

# Improving Evaluation Data Quality by Addressing Nuances in Commonly-Used Tobacco Prevention and Cessation Indicators

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# Background

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- State tobacco control programs
  - Data collection systems
    - Data on reliability
    - Over/underestimates
  - Comparisons across states

# NC Statewide Tobacco Control Program

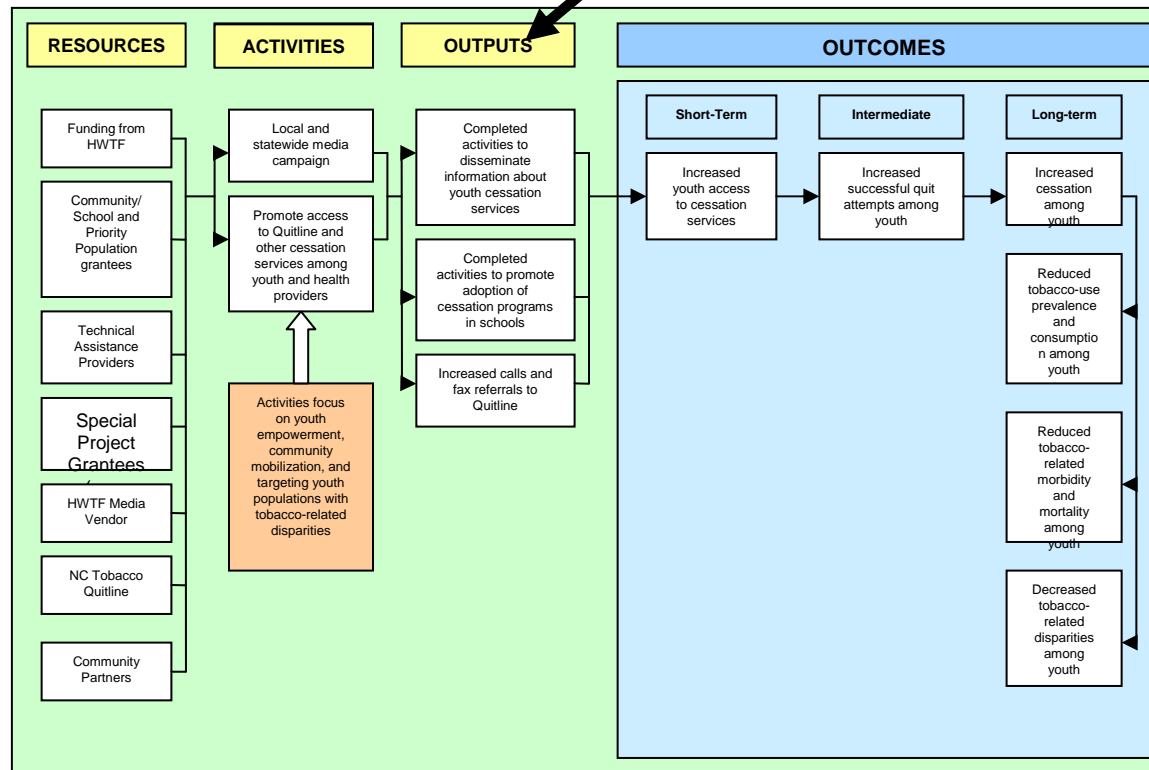
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- North Carolina Health and Wellness Trust Fund
- Teen Tobacco Use Prevention and Cessation Initiative
  - 46 grantees
- Four major goal areas
  - Initiation
  - Secondhand smoke exposure reduction
  - Cessation
  - Eliminating tobacco-related health disparities
- Independently evaluated by UNC

# Evaluation

Evaluation of outputs

- Uses indicators based on logic models based on best practices



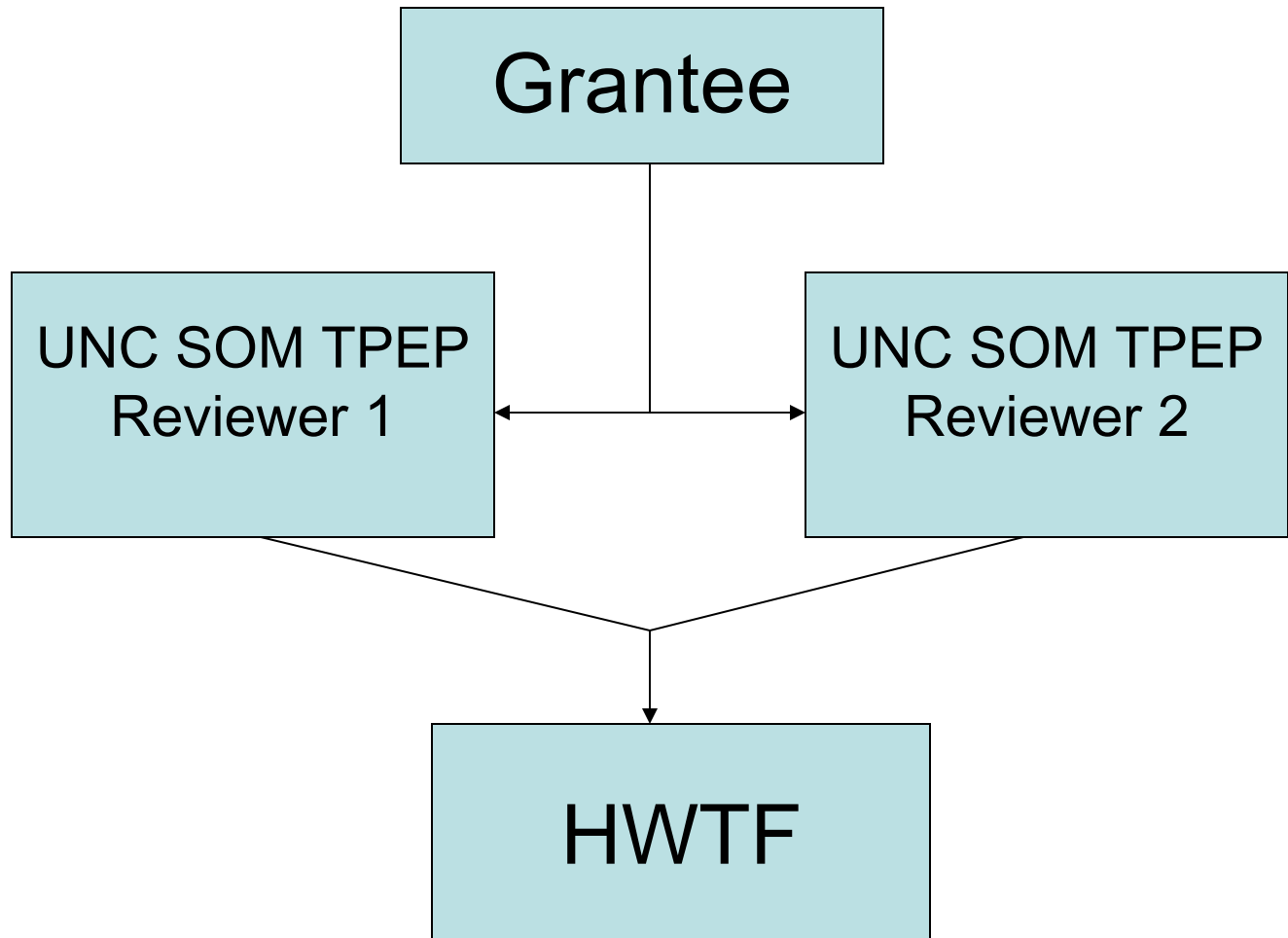
# Evaluation

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- Grantees provide monthly reports on indicator and non-indicator activities using the indicator Progress Tracking System (iPTS)
- 28 indicators across 4 goal areas

# Data flow

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## Example of a cleaned indicator change

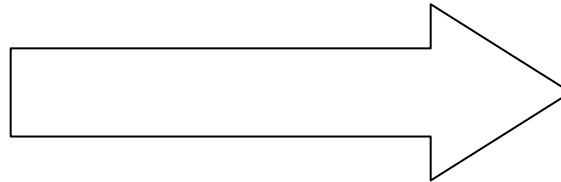
### Indicator: Number of smoke-free policies adopted.

#### Indicator change item description (from raw data):

“We worked with a local restaurant to create a nonsmoking section on one side of their dining area.”

Indicator Change Units as  
reported in Raw Data =

**1**



Indicator Change Units in  
Cleaned Data =

**0**

#### Reason for change:

Units were changed because the definition for this indicator requires that the venue be 100% smoke-free. A nonsmoking section does not qualify the venue for an indicator change.

**Actions**

Save	Add	Expand All	Logout
Save & Close	Edit	Collapse All	Logged in as: a7
Create New	Delete		Change Password
File	Lists		Security

**Access Bar**

**Prevention Edu./Yth E...**

- Prevention media
- Trainings offered for youth
- Trainings offered for adults
- Youth-led prevention acti...
- Prevention Edu./Yth Emp...

**Pricing**

- Pricing media
- Pricing presentations
- Pricing Likert Questions

**Merchant Education/A...**

- Sales compliance media
- Sales compliance activities
- Stores removing ads
- Merchant Education/Adve...

**100% TFS**

- 100% TFS STATUS QUE...
- 100% TFS Likert Questio...

**Prevention media**

Prevention Edu./Yth Empowerment: Provide youth tobacco use prevention education and empowerment opportunities in schools and the community

*# of tobacco use prevention education media/promotional messages published or aired*

Units

Name of Media Outlet

Type of Media/Promotion

Start date of media

Paid/Earned/Unpaid?

Paid

Earned

Unpaid

Did you use any HWTF funds for this activity?

Yes

No

School/Club/Faith-based?

Yes

**Errors**

- Question #13  
Required: Designed for a Unique Population?
- Question #16  
Required: Reached a unique population?
- Question #19  
Required: What item # on your action plan does this address? If not in your current action plan, enter N/A.



# Evaluation – Data Cleaning

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- Initially, cleaned data based on brief operational definitions and internal decision rules
- Noticed a high level of error
- Goal: Improve data quality
  - Create detailed definitions addressing as many nuances as possible
  - Create a codebook

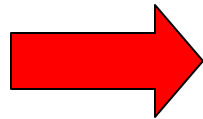
# Discovering and Addressing Nuances

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- Based on experience reading monthly reports from community-level grantees
- Must address
  - What qualifies as an indicator unit change
  - How to quantify the indicator unit change

# Example: cessation media indicator

# of youth  
cessation  
media/  
promotional  
messages  
published or  
aired

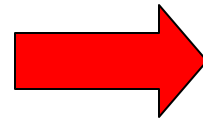


What counts as a  
media message?

Should  
promotional  
items be  
counted?

Should fliers or  
student-made  
posters be  
counted?

Should mass  
emails be  
counted?



Do all media messages count the  
same?

Do posters made by a youth group  
count the same as a radio spot?

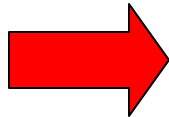
Should a flier distributed in  
multiple locations be counted once  
or once for each place where it  
was distributed?

If mass emails are counted, should  
they be reported as one unit for the  
email or one unit for each email to  
which it was sent?

If one media piece contains  
messages addressing two focus  
areas within the initiative, should  
it be counted as one unit or two?

# Example: cessation meetings indicator

# of presentations or meetings promoting Quitline, NOT, 5A, counseling for youth or Spit Tobacco cessation



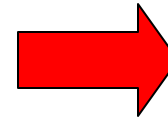
What counts as a meeting?

Should a telephone call be counted?

Should an email be counted?

Should the definition be limited to include only face-to-face meetings?

Is there a minimum time required to be counted as a meeting or would a "stop in the hall" count?



If one meeting is held with representatives from three different high schools, should it be counted as one unit or three?

If a meeting spans more than one day (e.g. a two-day retreat), should it be counted as one unit for the whole event or one unit per day?

Actions

Save

Save &amp; Close

Create New

File

Add

Expand All

Edit

Collapse All

Delete

Lists

Logout

Logged in as: a7

Change Password

Security

## Code Book



## GOAL AREA: CESSATION

## Focus Area #6: Provide access to effective tobacco use cessation resources

IND 23	# of cessation media/promotional messages published or aired
Definition	Earned, paid or unpaid media or promotional message in print, broadcast, or web-based media that focuses on providing access to effective tobacco use cessation resources for youth. Media message must either a) be produced by grantee or partner, b) make reference to grantee or grantee activity/project, c) include contributions from grantee, and/or d) be purchased using HWTF funding (HWTF materials). Do not report media messages for which you had no involvement.
Units	<ul style="list-style-type: none"> <li>One media message includes one product (e.g., 100 copies of one poster printed = 1 media message).</li> <li>One media message can be reported once per month (e.g., same ad published once in May and once in June = 1 unit in May and 1 unit in June).</li> <li>For <b>large mass media</b> count: 1 unit per audience (e.g., a radio advertisement aired on 3 different channels = 3 units).</li> <li>For <b>small media</b> count: 1 unit per product (e.g. 20 copies of the same flyer delivered to 3 different schools = 1 unit). The message should be different in order to merit a separate unit or indicator change (i.e., three PA announcements focusing on different topics = 3 units). Please note how the messages are different in your description if you report more than one unit.</li> </ul>
Name of media outlet	Type in the name of the publication (e.g., KGTV, New York Times) or the type of promotional item (e.g. "Why Smoking is Bad for You" flyer, wristband). If more than one outlet or type of promotional item was used, please create an additional entry for each one.
Type of media outlet	Choose one of the following options: announcement, billboard, brochure/flyer/poster/ sign, direct mail/newsletter, magazine/newspaper, radio, TV, theater slide, Web site, or other.
Start date of media	Using the calendar provided, choose the first date within the reporting month that this message was distributed.
Paid/ earned/ unpaid?	Media messages can be 1) earned, 2) paid, or 3) unpaid. Earned messages include radio, TV, and newspaper interviews that were merited by the grantee based on their work. Earned media also include letters to the editor. Grantees do not pay for earned media coverage. Paid messages include ads, radio spots, or HWTF materials that were purchased. Unpaid messages include HWTF or grantee media messages that are distributed without cost (e.g., student-made flyers or posters, PA announcements, promotional items).
Did you use any project funds for this activity?	Check yes, if non-personnel funds were used to create or implement this item/activity. Otherwise, check no.
School/Church/or Club-based?	Check yes if the media message was distributed to a school/church/or club-based audience only. Check no if the media message was distributed to a broader audience.

Access Bar

Code Book

# Results

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- Codebook and trainings reduced error rates significantly
- Overall error rate reduced by 67%.

# Discussion

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- Greater standardization of a minimum data set across statewide programs
- Reduce time and resources spent by each state individually
- Based on best practices and broad experience of community-level grantees
- Allow for national evaluation

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**For more info about TPEP and this  
evaluation:**

**[www.fammed.unc.edu/TPEP](http://www.fammed.unc.edu/TPEP)**