

# Vulnerable Road Users Tips and Tricks for Program Evaluation as Demonstrated via Southern Nevada's Court-Ordered Pedestrian Safety Class

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## Court-Ordered Pedestrian Safety Classes

- [https://pedsafe.vegas/events/category/pedestrian\\_safety/](https://pedsafe.vegas/events/category/pedestrian_safety/)



Pedestrian Safety Classes are offered select Friday evenings at 5:30 pm and Saturday mornings at 10:00 am. Each class lasts approximately 3 hours. After you register for the class you would like to attend you will receive a confirmation email. You will also receive additional information and directions to the class. ¡Clases en español están disponibles!...

[Find out more »](#)

## Court-Ordered Pedestrian Safety Classes

- **Clark County Justice Court**
- **Waives tickets and associated fees** for road-users who received citations for pedestrian-related offenses
  - Class consists of **mostly pedestrians**
    - Mid-block crossing, darting, etc.
  - Motorists
    - Failure to yield, etc.
  - Some bicyclists
- ~3 hour class
- 3x month in English, once a month in Spanish
- The purpose of this intervention is to **educate at-risk road-users in safe behaviors related to pedestrians** in Clark County NV, with the ultimate goal of **reducing pedestrian injuries and fatalities.**
- **How can we measure this???**

## Surveying your population

- **Outcome Evaluation** measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve.
  - **Who is our target population?** Those who already received a citation, and who are at an increased risk for crash involvement. This is therefore an **INTERVENTION**.
- Pre and Post-surveys can measure outcomes
- Paper survey administered in class
  1. Pre Survey
    - Distributed at beginning of class
  2. Post-survey
    - Distributed after instruction is complete

## Surveying your population

- Why a **paper survey** given in class? Why not electronic, with a post-survey distributed later via email?
- Best time to make sure you get survey responses is **THEN and THERE**
  - **“Captive” audience**
  - **VERY high completion rate.** Surveys distributed at a later date have a much lower rate. Get the data while you can.
- Incentives to complete in-class paper survey:
  - Students must complete and return survey **in order to receive class credit.** (If it's your class, you determine the requirements. Use best judgement).
- **Know your population**
  - Many attendees are low SES, some homeless and may not have an address, phone number, or internet access to regularly check email to complete surveys.

**Always gather basic demographic information** such as Gender, Age, Ethnicity, Native Language, Living Situation.

## Pre-Survey

You also need to know what kind of road user they are: Ped? Bike? Bus? A combo?

**Where were they cited?** This helps us see if violations are occurring in known crash areas.

### Pedestrian Safety Violators Class (Pre-Survey)

Please complete this form and give it to the instructor  
The information gathered will be used to better the program, give feedback to the instructor, and future research.  
Your name will not be connected to these responses.

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Gender:  Male  Female  Other

1. Your Age (write in space provided):
2. My native language is (check one):  English  Spanish  Other: \_\_\_\_\_
3. What type of citation (ticket) are you here for?:  PEDESTRIAN (walking)  BIKING  DRIVING/RIDING
4. How would you best describe yourself? (check one or complete the 'Other' option below):  
 Native American/Alaskan  Latino-Hispanic  Asian  African-American  White/Caucasian  
 Middle-Eastern  Hawaiian Native/Pacific Islander  Other: \_\_\_\_\_
5. Do you live in (check one):  a home you own  rent a house/apt  stay with friends/family  other: \_\_\_\_\_
6. To get to places, do you **mostly** (check top 1-2 modes):  walk  bicycle  take a bus  
 ride a moped/scooter  ride a motorcycle  ride with family/friends  drive your own car  borrow a car to drive
7. Describe the location in the city where you got the ticket? (Cross streets or landmarks?)  
\_\_\_\_\_  
\_\_\_\_\_

8. Reason that the police said they gave you the ticket? \_\_\_\_\_

Reason the police cited the offender. We want to know the **actual citation.**

# Pre-Survey

For each statement below, please circle the number in the box that best describes how you feel about the statement.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	When pedestrians are in the wrong, drivers do not need to slow down or stop for the pedestrian.	1	2	3	4	5
2	A driver has the right of way over pedestrians when there is: 1) a green light for a right turn, or 2) a left turn on flashing yellow or green ball as permitted.	1	2	3	4	5
3	A pedestrian may cross at an intersection that does not have a painted crosswalk (not including private roads).	1	2	3	4	5
4	It is safer if pedestrians walk on the right hand side of the road with their backs facing traffic.	1	2	3	4	5
5	Driving, walking, or cycling while wearing and/or listening to headphones is distracting and dangerous.	1	2	3	4	5
6	Pedestrians do not need to make eye contact with drivers as long as they are in the crosswalk.	1	2	3	4	5
7	There is a higher risk of pedestrians getting hit by a car if the driver is speeding.	1	2	3	4	5
8	Pedestrians only need to wear bright colors at night.	1	2	3	4	5
9	Drivers and pedestrians should not be on their phones while in traffic, it is impossible to do it safely.	1	2	3	4	5

Next, test students on topics you will cover during the class to follow.

Likert Scales are easy to use. Try your best to use clear language. Simplify wherever possible to not confuse survey respondents.

Name and Date are important for matching individuals' pre and post-surveys

Email is important for long-term follow-up.

Did the lessons learned stick?

## Post-Survey

Ask the **SAME** questions as in the pre-survey. This is how you will measure knowledge gained.

### Pedestrian Safety Violators Class (Post-Survey)

Please complete this form and give it to the instructor

The information gathered will be used to better the program, give feedback to the instructor, and future research.

Your name will not be connected to these responses.

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Email: \_\_\_\_\_

For each statement below, please circle the number in the box that best describes how you feel about the statement.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	When pedestrians are in the wrong, drivers do not need to slow down or stop for the pedestrian.	1	2	3	4	5
2	A driver has the right of way over pedestrians when there is: 1) a green light for a right turn, or 2) a left turn on flashing yellow or green ball as permitted.	1	2	3	4	5
3	A pedestrian may cross at an intersection that does not have a painted crosswalk (not including private roads).	1	2	3	4	5
4	It is safer if pedestrians walk on the right hand side of the road with their backs facing traffic.	1	2	3	4	5
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9	Drivers and pedestrians should not be on their phones while in traffic, it is impossible to do it safely.	1	2	3	4	5

## Post-Survey: Process Evaluation Questions

Please tell me what you learned most from the class?

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What would you like to know more about?

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Additional comments and suggestions:

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— Short-answer questions allow for the program director to assess how the program is running. Can it be improved? What are the student suggestions?

Open-ended questions can give rise to concepts/ideas the program director may never have considered.

## Issues and how to address them

- **Language barriers**
  - Solution: We hold a Spanish class once a month
    - Spanish survey to be created
  - What about other languages?
    - Interpreters required for class credit
- **Reading comprehension barriers**
  - Future: Include a comprehension question in the survey
- **Bring a **helper!****
  - Will pay attention to the class and make sure pre-surveys are returned before class starts.
  - Can flag surveys for students that did not comply (e.g., kept surveys during class, answering as content presented; raced through survey not reading questions, etc.), or otherwise behaved unusually.
  - Alone it is not possible - you are focused on teaching.

## Create a Database

- Move your paper data to a **digital database** (spreadsheet)
- TIP: *Do this as soon as you can* after receiving completed surveys.
  - Completing hand-entries from one format to another (e.g., paper to electronic) can be tedious
  - Immediate data entry will reduce errors and keep your memory fresh for any notes you may want to include related to particular surveys (e.g., did not understand language, was sleeping in class, etc.)
  - *The longer you wait, the more stack up.* One day you might have multiple boxes of surveys that will never get entered into a database. They may never be analyzed, losing all the hard work you put into data collection.

Our database  
maintained in  
Google Sheets in  
a Team Drive

- **Create a Code for each person if you are removing identifiable information.**
  - E.g., instead of Peggy Sue you store her as 'PS-1001'
  - This protects information of respondents in case of data breach
- **As you enter data, it may be easiest to code the data as you go.**
  - E.g., instead of "Male" and "Female" you use a number to represent each
    - Male = 1
    - Female = 2
  - This makes data entry and data analysis easier.



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	A	B	C	D	E	F	G
1							
2	Key						
3	data field	code	description		notes		
4	missing	-99			This is for ANY data field that does not have a response		
5	Date		mm/dd/yyyy		enter date survey taken		
6	Code		PL-XXXX		create unique code linking pre and post survey for individual. Follow established pattern as seen on 'data' tab. E.g., PS-1035... etc.		
7	Age		XX		enter age (number)		
8	Gender	1	Male				
9		2	Female				
10		3	Other				
11	Language	1	English				
12		2	Spanish				
13		3	Other	enter text if present			
14	Citation Type	1	Pedestrian				
15		2	Biking				
16		3	Driving/Riding				
17	Race/Ethnicity	1	Native American/Alaskan				
18		2	Latino/Hispanic				

Maintain a Key associated with your database! (We keep this on a separate tab from the data).  
 If you forget that 1 = Male and 2 = Female, you may wind up having to enter the data ALL OVER AGAIN



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Date

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Date	Code	Gender (1=	Age	Language (1	Other Lan	Citation T	Race/Ethr	Race Othe	Do you liv	Live in OT	To get to	Location of citation	Reason for Citation
2	9/15/2017	PS-1001	2	56	1	-99	1	4	-99	2	-99	3	Flamingo/Maryland	Jaywalk
3	9/15/2017	PS-1002	1	35	1	-99	1	5	-99	3	-99	1	Boulder/Russell	Jaywalk
4	9/15/2017	PS-1003	1	52	1	-99	1	5	-99	1	-99	7	Famingo	Jaywalk
5	9/15/2017	PS-1004	1	72	1	-99	1	5	-99	2	-99	7	Boulder/ Arizona Charlies	Jaywalk
6	9/15/2017	PS-1005	1	54	1	-99	1	5	-99	4	-99	1	Nellis/Stuart	Crossing out of crosswalk
7	9/15/2017	PS-1006	1	58	1	-99	3	-99	-99	3	-99	7	Hardrock	Took pedestrians right of way at a cross
8	9/15/2017	PS-1007	1	20	1	-99	3	3	-99	3	-99	7	Treeline/American Beauty	Failure to Yield to Ped
9	9/15/2017	PS-1008	1	45	1	-99	3	5	-99	1	-99	7	Southwest	Hit bicyclist in crosswalk
10	9/15/2017	PS-1009	1	28	1	-99	1	4	-99	2	-99	3	Twain and Swenson	Jaywalk
11	9/15/2017	PS-1010	1	-99	1	-99	1	-99	-99	1	-99	1	East side	Jaywalk
12	9/15/2017	PS-1011	1	62	1	-99	1	5	-99	4	-99	3,4	Lamb/Lake Mead	Jaywalk
13	9/15/2017	PS-1012	1	-99	1	-99	3	4	-99	1	-99	7	Las Vegas Blvd/Sahara	Red light
14	9/15/2017	PS-1013	2	19	1	-99	1	4	-99	4	Shelter	3	Maryland/Flamingo	Jaywalk
15	9/15/2017	PS-1014	-99	-99	-99	-99	-99	-99	-99	-99	-99	-99		-99
16	9/23/2017	PS-1015	1	-99	1	-99	1	5	-99	3	-99	0		-99 Jaywalk
17	9/23/2017	PS-1016	1	29	1	-99	1	5	-99	2	-99	3	Desert Inn/Paradise	Center Median/Jaywalk
18	9/23/2017	PS-1017	1	60	1	-99	1	5	-99	3	-99	4	Maryland/Sunrise Hospital	Jaywalk
19	9/23/2017	PS-1018	1	55	1	-99	1	2	-99	4	-99	3	Andover/Tropicana	Jaywalk
20	9/23/2017	PS-1019	1	71	1	-99	1	4	-99	4	-99	3	LV Blvd/Treasure Island	Jaywalk
21	9/23/2017	PS-1020	1	43	1	-99	1	5	-99	2	-99	3	LV Blvd/ Freemont	Jawwalk



# Ped Class Survey Database\_RUNNING.xlsx

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Keep a Column for Data Entry notes to record anything unusual or information that will be needed for data analysis later on.

	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL
1	Post Liker	Learned	Like to know more ab	Comments suggestions	Data entry notes							
18	3	4	3	3	3	3	3	3	Ped saftey	-99	-99	
19	3	3	4	2	4	2	4	2	Saftey	Safe Drivers	Thank you for helping	
20	3	3	3	2	4	2	4	2	A lot	-99	-99	
21	2	3	1	2	1	2	2	1	Public Saftey	Lighted crosswalks		-99
22	4	4	4	2	4	2	2	2	Be more careful with	-99	-99	
23	3	4	5	5	4	1	5	2	Pay attention while w	-99	Very informative on what I thought was legal which isn't	
24	4	4	4	4	5	2	2	2	Have more patience	-99	-99	
25	3	3	3	2	4	2	3	3	Driver can sue a pede	-99	Use a crosswalk, not worth the risk	
26	4	4	4	5	4	4	1	1	-99	-99	-99	
27	3	1	1	1	5	1	4	1	Can get a ticket cross	all bike riding rules/lav	good class to educate pedestrian saftey. I hope laws will chang	
28	5							1	Be polite and courtec	-99	-99	
29	3							1	Dangers of walking d	traffic laws	-99	
30	1							1	Not to have back turr	Changing laws and me	Suggest to students to see the shoes at the mall of deseased p	
31	5							1	-99	-99	-99	
32	1	5	5	1	5	1	1	1	not jaywalk, use lights at night, be aware of surroundings			
33	3	1	5	1	4	1	4	1	A lack of crosswalks, look before crossing, w		I think you should do 1 class per week. You are great, thanks E	
34	2	2	5	1	5	1	5	1	Pay attention to peop	More about intersectic	I learned a lot here, I learned to be more careful	
35	2	2	5	1	5	1	3	1	Amount of fatalities and peds can be just as		Very informative on what I thought was legal which isn't	
36	1	5	1	5	-99	4	5	1	IN SPANISH: "conciern	-99	-99	
37	4	5	1	1	5	2	4	1	-99	Adult bicycle riders rid	-99	

Short Answer questions can be very revealing and lead us to questions we may have never thought to ask

## Future Steps

- As we collect **email addresses**, there is an opportunity for **long-term follow-up**
  - We need to know if lessons from this class are **sticking** over time in terms of:
    - Knowledge – ask the same questions as in the pre and post-surveys.
    - Behaviors – Did they get ticketed again? Did they get injured? These are questions we can ask.
- If accurate full names are collected (as they appear on their identification) as well as DOB, there is the *potential to link to other databases* to check up on students.
  - The survey as we now have it formatted would not work for this, and would need to be modified.

Thank You!  
Questions?

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