Asking the Right Questions: Data Collection for Health Information Outreach

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Discussion: What frustrating experiences have you had with data collection?
impossible to interpret
not credible
not applicable
too much data
Nailing data collection success

1. Decide what you need to know
2. Identify how to get the information you need
3. Design data collection tools to gather the information
FIRST IMPORTANT TOOL: A GOOD BLUEPRINT
The logic model - a tool to...

- Help organize your thoughts – both before and during a project/program
- Provide a framework for planning and evaluating programs
- Clarify intended outcomes
- Acts as a communication tool

Good source for more information:
W.K. Kellogg Foundation Logic Model Development Guide
(pdf on your thumb drive; see class bibliography for link)
Pieces of the logic model

• Outcomes
• Activities
• Resource
• Outputs
The model may change over time
## Logic model

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activity</th>
<th>Outputs</th>
<th>Outcomes</th>
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<tbody>
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Logic model

**Goal:** Library collaborations support learning

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# Logic model

**Goal:** Library collaborations support learning

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<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel, money, expertise needed</td>
<td>What you will do</td>
<td><strong>What your activity will produce – data, classes, brochures, etc.</strong></td>
<td>The SO WHAT – the benefits that accrue as a result of your program</td>
</tr>
<tr>
<td>Knowledgeable librarian, teachers</td>
<td>Collaboratively plan a lesson, project, or unit</td>
<td>Lesson plan Session with students Handouts? Assignments</td>
<td>teachers and librarians effectively collaborate on a lesson plan, project or unit</td>
</tr>
<tr>
<td>Budget &amp; space</td>
<td>Budget staff time, find and schedule space</td>
<td>Staff time and space commitment</td>
<td></td>
</tr>
<tr>
<td>Document collaborations</td>
<td>Data demonstrating effect of collaborations on student learning</td>
<td>improved awareness of the library’s role in teaching</td>
<td></td>
</tr>
</tbody>
</table>
If we get these resources...

Conduct these activities and deliver these products

We will see these outcomes
A thorough data collection plan has three phases:

- **Phase 1**: Community Assessment
- **Phase 2**: Process Assessment
- **Phase 3**: Outcomes Assessment
Phase 1:
Describe the program
Logic Model--Activities and resources

• Activities
  – What will you do?

• Resources
  – What you have
    • Income
    • Equipment
    • Collection
  – What you need
    • Operating expenses (e.g., personnel, acquisitions, maintenance, etc.)
    • Funds for new initiatives or services
Process Assessment lets you assess whether your project is on track
Logic Model: Outputs

• Outputs
  – How many did you do?
  – How many attended?
  – How many were distributed?
  – How many times was it used?
Here are some typical methods for assessing implementation

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at workshops</td>
<td>153 consumers</td>
</tr>
<tr>
<td>Number of sessions</td>
<td>22</td>
</tr>
<tr>
<td>Participant satisfaction</td>
<td>Grade A or B = 87%</td>
</tr>
<tr>
<td>Number of public libraries linking to MedlinePlus</td>
<td>12</td>
</tr>
<tr>
<td>Number of brochures distributed at public libraries</td>
<td>809</td>
</tr>
</tbody>
</table>
Outcomes assessment demonstrates results and value of your program.
Logic Model: Outcomes

• Outcomes - *changes* in attitude, behavior, skills, knowledge or situation
  – Short, medium and/or long term
  – Intended or unintended
  – Positive as well as negative
  – S.M.A.R.T.
QUANTITATIVE DATA

“Not everything that's countable counts”
What is the average…”
How many…”
What percentage…”
What is the correlation…?
What is the difference…?
How close are we to our objective target?

“Not everything that’s countable counts.”
Writing Items for Questionnaires
Organize by Topic

• Do questions flow logically?

• How can you organize questions to make them easier to answer?

• Will preceding questions introduce bias?
Have you ever taken a MedlinePlus training session offered by a regional medical library?

☐ Yes

☐ No
Yes-No questions

Have you ever taken a MedlinePlus training session offered by a regional medical library?

☐ Yes

☐ No

☐ Don’t know
“Check All (?)-That-Apply”

In the past year, have you used online health information resources to (check all that apply):

___ Research a health concern?
___ Find information for someone else?
___ Look up something you heard in the news?
___ Make a presentation?
___ Find a health care professional?
___ Other
Alternative to “Check All That Apply”

In the past year, have you used online health information resources to (circle yes or no)?

- [ ] Y N Research a health concern?
- [ ] Y Y N Find information for someone else?
- [ ] Y N Look up something you heard in the news?
- [ ] Y Y N Make a presentation?
- [ ] Y N Find a health care professional?
- [ ] Y N Other
“Best Options” should provide everyone’s best option

Which of the following sources are you most likely to go to first when you have a question about your health? (Choose one)

___ The Internet
___ Print materials
___ A health care professional
___ A family member
___ A friend
“Best Options” should provide everyone’s best option

Which of the following sources are you most likely to go to first when you have a question about your health? (Choose one)

___ The Internet
___ Print materials
___ Your doctor/health care provider
___ A family member
___ A friend
___ Other
___ I don’t look up health information
Use an equal number of positive and negative options

How would you rate the quality of the training you received today?

A=Excellent
B=Very Good
C=Good
D=Fair
E=Poor

A=Excellent
B=Good
C=Fair
D=Poor
E=Very Poor
Don’t “double bank”

“How would you rate the quality of education you are getting at Washington State U”

1

___ Excellent
___ Very Good
___ Fair
___ Poor

2

___ Excellent
___ Very Good
___ Good
___ Fair
___ Poor
Don’t “double bank”

“How would you rate the quality of education you are getting at Washington State U”

1. Excellent 42% Very Good 40% Good ___ Fair ___ Poor

2. Excellent 49% Very Good 31% Good ___ Fair ___ Poor
Equal spacing and numbers indicate “intervals”

I am more likely to take workshops that offer continuing education credits.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Polar-point scales had more noncommittal responses

I am more likely to take workshops that offer continuing education credits

Strongly Agree 1 2 3 4 5 Strongly Disagree
Polar-point scales had more noncommittal responses.

I am more likely to take workshops that offer continuing education credits.

Strongly Agree

1  2  3  4  5  Strongly Disagree
Put most positive responses at top

I am more likely to take workshops that offer continuing education credits

__ Strongly agree
__ Somewhat agree
__ Neither agree nor disagree
__ Somewhat disagree
__ Strongly disagree
How likely are you to run searches for the doctors and nurses at your hospital?

___ Very likely
___ Somewhat likely
___ Not sure
___ Somewhat unlikely
___ Very unlikely
Ask only one question at a time

How likely are you to run searches for the doctors and nurses at your hospital?

___ Very likely
___ Somewhat likely
___ Not sure
___ Somewhat unlikely
___ Very unlikely
Avoid rank-ordered questions

Please rank the following habits in terms of how difficult they are for you to follow, with 1 being the least difficult and 5 being the most difficult

___ Eating 5 servings of fruits and vegetables daily
___ Exercising at least 30 minutes on most days
___ Not smoking
___ Avoiding sweets
___ Maintaining a healthy weight
___ Drinking alcohol in moderation (1-2 servings a day)
How people may react to demographic questions

What is your annual income? What is your race/ethnic background

What is your gender, profession, zip code?
Put most demographic questions at the end
Use progress bars

Page 2 of 5
Avoid forced response questions

1. * Do you use the Internet to find information on (check all that apply):
   - Water conservation
   - Gardening

2. * Have you ever visited www.savingwater.org?
   - [ ] YES  [ ] NO

SUBMIT
Pilot-testing the Questions

- Is the question consistently understood?
- Do people have the information they need to answer the question?
- Are people willing to answer the question?
Getting responses
Social exchange theory predicts response

Perceived cost  Perceived reward  Trust  Response rate

Polling agency response rates for 2008 presidential polls

- Gallup – 14%
- Zogby – 28%
- Rasmussen – N/A
- George Washington U – N/A
Increase trust

Participants respond to requests from people they know and like

Credit: Library of Congress, Washington, D.C
Do gifts increase reward?
How incentives affect response rate

<table>
<thead>
<tr>
<th>Incentive in preliminary letter</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>20.7%</td>
</tr>
<tr>
<td>$1 Cash</td>
<td>40.7%</td>
</tr>
<tr>
<td>$5 Cash</td>
<td>48.7%</td>
</tr>
<tr>
<td>$5 Check</td>
<td>52.0%</td>
</tr>
<tr>
<td>$10 Check</td>
<td>44.0%</td>
</tr>
<tr>
<td>$20 Check</td>
<td>54.0%</td>
</tr>
<tr>
<td>$40 Check</td>
<td>54.0%</td>
</tr>
<tr>
<td>Promise of $50</td>
<td>23.3%</td>
</tr>
</tbody>
</table>
Obligation works better than enticement

Cost of Obligation

Cost of Motivation
One researcher reported a 79% response rate using this approach.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week prior: Pre-notification letter</td>
<td>--</td>
</tr>
<tr>
<td>Day 1: Email questionnaire</td>
<td>25%</td>
</tr>
<tr>
<td>Day 7: Email reminder</td>
<td>46%</td>
</tr>
<tr>
<td>Day 11: [Emailed and Mailed questionnaire]</td>
<td>68%</td>
</tr>
<tr>
<td>Day 15: Email reminder</td>
<td>--</td>
</tr>
<tr>
<td>Day 25: 71% response rate</td>
<td>71%</td>
</tr>
<tr>
<td>Day 32: 79% response rate</td>
<td>79%</td>
</tr>
</tbody>
</table>
Show them you care

First class postage

Preliminary request

Special follow-ups
Use some key tools to assess response rates

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Compare sample profile to population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 2</td>
<td>Compare early and late responses</td>
</tr>
<tr>
<td>Strategy 3</td>
<td>Contact a small percentage of non-respondents with key questions for comparison</td>
</tr>
</tbody>
</table>
QUALITATIVE DATA FILLS IN THE DETAILS

*Not everything that counts can be counted*
Qualitative data answers these questions

What worked best?
What did not work well?
What barriers were encountered?
How was the program useful?
What do the quantitative findings mean?
Qualitative data answers these questions

What do the quantitative findings mean?
Comments and feedback allow you to assess quality of your program

The instructor made it easy to find health information

The brochures are popular. Do you have any in Spanish?
Where do you find qualitative data?
Interviews
First decision: How many interviewees per session?

One-to-one

Focus group

Town Hall
Second decision: How much structure in the interview guide?

**Unstructured**
- No guide
- Conversational
- Informal

**Semi-Structured**
- Checklist of topics to cover
- Interviewer adjusts to conversation

**Standardized**
- Question guide carefully worded
- Interviewers stick to guide

- More details
- Exploratory
- Requires more skill

- Fewer details
- Confirming
- Requires less skill
Conducting the Interview

“Do you have anything to say before I find you guilty?”
How to develop the interview guide

It is the responsibility of the interviewer to provide a framework within which people can respond comfortably, accurately, and honestly to open-ended questions

-- Michael Q. Patton
Make your questions open-ended

How satisfied are you with the program?
Make your questions open-ended

How satisfied are you with the program?

Better: How do you feel about the program?
Be clear about the information you want

- Why do you use online consumer health databases or portals you mentioned earlier?
Be clear about the information you want

• Why do you use online consumer health databases or portals you mentioned earlier?
• Better: Give me some examples of health topics you researched online.
Be clear about the information you want

• Why do you use online consumer health databases or portals you mentioned earlier?
• Better: Give me some examples of health topics you researched online.
• Better: You said you use WebMD to get health information. What things about the site appeal to you?
Ask neutral questions

• We know that most people have had problems with using our Web site. What is your experience?
Ask neutral questions

• *We know that most people have had problems with using our Web site. What is your experience?*

• *Better: Some people find our Web site easy to use while others have trouble. What is your experience?*
Be sensitive about sensitive issues

• *Give an example of a time you did not do what your doctor told you to?*
Be sensitive about sensitive issues

• Give an example of a time you did not do what your doctor told you to?

• Better: Suppose your doctor told you to take a drug or have a procedure or get a treatment. What are some reasons you might not do it?
Use a “social exchange” question sequence
<table>
<thead>
<tr>
<th>Social Exchange</th>
<th>Interview with school nurse</th>
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<tbody>
<tr>
<td>Small talk</td>
<td>“How long have you been the nurse here at ____?&quot;</td>
</tr>
<tr>
<td>Experiences</td>
<td>“Describe a time when you needed health info on the job”</td>
</tr>
<tr>
<td>Attitudes, feelings, beliefs</td>
<td>Do you have adequate access to health information...?</td>
</tr>
<tr>
<td>Personal Info</td>
<td>How would you rate your online search skills?</td>
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</table>
Learn to listen

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<tr>
<th>RASA</th>
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<tr>
<td>Receive</td>
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<tr>
<td>Appreciate</td>
</tr>
<tr>
<td>Summarize</td>
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<tr>
<td>Ask</td>
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</table>
How to choose interviewees
(Purposeful Sample)
Convenience sampling is least credible
Create Surveys. Get Answers.

Design
Build your own surveys or choose from our templates.

Collect
Choose how to distribute and start collecting responses.

Analyze
Use our powerful analytical tools for intelligent insights.

Start Today
Pro Sign Up
Unlimited Surveys & Responses

Sign Up FREE
Just the Basics
A cool tool for questionnaires

QuickTapSurvey

Features
How It Works
Where It's Used
Pricing
Blog

iPad & Android Tablet Survey App for Mobile Data Collection

QuickTapSurvey lets you create your own surveys online and collect responses using iPad and Android tablets! It is secure, customizable and extremely easy to use, works offline (i.e. without an Internet connection) and can be used as a kiosk. See all our features.

SIGN UP

Perfect for surveys, audits, forms, market research, customer feedback, lead capture and any type of data collection. See where it's used.

PLAY VIDEO
Available on the App Store
Available on Google play
Thank you for providing us with feedback about our resources
Did you learn about a new resource that you plan to use?
Which resources are you likely to use?

- MedlinePlus
- ToxNet
- Household Products
- Clinical Trials

powered by QuickTapSurvey
What is your zip code?
Analytics: Exhibit Questionnaire

2. Did you learn about a new resource that you plan to use?

Results based on 4 responses to this question.

- 50% Yes (2)
- 25% No Answer (1)
- 25% No (1)

3. Which resources are you likely to use?

Results based on 4 responses to this question.

- Clinical Trial (3)
- MedlinePlus (2)
- ToxNet (2)
- Household Products (2)
Poll Everywhere
http://www.polleverywhere.com/
How likely are you to use Poll Everywhere?

- Likely: 6
- Not sure: 2
- Unlikely: 3
Now you try it
NN/LM Outreach Evaluation Resource Center

Web Address:
http://nnlm.gov/evaluation/

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