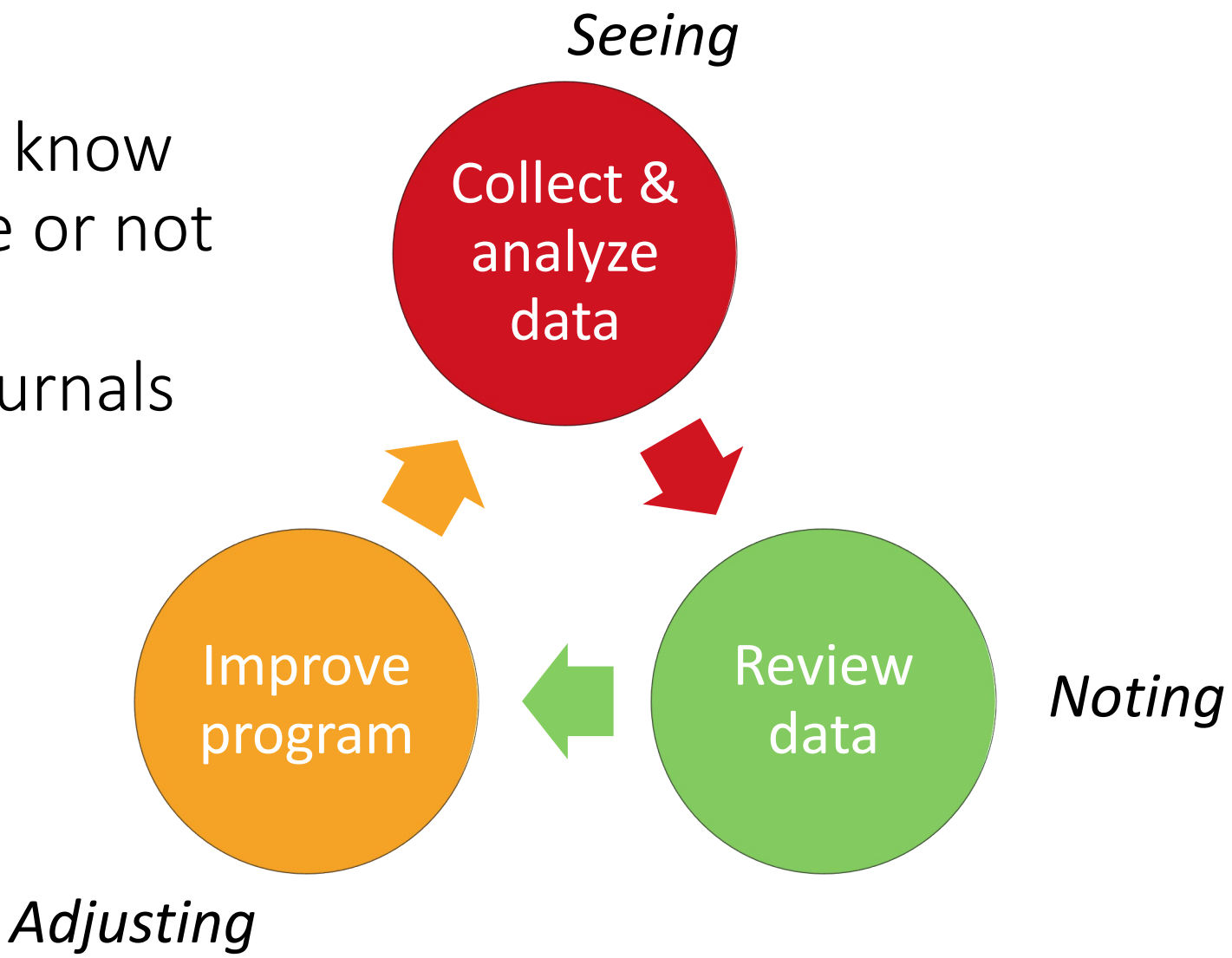
Day 3:
COLLECTING USEFUL DATA

UNM Evaluation Lab

4 June 2025

YOUR EVALUATION JOURNEY

Data =
What you sense, feel, know
Attributes, observable or not
Admin records
Emails, letters, and journals



Today:

- 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

Evaluation questions drive the data collection method

Why do clients leave mid treatment?

How do clients experience legal aid comprehensive services?

How did the program help teachers plan, develop and implement a STEM-based art program?

Do clients' skills increase upon receiving education?

[saranam]

Quantitative and Qualitative Data **Guidelines**

Use Quantitative Data if…

The answer to your evaluation question is

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

- You want to collect from everyone (or from a representative sample)
- Relatively easy to collect and analyze
- You can only measure what you ask

Use Qualitative Data if…

- The answer to your evaluation question requires 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

Quantitative and qualitative data work best together

- Quantitative outcomes make more sense 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

Tip: Ok to just use one if you are just getting started!

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?

Evaluation question	What information do you need to answer the question?	Who has this info?
Are parents gaining new skills and knowledge?	Assessment of skills	Parents
	Parent's behavior with child	Parents, staff
Is there an improved child-parent bond?	Parent's behavior with child, child's reaction to parent.	Parents, staff, pre-K teachers

Common approaches for 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

Common approaches for 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

Common approaches for 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?

Data collection methods	Quantitative "n"	Qualitative "q"
Administrative records	✓	
Clinical assessments, tests already being used	✓	
Elicit letters and drawings from participants		✓
Surveys	✓	✓
Interviews & focus groups		✓
File/chart reviews	✓	✓
In-depth case studies		✓

Timing for data collection

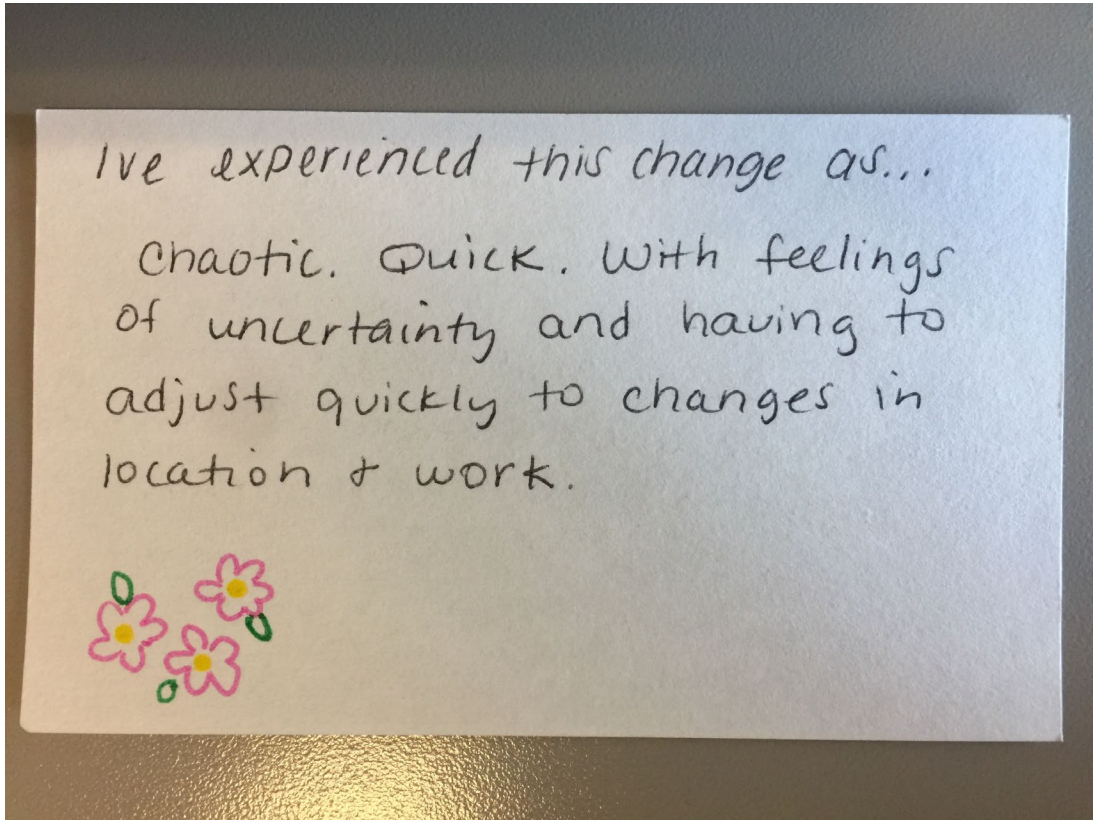
Retrospective – Look back in time → after the fact.

Example:

How would you rate your experience shopping with us?

What advice would you give future Summer Institute participants?

Retrospective - Qualitative



Evaluation question: How has the staff experienced rapid changes in their workplace?

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.

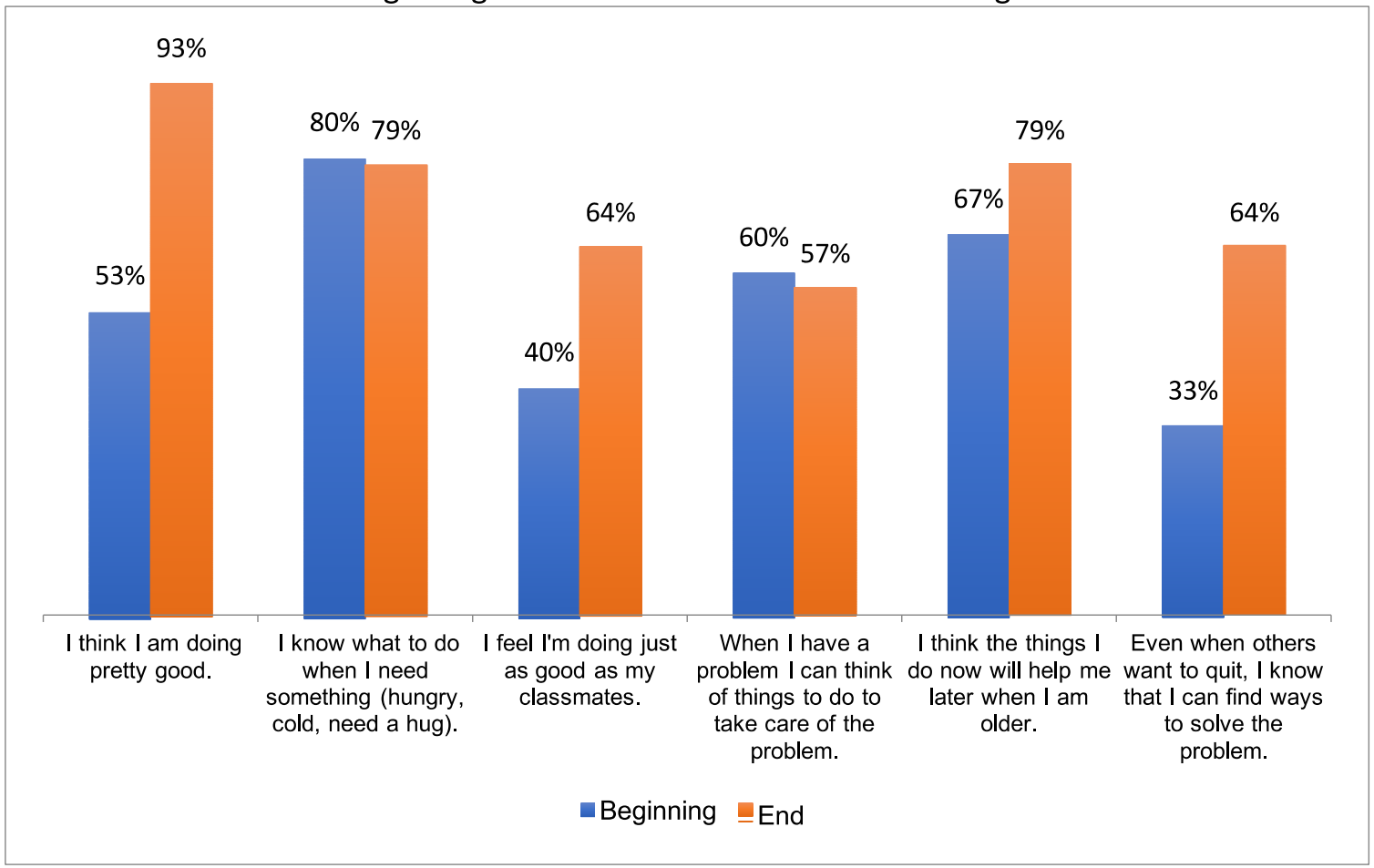
0 = I don't know what that is
1 = Do not feel comfortable doing
2 = Can do with a lot of guidance
3 = Can do with light supervision
4 = Can do on my own
5 = Can teach someone else to do it

Before Fellowship	Competency	Now
Quantitative data collection, management and analysis		
0 1 2 3 4 5	1. Finding standardized scales	0 1 2 3 4 5
0 1 2 3 4 5	2. Protocol development	0 1 2 3 4 5
0 1 2 3 4 5	3. Writing summaries of quantitative data findings	0 1 2 3 4 5
0 1 2 3 4 5	4. Database development	0 1 2 3 4 5
0 1 2 3 4 5	5. Data entry	0 1 2 3 4 5

Timing for data collection

Pre-post: Asking questions before and after the program

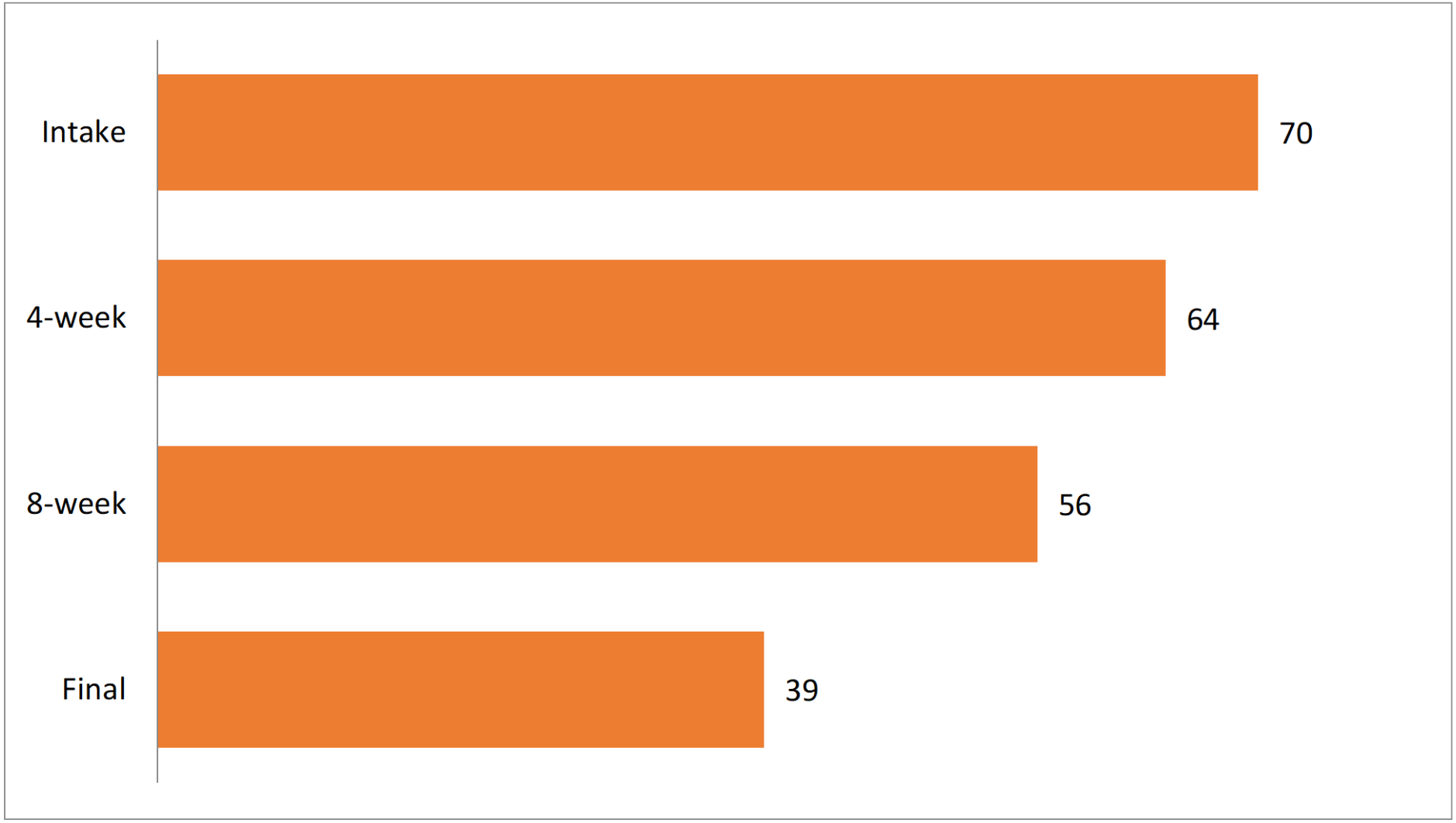
Figure 5. Percent of Children Who Agreed with Each Statement at Beginning and End of Two-Week Summer Program



Note: 15 children completed the Beginning survey and 14 completed the End survey.

Source: Binder, Melissa. 2014. Evaluation of the Taos Health Systems Peñasco Community Health Kids FIRST Initiative.

Figure 3. Parental Stress Index Surveys Show Parents' Stress Level Percentiles Declined Over Time in the Family Program



Note: Data represent 120 survey responses for 30 unique participants. Data are from mid-2010's to 2017.

From evaluation questions to data collection

Brainstorm data collection options

Evaluation Question- What do you want to know?	Quantitative—(counts, choices from pre-determined options) **or** Qualitative—(narratives, open-ended responses) you may need	Who has the informati on?	Options for data collection (e.g., Focus group, interview, survey, admin data, timing)
Are parents gaining new skills and knowledge?	Assessment of skills	Parents	Survey on Parenting – Protective Factors Survey Pre-post
Are parents using new skills in an effective way?	Parent's behavior with child	Parents Staff	Retrospective question in survey, focus group or interview—ask for examples. Staff observations. Before and after drawing.
Is there an improved child-parent bond?	Parent's behavior with child, child's reaction to parent.	Parents, staff, teachers	Retrospective Collect family drawings from child at start and end of program Teacher observations

Planning data collection

Data Collection Tool	Who	When & How
AAPI & Protective Factors Survey	Case manager	Enrollment and discharge meeting, enter directly into data base
Focus groups (include before and after drawing)	Evaluation coordinator	Week 15 of 16-week program. Provide $20 gift card?
Staff observations	Home visitors	Comment on parent-child interaction, provide an example
Child drawing	Children's group	Week 1 or 2 and again Week 15 or 16
Teacher observation	Kindergarten teacher	Find or develop tool for child attachment. But first, establish relationship with teachers. . .

Questions?

Now you try!

Evaluation Question- What do you want to know?	Quantitative—(counts, choices from pre-determined options) **or** Qualitative—(narratives, open-ended responses)	Who has the information?	Options for data collection

Day 3: COLLECTING USEFUL DATA						Wednesday, June 4th, 2025
Start	-	End	Topic	Content	Facilitator	Readings
8:30	-	9:00	**Breakfast**			
9:00	-	9:45	**Collecting useful data: Qualitative and Quantitative Data and your Evaluation**	*What* information do you need to answer your evaluation questions, *who* has this information, and *how* can you collect it? The value of qualitative and quantitative information. Decision matrix for whether a survey is the right tool.	Claudia	EIO CH 6 - Selecting an Evaluation Design* CH 7 - Data Collection Methods CH 8 - Archival Data
9:45	-	10:15	**Do's and Don'ts: Surveys**	Guidelines for creating a survey	Claudia	EIO CH 10 - Surveys & Questionnaires*
10:15	-	10:25	**BREAK**			
10:25	-	11:10	**Your Evaluation Plan (YEP #5)**	Surveys	Claudia	
11:10	-	12:00	**Learning Community #5**	Sharing survey ideas	Claudia	
12:00	-	1:00	**LUNCH**			