

# Building Evaluation Capacity Session 3

DOCUMENTING SERVICE DELIVERY  
DATA COLLECTION OVERVIEW  
SURVEY DEVELOPMENT



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## What is Needed to Conduct Evaluation?

- Specify evaluation questions
  - Develop an evaluation design
    - Apply evaluation logic
      - Collect and analyze data
      - Summarize and share findings



## Documenting Service Delivery (Implementation)

- Implementation = following a design to deliver planned strategies
- You must be able to:
  - Accurately describe what a program looks like in operation
  - Determine if the description matches the intended program design.
- Implementation  $\longleftrightarrow$  Outcomes



## Implementation Assessment

- Review Documents (e.g., program descriptions, proposals, logic models)
- Conduct Observations (to determine fidelity and quality)
- Conduct Interviews (ask about context and critical features)
- Collect directly-reported data (e.g., surveys, activity logs)



## Documenting Implementation: Focus on the Following

### Background and Contextual Information

Origin of the program

Nature of the program sites (demographics, breadth of participation)

How need for the program was determined

Historical background of the program

Background, qualifications and activities of program personnel

Administrative features (including finances)

### Critical Features

Target group

Activities, schedule, organization

Frequency, duration

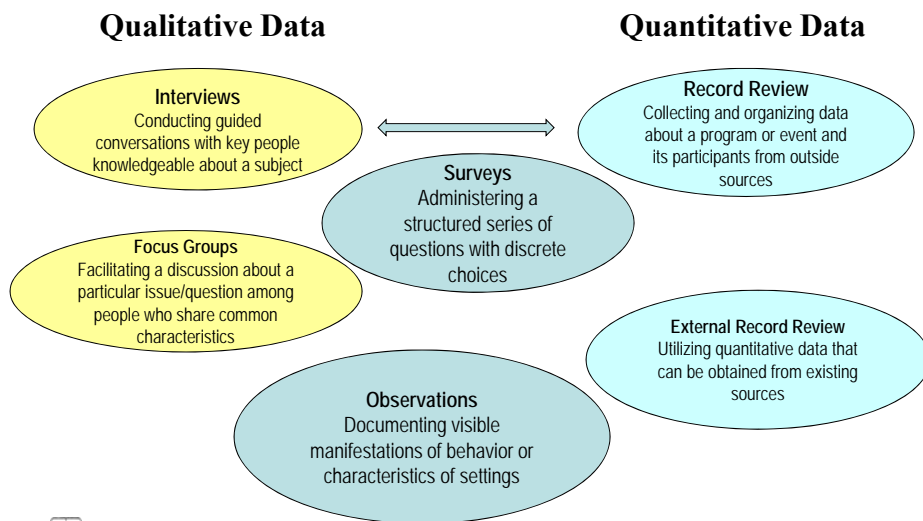
**\*\*\*Barriers or Problems\*\*\***



# How are evaluation data collected?

- ▶ Surveys
  - ▶ Interviews
  - ▶ Observations
  - ▶ Record Reviews
- ▶ All have limitations and benefits
  - ▶ All can be used to collect either quantitative or qualitative data
  - ▶ Require preparation on the front end:
    - Instrument Development and testing
    - Administration plan development
    - Analysis plan development

# Evaluation Data Collection Options



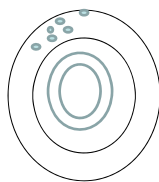
## Initial Thoughts about . . . . Data Collection



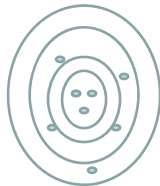
- **Who will you collect data about?**  
Clients, caregivers, other service providers working with clients, staff, some other group? Who are considered participants of your program? Be sure to clearly specify your eval. target population.
- **What instruments do you need?**  
Surveys, interview guides, observation checklists and/or protocols, record extraction or record review protocols?
- **Are there any pre-tested instruments** (e.g., scales for measuring human conditions and attitudes)?
  - If not, how will you confirm validity?



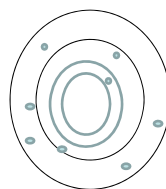
## Increasing Rigor in Program Evaluation



Reliable, not  
Valid



Valid, not  
Reliable



Neither Valid nor  
Reliable



**Valid and  
Reliable**

### Validity and Reliability

- ▶ Mixed methodologies
- ▶ Multiple perspectives/ sources of data
- ▶ Multiple points in time



## Survey Result Example

| Percent of Training Participants (N=93) who Think AAV Helped or Will Help Them:↓<br>Target = 50% or more say "a lot" to each | Some | A Lot | TOTAL |
|--|------|-------|-------|
| Discuss issues of violence with clients  |      |       |       |
| Provide positive interventions for clients   |      |       |       |
| Understand the importance of self-care/stress reduction  |      |       |       |
| Access additional strategies for self-care/stress reduction  |      |       |       |
| <i>Offer clients new ways to:</i>  |      |       |       |
| Do safety planning   |      |       |       |
| Manage Anger   |      |       |       |
| De-escalate situations   |      |       |       |
| Conduct Bystander Interventions  |      |       |       |



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| Provide positive interventions for clients   | 32%  | 65%        | <b>97%</b>  |
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| De-escalate Situations   | 31%  | 67%        | <b>98%</b>  |
| Manage Anger   | 54%  | <b>43%</b> | <b>97%</b>  |
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## Surveys

- ▶ Series of items with pre-determined response choices
- ▶ Can be completed by administrator or respondents

- ▶ Can be conducted
  - “paper/pencil”
  - phone, internet (e-survey)
  - using alternative strategies

### USE SURVEYS TO:

Study attitudes and perceptions  
Collect self-reported assessment of changes in response to program  
Collect program assessments  
Collect some behavioral reports  
Test knowledge  
Determine changes over time.

- ▶ Instruments are called - surveys, “evaluations,” questionnaires



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## Surveys Are Most Productive When They Are:

- Well targeted, with a narrow set of questions
- Used to obtain data that are otherwise hard to get.
- Used in conjunction with other strategies.

Surveys are best used:

- with large numbers,
- for sensitive information,
- for groups that are hard to collect data from

Most survey data are qualitative but simple quantitative analyses are often used to summarize responses.



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## Surveys can be administered and analyzed quickly when . . .

- ✓ pre-validated instruments are used
- ✓ sampling is simple or not required
- ✓ the topic is narrowly focused
- ✓ the number of questions, and respondents\* is relatively small
- ✓ the need for disaggregation is limited

\* Most challenging at the administration stage.



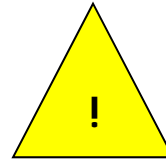
## Benefits of Surveys

- Can be used for a variety of reasons such as exploring ideas or getting sensitive information.
- Can provide information about a large number and wide variety of participants.
- Analysis can be simple. Computers are not required.
- Results are compelling, have broad appeal and are easy to present.



## Drawbacks of Surveys

- ✎ Designing surveys is complicated and time consuming, but use of existing instruments is limited.
- ✎ The intervention effect can lead to false responses, or it can be overlooked.
- ✎ Broad questions and open-ended responses can be difficult to use.
- ✎ Analyses and presentations can require a great deal of work. You **MUST** be selective.



## Developing Survey Instruments

- Identify key issues or topics.
- Review available literature, other surveys.
- Convert key issues into questions, identify answer choices.
- Determine what other data are needed, add questions accordingly.
- Determine how questions will be ordered and formatted. **ADD DIRECTIONS.**
- Have survey instrument reviewed.



## For Survey Items, Remember:

- 1) State questions in specific terms, use appropriate language.
- 2) Use multiple questions to sufficiently cover topics.
- 3) Avoid “double-negatives.”
- 4) Avoid asking multiple questions in one item (and).
- 5) Be sure response categories match the question, are exhaustive and don't overlap.
- 6) Be sure to include directions, check numbering, formatting etc.



## Assessing Survey Instruments

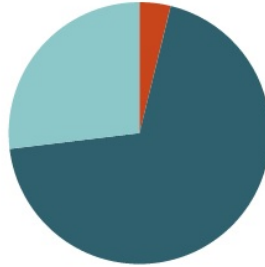
- Are questions comprehensive without duplication, exhaustive without being exhausting?
- Do answer choices match question stem, provide coverage, avoid overlap?
- Are other data needs (e.g., characteristics of respondent) addressed?
- Do order and formatting facilitate response?  
Are directions clear?
- Does the survey have face validity?



### How would you rate Session 2 overall?

#### SURVEY RESULT EXAMPLE

Answered: 26 Skipped: 1



Okay Very Good Excellent

| Answer Choices | Responses |
|----------------|-----------|
| Not So Good    | 0% 0      |
| Okay           | 3.85% 1   |
| Very Good      | 69.23% 18 |
| Excellent      | 26.92% 7  |
| Total          | 26        |



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## Survey Result Example

Disaggregated Data

| % of 2011-12 Freshman who . . .                              | Peer Study Group |             | Total |
|--|------------------|-------------|-------|
|  | Yes<br>n=232     | No<br>n=247 | N=479 |
| Reported struggling to maintain grades                       | 36%              | 58%         | 47%   |
| Are planning to enroll for the sophomore year at this school | 89%              | 72%         | 80%   |

Note: A total of 1000 Freshmen were enrolled 2011- 12, about 1/2 of whom were involved in Peer Study groups.



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## Types of Surveys

➤ **Mail Surveys** (must have correct addresses and return instructions, must conduct tracking and follow-up). Response is typically low.

➤ **Electronic Surveys** (must be sure respondents have access to internet, must have a host site that is recognizable or used by respondents; must have current email addresses). Response is often better.

➤ **Web +** (combining mail and e-surveys). Data input required, analysis is harder.



## Types of Surveys

➤ **Phone Surveys** (labor intensive and require trained survey administrators, access to phone numbers, usually CATI software). Response is generally better than mail, but must establish **refusal rules**.

➤ **Staged or Captive Surveys** (trained survey administrators required, caution must be used when collecting sensitive info). Can be administered orally, multiple response options possible, response rates very high.

➤ **Intercept Surveys** (require trained administrators). Refusal is high.

➤ **Alternative Surveys** (require trained administrators). Refusal is high.



## Sampling

Surveys are not always administered to every member of a group (population). Often, some members, a sample, are selected to respond.



### Convenience Samples.

- Provide useful information to estimate outcomes (e.g. *85% of respondents indicated the program had definitely helped them*)
- Must be used cautiously, generalization limited.

### Random Samples. Everyone must have equal opportunity.

- Careful administration and aggressive follow-up needed.
- Generalization/prediction possible.



## How Many Surveys Do you Need to Administer?

- The sample should be as large as probabilistically required. (**Probability - not Percentage**)
- If a population is smaller than 100, include them all.
- When a sample is comparatively large, adding cases does not increase precision.
- When the population size is small, relatively large proportions are required and vice versa.
- You must always draw a larger sample than needed to accommodate refusal.  
Desired sample size  $\div$  (1-refusal proportion)



## How Big Should Your Sample Be?

- Identify the population size, desired confidence and sampling error thresholds.
  - 95% confidence with 5% error is common.

*With the right sample size you can be 95% confident that the answer given by respondents is within 5 percentage points of the answer if all members of the population had responded.*

- Use this formula:  $n = 385 / (1 + (385 / \text{all possible respondents}))$ . OR
- Consult a probability table.
- Don't forget to estimate refusal and plan accordingly.

Desired sample size ÷ (1-refusal proportion)



## Things to Think about Before Administering a Survey



- Target group: who, where, sampling?
- Respondent assistance, A/P consent
- Type of survey, frequency of administration
- Anonymity vs. Confidentiality
- Specific fielding strategies, incentives?
- Time needed for response
- Tracking administration and response
- **Data analysis plans**
- Storing and maintaining confidentiality



## Increasing Response Rate

- Write a good survey and tailor administration to respondents.
- Advertise survey purpose and administration details in advance.
- Carefully document who receives and completes surveys. Aggressively follow-up. Send reminders.
- Consider using incentives.
- Make response easy.

Remember: Non-response bias can severely limit your ability to interpret and use survey data.



## Calculating Response Rates

Response rate is calculated by dividing the number of returned surveys by the total number of "viable" surveys administered.

Desirable response rates should be determined in advance of analysis and efforts should be made to maximize response.





## Steps to Take When Analyzing Quantitative Data

- I. Develop an Analysis Plan
- II. Code and Enter Data
- III. Verify Data Entry (randomly or x%)
- IV. Prepare Data for Analysis
- V. Conduct Analyses According to the Plan
- VI. Develop Tables, Figures and Narrative Summaries to Display Results of Analysis



## Definitive Statements

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AAV met its targets for all areas of interest except Management of Anger

*More than 95% of participants thought AAV helped or will help them with each of the focus areas of the training.*

