

# UNM Evaluation Lab Summer Institute Focus Group Protocol

Date: Friday, July 29 – 9:00-10:30 am

## Evaluation Goals:

1. Participants feel positively (energized) about taking on evaluation and that evaluation is possible and meaningful.
2. Participants learn the basic process of evaluation.
3. Participants learn different options for evaluation that are within reach – not always numbers and not always just to evaluate what the funders want. Participants learn that *they* have control over evaluating what matters to them.
4. Participants leave the institute with the confidence to conduct evaluation in their organizations with support from the Evaluation Lab and the colleagues they connect with during the week.

## Set up:

1. Set up 8 “stations” around the room, with enough space between the “stations” for 10 people at each. This will be used for the group lists during Activity 4. At each “station”, use the blue painter’s tape (just in case the post it glue isn’t sticky anymore) to post two Post-its that were pre-prepared with prompts. The two prompts that should be posted at each station are: (1) What matters to your organization? What are some of the different options that you have for evaluation when you return to your organization? (2) What did you love about the summer institute and what would you change about the summer institute?
2. On the floor beneath each of the 8 Post-It stations, leave a marker.
3. Give each table 10 soft yellow or soft orange (doesn’t matter) index cards – one for each person (just assume that each table will need 10).
4. Give each table 20 white colored index cards- two for each person at each table.
5. Make sure each table already has enough pens- one for each person. If not, leave extra pens.

## Protocol:

**9:00 Welcome** – Good morning, everyone! *[Emma handing out Gingerbread printouts- one per person at each table]* By show of hands- how many people here have participated in an interactive focus group? Wonderful! If you haven’t, today is the day! So, here is what you can expect from this interactive focus group (added slide about what to expect). First, I want to clarify that for today’s purposes, this interactive focus group is being used by our team to hear about your experiences with us this week. Today we won’t be walking you through every step of creating an interactive focus group- that will happen at the August ECHO! This interactive focus group will have five distinct activities and for each one, I will give you instructions, set a timer, and then leave time for anyone who wants to share some highlights. Because there are about 70 people that are going to be shuffling around and talking, I just want to ask that we follow one “rule”- if you hear the time, let’s please stop what we’re doing and come back together as a group to be able to transition to the next activity. Does anyone have any questions before we start?

**9:05 Activity 1 – Gingerbread People:** So, Emma has handed out printouts of Gingerbread people- if you didn’t get one, please raise your hand and Emma will bring one over to you. On the left side of this gingerbread person, I would like you to illustrate how you felt about the evaluation before the summer institute, and on the right side of the gingerbread person, please illustrate how you felt about you feel now. You will have 10 minutes to complete the activity and then we’ll open it up for anyone who would like to share.

*On this gingerbread person, I would like you to illustrate how you felt about evaluation before the summer institute, and how it makes you feel now. You don’t need to draw a line, but you are also welcome to, if that makes sense to you. Let’s say that you want to add a helmet on the right side of the*

gingerbread person because on the fifth day of the institute, you're feeling like your brain hurts. Please write a note- it can even be one word- to describe what you meant. Because when I see it later, I don't want to misunderstand what that symbol meant. Maybe I look at a helmet and think, oh- this person just rode their bike to the institute and so they're just feeling good after a bike ride. You will have 10 minutes to complete the activity and then I may ask one or two volunteers to share. Any questions?  
[Emma sets timer for 10 minutes]

After the 10 minutes, ask if anyone would like to share.

[Goal 1: Participants feel positively about taking on evaluation.]

[Materials: PowerPoint Slide with question, Gingerbread people, markers, pens]

**9:20 Activity 2 – Speed Answers:** In this activity, I will ask you to partner with the person sitting next to you or somewhere at a nearby table. For this activity, please identify a Partner A and a Partner B. Partner A's will speak first, while Partner B's write their partners' responses down on a one of the PASTEL INDEX CARDS at your table, it doesn't matter which color as long as it's not white [only pink or yellow index cards should be available to them for this activity]. I will give Partner A's 2 minutes to complete their responses. When I call "time," the roles will reverse, and Partner B's will get 2 minutes to speak while Partner A's write the response again, on one of the PASTEL INDEX CARDS at your table. Any questions before we begin? Take a moment to decide who is Partner A and who is Partner B and then I'll give you the question that you will be responding to. Ready?

Okay, our question is "What evaluation techniques did you learn this week?" A Partners is your turn to speak – Partner B's remember to write their responses! Go! [Emma sets timer for 2 minutes.]  
And switch! [Emma sets second timer for 2 minutes.]

After the 5ish minutes are up, ask if anyone would like to share what they talked about with their partners. Anything they agreed on?

[Goal 2: Participants learn the basic process of evaluation.]

Before we move on, does anyone want to share any of the techniques they are excited to take back to their organization?

[Materials: PowerPoint Slide with the questions, pastel-colored index cards, pens]

**9:35 Activity 3 – Individual Answers:** Now, I'd like to give us the time to process on our own. So, using one of the WHITE index cards, please write down your own responses to this prompt: Describe your experience with networking this week. How can you use this network to further your evaluation practice? Feel free to write this as a list of bullet points or in full sentences, whatever is most comfortable. Any questions? Okay, I'm going to give you 5 minutes. [Emma sets timer for 5 minutes]

After the 5ish minutes, ask if anyone would like to share something they wrote about.

[Goal 4: Participants leave the institute with the confidence to conduct evaluation in their organizations with support from the Evaluation Lab and they connect with during the week.]

[Materials: PowerPoint Slide with the question, white index cards, pens]

**9:50 Activity 4 – Group Lists:** So, as you can see, there are large Post-Its around the room. This is going to be a group activity- as the name suggests. So, here are the instructions. You have 6 minutes

to find a poster, there should be about 10 people per poster. When I say “Go!” all 70 of you are going to scatter and find a poster with no more than 10 people. When you get there, you’ll find a marker on the floor beneath the poster. Whoever picks that up will be your group’s notetaker. Then start brainstorming about this question posted on the screen: *“What matters to your organization? What are some of the different options that you have for evaluation when you return to your organization?”* You can use bullet points, full sentences, whatever feels comfortable. When I say, “Switch,” after 6 minutes, go ahead and move that top Post-It over and start on the second prompt. Any questions? Okay, “Go!”

*[While everyone is at the Post-It stations around the room, Emma will go around the tables and collect all of the filled out Gingerbread people print outs, filled out gingerbread person print outs, and all of the filled out white index cards. At the same time, Caitlyn will go around and place at least 10 BLUE AND/OR GREEN INDEX CARDS.]*

*After the 15ish minutes, ask everyone to stay where they’re at- in their groups- and ask if any groups would like to share something they talked about.*

**[Goal 3:** Participants learn different options for evaluation that are within reach – not always numbers and not always just to evaluate what the funders want. Participants learn that *they* have control over evaluating what matters to them.]

**Uses:** The “Group Lists” activity is used to get people brainstorming around a common question. This can be used for all types of questions and gets people talking in small groups.

[Materials: PowerPoint Slide with the question, Flip charts, markers]

**10:10 Activity 5- Individual Answers:** *Before we finish, I’d like to take a second to work individually again, one last time. You’re going to grab a new pastel index card from the center of your table. Blue or green, it doesn’t matter. And I’d like you to jot down your own answer to this question: “After participating in the Institute, do you feel you can conduct an evaluation on your own? With support from the Lab? What kind of support might you need, if any?” If you forget the question, it will be left on all of the screens for you to refer back to. I’ll give you about 5 minutes and let you know when to start wrapping up. Any questions? Okay, go!*

*After the 5ish minutes are up, ask for volunteers who want to share something they wrote about.*

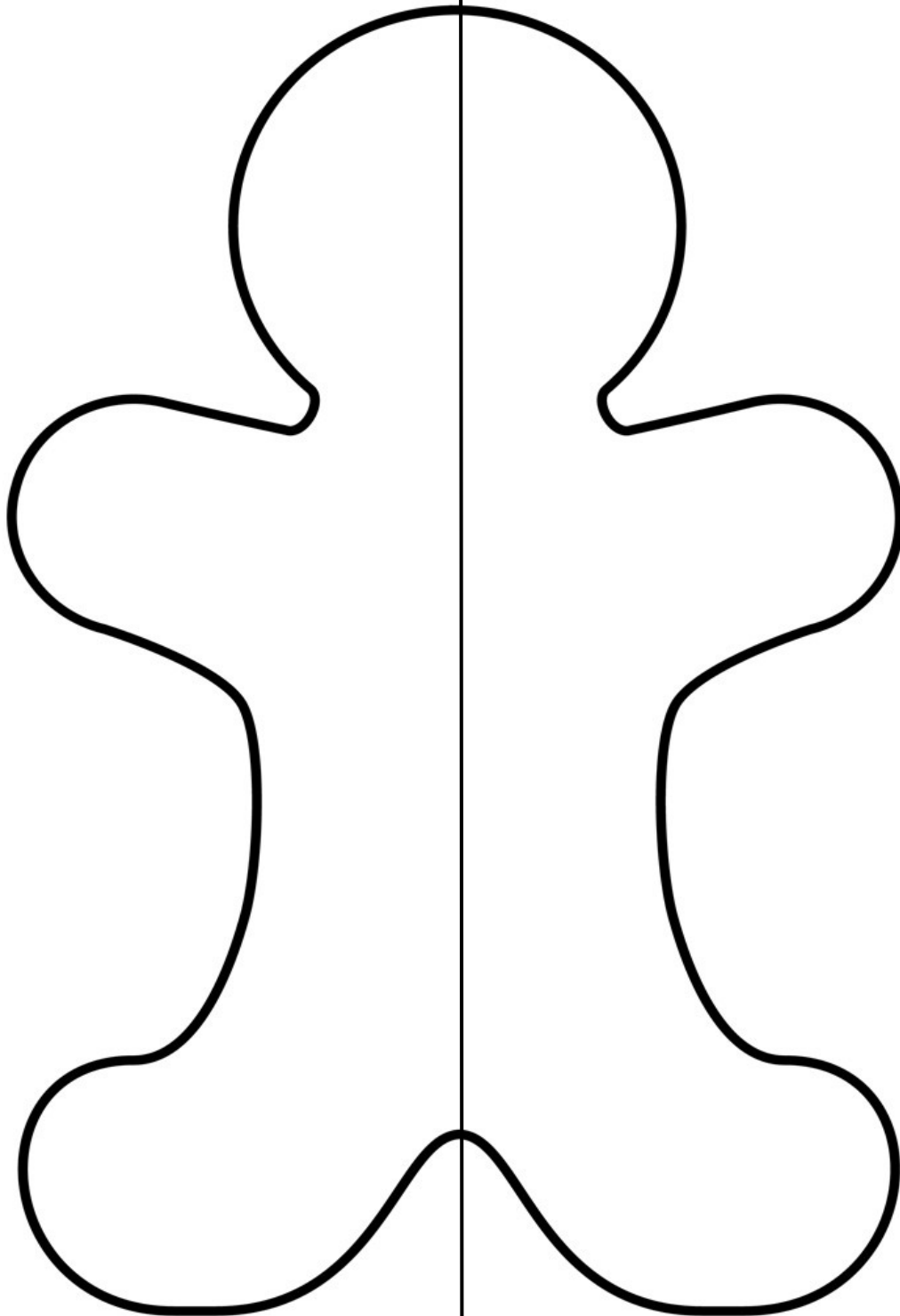
**[Goal 4:** Participants leave the institute with the confidence to conduct evaluation in their organizations with support from the Evaluation Lab.]

[Materials: PowerPoint Slide with the question, third color index cards, pens]

**10:20 Conclusion of focus group** – Thank you for participating and sharing your feedback!

Before the institute:

After the institute:



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