

Workshop Objectives

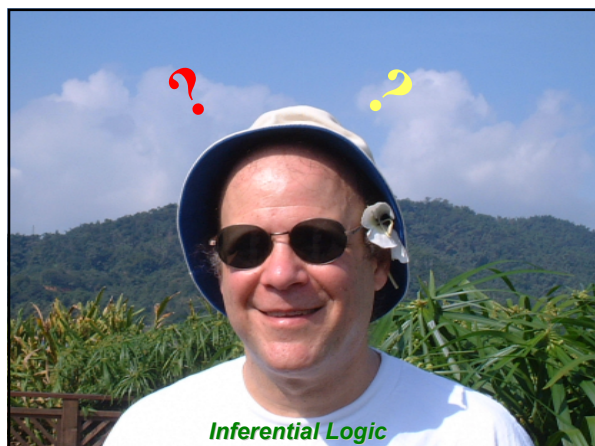
- understand the process of inductive logic
- appreciate qualitative evaluation of community public health programs as participatory and process oriented
- depict logic models of a program's theory and action
- depict logic models based on social ecological principles

-describe key methods in qualitative evaluation:

- interviews
- observations
- archival data

-apply codes for data analysis

Objective 1: Understand the process of inductive logic



GRYPPORAM

Session18: Qualitative Evaluation Approaches - Goodman

| | NUMBER | PERCENT |
|---------------------------------------|--------|---------|
| Total residents | 6142 | 100 |
| Black residents | 5534 | 90.1 |
| Age < 18 years | 2645 | 43.1 |
| Age 10-15 years | 1015 | 16.5 |
| Total # housing units in census tract | 1865 | 100 |
| # occupant-owned | 529 | 28.4 |
| Average monthly rent | \$110 | |
| Average # persons per household | 3.52 | |
| # Female headed households | 714 | |
| # of two-parent households | 496 | |
| Median family income | \$5331 | |



What are Qualitative Evaluation Methods?

The application of ethnographic methods to program evaluation

The purpose of ethnographic approaches:

- To understand how phenomena occur
- To understand why things are the way they are
- To understand the meaning or interpretations given to symbols or events

Qualitative evaluation is an important complement to quantitative evaluation in public health.

Quantitative Evaluation Qualitative Evaluation

Based on experimental, quasi-experimental and time series designs

Deductive logic – hypotheses driven

Variable oriented

Reliability and precision oriented

Precise instrumentality

Based on a different set of assumptions for guiding research designs – naturalism/phenomenology

Inductive logic – inference grounded

Process oriented

Validity and depth oriented

Self as instrument



Objective 2: Appreciate qualitative evaluation of community public health programs as participatory and process oriented

A Guiding Principle for Evaluating Community-Based Public Health Programs

Evaluation of community programs
emphasizes participatory and
process dynamics

Community-Based Participatory Research (CBPR)

**“a partnership approach to
research that equitably involves
community members,
organizational representatives, and
researchers in all aspects of the
research process”**

Israel, B. A., *et al.* (2001). “The Detroit Community-Academic
Urban Research Center: Development, Implementation, and
Evaluation.” *Journal of Public Health Management and
Practice*, 7 (5), 1-19.

**“an approach that entails involving
all potential users of the research
and other stakeholders in the
formulation as well as the
application of the research” (p.
1927).**

Green, L.W., Mercer, S.L. (2001). “Can public health
researchers and agencies reconcile the push from funding
bodies and the pull from communities?” *American Journal
of Public Health*, 91 (12), 1926-1929.

Maximum participation occurs when the stakeholders

- ✓ Remain active throughout the study
- ✓ Pose the research question
- ✓ Engage in the selection and application of methods
- ✓ Apply the findings

Minimum participation requires involvement in

- ✓ Formulation of the question
- ✓ Interpretation of the data
- ✓ Application of the findings

Green, L.W., Mercer, S.L. (2001)

ATTRIBUTES OF THE CBPR APPROACH

- ✓ the central place that communities are accorded as units of identity and as co-equals in research
- ✓ a process that is not perceived by community constituents as university-dominated or elitist
- ✓ the emphasis on long-term commitment by all partners
- ✓ the emphasis on co-learning so that the process flows back and forth

ATTRIBUTES OF THE CBPR APPROACH

- ✓ the use of exercises that stimulate collective visioning among all partners
- ✓ the incorporation of social ecology approaches as departures for research and practice
- ✓ the use of innovative problem-solving approaches
- ✓ the use of multiple methods of data collection to produce a rich and textured picture of partnership functioning and outcomes that result

Participatory approaches to evaluation require process-oriented approaches to:

- assure maximum participation
- be empowering of community programs and constituencies

What is Empowerment Evaluation?

The use of evaluation concepts to:

- foster program improvement and self-determination
- help people help themselves in improving their programs using self-evaluation and reflection
- help program people conduct their own evaluations with outsiders acting as coaches and facilitators
- raise of awareness and consciousness regarding the complexity of social issues that the program addresses

Process orientation precedes outcome orientation in qualitative community evaluations to:

- inform “how” and “why” evaluation questions
- Assure fidelity of the programmatic approach to its original intent

Objective 3: Depict logic models of a program’s theory and action

Kumpfer defines **logic models** as “. . . a fancy term for what is merely a succinct, **logical series of statements that link the problems your program is attempting to address, how it will address them, and what the expected result is**”

LOGIC MODELS CAN BE constructed as a series of “if . . . then” statements

LET’S PRACTICE

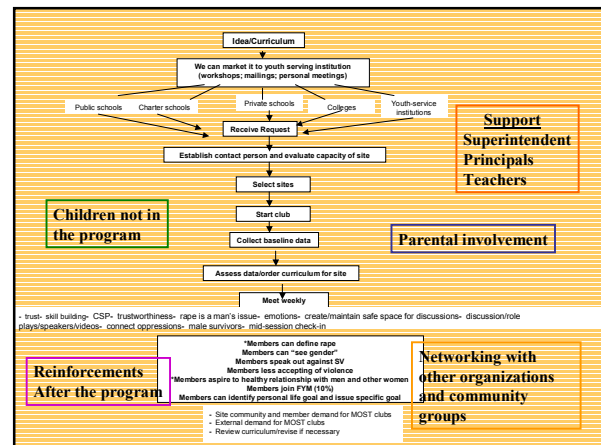
The existing literature suggests that coalitions form and develop in specific stages. Therefore, a discussion of coalition functioning should take into account a coalition's "stages of development." These stages include: formation, implementation, maintenance, and the accomplishment of goals or outcomes. The formation stage occurs at the initiation of funding from the Center for Substance Abuse Prevention (CSAP).

The agency that is granted the funding (lead agency) convenes an *ad hoc* committee of local community leaders. The *ad hoc* committee nominates influential citizens to serve on committees representing business, education, religion, criminal justice and other sectors of the community. Training on prevention goals, issues, and tasks takes place. The implementation stage occurs as each of the committees conducts a needs assessment to determine the extent and nature of its constituents' concerns and resources around alcohol and other drug abuse. The needs assessment consists of compiling secondary data as well as written questionnaires, town meetings, and interviews which are developed and conducted by the committees with input from the staff from the lead agency and the evaluation team. Implementation continues with the committees making use of the results of the needs assessment to develop a community-wide plan. The maintenance stage consists of the monitoring and upkeep of the committees and their planned activities. The outcome stage consists of the impacts that result from the deployment of community-wide strategies.

Objective 4: depict logic models based on social ecological assessments

Ecological Model

- Logic Model becomes more complex as we address other ecological factors – but still ties in to the if...then framework
- Critical issues to consider are member, parent, and site investment, space and scheduling problems, and policy level (working with other groups in partnership, funding)



Objective 5: describe key methods in qualitative evaluation:

interviews
observations
archival data

Interviews and Observations are Field Techniques

where the interviewer or observer are the data collection instruments

Interview

- Variant of normal conversation with
 - conversational depth
 - records of what is said
- Based on
 - relativism of culture
 - active participation of the interviewer
 - importance of giving the interviewee voice

Objective 5: describe key methods in qualitative evaluation:
interviews
observations
archival data

Social situations are snapshot moments frozen in time

Generalizations about such observations cannot be made on the basis of one picture alone.

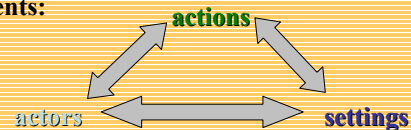
The more opportunities that the researcher has to observe, the more generalizations can be drawn.

Deeper meanings may be encoded in repeated observations of actions within the context of the social setting including the rolling of eyes, the whispering among two participants in a session, and other aspects of body language or verbal tone.

These actions have symbolic meaning as “hidden transcripts” – interpretations, attitudes, perceptions, and behaviors that are not revealed to the researcher, because the informant is uncomfortable or untrusting in sharing the data with an outsider.

How to observe

In general, observation consists of three primary elements:



Collectively, they compose a social scene

A FOCUSED OBSERVATION EXERCISE

ACTOR – movements with sentiment expressed with tone of voice / patterns of behavior / importance of actor expressions

SOCIAL SETTING – description of place / relative location of people / symbolic importance of place and location

SOCIAL INTERACTION – who leads, follows; is directive, inquisitive / is the interaction friendly, formal, other / what deeper significance underlies the interaction

Observing a Classroom as a Social Scene

- teacher and students as the **actors**
- instructional process as the **actions**
- classroom environment as the **setting**

Much can be gained by focusing observation on the interaction of the elements in a social scene:

- teacher style, expressiveness, and performance in the delivery of the lesson.
- student attentiveness
- quality of interaction among teacher and students
- the use of visual aids
- nature of the classroom as conducive to program delivery

The social scene of actor, actions, and settings are building blocks for understanding the program in action

Qualitative Assessments of Group Interactions



MEMBER ROLES IN COMMUNICATION

Encourager/Praiser – Praises, agrees with and accepts the contributions of others.

Opinion Giver – Has an opinion on just about everything and always offers it.

Silent Follower – Always quiet. Goes along with whatever the group wants. Does not express an opinion ever.

Recognition Seeker – Always focuses attention on themselves. Brags all the time.

Playboy/Playgirl – Gets involved only when he/she feels like it. Usually says things that have nothing to do with the topic of conversation.

Dominator – Talks too much and never gives anyone else a chance.

Information Seeker – Asks questions to make things clearer.

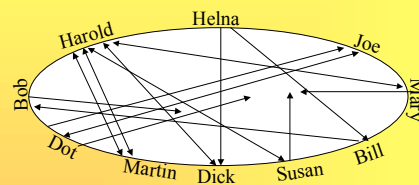
Coordinator/Facilitator – The leader. Makes sure everybody gets a chance to express themselves, and pulls the groups ideas together.

Who Makes What Kinds of Contributions

| Member No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|---|---|---|---|---|---|---|---|---|----|
| 1. Encourages | | | | | | | | | | |
| 2. Agrees, accepts | | | | | | | | | | |
| 3. Arbitrates | | | | | | | | | | |
| 4. Proposes action | | | | | | | | | | |
| 5. Asks suggestion | | | | | | | | | | |
| 6. Gives opinion | | | | | | | | | | |
| 7. Asks opinion | | | | | | | | | | |
| 8. Gives information | | | | | | | | | | |
| 9. Seeks information | | | | | | | | | | |
| 10. Poses problem | | | | | | | | | | |
| 11. Defines position | | | | | | | | | | |
| 12. Asks position | | | | | | | | | | |
| 13. Routine direction | | | | | | | | | | |
| 14. Depreciates self | | | | | | | | | | |
| 15. Autocratic manner | | | | | | | | | | |
| 16. Disagrees | | | | | | | | | | |
| 17. Self-assertion | | | | | | | | | | |
| 18. Active aggression | | | | | | | | | | |
| 19. Passive aggression | | | | | | | | | | |
| 20. Out-of-field | | | | | | | | | | |

How to Diagnose Group Problems by Leland P. Bradford, Dorothy Stock, and Murray Horwitz
Reprinted by special permission of ADULT LEADERSHIP, Adult Education Association of the U.S.A. and the authors, December 1953

Who Talks to Whom



How to Diagnose Group Problems by Leland P. Bradford, Dorothy Stock, and Murray Horwitz
Reprinted by special permission of ADULT LEADERSHIP, Adult Education Association of the U.S.A. and the authors, December 1953

LET'S PRACTICE

Objective 5: describe key methods in qualitative evaluation:
interviews
observations
archival data

Objective 6: Apply codes for data analysis

CODING EXERCISE



CONTENT ANALYSIS

- is an example of a benefit produced by the project
- is a reason that the project produced that benefit
- is a result of that benefit being produced

- is an example of an area for project improvement
- area for improvement results from -----
- area for improvement results in -----

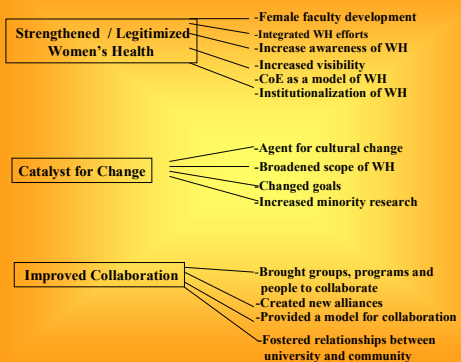
- project activities are consistent with project objectives
- project activities are not consistent with project objectives

LET'S PRACTICE

SEMANTIC RELATIONSHIPS FOR DATA ANALYSIS

- 1) X is a type of impact that the designation as a National Center had on the recipient institution
- 2) Y is an example of a strength or challenge of the CoE and its core units
- 3) Z is an indication as to whether the core units developed an interface and coordinated with one another.

GREATEST IMPACT AFTER DESIGNATION



Cross-Category Coding:

A method for answering core evaluation questions by associating different coded sets of information.

In a community-based diabetes project, a central research question concerned how groups of project stakeholders perceived each other because perceptions can influence the degree of cooperation among project partners, a trait necessary for effective implementation.

| PERCEIVER→ | CDC | State Health Department Administration | Country Health Department Project Staff | Community Executive Committee | Community Work Groups | University Consultants |
|---|---|---|--|--|--|--|
| CDC | Parental. High expectations Consultative | Pressured to show results Need improved communication | No direct communication | Controlling Inflexible | Shares information Overseer | Supportive Visionary |
| State Health Department Administration | Micromanaging | Provide administrative oversight Too "hands on" | Inflexible | Insensitive to community needs Micromanaging | Bureaucratic | High expectations High demands Low support |
| Country Health Department Project Staff | Machinery that makes project operate | [No perceptions provided] | Highly community involved High expertise | Committed | Does not get along well with others | Staff unfairly treated |
| Community Executive Committee | Controlling | Sounding board for policy Interface | Frustrated with bureaucratic requirements | Clearing house for ideas Made sacrifices frustrated with bureaucratic requirements | Formal No input into their deliberations | Not knowledgeable about how they function |
| Community Work Groups | Catalysts for activities | Variable effort Lack of clarity of purpose | Some involved at high level involvement varies | Disjoint Well defined and focused | Desire to work well with others Frustrated due to lack of volunteerism | Enthusiastic Not all equally involved |
| University Consultants | Strong supervisor Differing levels of involvement | Strong supervisor Differing levels of involvement | Strong supervisor Helpful resources | Strong supervisor Differing levels of involvement | Strong supervisor Supportive | Limited amount of time |

WORKSHOP SUMMARY



THANK YOU