SI 623 - Outcome-Based Evaluation of Programs and Services, Winter 2009

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Stories as Data; Data Analysis Process; Starting to Get to Outcomes

SI 623
Week 7
March 3, 2009
Analyzing Data to Identify Patterns

- Aim here: To Capture the findings (see HLLH tables that include activities, outcomes, and supporting data—this helps show connections).
- BUT FIRST You will go through the process of:
  - Becoming familiar with the data.
  - Reading/rereading transcripts/notes & identifying themes (types of outcomes).
  - Codebook building. Assigning preliminary codes and beginning to group data.
  - Continuing to analyze; looking for patterns. Firming up codebook.
  - Refining patterns & beginning to develop relevant graphics.
  - Identifying “candidate” outcomes that staff might monitor over time.
Incorporate Anecdotal Data if Possible by Asking Staff for Examples

<table>
<thead>
<tr>
<th>Context</th>
<th>Measures</th>
<th>Stories</th>
<th>Patterns</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your program or</td>
<td>Think about what you</td>
<td>What do you know already about how your</td>
<td>Group the recurring themes in</td>
<td>Patterns in the stories help move from</td>
</tr>
<tr>
<td>Service</td>
<td>already count or assess</td>
<td>your program/service has helped?</td>
<td>your stories</td>
<td>individual anecdotes toward a way to tell the</td>
</tr>
<tr>
<td>Describe your Users</td>
<td></td>
<td></td>
<td></td>
<td><em>story</em> of the service</td>
</tr>
</tbody>
</table>

Patterns in the stories help move from individual anecdotes toward a way to tell *the story* of the service.
Selected Flint Quotes

• Working by yourself, identify “candidate” outcome themes within each quote.
• Make a list of these outcome themes.
• Working with a partner compare your categories
• Build a combined list you both agree on.
• Be prepared to discuss the process and your outcomes.
Flint Quote 1 for Coding

Quote beginning
“I was interested…” removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section II. Learning/Knowledge Gains, B. Increased Knowledge of the Community” at
http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html
Flint Quote 2

Quote beginning
“I did my web page…”
removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section II. Learning/Knowledge Gains, B. Increased Knowledge of the Community” at http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html
Flint Quote 3

Quote beginning
“If you would speak to my mother…”
removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section II. Learning/Knowledge Gains, C. Progression of interest/broadening of worldview” at http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html
Flint Quote 4

Quote beginning “At school I’ve helped…” removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section V. Impacts on Families and the Community” at http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html
Patrick Canon’s Statement
From Chaos to Pattern Building

- Read through your notes; make comments on patterns, themes on your data (in the margins, with sticky notes, etc.)
- Use whatever device works for you. 5 X 7 cards, tagging different codes using different color codes,
- Start tagging--you’re beginning to develop your coding scheme;
- Read data again and begin to settle on terms for concepts you are seeing across your data;
- Read it again and begin to develop your codebook and to identify patterns
- Work separately at first; each team member developing their own emerging coding scheme; THEN share, since your perspectives will yield better coding.
- Patterns are beginning to emerge. Now build a “codebook.” Code separately first. Then compare and discuss.
Codebook Components

- The Code mnemonic (A-2; A-3)
- A brief definition of each code (This code is used for . . .)
- Inclusion criteria (why put it here?)
- Exclusion criteria (why THAT doesn’t fit here)
- Examples from data (e.g., E-2 p 5 of Hartford)
- See Hartford Codebook (not an outcomes codebook, but good example of codebook components)
Outcomes from Different Types of Community-Focused Services

See HLLH Chapters 9-12 and C-tools Website Reports

Examples:
• A2-Ypsi Community Read
• LBPD
• OSLIS

Newest examples:
• Ozone House
• A2DL Teen Axis Coffeehouse
• LBPD Technology Training Center
After-School Technology Center
Outcome Categories

- Range of technology skills gains
- Perception changes re librarians
- Communication gains
- Social skills
- Personal gains (sense of self-confidence, responsibility, etc.)
- Active learning gains
- Increased community knowledge
- Broadened world-view
- Increased civic engagement
- Broadened social networks
- Increased social capital
- Family gains
Pattern Development

- The challenge of convergence-finding out what actually fits together
- Look for recurring items—patterns, themes, that you will sort into categories
- Note the differences among categories—too many overlapping categories, too much unassignable data suggests a coding problem.
- Other people should be able to see the same patterns in your data (inter-coder reliability)
- Can the stakeholders see these patterns?
Visualization Examples
Outcomes Model for Washtenaw Literacy: “Ripples of Impact”-Maria Souden

Maria Souden
Souden’s Direct Results: Literacy Skills and Attitudes

- Improved reading, writing
- Learning disabilities
- Become readers
- Importance of reading
- Changed attitude toward library

Maria Souden
Souden’s Personal Change Outcomes: Self-perception, Personal Efficacy, Education, Employability

- Increased confidence
- Decreased shame
- Expanded worldview
- Ability to learn
- Independence
- Life skills
- Complete degree
- Take courses
- Better job
- Job skills
Souden’s External Impacts: Relationships, Involvement, Advocacy

- Increased social comfort
- Family connections
- Tutor relationship
- Improved home life
- Correspondence
- More visible at work
- WL involvement
- Community participation
- Role model
- Recruitment
- Passion for literacy
- Learners become tutors
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
The data analysis spiral (Figure 9) from J.W. Creswell’s *Qualitative Inquiry and Research Design* (2nd Edition) can be found on page 151 at

http://books.google.com/books?id=DetLkgQeTJgC&pg=PA151