Information About Implementing the Organizational Change Survey Electronically

Reasons for Implementing the OCS Electronically

• Reduces the total time needed to complete the survey process
• Reduces cost for materials and postage
• Reduces staff time to administer the survey and input data
• Increases staff experience and comfort level in using electronic medium
• Environmentally friendly -- reduces paper use

Reasons for Implementing Via Mail

• Lack of access to electronic form will exclude some participants
• May be more cost effective if you have a small sample size

Iowa State University Extension has conducted the survey electronically and has taken the initiative to offer two types of assistance:

1. FEE-based web survey service or
2. FREE survey files.

If you would like more information, please visit their website at: http://www.extension.iastate.edu/cyfar/survey/

The Implementation Kit will assist you with important steps of the process whether you implement the survey electronically or via mail.

Please contact Paige Jacobson with any questions at: paige@ag.arizona.edu or (520) 621-3399.
Cooperative Extension's Capacity to Support Programs for Children, Youth and Families At Risk:

HOW TO IMPLEMENT THE ORGANIZATIONAL CHANGE SURVEY: A STEP-BY-STEP GUIDE (Revised)

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May 2003
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Preface

From late 1997 to early 1998, Cooperative Extension in 45 states or territories participated in the Organizational Change Survey. Individual state-specific reports and a national report combining information from all states were prepared to serve as resources for discussions, planning, and work sessions. From August 2000 to May 2001, the survey was implemented a second time. Twenty-four states participated in the second round. States prepared their own individual reports, and then submitted data files to the University of Arizona for aggregation for a national report. This document is a "how-to" guide for conducting the Organizational Change Survey. It provides a brief history of the survey's development and includes a detailed explanation of the precise steps required to implement the survey, analyze and report the data.
Introduction

History

In 1991, USDA-CSREES began funding the Children, Youth and Families at Risk (CYFAR) National Initiative. The Initiative emphasizes a holistic approach to preventive educational programs that address risk and resilience factors in children, youth, families and communities. The goal of the CYFAR Initiative is to facilitate the development and maintenance of healthy, happy environments that enable those at risk to develop life skills necessary for contributing, fulfilling lives. Since 1994, State Strengthening Projects have been funded by CSREES to improve the quality and quantity of comprehensive community-based programs for children, youth and families at risk and to expand statewide capacity for supporting and sustaining such programs.

To design national standards and a national system for evaluating programs for at-risk children, youth and families, CSREES, under contract with The University of Arizona, has initiated an evaluation collaboration with Extension services at universities implementing CYFAR programs. As a result, the Organizational Change Survey was developed to document the current state of and changes in states capabilities to develop and sustain effective programs for children, youth and families at risk. The survey is based on Search Institute’s Strengthening Our Capacity to Care (SOCC) nationwide survey of Extension agents completed in 1993 and 1996.

About the Organizational Change Survey

The Organizational Change Survey contains 70 items and covers topics ranging from implementation of common vision to training opportunities, collaboration within and outside of Extension, diversity of Extension programs and staff, respondent characteristics, and program sustainability (download the Organizational Change Survey from Appendix A). Items were designed to address the following six organizational components:

1. Develop and implement a common vision and strategic plan for programming for children, youth and families at risk;

2. Train, support and reward Extension salaried and volunteer staff for implementing programs for children, youth and families at risk;

3. Recognize Extension professionals as critical resources in research and education for children, youth, families and community issues;

4. Promote diversity, inclusivity and pluralism in Extension programs and staff;

5. Promote (internal) collaborations of Extension 4-H, Family and Consumer Science,
Agriculture, Community Development and other University departments in programming for children, youth and families at risk across the state;

6. Promote and join (external) collaborations of community, county, state and federal agencies and organizations to strengthen programs and policy for children, youth and families.

The table below lists the corresponding survey items for each component.

**Organizational Components and Corresponding Survey Item Numbers**

<table>
<thead>
<tr>
<th>Component</th>
<th>Survey Item Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>1, 2, 3, 4, 5, 6, 49</td>
</tr>
<tr>
<td>Component 2</td>
<td>7, 8, 9, 10, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47</td>
</tr>
<tr>
<td>Component 3</td>
<td>48, 50, 52, 55</td>
</tr>
<tr>
<td>Component 4</td>
<td>25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 53, 54</td>
</tr>
<tr>
<td>Component 5</td>
<td>8, 11, 12, 13, 14, 15, 20</td>
</tr>
<tr>
<td>Component 6</td>
<td>16, 17, 18, 19, 21, 22, 23, 24, 51</td>
</tr>
<tr>
<td>Respondent</td>
<td>56-70</td>
</tr>
<tr>
<td>Characteristics</td>
<td></td>
</tr>
</tbody>
</table>
Why Conduct the Organizational Change Survey?

As described earlier, the Organizational Change Survey was developed to document the current state of and changes in states' abilities to develop and sustain effective programs for children, youth and families at risk. Thus, results from the survey can be used to show how well your Extension system is supporting programs for at-risk audiences, to show where the system needs improvement, and/or to demonstrate changes in the system over time.

Repeating the Organizational Change Survey: Measuring Change

If your state implemented the Organizational Change Survey in the past, the survey findings can serve as a general baseline or a "snapshot" of the system at that time. As changes are made within the system, repeating the survey will allow you to assess the impact of those changes. To best capture these changes, we recommend that the complete survey be administered every three years. However, the entire survey or portions of it could be utilized more frequently. Arizona will prepare another national report in the Summer of 2004. To have your state's data included in this report, you will need to repeat the complete survey (available for download in Appendix A) following precisely the procedures outlined here and submit a disk copy of your state's data and the codebook.

It is important to point out that the Organizational Change Survey was changed slightly to reflect feedback received after its first implementation. Specific references to the Children, Youth and Families at Risk (CYFAR) National Initiative were replaced with phrases referring to children, youth and families at risk in general. Some questions were also removed. The appended Organizational Change Survey replaces the version used in 1997-1998, but is identical to the version used in 2000-2001.

Adding State-Specific Questions

Questions from the past Organizational Change Survey were standardized across states (i.e., all states had identical surveys). This allowed a comparison across states so a national picture of the system could be presented. Within each state, there may be areas of special interest or areas that receive extra emphasis which you would like to evaluate. Adding questions which are specific to your state Extension System would be appropriate. However, you must repeat the complete survey (see Appendix A to download the Organizational Change Survey) in order to have your state's data included in the next national report.
Adapting the Organizational Change Survey for Other Purposes or Audiences

The six components addressed by the Organizational Change Survey (discussed in the Introduction) are generic, and thus can be used for purposes or audiences other than assessing Cooperative Extensions’ capacity to serve children, youth and families at risk. For example, by changing some of the wording, the survey could be used in other Extension program areas such as agriculture. Alternatively, the entire survey or portions of it could be administered to individuals not affiliated with the Cooperative Extension System such as members of other agencies serving at-risk audiences. Remember that to have your state’s data included in the next national report, you will need to repeat the entire survey following the procedures described in this kit.

The Arizona evaluation team would like to know how states are using the Organizational Change Survey. When using or adapting the survey, please reference Arizona’s work in coordinating the survey’s development, implementation, and report of findings. The recommended citation is: Marczak, M. S., Peterson, D. J., Betts, S. C., & Earthman, E. (2003). Cooperative Extension’s capacity to support programs for children, youth and families at risk: How to implement the organizational change survey: A step-by-step guide (Revised). Tucson, Arizona: The University of Arizona, Institute for Children, Youth and Families.
Survey Procedure

A detailed explanation of the precise steps to be followed when implementing the Organizational Change Survey is included below. This is followed by a discussion on response rates and a review of the resources needed for implementation. A timeline for the entire survey procedure (from obtaining approval to collecting data to reporting on findings) is provided in the file entitled Timeline (see Appendix B to download).

Outline of Survey Procedure

Below is an outline of the survey procedure. We urge you to follow the steps carefully so that the responses accurately represent the experiences and opinions of professionals in your state. These steps are fully explained below.

A. Tasks to Complete Before Sending Out the Questionnaire

1. Obtain approval from State Extension Director
2. Obtain approval from Institutional Review Board
3. Identify eligible respondents
4. Fill out the Respondent Identification Form
5. Order postcards and address labels
6. Generate address labels for potential respondents
7. Send introductory letter

B. Sending Out the Questionnaire

1. Print and copy cover letters
2. Copy and prepare questionnaires
3. Prepare return envelopes
4. Prepare questionnaire packet
5. Send questionnaire packet

C. Sending Out Reminder Letters

1. Send first reminder postcard
2. Send second reminder letter
3. Send third reminder letter

D. Establish Final Date to Accept Completed Surveys
Detailed Explanation of Steps to Implement the Organizational Change Survey

A. Tasks to Complete Before Sending Out the Questionnaire

1. Obtain approval from State Extension Director
   Approval and support are needed from your State Extension Director. Be sure to provide your director with a copy of the Organizational Change Survey. To facilitate this process, we recommend that you provide him/her with copies of your state and/or national reports and describe the benefits of participation.

2. Obtain approval from Institutional Review Board
   Approval must also be obtained from your university's Institutional Review Board, often known as the Human Subjects Committee. This procedure serves as a safeguard for participants, ensuring that all legal and ethical requirements are met.

3. Identify eligible respondents
   Determine who will be surveyed. When the Organizational Change Survey was implemented in 1997-1998 and 2000-2001, ALL paid Extension professionals in the county, region, area (e.g., agents, directors) and university (e.g., administrators, Extension specialists) who work directly or indirectly on issues related to children, youth and families were surveyed. Those in non-paid positions (e.g., volunteers) and Extension professionals who work primarily on unrelated issues were not included. If you want your state's data to be included in the next national report (Summer 2004), you will need to send the survey to this group again. But if you are using the entire survey or a portion of it before then, you can choose whom to survey. For example, you may choose to survey the same individuals that were surveyed previously, a random sample of prior participants, a specific subset of current Extension staff, and/or a group of people outside Extension. If you have questions about various sampling techniques, please contact appropriate resource people in your university to help.

4. Fill out the Respondent Identification Form
   Once participants are selected, each respondent will need to be assigned an identification number. This number will be used to track responses and determine who needs second and third reminders. Be sure to include only an individual's identification number on the questionnaire. This will maintain respondents' confidentiality. The Respondent Identification Form should be used to list the names and identification numbers of each person to be surveyed. It is also used to indicate when a survey is returned and when reminder letters are sent. Download the file labeled either idform.wpd (download file from site) or idform.doc (download file from site) depending on your preference for WordPerfect for Windows or Word for Windows respectively, and print as many
copies as needed (each form has spaces for 25 names). This form is available to
download from Appendix C.

NOTE: If separate individuals will be responsible for sending out the
questionnaire packets and for receiving the completed surveys, only the person
sending out the surveys should have the list of names and identification
numbers. The person receiving the completed surveys should NOT have the list
which matches names and identification numbers. This individual can then
provide a list of identification numbers and survey return dates to the person
responsible for sending the surveys and reminders. This process will help ensure
confidentiality of responses.

5. Order postcards and address labels
   Order Avery 5389 Index/Postcards (2 postcards/sheet) for laser printers and
   Avery 5160 Address Labels (30 labels/sheet) for laser printers. The number of
   postcards and address labels you need will depend on the total number of
   eligible respondents. Each respondent will receive a postcard (see #1 under
   "Sending Out Reminder Letters"). The address labels will be used for return
   envelopes in the initial questionnaire packet (see #4 under "Sending Out the
   Questionnaires") and in the third reminder letter (see #3 under "Sending Out
   Reminder Letters"). These letters and reminders are available to download in
   Appendix D.

6. Generate address labels for potential respondents
   Once the list of people to be surveyed has been identified, generate address
   labels for the respondents. You will be using the labels several times so it may
   be wise to print out multiple copies of the labels or save them in a file that is
easily accessible for future use.

7. Send introductory letter (download from Appendix D)
   Download and open the file labeled either letter1.wp or letter1.doc depending on
   your preference for WordPerfect for Windows or Word for Windows respectively.
   Insert the correct date and name where "Date" and "Name of the State
   Extension Director Here" are indicated. Print copies of the initial letter on your
   state Extension letterhead. Send out the letter one week prior to sending the
   questionnaire packet.

B. Sending Out the Questionnaires

1. Print and copy cover letters (download from Appendix D)
   Download and open the file labeled either coverlet.wpd or coverlet.doc. Insert the
correct date and name where  "Date"  and  "Name of the State Extension
   Director Here"  are indicated. Be sure to include contact information for those
   who may have questions. Print copies of the cover letter on your state
   Extension letterhead.
2. Copy and prepare questionnaires
   A camera-ready copy (i.e., ready for photocopying) of the questionnaire is in Appendix A. If only a portion of the survey is going to be implemented, someone or some group of people will need to adapt the survey. This process may require several revisions until a final camera-ready copy has been created. Copying can be done in a variety of ways depending on several factors such as cost, format and planned method of data entry. For example, the survey can be copied in your office or by an outside printing company. It can be single- or double-sided, and simply stapled together or prepared as a booklet. The survey can also be copied on white or light-colored paper. When deciding how to prepare the survey, be sure to consider the method you will use for data entry. IMPORTANT-To prepare the questionnaire for mailing, you must write in the respondents corresponding identification numbers in the space provided on each questionnaire (top right hand corner). Also, add contact information on the last page of the survey.

3. Prepare return envelopes
   Create address labels for the return envelopes. Including appropriate postage on these return envelopes may increase your response rate.

4. Prepare questionnaire packet
   Each questionnaire packet should include the cover letter, the copy of the questionnaire with a clearly marked respondent identification number, and the pre-addressed return envelope with appropriate postage.

5. Send questionnaire packet
   The questionnaire packet should be sent one week following the initial introductory letter.

C. Reminder Letters (see Appendix D to download individual letters)

1. Send first reminder postcard
   One week following the mailing of the questionnaire packet, send ALL respondents a follow-up postcard. Open the file labeled remind1.wpd or remind1.doc. IMPORTANT--remember to insert the correct date and signature where "Date" and "Signature" are indicated. The template has been designed to be used with Avery 5389 Index/Postcard for laser printers.

2. Send second reminder letter
   From the list of respondent identification numbers and survey receipt dates for those who have returned completed questionnaires, determine who will need a second reminder letter. This reminder letter should be sent only to those who have NOT YET RETURNED a questionnaire. The reminder letter can be found in the file labeled remind2.wp or remind2.doc in Appendix D. Remember to insert the correct date and name where "Date" and "Name of Your State Extension Director Here" are indicated. The letter should be printed on the state
Extension letterhead. The second reminder mailing should be sent to all non-respondents and include the reminder letter, questionnaire (with respondent identification number written on top right hand corner) and a return envelope. This should be sent out TWO weeks following the mailing of the first reminder postcards.

3. Send third reminder letter
   From the list of respondent identification numbers indicating who has returned completed questionnaires, determine who should receive a third reminder letter. The third reminder letter should be sent ONLY to those who have NOT YET RETURNED a questionnaire. Using the file you downloaded from Appendix D, labeled remind3.wp or remind3.doc, make copies of the third reminder letter on your state Extension letterhead. Remember to insert the correct date and name where "Date" and "Name of Your State Extension Director Here" are indicated. This reminder letter should be sent to all non-respondents FOUR weeks following the second reminder letter.

D. Establish Final Date to Accept Completed Surveys
   You will need to establish a final date for accepting completed surveys. We recommend that this date be FOUR weeks following the third reminder letter.

Response Rates

The framework for implementing the Organizational Change Survey follows the Total Design Method (TDM) developed by Don Dillman (1978)\(^1\). Among other techniques, this method makes use of mailings which both inform potential respondents of forthcoming surveys and remind them to answer and return the survey materials. The 1997-1998 Organizational Change Survey followed this framework, and response rates for states ranged from 70% to 99%. During the 2000-2001 implementation, response rates ranged from 63% to 98%. These rates meet established standards of "very good" response rates (Babbie, 1973; as cited in Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997)\(^2\). Thus to provide a representative picture of Extension's capacity to support programs for at-risk populations, we recommend that states have a targeted response rate of at least 70%. This will be one criterion for a state's data to be included in the next national report in 2004. The calculation of response rates is discussed in Appendix E).
**Personnel**

As described above, several steps are involved in implementing the Organizational Change Survey. States will need to decide who will be responsible for each of the various aspects of the survey process. For example, one person could be identified as a contact person whose only responsibility is to make certain that the surveys are disseminated, completed, and returned. Then a different person or team could be responsible for data entry, data analyses and report writing. This would maintain the respondents’ confidentiality because those involved in data management would not see the Respondent Identification Form and thus could remain unaware of the respondents' identities.

The following procedure was used when the Organizational Change Survey was previously implemented. In each participating state, a contact person was identified as the individual responsible for implementing the survey. All responses, identified only by code numbers, were returned directly to another person for analysis. This person provided the contact person a list of code numbers from returned surveys to facilitate the mailing of reminder letters. Confidentiality of responses was maintained because code numbers and reminder letters were handled by one person, while the surveys were returned to a different person. This assurance will help increase response rates and the validity of those responses.

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Materials

Below is a list of materials that will be used to implement the Organizational Change Survey. After you have determined the number of eligible respondents, you will be able to calculate the quantity of supplies needed. Specific brand names and item numbers have been included because the downloadable files contain templates designed to be used with those items.

1. **Avery 5160 Address Labels for Laser Printers (30 labels/sheet)**
   Address labels will be used for sending out the survey packet and reminders, and for return envelopes in the initial questionnaire packet and the third reminder packet.

2. **State Extension Letterhead**
   State Extension letterhead will be used for the introductory letter to all eligible respondents, the cover letter sent in the survey packet, and for the second and third reminder letters.

3. **Avery 5389 Index/Postcards (2 postcards/sheet)**
   These postcards will be used for the first reminder.

4. **Copies of the Survey**
   Recall that copying the actual survey can be done in a variety of ways depending on several factors such as cost, format, and planned method of data entry. For example, the survey can be copied in your office or by an outside printing company. It can be single- or double-sided, and simply stapled together or prepared as a booklet. The survey can also be copied on white or lightly-colored paper. When deciding how to prepare the survey, be sure to consider the method you will use for data entry.

5. **Envelopes**
   Envelopes will be needed for sending out the initial survey packet and for participants to return their completed surveys.

6. Templates for the survey, letters, reminders, and respondent identification form are found in Appendices A, C, and D.
Data Management

Compiling the data from the surveys can be done through hand tabulations or data entry programs. Your choice will depend on a variety of factors such as sample size, staff size and data entry experience, and computer hardware and software. You can set up your data entry system as soon as you send out the surveys. This will allow you to begin entering data as soon as surveys are returned.

Hand Tabulation

If you anticipate having a small sample size (about 30), performing a hand tabulation of the data would be manageable. A sample form and instructions for hand tabulation are available for downloading in Appendix F. However, if you have a spreadsheet program (e.g., Excel or QuattroPro), we recommend using it. Entering data into a spreadsheet may save time in the long run. When checking the data to ensure that it was entered correctly, you will be able to look at a specific number entered for a respondent rather than repeating the hand tabulation and comparing it to the first one. Additionally, the spreadsheet program can produce descriptive information to save you from having to count tally marks. Having the data in a spreadsheet file will also make comparisons between past and future surveys easier. If you would like to have your state’s data included in the next national report in 2004, the data will need to be sent to Arizona in spreadsheet form.

Data Entry Programs

If you already have appropriate computer software and hardware or your sample size is greater than 30, using a data entry program would be more efficient. There are a variety of easy-to-use data entry programs. Some examples follow. We recommend that you speak to someone at your university for assistance in making this decision and in setting up the program.

First, data can be entered into a spreadsheet (e.g., Excel, QuattroPro), with one column for each question and one row for each participant. A number corresponding to the participant’s response would be entered in the relevant cell. These spreadsheet programs will compute basic descriptive statistics such as mean, median, mode, standard deviation, and frequency distributions. Some programs will also perform inferential statistical analyses such as t-test, chi-square, correlation, and regression.

Second, data can be entered directly into SPSS (http://www.spss.com) or SAS (http://www.sas.com). The file works like a spreadsheet. These programs are also used for data analysis. It will perform the basic descriptive and inferential statistical analyses described above in addition to other advanced statistics.

Third, SPSS has a program called Data Entry Builder which allows you to set up the
computer screen in a way that is identical to the survey or allows you to enter data in a spreadsheet-style layout, (http://www.spss.com/spssbi/data_entry_builder). In creating the file, you can place restrictions on what values are allowed to be entered for each variable. For example, if responses to a question range from 1 to 5, you can specify that 0, 6, 7, and 8 are not valid entries and the computer will beep and not let you continue until you have entered a valid number. The file is saved in a format to be used with SPSS for data analysis; it does not perform statistical analyses without SPSS.

Fourth, Principia Products (http://www.principiaproducts.com) has a software program called Remark Office OMR that allows a standard image scanner to read filled-in bubbles on a survey and convert them to numbers. Surveys are formatted such that the answer bubbles are next to the questions; there is not a separate survey and answer sheet. This data can be saved in a variety of formats for further statistical analyses, including Excel and SPSS. This method of data entry would be useful if you have a large number of surveys (at least 200) or plan to develop future surveys which use this technology.
Developing a Codebook

When entering, checking, or analyzing data, a codebook serves as a reference for the names of the variables (the survey items), their descriptions, range of responses, and column positions. People often develop a table in a word processing program to display this information. For example:

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Variable Name (or Survey Item)</th>
<th>Variable Label (or Description)</th>
<th>Value Labels (or Range of Responses)</th>
<th>Position (or Column Numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.</td>
<td>gender</td>
<td>Participant's Gender</td>
<td>1 = male</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = female</td>
<td></td>
</tr>
<tr>
<td>48b.</td>
<td>knowrisk</td>
<td>Knowledge of Risk and Resilience Factors</td>
<td>1 = poor</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = good</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = excellent</td>
<td></td>
</tr>
</tbody>
</table>

If you are using SPSS as your data analysis program, SPSS will create a codebook although it will look different from the one above. To do this, use the following command or syntax:

Display dictionary.

We have provided a codebook which should be used if you plan to have your state's data included in the next national report (download codebook from Appendix G). Be sure to use the variable names, variable labels, value labels, and positions exactly as indicated in this codebook when entering your state's data. This will allow Arizona to combine data from all participating states.
Data Analysis

General Statistics

At least 30 responses are needed for analyses beyond a frequency distribution and descriptive statistics. Below are brief description of various statistical techniques which can be used to analyze your data.

**Frequency Distribution:** A frequency distribution provides an actual count and a percentage of individuals choosing each response category. For example, if 25 males and 37 females completed the survey, the actual count of 25 and 37 would be reported along with the percentages of 40% and 60%. Two percentages are typically computed one which adjusts for missing data and one which does not.

**Descriptive Statistics:** Descriptive statistics include the mean (the average), the median (the 50th percentile), the mode (the most commonly occurring response), the minimum (the lowest response), the maximum (the highest response), and the range (the difference between the maximum and the minimum).

**Crosstabulations:** A crosstabulation is a table which displays the number of cases falling into each combination of the categories of two or more variables. For example, a crosstabulation would be used to see how responses to an item about knowledge in a specific area are broken down by years employed in Extension. An actual count and various percentages are included.

**Discrepancy Scores:** A discrepancy score is obtained by subtracting one item from another. It is used to indicate the size and direction of the gap between responses. For example, in the 1997-1998 and 2000-2001 Organizational Change Survey reports, discrepancy scores were used to describe the gap between a respondent's perception of the system as it is currently and if it were ideal.

**Paired-Samples T-tests:** A paired-samples T-test determines the statistical significance of a discrepancy score. For example, this test would show the significance of the differences between respondents' current and ideal perceptions of the system. If a result is statistically significant, it means that there is only a 5% likelihood (or less) that the result occurred due to chance.

**Correlations:** A correlation represents the strength of a relationship between two items. For example, a correlation would show the relationship between training received and knowledge in a certain area.
Change Over Time

All states who implemented the Organizational Change Survey in 1997-1998 received a copy of their data on disk. Three files were sent: data in an ASCII text file, a command file which creates an SPSS system file, and a ready-to-analyze SPSS system file. If you cannot find this original diskette, another is available from The University of Arizona for $10. Please contact Paige Jacobson at (520) 621-3399 (paige@ag.arizona.edu) for assistance. States who implemented the survey in 2000-2001 have their own copy of the datafile as individual states were responsible for their own data entry during Round 2.

By assigning slightly different variable names to the variables of the latest survey, but keeping the value labels the same, you can combine the past data with the new data you will be collecting to look at change over time. It is recommended that you keep the variable name for the new data as similar as possible to the variable name in the old data, but simply add a "3" at the end to differentiate the new and old data. For example, if "age" is the name of the variable on the initial survey, "age3" could be the name on the latest survey. Or if "knorisk" is the name of the variable on the initial survey, "knoris3" could be the name on the latest survey. Please note, however, that if you plan to have your state's data included in the next national report, you will need to follow the codebook available for downloading in Appendix G.

One way to see if a change over time is significant is through the use of matched pairs t-tests. This statistical analysis compares an old variable to a new variable and indicates whether or not the averages on the variable for the two data sets are significantly different.
Reporting Findings

Plans for reporting and disseminating results need to be addressed at the beginning of the Organizational Change Survey implementation process. Some questions that your team may want to address in the early stages of implementation are:

1. What is the purpose for writing the report?

For example, is the purpose to: report back to the funder? show how well your Extension system is supporting programs for children, youth and families at risk? show areas where the system needs improvement? challenge current understanding or beliefs about the capacity of your Extension system to support programs for at-risk audiences?

2. Who is the audience for the report?

In addition to reporting the evaluation results from the Organizational Change Survey in the State Strengthening annual report, formal and informal reports discussing the results will be of interest to other stakeholders such as state Extension administrators, county Extension professionals and local staff.

3. How will the report be utilized?

An informal assessment of utilization indicated that states who implemented the Organizational Change Survey in the past have used the survey results in a variety of ways:

Meetings were held with state specialists and Extension administrators to discuss the status of the state Extension system's capacity to support programs for children, youth and families at risk and look for areas needing improvements.

Reports were disseminated at statewide Extension conferences followed by a discussion about what the system is doing well and what the system needs to do to better support programs for children, youth and families at risk.

Results were utilized to show statewide needs and readiness to support programs for at-risk audiences when applying for State Strengthening grants and other funding.

Results were shared with state and local advisory boards to discuss both assets and needs of the system.

Evaluation results were included in the State Strengthening or New Communities Project Annual Report showing how the system is doing relative to the six organizational components.
4. In what form will the report be most useful?

First and foremost, you need to tailor the report to your audience and your purpose. In addition, are there specific reporting forms or structures to follow? Perhaps an executive summary better serves your purpose or do you need a more extensive report?

The states that completed the Organizational Change Survey in 1997-1998 received a full report from Arizona. This report may give you some ideas about how to report your results. This report, organized by the six organizational components, discusses results of every item on the survey. The Extension Director and the State Strengthening Project Director each received a hard copy of their own state's report. Arizona has also published national reports on the Organizational Change Survey. These reports can be downloaded from the following address: http://www.cyfernet.org. At the home page, click on "Evaluation." Next, click on "Evaluating Organizational Support" and then select "National CYFAR Evaluation Studies." The first national report (1998) is titled, "National Results of the Organizational Change Survey." The second national report (2002) is titled, "Graduating the CYFAR Initiative: National Results of Round Two of the Organizational Change Survey." The national reports may also give you ideas for your own reports.

5. Do you need to report on all six component areas?

The answer once again depends on the purpose for writing the report. For example, if the purpose of the report is to examine the status of your Extension System around diversity, then you may want to be selective and only report on data relevant to diversity issues. In the Introduction section the applicable items under each component area are listed. This list will assist you in highlighting specific component area(s) of interest.
Ways to maximize the usefulness of your report:

Include in your report a discussion of the quality of the survey and the implementation process to give credibility to the data. For an example, look at the section in the first national report titled, *Survey Quality: Validity and Reliability*. Remember, following closely the procedure outlined in this survey manual is key to preserving the quality of the survey and the implementation process!

Where possible, provide a visual representation of the data. Use many charts and graphs to show the results.

Make sure the report is completed in a timely manner and is available when needed. We recommend that you report the results within **three** months of collecting the data. This will ensure that the information reported is an up-to-date representation of the system. The shorter the amount of time between data collection and reporting, the less chance that changes will occur so that your data no longer accurately reflects the status of the system. Data collected in the past, however, will offer a valuable comparative tool when new Organizational Change Survey data are collected.

Make sure that the report gets disseminated widely. One concern raised by past participants was that they never saw the results of the survey. Several suggested that each report be put up on the web for easy access.