Seating

|  |  |  |  |
| --- | --- | --- | --- |
| X | Malcolm Townes | Dan Ferris | X |
| Melissa Stone | X | James Tillis | X |
|  | Jacob “Jake” Fussell |  |  |

Notes

Summative evaluation 🡪 determine success in achieving outcomes

Formative evaluation 🡪 identity opportunities for improvement

Effectiveness 🡪 are outcomes being achieved

Efficiency 🡪 are we making the best use of resources (i.e., outcomes per unit of input resources)

Ex Ante 🡪 before implementation to choose options

Ex Post 🡪 after implementation to evaluation ongoing program and make changes

Uses of Logic Models

* Develop consensus among partners
* Facilitate strategic planning
* Facilitate project implementation
* Communicate with stakeholders
* Facilitate evaluation

Program activity statements begin with an infinitive verb.

Program outputs are tangible and countable or measureable.

Questions

* What is the difference between a policy and a program? (See Lecture 01 presentation, slide 4)
* How well do logic models apply to policy evaluation?
* What modifications must be made to apply logic models to policy?
* In practice, do program funders systematically review similar programs that have been tried before?
* Must one have an underlying hypothesis about the causes of an undesired social phenomenon in order to develop a logic model?

Evaluation design focuses on describing the policy or program and defining what will be measured.

Research design focuses on examining the linkages between policy and program constructs and observed outcomes.

It’s not uncommon to experience 15 to 20 percent attrition in program participation.

* Factor attrition into program design.

To mitigate resentful demoralization

* Informing participants in the control group they are on a wait list to receive the treatment or intervention.

Control group used more in experimental design.

Comparison group used more in quasi-experimental

Non-experimental designs don’t have explicit comparison groups.

Absent from class. No notes taken.

Qualitative research is different from qualitative evaluation

* Qualitative evaluation is the use of qualitative methods (i.e., words rather than numbers) to answer specific questions about a program.
* Qualitative research is a methodology that uses certain methods and techniques to capture and analyze qualitative data.

Empowerment evaluation enables participants to perform the evaluation themselves.

Sampling methods

* Sample bias is a risk with snowball sampling.
* Convenience sampling is susceptible to credibility challenges and sample bias.
* Deviant case (also called unique case) sampling is useful for exploratory research to quickly identify the range of themes.

Class project

* literature review
  + Mentoring programs
  + Measurement tools
* Literature review will give guidance for what tools to use

Relationship between needs assessment and program logic models

* Needs assessment feeds into the program logic model.
* Once the need has been identified and defined (i.e., undesired state in the environment) then a program can be designed to address the need.

Per my request, Dr. Nhial Tutlam will post a sample Institutional Review Board (IRB) protocol.

Examples of needs assessments

* 2011 Community Health Needs Assessment, Saint Louis County Health
* 2013 Saint Louis County Health Assessment: Local Public Health System Assessment
* 2013 Saint Louis County Health Assessment: Community Themes and Strengths Assessment
* National Public Performance Standards: Local Assessment Instrument

Assignment 01 Instructions

* Per Dr. Nhial Tutlam, due date is flexible; can be extended.
* The deliverable for preparation of tools is the actual assessment instrument.
* Per Dr. Nhial Tutlam, an IRP protocol is not needed for this project.

The term paper is a group term paper.