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SI 623:
Outcome Based Evaluation (OBE):
CONTEXTUAL Approaches

Winter 2009

Wk 2 JAN 27, 2009

Introduction & Changing Evaluation Landscape

Toward effective outcome evaluation

Joan C. Durrance

Including Selected Slides From Week 1

The Early (Wrong-Headed) “Outcome”
Study funded by IMLS. Steffan et al
(2002)

Contextual intro from last week.

open

Table 16.
General
Information
Outcomes
removed

Above was Table 16. General Information Outcomes from the Counting on Results study conducted by Lance, et al. The table can be found on page 66 of the report at http://www.irs.org/documents/cor/CoR_FullFinalReport.pdf

Image of Basic
Literacy
Postcard Survey
removed

Above was a Basic Literacy Postcard Survey used in the Counting on Results study conducted by Lance, et al. The survey can be found on page 74 of the instruction manual at <http://www.lrs.org/documents/cor/manual2.pdf>.

open

Table 13. Basic
Literacy
Outcomes
removed

Above was Table 13. Basic Literacy Outcomes from the Counting on Results study conducted by Lance, et al. The table can be found on page 50 of the report at http://www.irs.org/documents/cor/CoR_FullFinalReport.pdf

Image of
Business &
Career
Information
Postcard Survey
removed

Above was a Business & Career Info Outcomes Postcard Survey used in the Counting on Results study conducted by Lance, et al. The survey can be found on page 75 of the instruction manual at

<http://www.lrs.org/documents/cor/manual2.pdf>.

Table 14.
Business &
Career
Information
Outcomes
removed

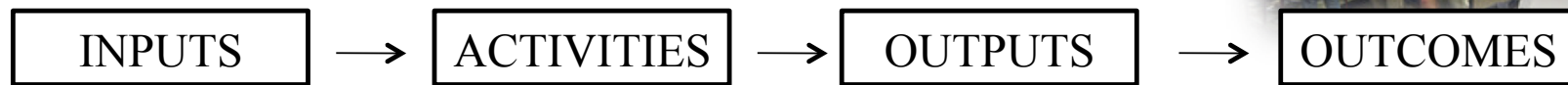
Above was Table 14. Business & Career Information Outcomes from the Counting on Results study conducted by Lance, et al. The table can be found on page 51 of the report at http://www.irs.org/documents/cor/CoR_FullFinalReport.pdf

Let's look at Outcomes Logic Models

- Logic Model: “A Theory of action” that describes the program is and what it does/will do, including:
 - INPUTS: resources, contributions, investments that go into the program
 - OUTPUTS: documentation of activities, services, events and products that reach participants or those who are targeted
 - OUTCOMES: results or changes for individuals, groups, communities, organizations, communities, or systems
-

The First Outcomes Logic Model: Developed by United Way

Project Outcome Model

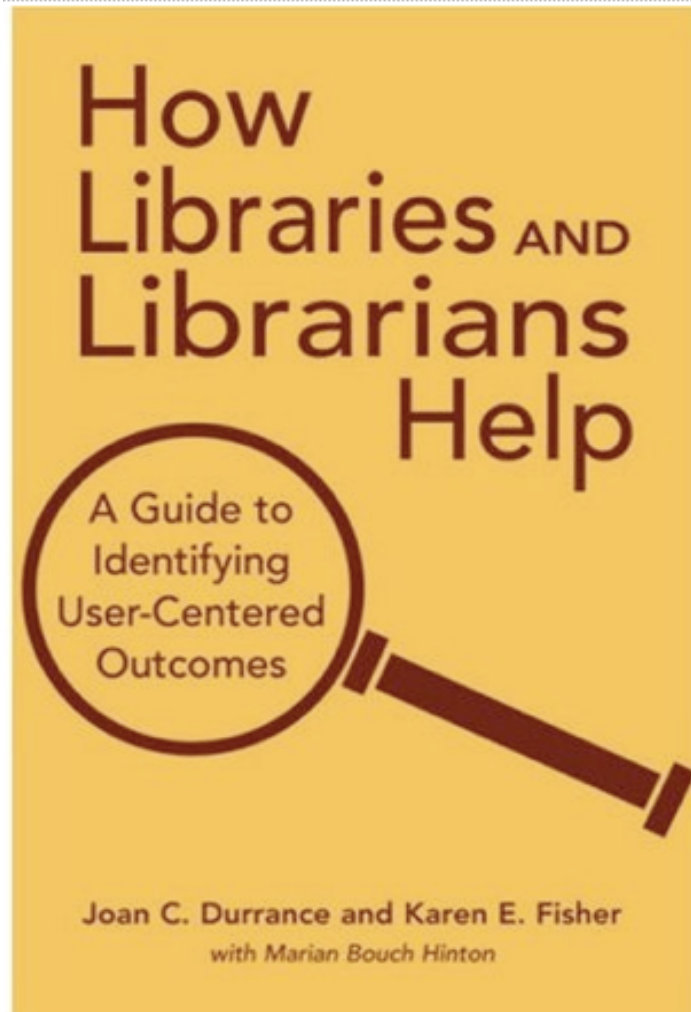


<http://national.unitedway.org/outcomes/resources/mpo/>

Outcomes Reflect Personal, Family, Community Gains:

- Learning
 - Intellectual, emotional & social growth
 - Personal health and safety
 - People's confidence
 - Individual skill building
 - Safe, thriving neighborhoods
 - Civic engagement
 - The quality of life in the community
 - Building the community
-

Outcomes Mandate & HLLH-2005



- Built on IMLS-funded study
- Presents a 4 step model designed to help identify the outcomes of specific services.
- HLLH Includes a variety of case studies showing the outcomes of specific programs (such as literacy, afterschool technology programs for teens, immigrant services, community information programs).
- Premise: Outcome data must be collected from users.
- Premise: Outcomes are specific to a program but not unique to it.

Understanding Context: A key to Identifying Outcomes

A contextual approach builds on what is known now and helps evaluator find out:

- **Who** uses what specific services and their component activities
- **The needs** that participants bring to the program/service
- **How many** use this service/program?
- **In what ways** (how) do they use it?
- **What** is it about this service, activity, resource (including the staff or the building itself) that **makes a difference** (including hunches)
- **What differences** does it make? (hunches, stories---> outcomes)

Lesson: Approach the Logic Model Wisely

Some Ways HLLH Found that Libs & Librarians Help

Access: Increase access to information, knowledge, culture

Savings: Save people time, money, & energy

Place: Provide a safe, comfortable, accommodating, and nurturing environment

Attitudes: Change attitudes and perceptions about libraries, librarians, community, etc.

Personal Efficacy: Foster personal efficacy gains (self esteem, confidence, etc.)

Problem-solving: Help people progress toward a goal or solve a problem

Skills: Facilitate increased skills (Internet, literacy, language, communication, social, coping, etc.)

Learning: Foster learning or knowledge gains (including fostering active involvement in learning—“lifelong learning” “information literacy”)

Connections: Help people make connections (with ideas, people, to a larger world)

Engagement: Foster community connectedness (increased social capital, become more informed or involved as a citizen)

Advancement: Facilitate status changes (people prepare to get a job, become a citizen, decide to return to school)

Community: Foster community building (civic problem-solving, partnerships, collaboration)

Contextual Factors of Teen Technology Programs: The teen users

- **Users: Teens** in Flint & **pre-teens** in Austin (ages 8-12) who live in poor 'digital divide' neighborhoods.
 - Flint and Austin participants sought program to gain skills they thought they needed.
 - **Flint teens:**
 - were nominated by school counselors as underachievers
 - made an academic year commitment & received a stipend for participating 5 hours/week
 - **Austin pre-teens.**
 - Drop-In after school.
 - Latch-key kids who come and stay (and stay) requiring librarians to devise non-computer activities while kids wait for computer availability.
-

Contextual Factors of Teen Technology Programs: Library Activities and Staff

Flint—CIAO

Intensive academic year computer training program.

- **Inputs:** Multipurpose computer lab for after-school & 1 Sat AM session;
- **Food.**
- **Model:** Number of teen participants limited;
- **Activities:** Intensive hands-on interactive technology training. Project learning. Community focused activities & project. Periodic celebrations.
- **Staff:** Skilled youth librarians. Instruction, coaching; interaction w community leaders. Mentors. Admired by participants.

Austin—WFY

Drop-in use of computers

Inputs: Six computers/branch devoted solely to kid use. Adjacent to homework center.

- **Food.**
 - **Model:** Computer time limited to 30 minutes. First come-first served. Can't save work.
 - **Activities:** Informal environment; 'drop-ins' after school; hands-on instruction as needed; Staff developed activities for those waiting.
 - **Staff:** Newly hired staff. Mentors. Admired by participants.
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Flint Outcome: Technical Skills (Some Expected)

Outcomes: Gaining technical skills	Activities that foster technical skill development
<ul style="list-style-type: none">▪ Participants gain technical skills, including:▪ Ability to use a computer▪ Skill in using selected software products▪ Evaluate the quality of Internet resources▪ Ability to use a digital camera▪ Use software to create own digital art▪ Ability to use scanner; import scanned images into web page.▪ Community-focused web-site development▪ Communicated using software▪ Trouble-shooting skills	<ul style="list-style-type: none">▪ 5 hours/week hands-on instruction by staff (after-school and Sat AM)▪ Followed a creative and detailed curriculum designed to hone Internet evaluation and creation skills▪ Community-focused project-based learning▪ Some team learning▪ Used games to teach technology concepts▪ Mentoring by experienced teens▪ Encouraged participants to use technology to express themselves & communicate

Range of After-School Com.Tech. Prog Outcomes.

Note: Outcomes grow out of local context (kids, staff, service design, program goals, activities)

Flint & Austin Participants Experienced:

- **Technology skill gains (expected)**
- The library as a safe place for kids
- Perception changes about librarians
- Personal efficacy gains (sense of self-confidence, responsibility, etc.)
- Communication gains
- Active learning outcomes
- Family outcomes
- Broadened world-view

Flint Participants, In Addition, Experienced:

- Social skill gains
 - Increased knowledge of the community
 - A growth in community pride
 - Increased civic engagement
 - Broadened social networks
 - Increased social capital
-

The Outcomes of Flint PL's Teen Technology Program

C.I.A.O.
Community
Technology
Program Tree
removed

The C.I.A.O. Community Technology Program
Tree can be found at
http://ibec.ischool.washington.edu/teen_programs.php

Contextual Factors: Immigrant “needs”

- Gain language facility (job, communicate with teachers, medical personnel, etc.)
 - Maintain own language and pass on to children
 - Become more “American”
 - Get around in a strange land and community
 - Get help getting connected to a community service for a family member or self
 - Get a job
 - Solve a neighborhood problem
 - Become a citizen
 - Maintain cultural heritage
-

Contextual Factors, Queens PL: Activities for **Immigrants**

- Immigrant Services--the Adult Learner Program (ESOL and Literacy) and the New Americans Program (NAP)
- Services and materials provided in multiple languages.
- Staff in aggregate are multi-lingual.
- **Activities** include:
 - New Americans Program hosted **88 cultural events** and **37 coping skills workshops** which were attended by 7,405 people.
 - **ESOL classes** conducted at various levels;
 - **tutoring;**
 - **conversation groups;**
 - **workshops** on coping skills of various sorts),
 - **collaboration** with community organizations.
 - Extensive **marketing** using ethnic media.

Expected Outcomes of ESOL Programs

- Improved language facility

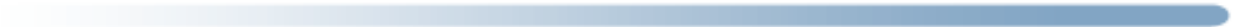


Figure 1.
Progression of
Outcomes
Found in QBPL
New Americans
and Adult
Learner
Programs
removed

Figure 1 can be found in the "Queens Borough Public Library New Americans (NAP) and Programs Case Study Report" at <http://www.si.umich.edu/~durrance/casestudies/casestudyreports/QueensReport.html>

623 2009 Projects

- Lakewood Elementary School Media Center
 - Chelsea DL 6-11 Club after school program
 - Community Action Network Homework Help Programs
 - Canton PL Teen Programs
 - Eastern Michigan University Academic Projects Center
 - EMU Information Literacy Project
 - Chelsea Programming Partnerships
 - Ann Arbor District Library Programming Partnerships
 - Ypsilanti District Library Public Programs
 - CEW Women of Color TF Annual Career Conference
 - Canton PL Books by Mail Service
-

A Logic Model Resource Site

- University of Wisconsin Cooperative Extension-Program Development & Evaluation Division
 - <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>
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