**Interview Protocol, Using Demographic Data, Surveys, and Observations**

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*In all cases specify any limits to drawing conclusions from the data*

**Using Demographic Data Guidelines**

Source including date. Reader should be able to retrieve the same data.

Always compare to some larger universe, e.g. City of Portland

Select and use categories that make the most sense, which might mean combining data categories

Use percents rather than whole numbers in most cases, especially small areas

Use appropriate charts and graphs

For neighborhoods Housing data is critical and is often constant and consistent

Not all old data is bad

Be familiar with definitions, e.g. below poverty level...

Understand bias or limitations of data, e.g. real estate brokers, census (house prices and rents)

**Interview Protocols**

How did you select the people?

Who are the people? Do they live in the neighborhood? How Long? What do they do (their job, etc.)?

How/why did you select the questions?

What was the setting?

What did you do to make them comfortable?

Did you tape record the conversation? Did you ask them if it was alright?

How did you explain to the people what you were doing?

Did you tell them how you would be using the information?

Did you have a plan to use follow up or clarification questions

Transcript

The transcript of the interview should then follow the Protocol section. You can summarize what people say, if lengthy, as long as you do not change the meaning.

**Observations**

Document with Photos, drawings etc.

Consider visitations at different days and times

Spend enough time observing

Take notes, include in documentation

# *Data about the participant*

What is included about the person may be related the sampling method and desired outcome. But, might include things like: age, race, location, year in school, etc.

**Survey Design and Implementation**

# Avoiding bias

For Example:

A question reading: In order to protect America against further Terrorist Attacks would you favor committing American soldiers to fight over seas.

You might get a very different answer if you said: If another situation like Iraq arose in the middle east would you favor committing American soldiers to fight there.

Or: Should America commit troops to fight a war with North Korea if it is suspected that they are developing weapons of mass destruction?

You can also bias the outcome, by asking a question without enough optional answers

For example:

People feel differently about making changes in the way our country is run. In order to keep America great, which of these statements do you think is best?

Be very cautious of changes

Be free to make changes

Only 37% said “free to make changes”

However add third choice: Should be open to constantly make changes?

Then 24% picked that and 32% picked be free to make changes.

# Clarity

Make sure your questions can be understood by the specific audience, e.g., senior citizens, children, students, general public.

**Be specific:**

On how many days do you read the newspaper, NOT

How often do you read the newspaper.

**Balance:**

For example: When people were asked if they thought individuals were to blame for crime and lawlessness in the U.S., 60% said yes, but when the question was reframed, in a balanced fashion, e.g. do you think individuals or social conditions are more to blame for crime and lawlessness than only 46% chose individuals

# Open ended Questions

Open ended questions are those without multiple choices, e.g. What do you think is to blame for raising crime rates in your community? \_\_\_\_\_\_\_\_\_\_\_\_\_.

Useful because more information is provided. Maybe good when possible answers not as well known. However, much more difficult to analyze.

# Fence Sitting and “Don’t know”

Including a neutral option can be important, as with “don’t know.” However people may take this choice when in a hurry or not caring.

**Secondary Data**

Consider reliability or bias of source

Citation, in text and at end of document

Use American Psychology association (APA) citation guidelines

Use extensive quotes sparingly

**Sources of Data**

City of Portland: annual community survey, and Efforts and Accomplishments, City Auditor's Office

Census data: by neighborhoods (see spreadsheet on line) or ONI

Community survey: quick fact for city or county, PSU Population center

Social equity: Coalition for Livable Future

Walkability survey

Regional Metadata project

http://www.portlandpulse.org/metadata

Portland Maps, Planning and Development City of Portland

Portland magazine April issue Neighborhood guide

Portland City Archives and Oregon History Center

Center for Population Research and Census

Census WWW page: http://www.census.gov/

Metro: http://www.metro-region.org/

Office of Neighborhood Involvement: http://www.ci.portland.or.us/oni/hoods/names.html

Bureau of Planning

Portland Public Schools

Portland Police: http://www.teleport.com/~police/

ACS WWW: http://duck.co.multnomah.or.us/pmpb/neighbors.html

**American Community Survey, summary from Charles Rynson, PSU Population Center.**

The short answer is that they will need to get familiar with American FactFinder and that they can get data from the 5 year ACS estimates (2006-2010) for census tracts, but not for Portland neighborhoods. We may do a project for Portland ONI to allocate the ACS data to neighborhoods. We did allocate the 2010 Census to their neighborhoods.

Factfinder: http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

These video tutorials are very helpful:

http://factfinder.census.gov/home/saff/aff2.html

Neighborhoods and tracts:

http://www.pdx.edu/sites/www.pdx.edu.prc/files/PDX\_Hoods.jpg

Neighborhood 2010 Census data:

http://www.portlandonline.com/oni/index.cfm?c=28387