Session IV: Data Collection

LANL Foundation Grantees
2022 Evaluation Institute

UNM Evaluation Lab Team

April 14, 2022
Zoom hacks

• Please rename yourself, adding your organization
• Try speaker view – it makes Zoom less distracting
For help using Zoom

Caitlyn Moppert
Logistics

Have a question for the presenter?
Type “Q” in the chat.

Have Zoom questions?
Send a private chat to Caitlyn Moppert
Welcome Back!

Chama Valley Arts Foundation
Environmental Education of New Mexico
Española Public Schools - Healthcare Career Pathways Project
Explora
LANL Math and Science Academy
New Mexico Immigrant Law Center
Pajarito Environmental Education Center
Peñasco ISD - Career Pathways
Pueblo of Tesuque

Questa Farmer's Market / Localogy
Santa Fe Public Schools Language and Culture Department
Santa Fe Public Schools - Native American Student Services
Santa Fe Outdoor Education Collaborative, Watershed Association
SEL4NM: Social-Emotional Learning
Teach for America
Youth Works, Inc
Thank you, LANL Foundation!
# The Institute

**Institute Sessions**  
2<sup>nd</sup> Thursdays, 1:00-3:00 PM

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 13 (1-5pm)</td>
<td>Institute orientation, Logic models</td>
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<tr>
<td>February 10</td>
<td>Measuring what matters*</td>
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<td>March 10</td>
<td>Focusing the evaluation</td>
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<tr>
<td>April 14</td>
<td>Data collection options</td>
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<tr>
<td>May 12</td>
<td>Embedding</td>
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<tr>
<td>June</td>
<td>1-on-1 Consultations</td>
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<td>July</td>
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<td>August 16</td>
<td>Community Data</td>
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<td>September 20</td>
<td>Visualizing Data</td>
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<tr>
<td>October/November</td>
<td>Presentations/graduation</td>
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<td>Time and date TBA</td>
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**ECHO Learning Community**  
3<sup>rd</sup> Tuesdays, 9:00-10:30 AM

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>February 15</td>
<td>Theories of Change</td>
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<tr>
<td>March 15</td>
<td>Surveys</td>
</tr>
<tr>
<td>April 19</td>
<td>Interactive Focus Groups</td>
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<td>May 17</td>
<td>Community-Based Participatory Evaluation</td>
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<td>June 21</td>
<td>Coding</td>
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<td>July</td>
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<tr>
<td>October 18</td>
<td>Excel: Pre-Post Reporting</td>
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<tr>
<td>November 15</td>
<td>Excel: Advanced Topic</td>
</tr>
</tbody>
</table>

*excluding the seemingly intangible
Facilitators

Camille
Velarde

Claudia
Diaz Fuentes

Melissa
Binder

Ranjana
Damle

ECHO Learning Community Director

Charla Orozco
Evaluation Lab ECHO Online Learning Community
3rd Tuesdays, 9-10:30am

- You will all be added to the listserv
- Organizations share evaluation work in progress, get peer feedback
- Didactics on a variety of evaluation topics
- Sessions are recorded

https://evallab.unm.edu/learning-center/evaluation-lab-project-echo-learning-community-.html
Ongoing

Organization Mission Time:
• On your own time
• 1 ½ to 2 hours per month

Share evaluation work in ONE ECHO session
• Prep with Charla, who directs the ECHO Learning Community

Consult with facilitators in between sessions
Feedback – update for April

The level of the March session was...
- 100% Just right
- 0% Too basic
- 0% Too advanced

The amount of material covered was...
- 83% Just right
- 15% somewhere between too much and just rights
- 0% somewhere between too little and just rights

+ Clear presentation
  Helpful template
  Facilitator feedback

△ How do the parts fit together?
Summing up
Evaluation system
April 14 – Data collection options

1:00-1:20 PM  Welcome back, feedback, focusing the evaluation debrief

1:20-1:40 PM  Data Collection options

1:40-2:05 PM  Data collection to answer your evaluation question (on your own)

2:05-2:10 PM  BREAK

2:10-2:40 PM  Debrief (small groups)

2:40-3:00 PM  Debrief / Survey

Blue = plenary
Purple = small groups
Green = take a break
Orange = work on your own
Data collection
Learning objectives:

• Brainstorm what information you need to answer each evaluation question
• Understand the difference between qualitative and quantitative data and the value of each
• Identify who has the best information to answer each evaluation question
• Choose the most effective way to collect this information
Objective:

• Using your evaluation question to begin to select data collection methods.
Your evaluation questions should drive the data collection method

What do you want to know?

Ex:

• Can we see a change in behaviors after participating in programming?
• Do clients’ skills increase upon receiving education?
• Do systems work effectively?
• Are there barriers for clients attending services?
• What effects clients outcomes?
Consider your evaluation question
What information do you need to answer the evaluation question?

Is answer yes/no, or meaningful categories, or a score on an assessment or rubric? (yes or no, to what degree? how much?)

- This is *quantitative* data
- You want to collect from everyone (or from a representative sample)
- Relatively easy to collect and analyze
- Rarely captures complexity
- You can only measure what you ask
What information do you need to answer evaluation question?

• Does the answer require an explanation (why?), process (how?) or experience (what)? Do you need examples and stories?
  - This is *qual*itative data
  - You want to collect from different ”subject positions”
  - Time consuming to analyze
  - Provides depth
You need *both* quantitative and qualitative

- Great quantitative outcomes are more believable when we understand the how and why that qualitative data provides
- Great qualitative outcomes are more believable when the quantitative data supports them
- You can use one to inform or elaborate the other
- Using both is a good long term strategy to evaluation

But start with one!
Who
Who can answer your evaluation questions?

Program participants
Staff
Board members
Partners
Funders
Other organizations
Community members
School District
NM State Agencies (CYFD, courts, Workforce Solutions)
## Who has this info?

<table>
<thead>
<tr>
<th>Evaluation question</th>
<th>What information do you need to answer the question?</th>
<th>Who has this info?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are parents gaining new skills and knowledge?</td>
<td>Assessment of skills</td>
<td>Parents</td>
</tr>
<tr>
<td>Are parents using new skills in an effective way?</td>
<td>Parent’s behavior with child</td>
<td>Parents, staff</td>
</tr>
<tr>
<td>Is there an improved child-parent bond?</td>
<td>Parent’s behavior with child, child’s reaction to parent.</td>
<td>Parents, staff, pre-K teachers</td>
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</table>
How
Methods of data collection:

**Surveys:** individual responses to written questions
- Choice among pre-determined answers
- Open-ended responses

**Focus groups:** participant interacts with others in conversations and other open-ended data collection activities

**Interviews:** one-on-one guided conversation

**Letters, reflections, drawings:** individual self-expression
Methods of data collection cont.: 

**Administrative tracking**
- Demographics
- Outputs: attendance, total time in program, completion
- Outcomes: housing, employment, graduation, college enrollment

**Assessments and tests**
- Outcomes: skills, knowledge, behavior

**Student portfolio**
- Outputs: projects
- Outcomes: knowledge and skills
Methods of data collection cont.:

Review of client files
- Outputs: attendance, modality
- Outcomes: progress on goals

In-depth case study
- One participant’s experience of outputs and outcomes as documented in administrative records, file, products, interview with participant and staff members

Observations
- Outputs: participant experience (Ex: are participant engagement)
- Outcomes: participant behavior (Ex: parenting skills)
### What kind of information is it?

<table>
<thead>
<tr>
<th>Data collection methods</th>
<th>Quantitative “n”</th>
<th>Qualitative “q”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative records</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Clinical assessments, tests already being used</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Elicit letters and drawings from participants</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Surveys</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Interviews &amp; focus groups</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>File/chart reviews</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>In-depth case studies</td>
<td></td>
<td>✓</td>
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</table>
Timing for data collection

• Retrospective

• Pre-Post
Quantitative and Qualitative data

Best to have both!
Retrospective: Quantitative

UNM Evaluation Lab
Assessment of Evaluation Competencies

Utilizing the following scale, please select the rating that best fits your level of competence Before Fellowship and Now for each item listed.

0 = I don’t know what that is
1 = Do not feel comfortable doing
2 = Can do with a lot of guidance
3 = Can do with light supervision
4 = Can do on my own
5 = Can teach someone else to do it

<table>
<thead>
<tr>
<th>Competency</th>
<th>Before Fellowship</th>
<th>Competency</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative data collection, management and analysis</td>
<td>0 1 2 3 4 5</td>
<td>1. Finding standardized scales</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>0 1 2 3 4 5</td>
<td>2. Protocol development</td>
<td>0 1 2 3 4 5</td>
<td></td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>3. Writing summaries of quantitative data findings</td>
<td>0 1 2 3 4 5</td>
<td></td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>4. Database development</td>
<td>0 1 2 3 4 5</td>
<td></td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>5. Data entry</td>
<td>0 1 2 3 4 5</td>
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</table>
### Questions About Your Goals

**Directions:** The six sentences below describe how children think about themselves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Place a check (✓) inside the box that describes YOU the best.

<p>| | | |</p>
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>1. I think I'm doing pretty good.</td>
<td>✓</td>
<td></td>
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<tr>
<td>2. I know what to do when I feel something (angry, cold, need a hug...)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>3. I feel I’m doing just as good as my classmates.</td>
<td>✓</td>
<td></td>
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<tr>
<td>4. When I have a problem I can think of things to do to take care of the problem.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>5. I think the things I do now will help me later when I’m older.</td>
<td>✓</td>
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<tr>
<td>6. Even when others want to get me, I know that I can find ways to solve the problem.</td>
<td>✓</td>
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5/23/2015
From evaluation questions to data collection
Brainstorm data collection options

<table>
<thead>
<tr>
<th>Evaluation Question - What do you want to know?</th>
<th>Quantitative—(counts, choices from pre-determined options) or Qualitative—(narratives, open-ended responses)</th>
<th>Who has the information?</th>
<th>Options for data collection</th>
</tr>
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<tbody>
<tr>
<td>Do clients attitudes change after programming?</td>
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<tr>
<td>How can we make our program better?</td>
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<tr>
<td>How much more do participants know after completing the program?</td>
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Now you try!

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14 April 2022

LANL Foundation Grantees 2022 Evaluation Institute
## Brainstorm data collection options

<table>
<thead>
<tr>
<th>Evaluation Question - What do you want to know?</th>
<th>Quantitative—(counts, choices from pre-determined options) or Qualitative—(narratives, open-ended responses)</th>
<th>Data collection options currently in use</th>
<th>Other options for data collection</th>
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Questions?
Breakout rooms
2:40-3:00pm
Debrief, Exit Ticket, What's Next, and Survey

• Share data collection ideas

• A few words in chat that describe your main takeaway from today’s session
What’s next

1- Org Mission Time: Work on your evaluation system!

2- ECHO on Tuesday (April 17), 9:00-10:30 AM
   • Survey share: Herbert from Rocky Mountain Youth Corp
   • Logic Model share: Lina and Natasha from STEM Santa Fe
   • Didactic: Interactive Focus Groups

3- Eval Institute #5 - May 12, 1:00-3:00 PM
   • Embedding evaluation in your organization
Feedback

Thank you!
See you Tuesday (at ECHO) and again on May 12!

https://www.surveymonkey.com/r/7S963KW