or customer databases that are collected on an ongoing basis allow you to compare data before and after the program. However, in many situations you will lose baseline information as soon as your project begins. So be sure to review your objectives and evaluation plan to see what baseline data you must collect. Figure 3 shows an example of an evaluation plan for Objective 4 in Table 4.

Figure 3: Evaluating Findings Using Change Over Time

Objective: There will be a 25% increase in the number of visits to NLM resource websites from the library computers within six months after all library staff have completed training		
Measurable indicator: % increase in the number of visits to NLM resource websites **Target:** 25% increase **Timeframe:** Six months after library staff has been trained.		
Data Source	Evaluation Method	Data Collection Timing
Web traffic data from library computers	Pre/post training comparison of number of hits three months prior to training and number of hits three months after staff training	Total number of visits to NLM resources six months prior to staff training (baseline) and total number of visits for the six months after staff training

** Table is adapted from the Institute of Museum and Library Services [8]*

Step Three

Step Three — Develop a Pre-Project Assessment Plan

The outcome evaluation plan is designed to evaluate the results of your project. However, to plan the best strategies for accomplishing your outcomes, you will need a pre-project assessment plan.

Pre-project assessment should include the following steps:

- Revisit any community assessment data you collected before you developed your logic model;
- Investigate the assumptions in your logic model and confirm (or discover new) positive or negative influences that you might need to contend with in your project;
- Take an inventory of the resources you have and those that you must acquire to conduct your outreach project; and
- Conduct an audience analysis for the different activities in your logic model.

First, look at the community assessment data you gathered when you were looking for partners and communities for outreach projects. You may already have information about community assets and resources along with the general readiness of the community for health information outreach. After you look at the data you have already collected, determine whether you need other information for planning.

The assumptions and influences usually are assessed by interviewing stakeholders and project participants. You also may review records, such as attendance at events held at different times of the day (to see when activity is greatest) or enrollment numbers in different projects offered at the outreach sites.

An inventory of resources may involve interviews and site visits. It also may include reading the literature or talking with other outreach teams to get an idea of what you will need for your project. You will be looking at resources like staff availability during the project, meeting places, technology centers, events where you can exhibit online resources, and so on.

Audience analysis should be part of each structured activity (e.g., training sessions) you plan. For instance, you might be able learn about health topics of particular interest to each group, so you can tailor your activities to include those topics. You will want to know the level of experience and comfort with computers and the Internet for the "average" participant in your training session. Of course, you will always have people at varying levels of experience and ability in any group, but you must determine and design for the "average" participant if you are providing some form of structured group training. (See the information about stages of change in the first booklet or in *Measuring the Difference*, pages 28-29. [1])

There is a possibility that you will discover information through your pre-project assessment that may lead to modification of your logic model. After you have completed this pre-assessment, you may find it necessary to make adjustments in either your activities or your expected short- and long-term outcomes.

Step Four — Develop a Process Assessment Plan

Along with outcomes and pre-project assessment, you also need a plan to monitor the degree to which you implemented your outreach plan as well as the quality of your activities and strategies. In other words, you will be monitoring resources, activities and outputs at the beginning, during, and at the end of your project. Keeping track of your project while it takes place is usually referred to as process assessment. It has two purposes:

1. During your project, process assessment allows you to find out early about any fixable problems or challenges in your outreach project and make course corrections.
2. At the end of the project, you will review your process assessment findings to help you and your stakeholders understand why your outreach project worked or did not work.

To assess the degree of implementation, you will want a plan for basic record keeping such as attendance rates at training sessions or visitors to your outreach booth. For quality of implementation, you can collect customer feedback through course evaluations, post-session interviews, or focus groups. Table 5 presents some typical process assessment questions and methods for addressing them.

Conducting your outreach activities will be a learning experience. Your process assessment may lead you to adjust your strategies or your expected results. Do not be afraid to re-assess your logic model and revise it mid-way through the project. However, keep track of earlier versions of the logic model; seeing how it changes can be part of the process assessment.