM EVALUATION AND RESEARCH

TOBACCO CONTROL EVALUATION CENTER

We are the statewide technical assistance center on evaluation for all TCP-funded projects in California.

Project directors, their staff, evaluators and subcontractors can call or email our evaluation associates for individualized assistance with questions about their tobacco control-related work with regard to:

- Developing evaluation plans
- Creating or adapting data collection instruments

- Analyzing data and interpreting results
- Writing up your final evaluation report

Access our collection of useful evaluation resources on our website where you can:

- Download our Tip Sheets for "how to" information on evaluating tobacco control interventions
- Watch short training presentations on data collection methods
- Find our Culture in Evaluation guides for suggestions on working with priority populations
- Listen to archived recordings of past TCEC teleconferences

WE'RE HERE TO HELP!

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Article Headline



Include "How-to" articles or hints and tips on related subjects. Try a reader's poll. People love to give their opinion, and you can publish the results in your next newsletter. Drive traffic to your website by entering teaser text for the article with a link to your website for readers to view the full text.

