

USING QUALITATIVE & MIXED METHODS DESIGNS

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at Heritage University

SOWK 460w Spring 2026



Program Evaluation Design

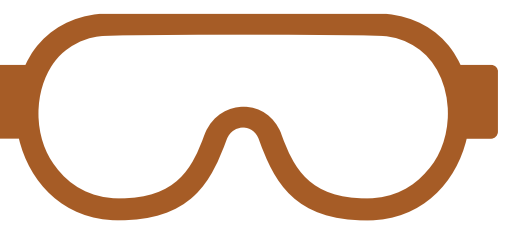
PLAN FOR WEEK FOUR

Learning Objectives

Agenda

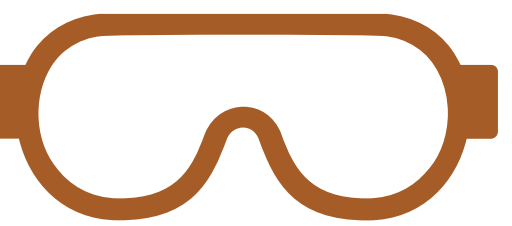
- Basics of program design methodologies
- Examples of qualitative research
- Planning the design of and the tasks completion of your evaluation

- Differentiate between qualitative, quantitative, and mixed methods program evaluation designs.
- Describe the value of qualitative methods.
- Identify and compare three core qualitative methods.
- Construct a group work plan that outlines key components, indicators, sources, and measures of success for their program evaluation.



WHY QUALITATIVE DESIGN METHODS

- Framing the topic in participants' descriptions
- Exploring a topic in greater depth and with additional details
- Gain specifics about what works and doesn't work in a program
- Needing research expertise and sensitivity to draw out responses
- Uncovering foundational ideas to build further literature on



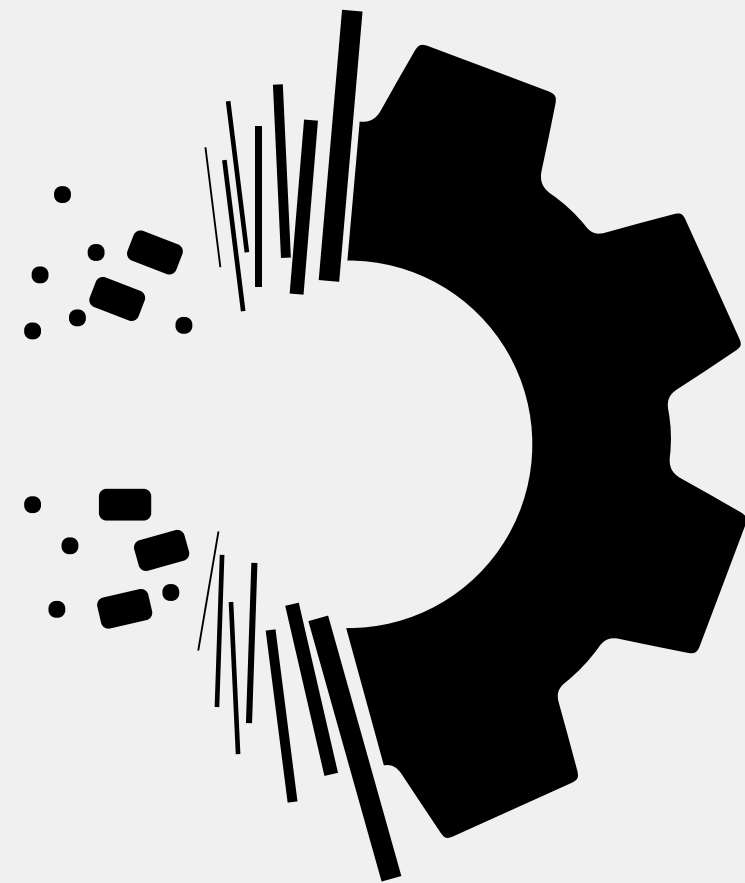
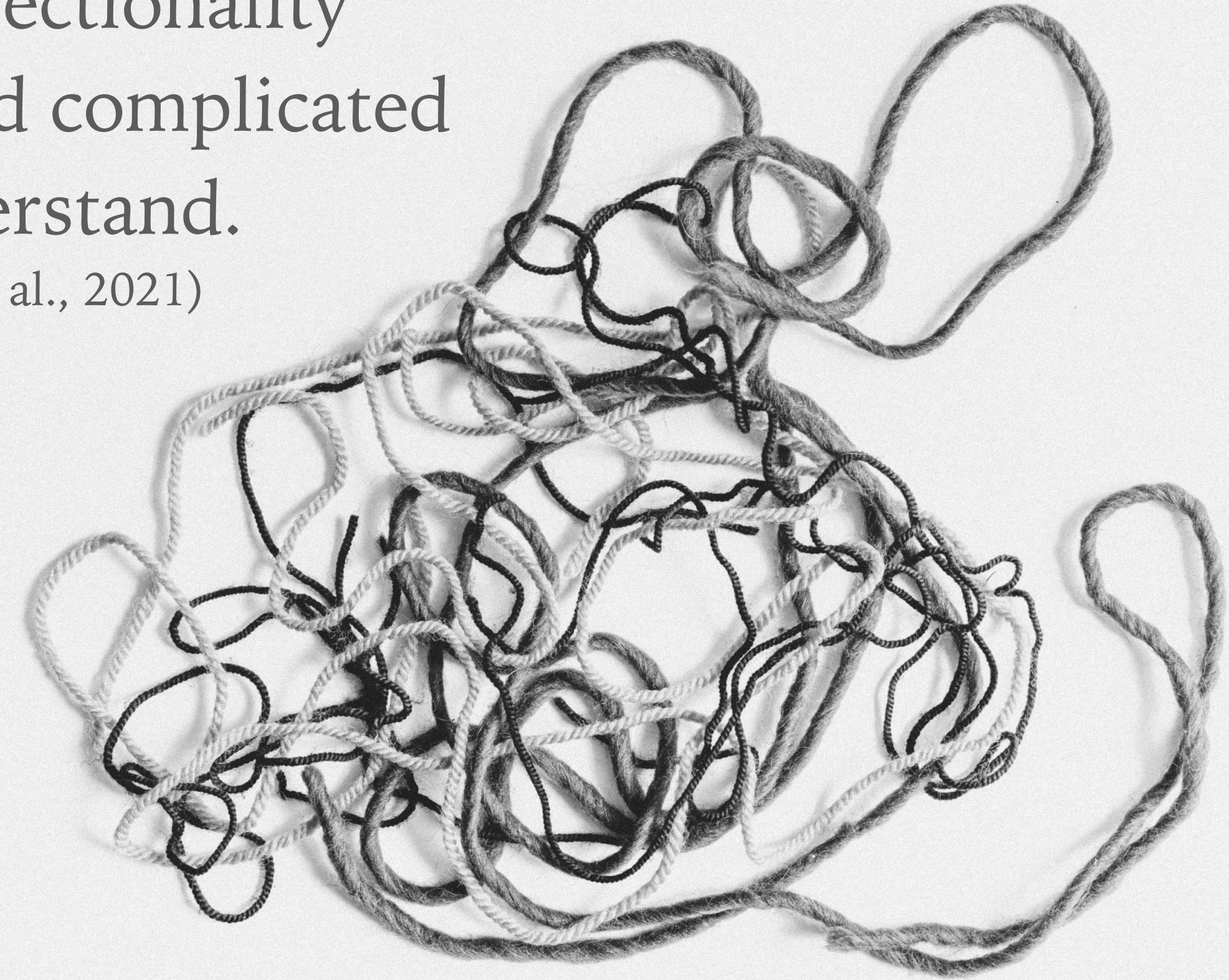
(Kapp & Anderson, 2009)



Closely related to
clinical practices

Qualitative data includes
aspects of intersectionality
and is messy and complicated
to sort and understand.

(Fine et al., 2021)

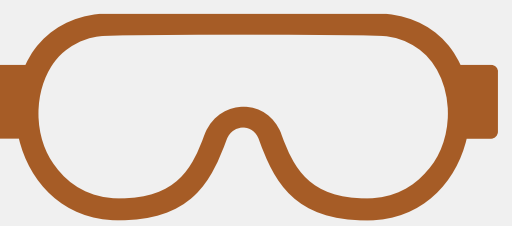


With qualitative data,
there is an ability to
find emergent ideas

(Kapp & Anderson, 2010)

Photo by [Kier in Sight Archives](#) on [Unsplash](#)

QUALITIES OF QUALITATIVE DESIGN METHODS



PARTICIPANT OBSERVATION

The researcher observes participants in their natural environment, often times as a participant herself



IN-DEPTH INTERVIEW

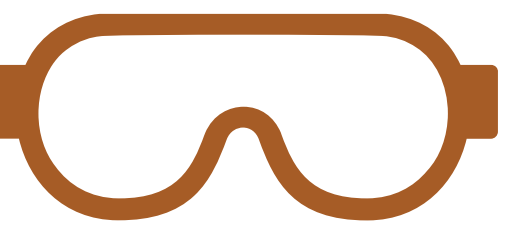
The researcher asks several, open-ended questions to explore participants' personal histories, experiences, and perspectives

The researcher asks in-depth questions of small groups of participants to explore their experiences, perspectives, and cultural norms



FOCUS GROUP

THREE KEY QUALITATIVE METHODS



A photograph of Brené Brown, a woman with short blonde hair, wearing a dark brown button-down shirt and large hoop earrings. She is smiling and holding a small black object in her right hand. The background is dark and out of focus.

THE POWER OF VULNERABILITY

An Example of Interviews
and Grounded Theory

BRENÉ**BROWN**

https://www.ted.com/talks/brene_brown_the_power_of_vulnerability

1 Orientation:
discussing PAR, its values, tenets,
principles, practices, and
processes

2 Entry interviews:
Co-researcher voice in
developing agendas and
describing needs

3 Six co-designed sessions:

- * Understand how trauma impacts students
- * Limiting re-traumatization within the classroom
- * Methods for increasing resiliency factors for students
- * Engaging in self-care and burnout prevention to reduce the impact of secondary trauma
- * Evaluate and implement ideas for promoting systematic changes within a classroom and school-wide
- * Develop a tool or recommendation for how other school staff could create similar growth in other schools



6 Co-Researchers

3 School Social Workers

2 Behavior Interventionist Teachers

1 Para Educator

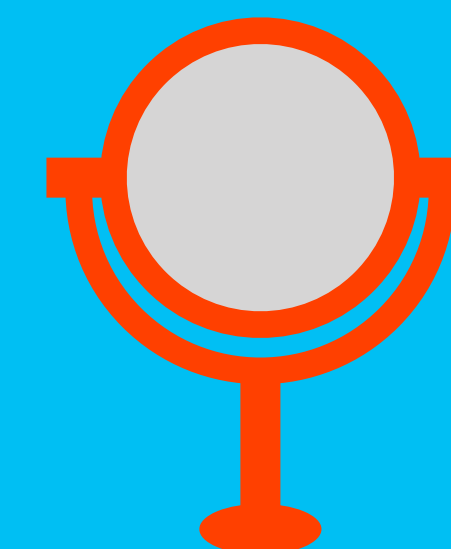
Embed in dialogues



Group Book
Study



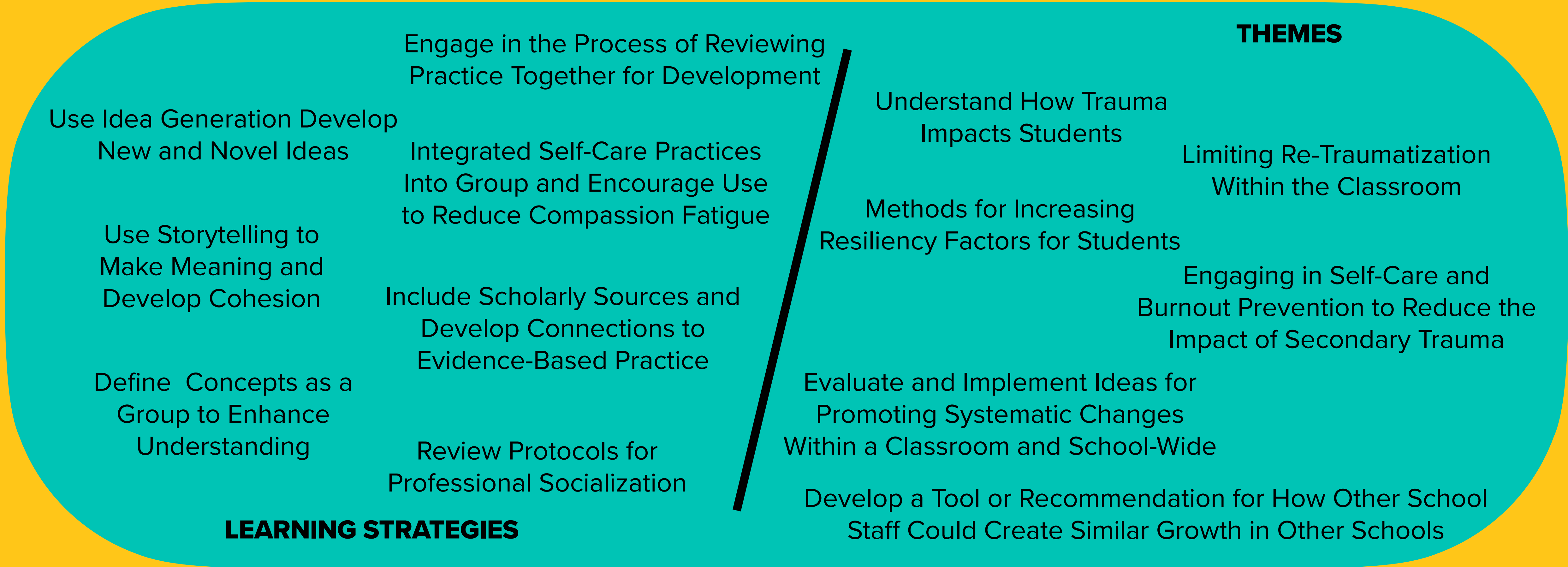
Self-Care
Activity



Exploration,
Reflection,
and Action

OVERVIEW OF STUDY PHASES

(Campbell, 2023)



Follow Mutual Aid Model

Incorporate an Interdisciplinary Framework

COMPONENTS IN BUILDING A TRAUMA-INFORMED PLC

(Campbell, 2023)

QUALITATIVE DESIGNS

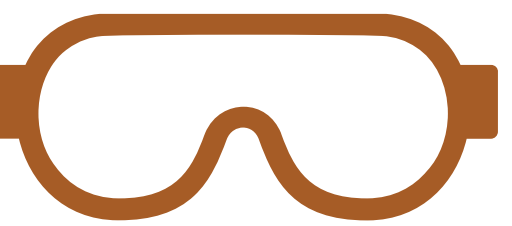
OBSERVATIONS

ABC Notes				
Student: Harold Grade: 9 th				
Date/Time/Duration	Activity	Antecedent	Behavior	Consequence
10/11/13 9:35am 5 minutes	Language Arts	Individual task given	Talks to Peers about off task topic	Given Reminder by the teacher to work quietly
10/12/13 11:20 am 10 minutes	Small Group math	test	Chatted with peers	Asked to leave the class
10/12/13 1:30 pm 5 minutes	PE	Volleyball game team selection	Refused to be on the team picked for	Chose not to participate
10/15/13 9:35am 5 minutes	Language Arts	Individual task given	Talking loudly about inappropriate topics	Other students laughed Asked to leave class
10/17/13 1:20 pm 5 minutes	PE	Running the track	Refused to run, walked with students not in his class on the field	Encouraged to run but wouldn't
10/18/13 9:35am 5 minutes	Language Arts	Essay assignment	Went on laptop to not approved websites, showed other student	Would not leave the website
10/21/13 11:20 am 5 minutes	Math	Individual work Algebraic Expressions	Talked to peers about off topic conversation	Started work but kept talking

Example of ABC Data

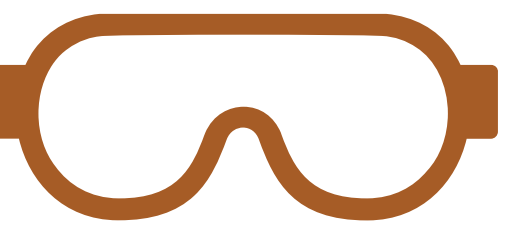


WHAT IS YOUR PROJECT



PROGRAM EVALUATION ELEVATOR PITCH

- **Project Title:** Title of Your Study
- **Program Being Evaluated:** Name of Agency and Program Being Evaluated
- **Research Question(s):** What question(s) are you trying to answer with your project? Questions should be clear, focused, and feasible within the scope of a semester-long program evaluation.
- **Types of Data to Be Collected:** What data do you plan to collect (e.g., archival records, observations, interviews, surveys)? Consider how each data type contributes to answering your research question(s).
- **Plan for Data Collection:** How do you plan to collect your data, and from whom? Describe who will participate, how data will be gathered, and any relevant access considerations (e.g., staff permission, informed consent, etc.).

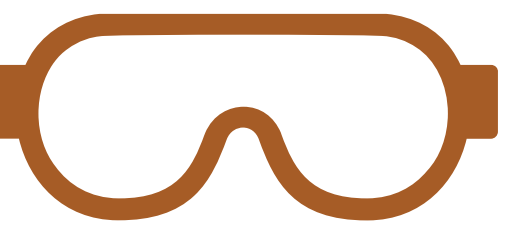


PROGRAM EVALUATION WORK PLAN

Evaluation Design				Data Collection		
Component	Indicator	Source	Success	Task	Person Responsible	Deadline
What are we doing and producing?	What information are we looking at?	Where will it come from?	How will we know what it means?			

PROBABLE COMPONENTS

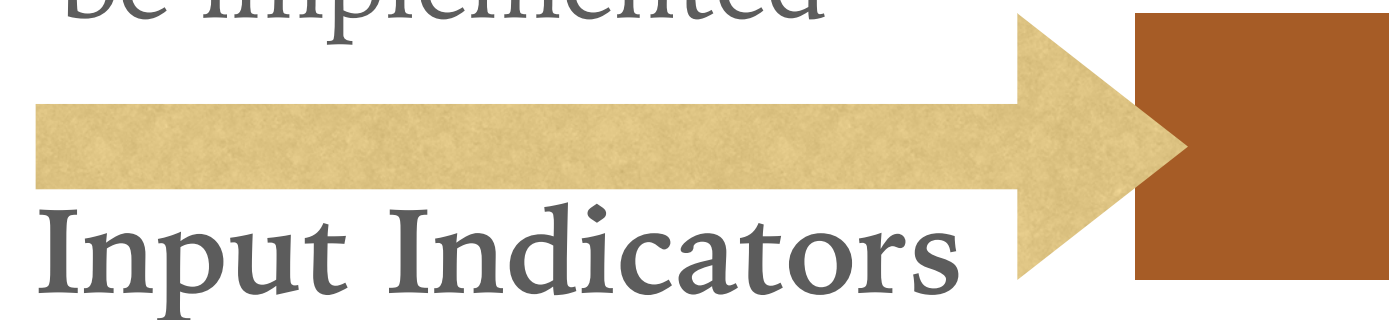
- 1-3 Entries Evaluation Activities (e.g., surveys, archival data reviews, interviews)
- 3 Entries Final Products
 - Logic model development
 - Executive summary components
 - Final presentation



INDICATORS IN PROGRAM EVALUATION

The measurable information used to determine if a program is implementing their program as expected and achieving their outcomes

measure the contributions necessary to enable the program to be implemented



Input Indicators



Outcome Indicators

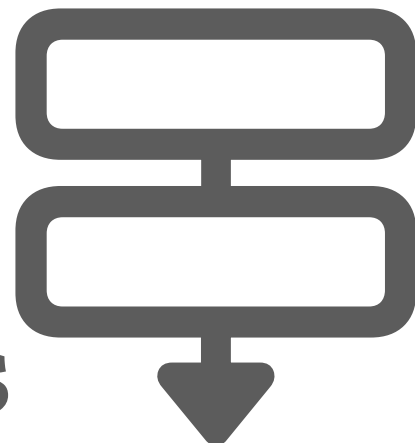
measure whether the program is achieving the expected effects/changes in the short, intermediate, and long term

longest-term/
most distal
outcome
indicators

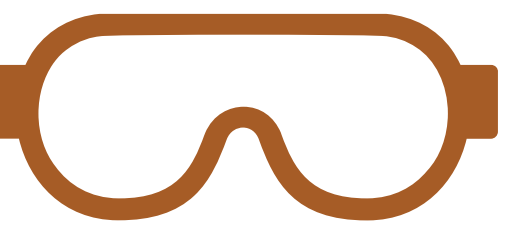


Outcome Indicators

Process Indicators



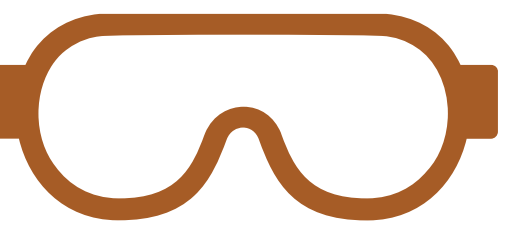
measure the program's activities and outputs (direct products/deliverables of the activities)



CRITERIA FOR SELECTION OF HIGH- PERFORMING INDICATORS

*A Checklist to Inform
Monitoring and
Evaluation*

https://wmich.edu/sites/default/files/attachments/u350/2014/Indicator_checklist.pdf



RUBRIC FOR PROGRAM EVALUATION WORK PLAN

Description	Highly Developed
Completeness	The plan is thorough and covers the entire research project.
Clarity	The plan clearly articulates both the evaluation design and data collection that will take place within the research. The evaluation design includes components, indicators, sources, and what success looks like. The data collection identifies specific tasks, the person responsible, and deadlines for completing those tasks.
Fairness	Group members are fairly distributed with tasks related to the assignment.
Feasibility	The program evaluation plan appears feasible and something the group can accomplish within the semester.

POST YOUR GROUP WORK PLAN

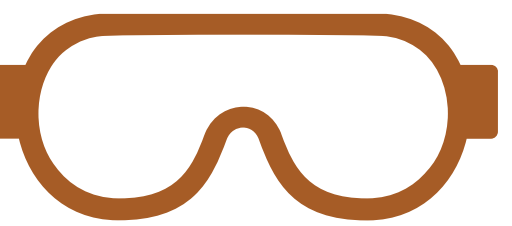
in the Forum

Where you will do your program evaluation

A general idea of what you will look at

The names of group members

A brief description of your group work plan





Evaluation Design				Data Collection		
Component	Indicator	Source	Success	Task	Person Responsible	Deadline

TIME TO WORK
ON PROGRAM
EVALUATION
ELEVATOR PITCH
AND GROUP
WORK PLAN

