

Evidence of Promise II:

Introduction to Research Basics

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Material for You

Do you want feedback?



Access the online worksheet using the address below to enter your logic model information for feedback from Dr. Roddenberry

<https://tinyurl.com/hepcamplogicmodel>

Access to Workshop Material

- Evidence of Promise I PowerPoint
- Evidence of Promise II PowerPoint
- Logic Model Worksheet
- 6 levels of Evidence document
- **Helpful Web Links folder**

Helpful Web Links

- [Example of a research discontinuity design](#)
- [Logic model workbook](#)
- [Strategies for developing a logic model](#)
- [WWC standards \(PowerPoint\)](#)

What is your problem?

Your problem frames a particular challenge for the population your work will try to solve. Your problem statement should briefly explain what needs to change: why is there is a need for an intervention? Your problem statement answers the question, “What problem are we working to solve?” Include “*who, what, why, where, when, and how*” in your statement.

Examples?

HEP Problem: Many adult migrant and seasonal farm workers living in the U.S. today without high school equivalencies do not have the resources available to obtain them, preventing these workers from pursuing post-secondary training opportunities.

CAMP Problem: Many adult migrant and seasonal farm workers living in the U.S. today do not have adequate support needed to successfully begin their college career

What is your goal?

What are you trying to accomplish? The answer to this question is the solution to your problem statement, and will serve as your goal. They include the intended results—in general terms—of the program or initiative. They also specify the target population you intend to serve.

HEP Goal: Successfully serve 125 HEP students per year through outreach that includes Latino Community partners and a sensitivity to socioeconomic and cultural differences.

How could we improve this goal statement?

Better HEP Goal: To create an educational program that provides training to help 125 migrant and seasonal farm workers obtain their equivalency degree and begin post-secondary training each year.

CAMP Goal: To create an educational support program that helps migrant and seasonal farm workers who have graduated from HEP complete their first year of college.

Mapping the Elements of Your Logic Model

From theory to measurement

	Resources	Activities	Outputs	Outcomes
	The raw materials	The activities completed using the raw materials	The direct evidence of having performed the activities	Consequences of having taken action
Theory of Change the plan	Will use funds to obtain resources for a HEP/CAMP program	Which will prepare HEP students for an equivalency exam	By providing opportunities for direct instruction, formative assessment and academic support	So that HEP students can obtain their high school equivalency and begin their post secondary education
Constructs the parts of the plan				
Operational Definition How you define the parts of the plan				
How will you measure this?				

Mapping the Elements of Your Logic Model

Describe your resources

Resources	
	The raw materials
Theory of Change the plan	Will use funds to obtain resources for a HEP/CAMP program
Constructs the parts of the plan	
Operational Definition How you define the parts of the plan	
Good place for qualitative description	

Mapping the Elements of Your Logic Model

Describe your activities

Activities	
	The activities completed using the raw materials
Theory of Change the plan	Which will prepare HEP students for an equivalency exam
Constructs the parts of the plan	
Operational Definition How you define the parts of the plan How will you measure this?	

Mapping the Elements of Your Logic Model

Describe your outputs

Outputs	
	The direct evidence of having performed the activities
Theory of Change the plan	By providing opportunities for direct instruction, formative assessment and academic support
Constructs the parts of the plan	
Operational Definition How you define the parts of the plan How will you measure this?	

Types of Outcomes

	Short term outcomes	Medium term outcomes	Long term outcomes
Definition	Short term consequences of having taken action	Medium term consequences of having taken action	Short term consequences of having taken action
theory (the plan)	Student's academic readiness is improved...	...so the student can complete a high school equivalency degree..	...and begin pursuing a college education
Constructs The parts of the plan			
Operational Definition How will you measure this?			

Chain of outcomes – Some outcomes must occur for others to be possible

Demonstrating Fidelity

Showing that you are doing what you said you would do

Now that you are documenting & measuring everything you are doing in your program, you evaluate your ability to carry out the plan you've developed.

FOI Matrix

Fidelity of Intervention is important for evaluating, planning, and reporting

- Are there parts of the plan that don't work?
- Are we failing because our plan doesn't work, or because we are not carrying out our plan?
- What does it mean if you're following your plan and succeeding?
- What would it mean if you are not following your plan, but still succeeding?

You might want to create a **FOI Matrix** to keep track of your activities to compare to program standards.

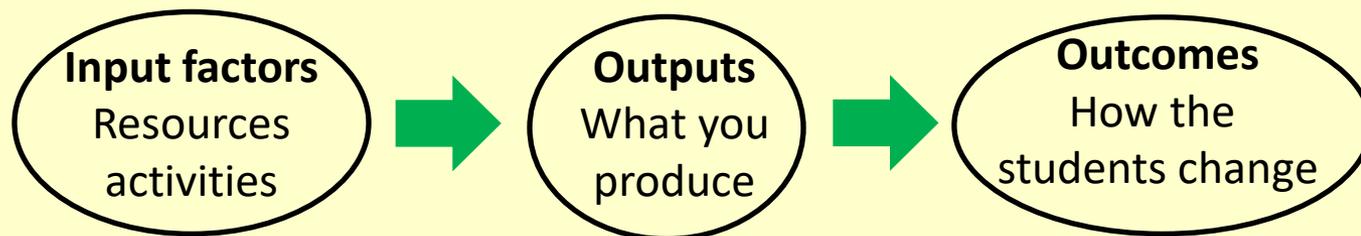
Treatment Protocol	Data Source	Fidelity at Instructor-level
Use of Technology		
Week one orientation video	Blackboard	Instructor creates and deploys at least one week one orientation video
Weekly videos	Blackboard	Instructor creates and deploys videos in at least 8 weeks
Use of Adobe Connect for orientation	Adobe Connect archive	Instructor holds an orientation around using Adobe Connect
Use of Adobe Connect for online events	Adobe Connect archive	Instructor uses Adobe Connect for three hours a week at least 12 weeks
Use of texting technology	REMIND texting archive	Instructor adopts and advertises secure texting
Course Design		
Use of minority images in course materials	Blackboard	At least 5 minority images used throughout the course
One major assignment with a multicultural component	Blackboard	One major assignment that involves multicultural perspective
Frequent use of assessments that provided automated feedback	Blackboard	Instructor incorporates at least 6 assessments
Provision of personalized feedback	Blackboard	Instructor provides personalized feedback on at least 80% assignments
Use of threaded discussions	Blackboard	Inclusion of 8 threaded discussions in course shell
Course Management		
Contact at-risk students prior to beginning of semester	Email archive	At least 80% of at-risk students were contacted by instructor
Weekly Affirmational Announcement	Blackboard	Instructor sends affirmations weekly for at least 12 weeks
Nudge reminders	Blackboard	Instructor sends reminders weekly nudges for at least 8 weeks
Weekly follow-up with students missing previous week assignments.	Email archive	At least 80% of students with missing assignments that week contacted by instructor
Attempt to contact students who have not logged into course for 7 days.	Email archive	At least 80% of students not logging in that week were contacted by instructor
Email responsiveness	Email archive	At least 80% of student emails replied to within 6 hours

Evidence of promise

Showing that what you do has an impact

Now that you are documenting & measuring everything you are doing in your program, you can ask how the constructs in your model relate to one another.

- Can you show that students change as a result of being in your program?*
- What's a process or resource you could change to improve an outcome of interest?*
- Can you identify an "at-risk" group in your student population to help?*
- Can you identify a part of your program that works better/worse than others?*

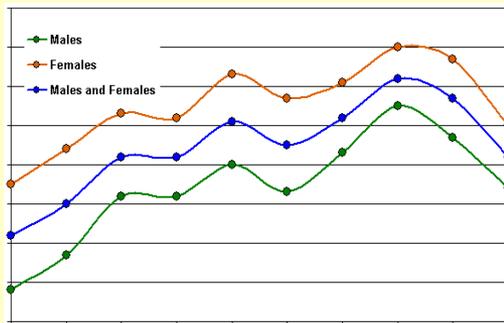


Describe your idea using the operational definitions and measurements you created for each of the constructs.

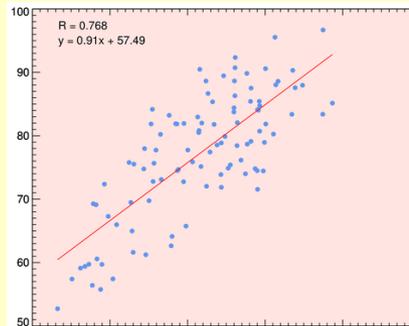
Create Three Ideas for Demonstrating Impact

Create three ideas for demonstrating impact. Be sure to identify a specific resource or activity, and explain how it relates to an output or outcome of interest. Think about the relationship between the variables and make a guess as to how you might visualize this information. Examples of graphs are provided below to help you.

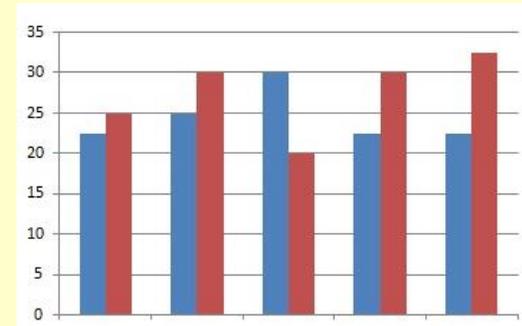
Change over time



How two variable are related



Comparing groups



Thank You Questions?

Don't forget to enter your workshop responses in the google form below in order to receive feedback from Dr. Roddenberry

<https://tinyurl.com/hepcamplogicmodel>