



“I’m just out here trying to learn”

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Jack’s story of baseball passion and learning satisfaction

- sweet, passionate kid
- terrible at baseball
- stuck in the outfield with his helmet screwed on sideways, spacing out
- His mom checks in with him post game, worried for him a little
- But he confidently reminds her that it’s all good...he’s just out there trying to learn!

We should all think like Jack. Because we are really just all out here trying to learn.

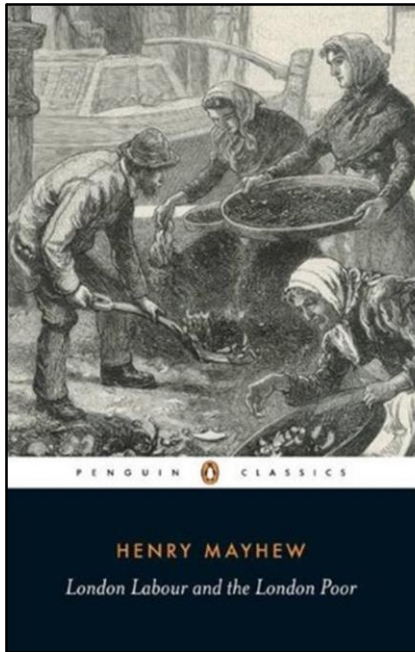
Evaluation should not feel threatening, it should be exciting.

If you can find someone who has the time and buy-in to help do it, what you learn from evaluations can be rewarding and inspire new questions!

Goal of this talk

Part I: Evaluation & Survey 101

Part II: How to make a survey (or other methods) work better for you!



History of the Survey

Subject to a very major revelation over the past 200 years

You can trust “ordinary” people

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Rulers started using surveys hundreds of years ago...

But they distrusted “common people” to speak for himself (and especially herself)
A major revolution occurred when researchers asked factory workers and slum dwellers to report on their living and working conditions.

Henry Mayher, an English philosopher and social reformer, conducted sophisticated surveys of living conditions in London in early 19th century and asked ordinary people to report on their situation.

The switch to respondent-based data removed major biases that result when we ask key informants to speak for a group. Obviously, a factory owner or manager might supply inaccurate information on wages and working conditions.

Not to say that modern respondents are always completely truthful. Social desirability bias, the wish not to reveal troubling opinions or behavior, remains an important problem for modern surveys.

As easy as....



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- Ask people questions
- Record their answers
- And report the results

Can be used to answer questions...



Awareness and knowledge of zoonotic disease and its prevention



Attitudes and perceptions about disease risk and prevention



Intention to change behavior



Actual change of behavior

Other processes - relationships, networks, leveraged resources, quality of products, acceptability of products

when you don't have current & relevant answers.

Hypothesis and planned analysis dictate what to collect and how

Balance content value to sample burden

Potential Outcome

Directly after your project/activity, 60% of 4-H students reported they would wash their hands after touching animals at the fair.

1. Is this good enough for me?
2. Why is this happening?
3. How could this be improved?

Importance of Evaluation Design

Incorporates perspectives from different people so that you can understand what's happening and then....

Try to explain *WHY* a certain thing is happening

Target groups for Evaluation

Which types of people will provide additional evidence that could help to answer my evaluation questions and curiosities?

- 4-H Clubs and Future Farmers of America (FFA)
 - Students
 - Club leadership
 - Extension staff
- Fairs
 - Youth animal demonstrators
 - Families of youth
 - Visitors
 - Fair managers/directors
 - Veterinarians



Should really be the target groups for the intervention....don't use proxies. If you're giving an activity to a kid, that's whose knowledge you want to get a handle on in terms of change

Methods 101

Self-administered survey – filled out by a participant (or proxy)

- Email
- Paper
- Text

Observation and Personal Interview - facilitated by an outside, objective, trained person

- **Observer** makes recordings at a specific time and place to understand what behaviors actually occur and how
- **Interviewer** asks questions, records responses, and can probe for clarification and follow-up on certain questions for greater depth of information to understand why

Method Considerations

- **Accuracy**
 - Anonymity
 - Trust
- **Logistics**
- **Results**
 - How will it inform my overall picture of my project and/or future projects?

Resources: how many questionnaires vs # of staff

NEED VS. WANT REGARDING DATA COLLECTED. SHOULD CONSIDER HOW ONE WOULD ANALYZE THE DATA AND UTILIZE THE INFORMATION BEFORE COLLECTING.

I bet you're already experts.

1. Have you ever drank a soft drink? _____Yes _____No
2. Most people should exercise more and eat vegetables.
Strongly Disagree -----Strongly Agree
3. How many times have you visited a doctor in your lifetime? _____

Everyone recognizes bad questions

- 1—too general
- 2—Make two questions
- 3—Avoid negative wording
- 4—Jargon
- 5—Unreasonable time frames



**What's wrong
with these
questions?**

Example 1

1. More people have attended the movie, *Gone with the Wind*, than any other motion picture. Have you seen this movie?
___Yes ___No

Ask class to tell why these don't work well.

- 1—too general
- 2—Make two questions
- 3—Avoid negative wording
- 4—Jargon
- 5—Unreasonable time frames

Example 2

2. In your opinion, how would you rate the speed and accuracy of your work?

Excellent Good Fair Poor

Example 3

3. How do you feel about the following statement? We should not reduce military spending?

Strongly Agree

Disagree

Strongly disagree

Example 4

4. Higher than single-family density is acceptable in order to make housing affordable.

Agree Undecided Disagree Strongly Agree Strongly Disagree

Example 5

Do you agree or disagree that teens should not be fined for not obeying the local outdoor smoking ordinance?

Agree

Disagree

Avoid double negatives

Better Question:

Teens should be fined for violating the local outdoor smoking ordinance.

Strongly agree

Agree

Disagree

Strongly disagree

<http://www.uwex.edu/ces/tobaccoeval/resources/surveyquestions.html#examples>

PART II: Getting the best information you can!

Tips for Developing Questions



Link: every question to the overall evaluation questions/purpose/content



Time: Make your survey 10 minutes or less



Logical flow: knowledge questions precede reflective questions



Simple: Ensure that questions are easy to answer

- Time-bound
- Age-appropriate reading level
- Specific



Pretest!! Have @ least two people representative of your target group answer the questions

- Solicit comments regarding wording, content, format, alternatives
- Pretest final survey for acceptability & comprehension

Focus-groups can help illuminate the appropriate quantitative responses

Interviews can be good for helping with forming your research questions

Examples: Delaware – information about large social gathering which contributed to spread of virus on campus was identified through individual case interviews

Facilitating recall: Are there ways that you can help to jog memory. For example, was there a big event in the community or a holiday that you can link your question to – Do you remember what beverage you had at the pub last Wednesday, or St. Patrick's Day. Use a calendar to help them remember dates, you can use the current month and the previous month (or go back as far as you need to).

* Be careful with this because you do not want to lead the person to an answer

Open Questions

- Influenced by motivation of respondent
- Can provide unique and important details
- Can provide interesting quotes for the evaluation-human factor, can be very useful to include in evaluation reports & summaries!

Closed Questions

Finite set of answers from which to choose

Response categories known

Likert scale consideration, to quantify overall proportions

Open Questions

Not one definite answer

Response categories unknown

Responses require elaboration

Best used for Breaking the ice in an interview; when respondents' own words are important; when the surveyor doesn't know all the possible answers.

Open-ended questions are important for considering things that can be missed when your survey only has concrete questions with given answers. People may want to tell a story or give a different answer and that may be the key to the investigation.

These types of questions are great for initial interactions – such as focus groups or individual interviews to help inform your quantitative studies. Or if you intend to do a

qualitative study, these questions would be ideal. However, good responses to these questions may require an interview. If self-administered, you may end up with a lot of non-response.

Who you get to do it matters!

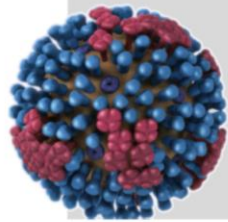
Someone that benefits from the work

- **Graduate students**
- **Interns**

Staff well versed in the community dynamics and culture

Transparency

Grantee Experience: Learning from the Influenza Cooperative Agreement Partners



Why have you received this questionnaire?

The purpose of this questionnaire is to identify outcomes of their non-research cooperative agreements for influenza surveillance & response. The questionnaire will be filled out by ALL recipients of a capacity building and sustainability cooperative agreements.



Who should complete the questionnaire?

It is important that the person or persons that were actively involved in the capacity-building process complete this questionnaire. Respondents will have been responsible for core aspects of the national influenza program during the cooperative agreement period. Examples of core aspects may include influenza program administration, assessment or management, epidemiology, laboratory diagnostics, sentinel surveillance, outbreak detection and response, database management, and communications.



How should we complete the questionnaire?

There are four main sections of the questionnaire: Laboratory, Surveillance Sites, CDC Technical Assistance, and Long-term Outcomes. Completing this questionnaire will take some level of collaboration. The best person to answer the Surveillance Sites section may not be the best person to answer the Laboratory, Technical Assistance, or Long-term Outcomes sections. It is up to you to choose who can provide the most accurate information for each question or to meet as a group to collaboratively complete the questionnaire.



How long will it take?

The estimated time to complete the questionnaire is 60 minutes; however, this will vary depending on how readily available the information is. Please take as long as you need in order to provide the most accurate information.



How will the results be used?

We are trying to answer the following questions with the questionnaire:

- What outcomes have been achieved through the CDC influenza cooperative agreement?
- Have there been outcomes outside of the influenza surveillance & response system?
- In what ways can CDC's cooperative agreement resources & technical assistance be improved?



Is there a negative value associated with certain answers?

There is no value associated with any answer. This questionnaire is being conducted for learning & improvement, and your honest response is vital to this process. We respect all answers and can only improve with honest feedback. We want to stress that this questionnaire is **NOT** tied to decisions of current or future funding, but is crucial to understanding how CDC contributes to influenza surveillance & response systems worldwide.

Equally important is the transparency of your methods.

There's a culture that's developed, as research has become more prominent, that has emphasized taking more than giving. And this has led to distrust among respondents who may not fully understand where their information is going and how it's being used.

Therefore, it's critical to figure out how you're going to use the data and to report back the findings to respondents, whether you think they care or can understand them or not. It's the sharing that counts!

Standardized Procedures

Why standardize procedures across groups or sites?

- Easier to interpret
- Easier to conduct the work
- Easier to explain findings

Train data collectors on the evaluation methodology

Provide clear templates and directions

Directions for all respondents & staff
Procedures for handling data

Standardization refers to ensuring that your survey is administered in the same way by different interviewers at one site or across many sites. You want to make sure that questions are asked the same way so that you can interpret them together.

For example, if you have a question about hospitalization in your survey.

Was the patient hospitalized? Ignore that this is a fairly vague question. But what does hospitalized mean? Is it that the patient stayed overnight in the hospital? Does it mean that they remained in the hospital for at least 24 hours? If your interviewer or respondent is interpreting this question differently – how do you interpret these data? So your question should be clear and you should instruct your interviewer so that he/she understands your case definition for hospitalization.

Give Something Back To Respondents

Information – a summary of the results of the survey + positive messaging

Give a gift to respondents

Other incentives for participants

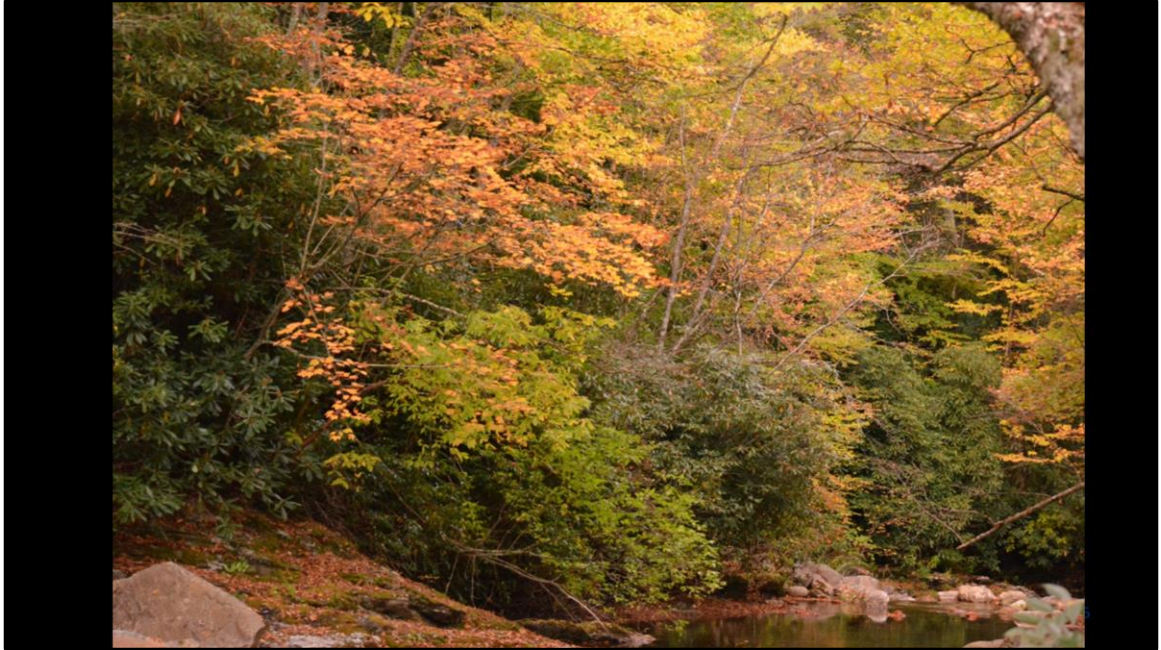
SUMMARY REPORT

OVERALL STRENGTHS OF PARTNERSHIP DEVELOPMENT

- 1) Strong agreement on goal
- 2) Highly motivated people
- 3) Shared observation of positive outcomes
- 4) Creation of the steering committee
- 5) Documentation of meeting minutes & personalized action steps
- 6) Strong history of sharing documents
- 7) Shared understanding that there are time & resources constraints
- 8) Shared understanding that collaboration is complex and requires flexibility
- 9) Shared belief in local ownership and development of products that meet state/local needs

OVERALL RECOMMENDATIONS FOR FUTURE DEVELOPMENT

- 1) Comprehensive strategic planning
 - a. Clarifying where we're at and what's needed to achieve short and long-term goals
 - b. Clarifying roles & responsibilities (federal, state, & local levels)
 - c. Monitor leveraged resources (federal, state, & local levels)
 - d. Making partnership promotion & fundraising more of a focus area of the partnership or workgroups at the federal level
 - e. Improving USDA & CDC leadership awareness & support of dedicated staff
- 2) More effort to increase trust and relationship building among current partners (i.e. objective)
 - a. Consider events where people can socialize to improve group motivation & relationship building
 - b. Consider hosting site visits or meetings-CDC at APHS/NIFA or vice-versa and especially at state and local level
 - c. Open up brainstorming meetings to all partners especially states and local partners when relevant



Shining Rock Wilderness in North Carolina is gorgeous this time of year – highly recommend!

But this is just a break for your brain, since we are trapped in this box.

This would be a good question for what purpose?

↓ **Attitude**

Do you believe that animals can spread germs to you and make you sick?

Do you believe that you can spread germs to an animal and make them sick?

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

This would be a good question for what purpose?



Awareness and Knowledge

What is a zoonosis? (write your answer in the box)

Name one type of disease that passes between people and animals: _____

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

This would be a good question for what purpose?



Attitude

What is the risk of you or someone in your family getting the flu from pigs at a fair?

Very low

Low

Somewhat high

Very high

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

This would be a good question for what purpose?

 **Intention to change behavior**

How often will you cover your mouth when you sneeze or cough?

Never
Rarely
Sometimes
Most of the time
Always

Why? _____

How often will you wash your hands right after touching animals at fairs?

Never
Rarely
Sometimes
Most of the time
Always

Why? _____

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

This would be a good question for what purpose?



Change of behavior

At the fair grounds during a competition, a trained observer watches children showing pigs and notes whether or not they wash their hands before leaving the barn where their pigs are housed.

% of students that washed their hands before leaving the swine barn.

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

This would be a good question for what purpose?

↓ **Other...**

At the fair grounds, a trained observer records the quality of signage aimed at preventing zoonotic disease transmission.

The message was accurate (1, 2, 3, 4)

The message was visible (1, 2, 3, 4)

The sign was placed in an appropriate area for the message (1, 2, 3, 4)

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

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This would be a good question for what purpose?



Attitude

What did you like about this lesson?

What would you change to make the lesson better?

Awareness and knowledge
Attitudes
Intention to change
Actual change of behavior
Other

This would be a good question for what purpose?



Attitude

23. How willing would you be to support these possible flu prevention measures for the 2017 fair season (choose all that apply)

- Limiting the time pigs are at the fair to ≤ 72 hours
- Closing the swine barn to everyone except swine exhibitors and their parents
- Restrictions against eating/drinking in the swine barn
- Distance swine auction (pigs stay in their barn and exhibitors present them using photos, descriptions, etc)
- Prominent hand-washing stations with monitors to remind people to wash their hands
- None of the above

Zoonoses AND PUBLIC HEALTH

Do Animal Exhibitors Support and Follow Recommendations to Prevent Transmission of Variant Influenza at Agricultural Fairs? A Survey of Animal Exhibitor Households after a Variant Influenza Virus Outbreak in Michigan.

A Common Menu of Questions?



Awareness and
knowledge of
zoonotic disease
and its
prevention



Attitudes and
perceptions
about disease risk
and prevention



Intention to
change
behavior



Actual change
of behavior

Other processes -
relationships,
networks, leveraged
resources, quality of
products,
acceptability of
products

Question: Is this helpful for you? If we develop a common “bank” of good enough questions for each of the attributes above?

Knowledge/Awareness				Attitude			
Zoonotic Disease							
What do you think is the definition of a zoonotic disease?				Do you believe that ANIMALS can make you sick?			
A disease found only in zoos				No			
A disease that can pass between animals and humans				Sort of			
A disease found in water that makes animals restless				Yes			
A disease that can pass between different animal species				I don't know			
What is a zoonosis? (write your answer in the box)				Do you believe that YOU can make animals sick?			
Name one type of disease that passes between people and animals: _____				No			
				Sort of			
				Yes			
				I don't know			
				What is the risk of you or someone in your family getting the flu from pigs at a fair?			
				Very low			
				Low			
				Somewhat high			
				Very high			
Epidemiologists/Disease Detectives							
What does an epidemiologist do (write your answers in the box)							
What do you think is the main job of an epidemiologist?							
To find diseases and stop them							
To visit all of the fairs in the United States							
To punish people for not following health recommendations							
To study earthquakes							
Flu Prevention							

Here is what we've started....and can continue if you see benefit.



CDC-USDA Partnership with the National 4-H program

The development process until now...



- In the fall of 2013, we introduced the idea of evaluating the partnership beyond knowledge and behavior change outcomes among youth.
- The first partnership evaluation method introduced was in-depth interviews with the steering committee
- Between December and January you all were nice enough to talk to me about the partnership for an hour in order for me to document how partners came together to form the partnership, to identify what has emerged along the development process, and to understand why this might be.
- I asked everyone the same 10 questions and then de-identified and summarized the responses by pulling out the major themes that you guys raised (this is a qualitative analysis process called grounded theory)
- We're going to go through the questions one-by-one to see what we can learn...
- Today we will discuss common themes as well as those that were unique among organizations; none of the themes are tied to any specific individual.
- The goal is to gain a deeper understanding of progress and what you might want to maintain or change about the collaboration.
- The results were also useful to develop survey questions that can be used to periodically monitor the development of the partner network, quality of collaboration and progress toward desired outcomes

Partnership Objective & Evaluation?

“To improve collaboration between health and agriculture agencies at the federal and state levels”



One of the objectives is focused on improving collaboration & relationships between various systems, organizations, & members...

I started this partnership evaluation at the inception of the project five years ago, to get a sense of the level and quality of collaboration at the federal level of partners (USDA (NIFA/APHIS) and CDC (NCIRD/NCEZID) in developing the initial ideas, frameworks, and grants.

And this is something that we could resurrect if of benefit...

Purpose of a Partnership Evaluation

- To evaluate whether or not partnership objectives are being met
- To provide evidence for improvement of the partnership activities
- To enhance collaboration among partners

Translating the Objective into Partnership Evaluation Questions...

Outcome

-To what extent did the 4-H/CDC partnership improve collaboration between health and agriculture agencies at the federal and state levels? (outcomes)

Process

-To what extent are partnership resources sufficient for achieving desired activities/outputs? (inputs)

-To what extent were the planned activities/outputs achieved? (activities)

-What are the enabling factors for meeting the partnership's objectives? (inputs, activities, mediating/moderating factors, external factors , & assumptions)



Social Network Analysis Framework

“Method to gather and analyze data to explain the degree to which network actors connect to one another and the structural make-up of collaborative relationships” (Scott, 1991)

PARTNER Analysis Tool: Description

“A social network analysis tool designed to measure and monitor collaboration among people/organizations”

<http://www.partnertool.net/>



- sponsored by the Robert Wood Johnson Foundation
- designed for use by collaboratives/coalitions to demonstrate how members are connected, how resources are leveraged and exchanged, the levels of trust, and to link outcomes to the process of collaboration.
- By using the tool, you will be able to demonstrate to stakeholders, partners, evaluators, and funders how your collaborative activity has changed over time

PARTNER Analysis Tool: Benefits

Benefits	Use
Validated survey methodology	Identification of partners within the collaboration.
Relational Questions -Frequency of interaction -Type of relationship -Perceptions of value -Trust between partners	Record of the frequency of interactions.
Built in SNA tool	Elements of the strength and quality of the interactions.
Free	Measures of trust and value within the collaboration.
Flexible	Network scores to report and illustrate changes to collaboration activity over time.
	Outcomes measures related to success of the collaborative, products and programs developed, and change to relationships among members of the collaborative are provided.

Qualitative Options



- Can be coupled with over-the-phone semi-structured interviews with members at standardized points in time
- Useful for answering the questions, “What are the enabling factors for meeting the partnership’s objectives?” or dig deeper into emergent themes

Thank you!!

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