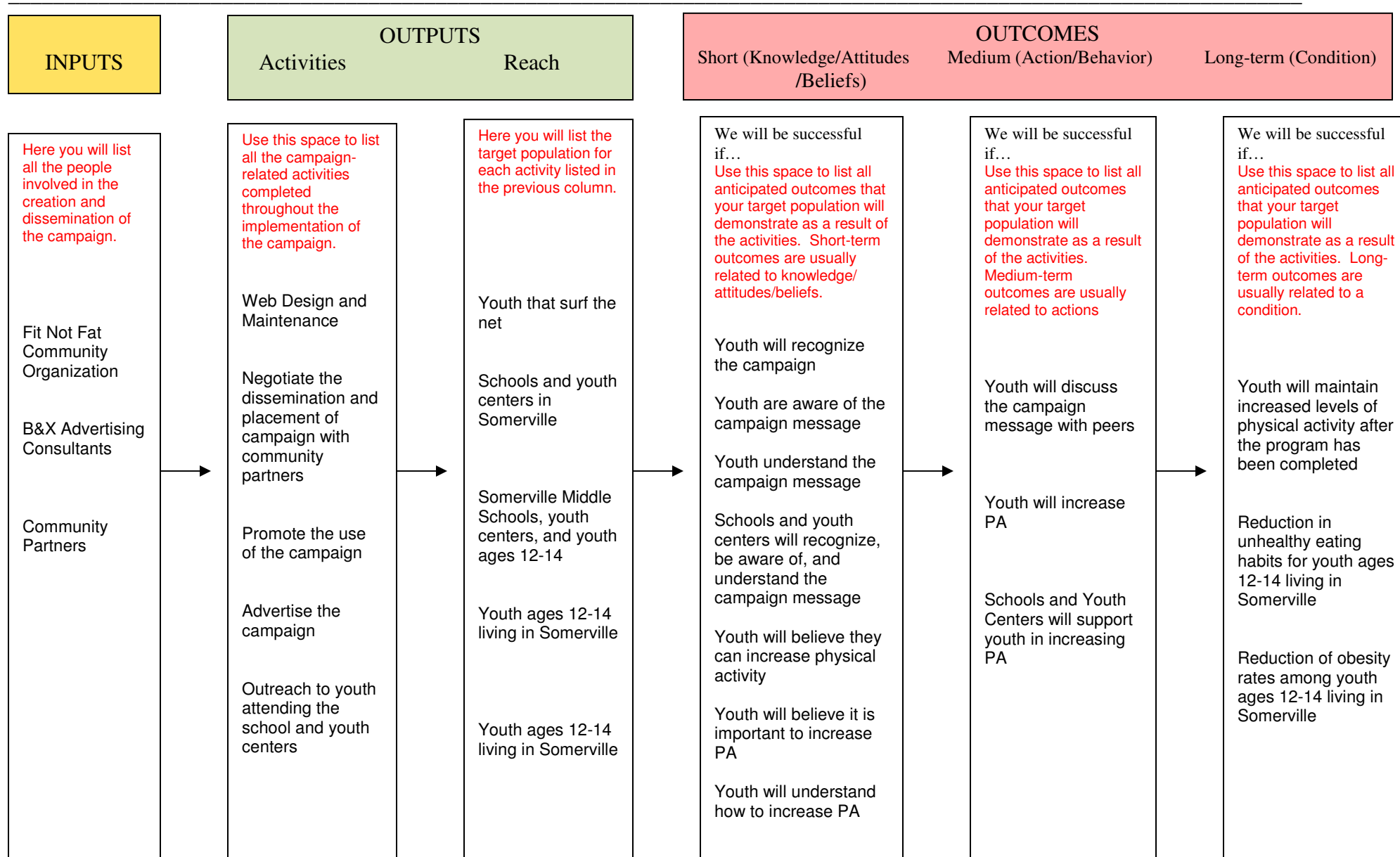


Appendix A: Sample Logic Model



Appendix C: Sample Intercept Interview Questions

Below are a few examples of interview questions that you can use in an intercept-type interview.

- Have you ever seen or heard of the _____ campaign?
(If the answer is No, you can stop the interview here)
- When did you see the campaign?
- Where did you see it?
- What did you like about it?
- What didn't you like about it?
- What's one thing you would change about it?
- What do you think the campaign is trying to do?
- Have you changed the way you _____ since you saw it?
- Where's one place you would put the (poster/video/etc.) to make sure all your friends saw it?

Appendix D: Sample Focus Group Questions

Below are a few examples of questions that can be used in a focus group setting. Remember to introduce yourself and the note taker before you start the session. Begin by explaining the purpose of the focus group and by reassuring participants that their information will be kept confidential. If you choose to record the sessions, you must get approval from all participants before the session can begin. Keep in mind that participants under the age of 18 will need parental consent in order to participate.

- What do you think the campaign was trying to accomplish?

- What made the campaign successful?

- What made the campaign less successful?
 - Probe: How would you fix these problems?

- What made you notice the campaign when you came across it?

- How clear do you think the overall message of the campaign is?

- How do you think your peers perceive the campaign?

- What were your own reactions to the campaign?

- What kind of behavioral changes does the campaign inspire if any?

- Tell me about your overall thoughts about the campaign.

- What other information about the campaign would you like to share with us?

Appendix E: Sample Survey

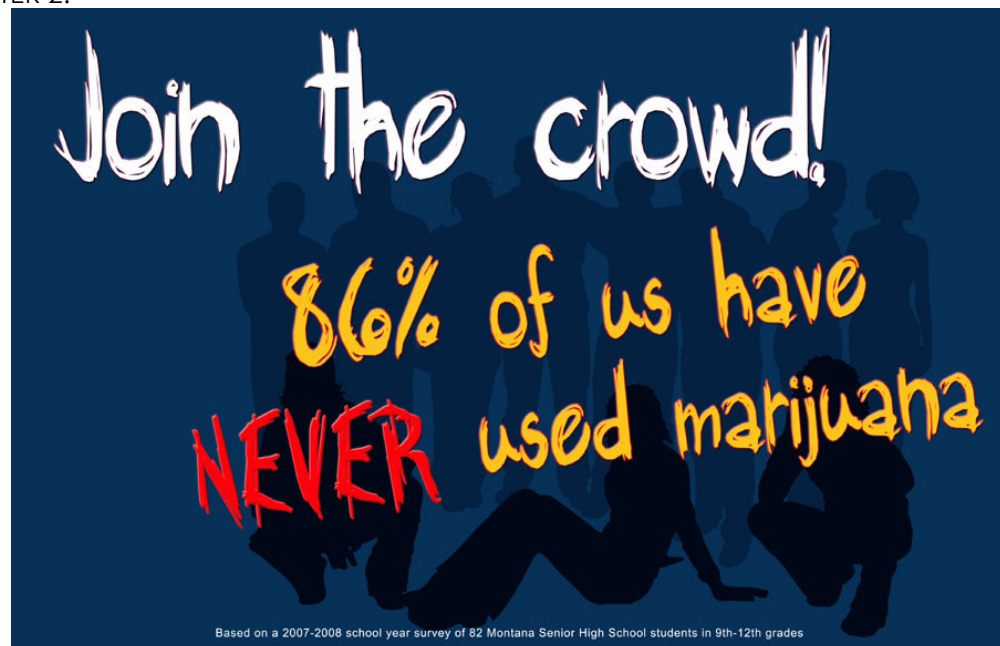
Please answer the following questions to help us understand more about the campaign we have created. All the information you provide here will be kept confidential. Below are images of the campaign we will be asking you about.

POSTER 1:



<http://www.rowan.edu/casa/currentprojects/njdesnp.html>

POSTER 2:



<http://www.rowan.edu/casa/currentprojects/njdesnp.html>

These first few questions ask you to describe yourself. This will help us understand who is actually viewing the campaign. Place a check mark in the appropriate box or boxes.

1. What is your gender?

- Male
- Female

2. What is your race/ethnicity?

- Hispanic/ Latino
- White
- Black/African American
- Asian
- Pacific Islander
- Other
- I would prefer not to answer

3. What grade are you in?

- 9th grade
- 10th grade
- 11th grade
- 12th grade

4. How often do you go to parties with friends?

- 6-8 times a month
- 3-5 times a month
- 1-2 times a month
- Every other month
- I don't go to parties

5. Are you involved in any after school activities?

- Yes
- No

The next few questions are about the poster itself. Please answer them as best as you can.

6. Have you seen poster 1 before?

- Yes, I have definitely seen this poster
- Yes, I think I have seen it
- I am not sure if I have seen it
- No, I have definitely not seen it before

7. If you HAVE seen poster 1, where have you seen it? (Check all that apply)

- I have not seen poster 1
- I have seen poster 1, but I do not remember where
- In the classroom
- In the cafeteria
- In the library
- In the locker room
- In the bathroom
- In the hallways

8. Have you seen poster 2 before?

- Yes, I have definitely seen this poster
- Yes, I think I have seen it
- I am not sure if I have seen it
- No, I have definitely not seen it before

9. If you HAVE seen poster 2, where have you seen it? (Check all that apply)

- I have not seen poster 1
- I have seen poster 1, but I do not remember where
- In the classroom
- In the cafeteria
- In the library
- In the locker room
- In the bathroom
- In the hallways

10. Have you ever talked to anyone about alcohol use among BHS students?

- Yes
- No

11. Have you talked to anyone about alcohol use among BHS students with in the last 3 months?

- Yes
- No

12. Have you ever talked to anyone about marijuana use among BHS students?

- Yes
- No

13. Have you talked to anyone about marijuana use among BHS students within the last 3 months?

- Yes
- No

14. How many BHS students do you think drink at parties?

- All
- Most
- Some
- None

15. How many BHS students do you think smoke marijuana?

- All
- Most
- Some
- None

Rate how much you agree or disagree with each of the following statements about the campaign. Circle one number for each statement if you have seen the poster. If you have not seen the poster, please mark the boxes on the right column.

	Completely Disagree					Completely Agree	Did not see the posters
	1	2	3	4	5		<input type="checkbox"/>
I read the information on the posters.	1	2	3	4	5		<input type="checkbox"/>
I found the information easy to read.	1	2	3	4	5		<input type="checkbox"/>
I found the information personally relevant.	1	2	3	4	5		<input type="checkbox"/>
Most BHS students do not drink.	1	2	3	4	5		<input type="checkbox"/>
Most BHS students do not smoke marijuana.	1	2	3	4	5		<input type="checkbox"/>
I discussed the information I received with others.	1	2	3	4	5		<input type="checkbox"/>
The posters motivated me to think differently about drinking.	1	2	3	4	5		<input type="checkbox"/>

	Completely Disagree			Completely Agree		Did not see the posters
The posters motivated me to think differently about marijuana.	1	2	3	4	5	<input type="checkbox"/>
I liked the posters.	1	2	3	4	5	<input type="checkbox"/>
The posters caught my attention	1	2	3	4	5	<input type="checkbox"/>

16. Overall, how would you rate the campaign?

- Excellent
- Very Good
- Good
- Fair
- Poor

Thank you very much for taking the time to answer our questions.

Appendix F: Qualitative Data Analysis

Coding Interviews and Focus Groups

It is very helpful to have at least 2 readers to code the interviews and then compare results.

Step 1: Type out your interviews or notes onto a word document. Your text should be double spaced with a 1.5 inch margin on the right hand side.

Step 2: Read through your text. Make sure to underline any words or phrases that may seem important to the individuals' point.

EX: **14 year-old girl-** "I saw the poster by the lockers. It says that not many people at my school smoke marijuana. That's kinda cool, I guess, but I don't know how true that is. All my friends say they know people that smoke. I believe what they say."

Step 3: Using a pencil, go back and write words/ phrases on the right-hand margin that summarizes what you have underlined. Make sure that you are using their words to summarize.

EX: saw the poster, many people don't smoke, cool, don't know if it's true, friends know people that smoke, I believe friends

Step 4: Look back at the notes that you have written in the margins. Keep an eye out for words, phrases, or thoughts that have been repeated throughout the text. On a separate sheet of paper, begin grouping these repetitions into themes or patterns. (Another option is to use index cards or post-its to write down your notes. Then you can move your cards or post its around when grouping them into themes).

EX: Perception of Smoking rates

- posters say not many
- friends say a lot do

EX: Trust regarding sources of information

- Trust friends
- Doubt campaign message

Step 5: Now that you have created groups, or themes, it is time to begin conceptualizing. Using your themes, start exploring any possible linkages among the categories. Look for associations, overlapping, and other important hints. Are perceptions of the campaign tied in with something else in the participant's environment?

EX: Females ages 14-16 are more skeptical about campaign messages than males

Appendix G: Quantitative Data Analysis

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Below are a couple of simple examples of descriptive statistics in use. Some evaluations may require the use of more complex analysis. In this case, please consider consulting a trained statistician.

Descriptive Statistics

1. Measures to Condense the Data

- Frequency counts: the number of times an answer appears in your data
- Percentages: The amount, number or rate of something, regarded as part of a total of 100; a part of a whole

Example: The following 8 surveys have been collected from students at BHS.

<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input checked="" type="checkbox"/> Yes, I have definitely seen this poster <input type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input checked="" type="checkbox"/> In the classroom <input checked="" type="checkbox"/> In the cafeteria <input checked="" type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input checked="" type="checkbox"/> In the bathroom <input type="checkbox"/> In the hallways</p>	<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input checked="" type="checkbox"/> Yes, I have definitely seen this poster <input type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input checked="" type="checkbox"/> I have seen poster 1, but I do not remember where <input type="checkbox"/> In the classroom <input type="checkbox"/> In the cafeteria <input type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input type="checkbox"/> In the hallways</p>	<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input checked="" type="checkbox"/> Yes, I have definitely seen this poster <input type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input checked="" type="checkbox"/> In the classroom <input checked="" type="checkbox"/> In the cafeteria <input type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input checked="" type="checkbox"/> In the hallways</p>	<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input checked="" type="checkbox"/> Yes, I have definitely seen this poster <input type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input type="checkbox"/> In the classroom <input checked="" type="checkbox"/> In the cafeteria <input checked="" type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input type="checkbox"/> In the hallways</p>
<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input type="checkbox"/> Yes, I have definitely seen this poster <input type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input checked="" type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input checked="" type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input type="checkbox"/> In the classroom <input type="checkbox"/> In the cafeteria <input type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input type="checkbox"/> In the hallways</p>	<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input checked="" type="checkbox"/> Yes, I have definitely seen this poster <input checked="" type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input checked="" type="checkbox"/> In the classroom <input checked="" type="checkbox"/> In the cafeteria <input type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input checked="" type="checkbox"/> In the hallways</p>	<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input checked="" type="checkbox"/> Yes, I have definitely seen this poster <input type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input type="checkbox"/> In the classroom <input checked="" type="checkbox"/> In the cafeteria <input type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input type="checkbox"/> In the hallways</p>	<p>BHS -- Join the Crowd Campaign Survey</p> <p>6. Have you seen poster 1 before? <input type="checkbox"/> Yes, I have definitely seen this poster <input checked="" type="checkbox"/> Yes, I think I have seen it <input type="checkbox"/> I am not sure if I have seen it <input type="checkbox"/> No, I have definitely not seen it before</p> <p>7. If you HAVE seen poster 1, where have you seen it? (Check all that apply) <input type="checkbox"/> I have not seen poster 1 <input type="checkbox"/> I have seen poster 1, but I do not remember where <input checked="" type="checkbox"/> In the classroom <input checked="" type="checkbox"/> In the cafeteria <input type="checkbox"/> In the library <input type="checkbox"/> In the locker room <input type="checkbox"/> In the bathroom <input type="checkbox"/> In the hallways</p>

Using the answers they have provided, we will organize our information using tables so that we may calculate frequency counts and percentages.

Table 1:

Question 6: Have you seen poster 1 before?		
Answer Choice	Frequency Count (number of check marks for each answer in question 6)	Percentage $\frac{\text{Frequency count}}{\text{Total number of check marks}}$
Yes, I have definitely seen this poster	5	62.5%
Yes, I think I have seen it	2	25%
I am not sure if I have seen it	0	0%
No, I have definitely not seen it before	1	12.5%

Table 2:

Question 7: If you HAVE seen poster 1, where have you seen it? (Check all that apply)		
Answer Choice	Frequency Count (number of check marks for each answer in question 7)	Percentage $\frac{\text{Frequency count}}{\text{Total number of check marks}}$
I have not seen poster 1	1	6.25%
I have seen poster 1, but I do not remember where	1	6.25%
In the classroom	3	18.75%
In the cafeteria	6	37.5%
In the library	2	12.5%
In the locker room	0	0%
In the bathroom	1	6.25%
In the hallways	2	12.5%

We have now condensed our data from 8 surveys into 2 charts. This will make interpreting our data a lot simpler. For example, Table 1 suggests that most students are positive they HAVE seen the campaign. By looking back at your list of anticipated outcomes, you can determine if you have reached your reach/penetration goal.

The information from Table 2 gives us a good idea of the impact poster placement has on reach and penetration. We can interpret that the cafeteria is the best place to put up posters, while the locker room is the worst. Although quantitative data has allowed us to determine these facts, it does not give us reasons why this is so. In this case, you may choose to use qualitative methods, such as observations, to determine why students are more likely to notice posters in the cafeteria vs. the locker room. This information can help you strategize future campaign placements.

2. **Measures of Central tendency**- enables the researcher to determine the typical or average score of a group of scores

- Mode: the number that is repeated more often than any other

- Median: the number in the middle of a list of numbers after the list has been written in ascending order

- Mean: the average (**sum of all ages / total number of participants**)

Example: Mode, Median, Mean

FOCUS GROUP PARTICIPANTS	AGE
Participant 1	21
Participant 2	23
Participant 3	25
Participant 4	26
Participant 5	30
Participant 6	31
Participant 7	32
Participant 8	35
Participant 9	35

Mode: 35 Median: 30 Mean: 28.66

In this case, identifying the mode, median, and mean allow you to get a better understanding of whose voice you are truly listening to.

Means are often used with larger sample sizes to help get an idea of what the middle, or average, age is. Medians are calculated because they are less sensitive to extreme scores. Therefore the medians are probably a better indicator of where the middle age is, especially for smaller sample sizes.

3. **Measures of Variability**- enables the researcher to indicate how spread out a group of scores are

- Range: the difference between the highest and lowest score in a distribution

Example: Using the numbers from the previous chart, the age range would equal: $35-21= 14$; Ranges can also be interpreted as follows: 21 to 35.