

USING DATA TOOLS TO EFFECTIVELY ASSESS THE ACTIVITIES/PROGRAMS THAT SERVE OUR STUDENTS

North Orange County Community College District
School of Continuing Education
Office of Institutional Research and Planning

Dr. Harpreet Uppal
Huppal@sce.edu

Dr. Tina King
Tking@sce.edu

Dulce Delgadillo, M.P.P.
Ddelgadillo@sce.edu

WHAT IS A LOGIC MODEL?

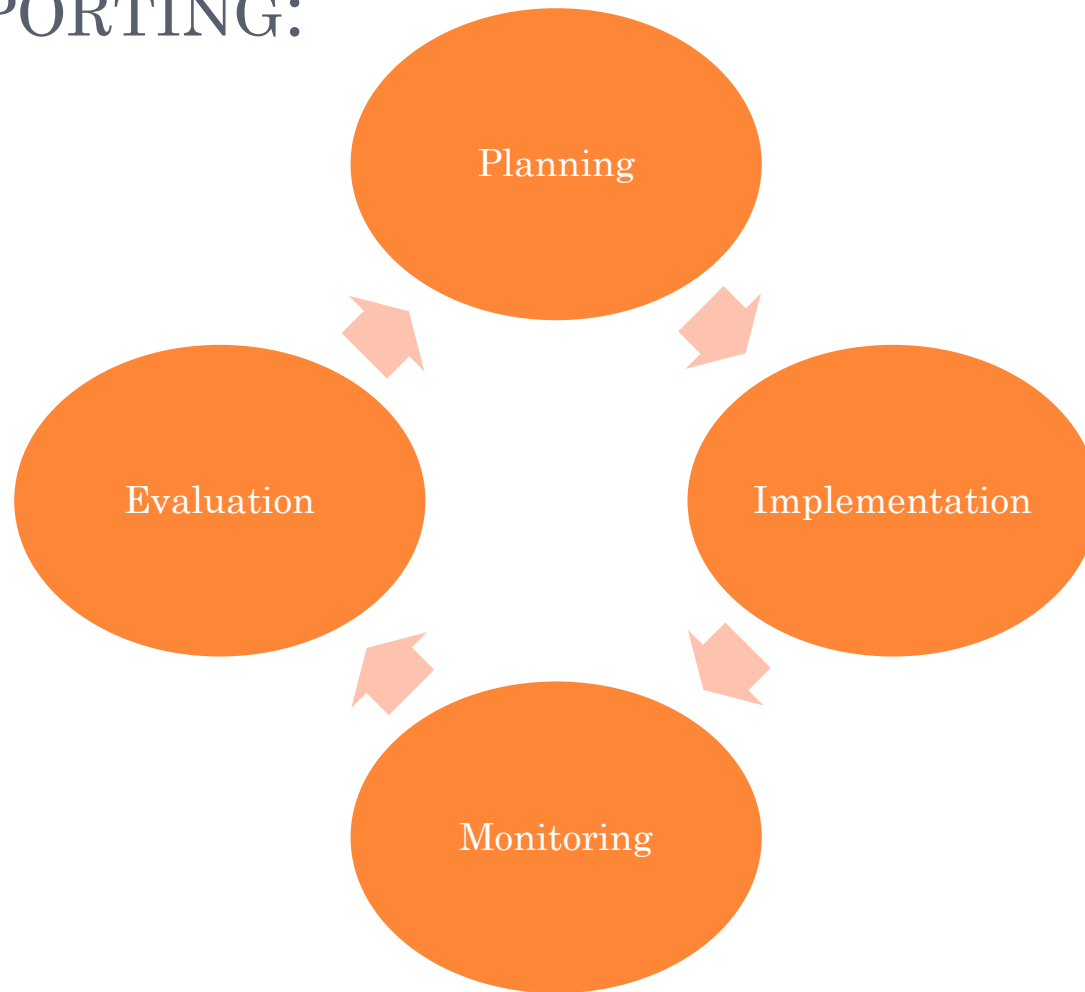
- A Road Map to Reaching Important Outcome Goals
 - Graphic representation of the theory of the program/activity
 - A sequence of “if- then” relationships
 - A framework for planning, implementation, monitoring, and evaluation.



Source: United Way Guide for Logic Models and Measurements



LOGIC MODEL IS VALUABLE IN SUPPORTING:



Source: IES National Center for Education Evaluation and Regional Assistance—Logic models for program design, implementation, and evaluation: Workshop toolkit



WHY USE A LOGIC MODEL?

- Brings detail to broad goals.
- Helps identify gaps in program logic.
- Builds understanding and promotes consensus.
- Makes explicit underlying beliefs.
- Helps clarify what is appropriate to evaluate and when.
- Summarizes complex programs for effective communication.



CONSIDER LIMITATIONS

- It is not a strategic or fully developed plan for designing or managing a program or policy.
- It is not an evaluation design or evaluation method.
- It only represents reality; it is not reality
- The focus is on expected outcomes. Consider unintended or unexpected outcomes: positive, negative, or neutral.



PROGRAM COMPONENTS AND LOGIC MODELS

Education programs can be characterized by four components:

1. *Resources*—inputs to the program.
2. *Activities*—aspects of implementation.
3. *Outputs*—observable products of the completed activities.
4. *Outcomes, short-, mid-, and long-term*—effects or impacts within various timeframes (these are measurable).



A SERIES OF “IF-THEN” STATEMENTS

Your Planned Work

Your Intended Results



Certain resources are needed to run your program

IF you have access to these resources, THEN you can use them to accomplish your planned activities

IF you can accomplish these activities, THEN you will hopefully deliver the service you intended

IF you have delivered the services as intended THEN your participants will benefit in certain ways

IF these benefits to participants are achieved, THEN certain changes in organizations, communities, or systems might be expected to occur



OUTCOMES

The Desired Effect	In What	For Whom
Increase Decrease Maintain Improve Reduce Expand Etc.	Attitude Perception Knowledge Skill Behavior Condition Etc.	Program Participant Client Individual Family Neighborhood Organization Community



OTHER THINGS TO CONSIDER

- Problem Statement
 - *What problem does your program / activity address?*
- Goal
 - *What is the overall purpose of your program / activity?*
- External Factors
 - *Other influences on program results*
- Assumptions
 - *Why will your program work?*
- Time Frame

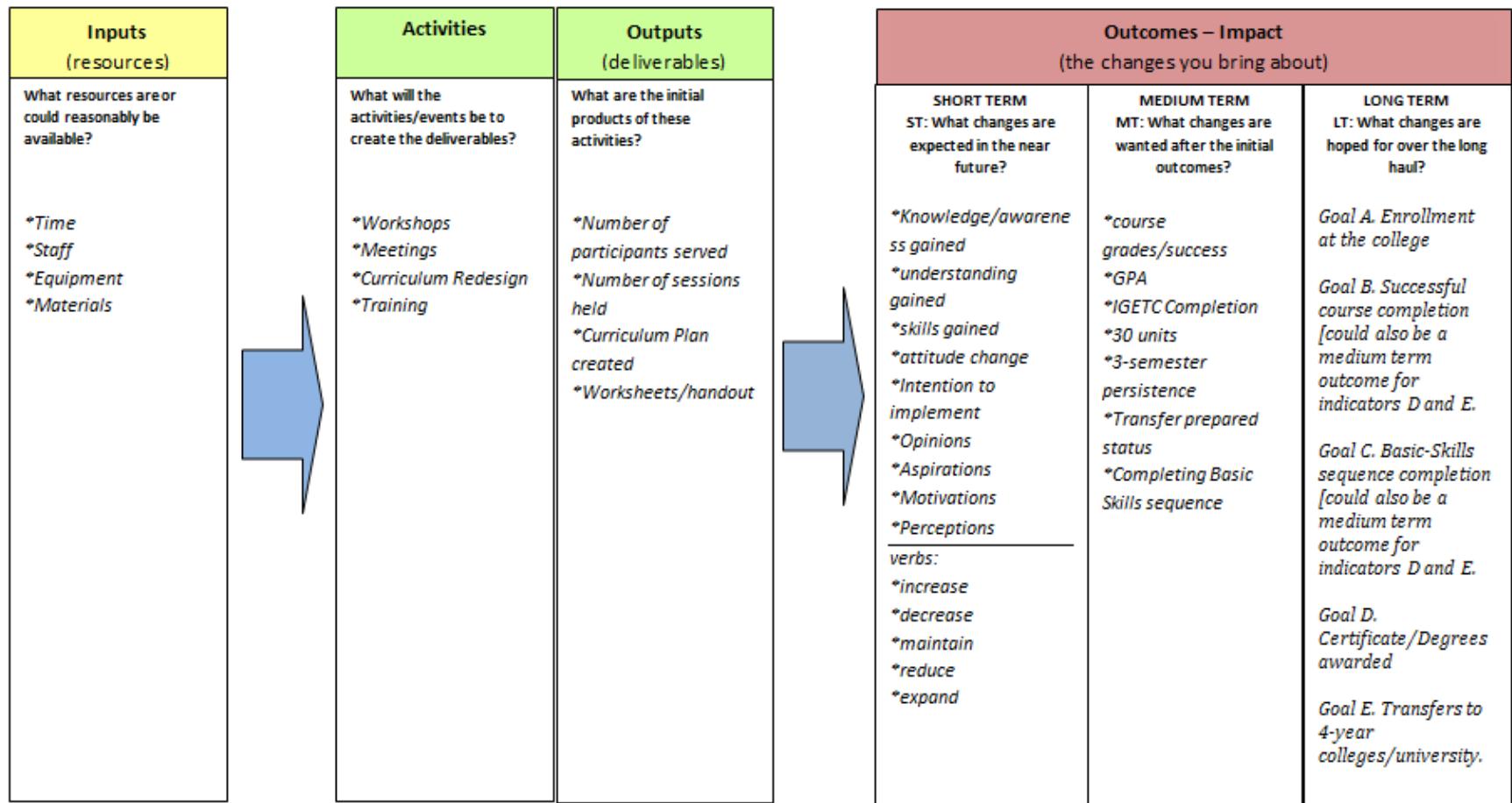


“Logic Models reveal the relationships among program resources, activities, outputs, and short-, mid-, and long-term outcomes.”

LOGIC MODEL DESIGN (Student Equity)

Program: _____

Situation (Problem/Need Statement): _____



FROM LOGIC MODELS TO PROGRAM EVALUATION

Evaluation questions:

- Is the program effective?
- Did it work as intended?
- What aspects of the program are working and which are not?

Evaluation questions during Logic Model development:

- What do we anticipate to be the impact of this program?
- How will we know if we are successful?
- What do we think will be the most influential aspects of the program?



TYPES OF EVALUATION

Inputs (resources)	Activities	Outputs (deliverables)
What resources are or could reasonably be available?	What will the activities/events be to create the deliverables?	What are the initial products of these activities?

Process evaluation

Are we reaching our targeted student population?

Outcomes – Impact (the changes you bring about)		
SHORT TERM ST: What changes are expected in the near future?	MEDIUM TERM MT: What changes are wanted after the initial outcomes?	LONG TERM LT: What changes are hoped for over the long haul?

Outcome evaluation

What was the impact of the program on our target student population?





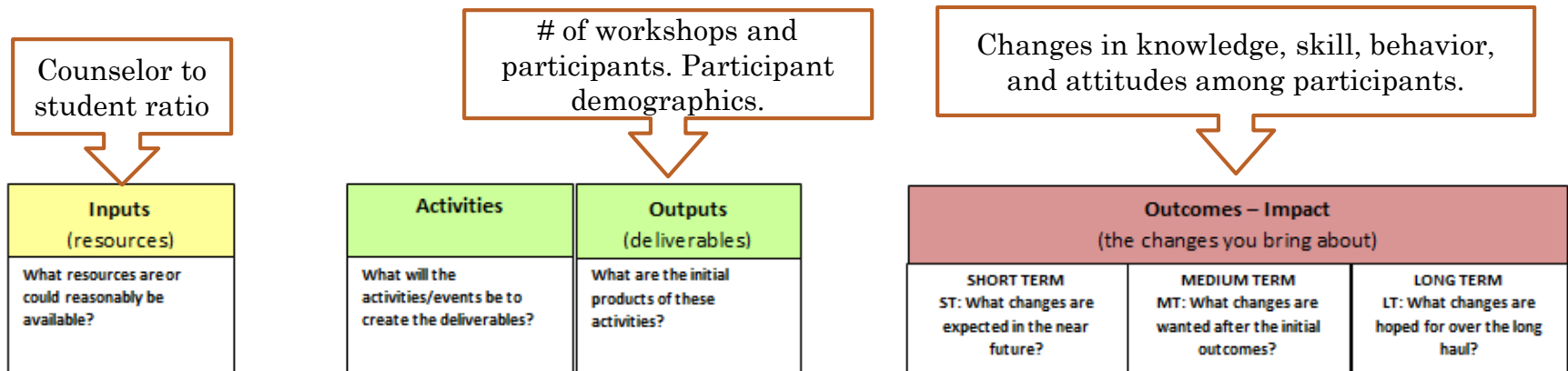
How do we know a child has the flu?



DEVELOPING INDICATORS

Indicators are:

- Specific, measurable targets.
- Seen, heard, read, and felt.
- Connected to strategies, activities, outputs, and outcomes.



COLLECTING DATA

- Types of Data: *What types of data do you want to collect?*
 - # of students served
 - capturing student's attitudes
 - measuring changes in student knowledge and understanding
- Data Source: *Where does the data come from?*
 - Sign-In Sheets
 - SARS or any other program specific database (i.e. TABE, CASAS, etc.)
 - Banner/Argos
 - Student surveys, focus groups, interviews, etc.



COLLECTING DATA TO SUPPORT YOUR LOGIC MODEL (CONT.)

- Data Assistance: *How will the data be collected?*
 - By department staff
 - By Research Office
 - What type of support is needed by the research office and other departments?

- Timeline: *When will the data be collected?*
 - Year round at the end of each event
 - Banner data may be collected at the end of each term
 - Surveys may be collected pre and post an event/activity



HOW CAN YOUR RESEARCH OFFICE HELP?

- Develop data collection tools
 - Surveys
 - Tracking sheets
 - Protocols for focus groups
- Pull data to help support logic model
 - Extract data based on student IDs such as demographics and course history
 - Look at longitudinal data like transfer and graduation
- Synthesize data
 - Analyze qualitative and quantitative data
 - Identify themes and trends



WHERE TO START IN CREATING A LOGIC MODEL?

1. Work Backwards

- Start at the end. What is your long-term desired outcome?
- Move backwards and identify the chain of outcomes that lead to the final, long-term result.
- Move backwards: WHO must participate – who is expected to achieve the expected outcomes?
- Move backwards: What ACTIVITIES must be provided/produced/completed so that the identified individuals will achieve the desired outcome?
- Move backwards: What RESOURCES are needed to make sure the activities are accomplished?



WHERE TO START IN CREATING A LOGIC MODEL? (CONT.)

2. Focus on Activities

- Write down all activities involved in (or planned for) the program – workshops, services, products, etc.
- For each activity, complete one of the following statements, continue repeating and completing the statement until you reach a logical end point.
 - “We do _____, SO THAT _____ will occur.”
 - “IF we do _____, THEN _____ will occur.”
- OR use the question “But, why?”
- Continue until a chain of connections is created that links program activities to desired end results.
- List the resources needed to ensure the chain of connections is achieved.



QUESTIONS & CONTACT



Dr. Harpreet Uppal
Huppal@sce.edu

Dr. Tina King
Tking@sce.edu

Dulce Delgadillo, M.P.P.
Ddelgadillo@sce.edu

Phone: 714.992.9511

Web: www.sce.edu

