



The Health Disparities Service-Learning Collaborative
*An Initiative of Community-Campus Partnerships for Health Funded by the
 Learn and Serve America Program of the Corporation for National and Community Service*

**EVALUATION II:
 HOW DO YOU KNOW THAT YOUR WORK MAKES A DIFFERENCE?**

**HDSLCL Teleconference Call #7
 April 30, 2008**

Sherril Gelmon presents a framework for evaluation using a matrix/multiple method approach. She distinguished between “evaluation” (a point in time snapshot of your program) and “assessment” (a review of your program over time), with the latter being more appropriate for service-learning. It is often useful to get IRB approval for a program evaluation if you anticipate publishing or presenting the results through a peer-review process; also, any federally-funded projects that involve human subjects do need IRB approval. Check with your own institution for clarification. (For the complete presentation, please visit the HDSLCL webpage.)

MATRIX/MULTIPLE METHOD EVALUATION FRAMEWORK

Concept <i>(What are we looking for?)</i>	Indicator <i>(What can we observe/measure?)</i>	Methods/Sources* <i>(How do we gather evidence?)</i>
1. Create a service-learning experience for students	1. Nature of experience 2. Number of SL activities 3. Number of sites 4. Types of learning options	1. Survey 2. Focus groups
2. Create community partnerships	1. Nature of partnerships 2. Number of partnerships 3. Range of partnerships	1. Survey 2. Focus groups
3. Build community capacity	1. Number of students providing additional workforce 2. Changes in resource utilization 3. Development of new funding	1. Interviews 2. Focus Groups 3. Document review

* The same methods can be used to address multiple indicators and concepts. Also, when selecting methods, consider the time/value tradeoff (e.g., surveys are easier than interviews but don't provide the data richness useful for articulating intermediate impacts).

Key References (See the bibliography posted on the HDSLCL webpage for more resources)
Assessment Monograph (Gelmon, Holland, et al., 2001, order from www.compact.org) provides detailed information on the multiple-constituency approach with chapters on students, faculty, institution, community and partnerships.
Program Evaluation: Principles and Practice. A Northwest Health Foundation Handbook. (Gelmon, Foucek, Waterbury, 2005; free at <http://www.nwhf.org/technical/112005handbook.pdf>)