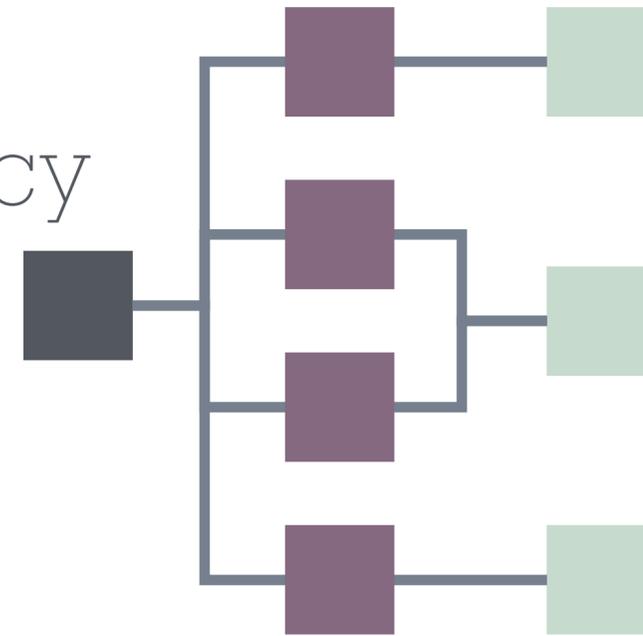




Quality Assurance Designs



Understanding an Agency
Through a Logic Model



Spring 2026 SOWK 460w Week 06

Jacob Campbell, Ph.D. LICSW at Heritage University

Plan for Week Six

Agenda

Quality assurance design strategies

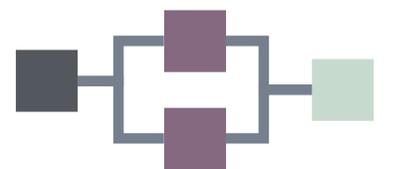
Developing questions used on surveys

Practice developing a quality assurance design study

Logic models

Learning Objectives

- Identify and describe the key dimensions evaluated in quality assurance studies.
- Construct clear, unbiased survey questions using appropriate question types for a quality assurance study.
- Define a program logic model and explain its purpose in program planning, management, and evaluation.
- Identify and distinguish the core components of a logic model.



What is Getting Evaluated

in Quality Assurance Design

Client Satisfaction and Experience

- Acceptability, approval, and appeal
- Liking or feeling of being personally involved with the service
- Positive attitudes toward a service
- Contentment with the outcome of the service or derived benefits

Provider Competence & Professionalism

- The competence of counselors
- The courtesy of providers
- The helpfulness of staff

Relevance & Appropriateness of Services

- The relevance of services to consumers' needs
- The "humanness" of services

Service Effectiveness & Outcomes

- The effectiveness of services in reducing or eradicating problems
- Met performance expectations
- Correspondence between clients' expectations and their appraisals of service performance

Service Reliability & Accessibility

- The reliability of services (assurance that services are provided in a consistent and dependable manner)
- Waiting times for service
- Amount of time spent with the provider
- The cost of services



Collection Strategies



Personal Interviews

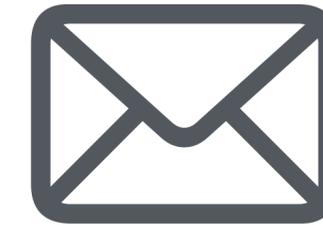


Telephone Surveys

Mailed Surveys



Ballot Box

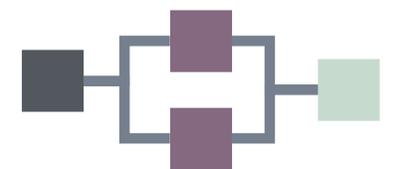


Electronic Surveys



Focus Groups

Faces Scale



Parent Questionnaire

From Bridges Program

- School Connection and Quality
- Behavior Supporting Outside Services
- Legal Related Concerns
- Childcare Related Concerns
- Community Resources Needs
- Guardian Support and Training
- Other Comments

We are sending out this questionnaire to all of the parents who have children that participate in the Pasco School District Bridges Program. Your responses are anonymous, and this survey is only used to inform and improve the Bridges Program and the work that we do with your child.

1 School Connection and Quality

1.1 Do you feel that there is a good support system for your child at school?

Select the most appropriate option

Yes No I'm Not Sure

1.2 How connected do you feel connected to the school community at your child's school?

Select the most appropriate option

Very Connected Very Disconnected

1.3 How satisfied are you with the behavioral interventions for your child?

Select the most appropriate option

Very satisfied Very dissatisfied

1.4 Do you feel that you are a part of the IEP team for your child?

Select the most appropriate option

Very involved Very not involved

1.5 Are there ways that the school could foster a better connection between your family and itself?

Write in any comments that you have

2 Behavior Supporting Outside Services

2.1 Has your child ever participated in non-school services to assist in supporting his or her behavior or mental health (such as mental health therapy, counseling, wraparound services, medication management, etc.)?

Select all that apply

Mental health therapy or counseling Wraparound services
 Medication by primary care physician Medication by psychiatrist

other: None

2.2 To your knowledge, does the school help coordinate and communicate with these services?

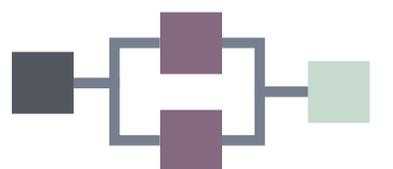
Select the most appropriate option

Yes No I'm Not Sure Not Applicable

Developing Survey Questions

Avoiding Pitfalls

	Doublebarreled questions	Leading Questions	Inadequate Response Options	Negative items
Description	Double-barreled items ask multiple things in one question but only allow for a single answer.	Leading items introduce bias and can influence responses. Ensure earlier questions do not affect later answers.	An inadequate range of response options may force inaccurate answers or cause respondent frustration and dropout.	Negative questions can confuse respondents.
Example	<i>How satisfied are you with the caseworker's support and the timeliness of services provided?</i>	<i>How helpful was our highly trained and compassionate staff in addressing your needs?</i>	<i>How many years have you been a client?</i> [] 1 year [] More than 10 years	<i>Does the program not meet your needs?</i>
Revision	<i>How satisfied are you with the support provided by your caseworker? And How satisfied are you with the timeliness of services provided?</i>	<i>How would you rate the staff's ability to address your needs?</i>	<i>How many years have you been a client?</i> [] 1 year [] 2-3 years [] 4-7 years [] 7-10 years [] More than 10 years	<i>How well does the program meet your needs?</i>



Developing Survey Questions

Some Common Question Styles

Closed-Ended Questions

Close-Ended with
Ordered Choices

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

Close-Ended with
Unordered Choices

- Choice 1
- Choice 2
- Choice 3
- Choice 4

Partially
Close-Ended

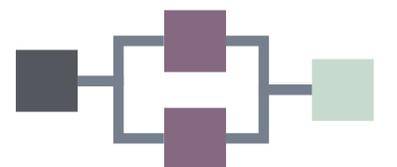
- Choice 1
- Choice 2
- Choice 3
- Choice 4
- Other: (please specify) _____

Open-Ended Questions

Response categories
are not provided

Other Considerations

- Words and terms are clear.
- Flow of questions is logical.
- Response categories are adequate.
- Skip patterns make sense.
- Format and layout are easy to follow.
- Mechanics of survey administration are feasible.
- Language is culturally appropriate.
- Length of time to complete is reasonable.



Developing a Quality Assurance Survey

for Heritage BASW Program

Step 1

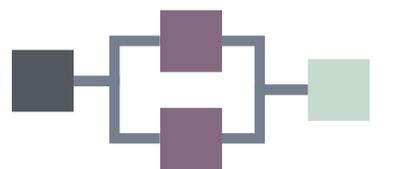
Working in small groups, discuss what research questions you might have in developing a quality assurance survey.

Step 2

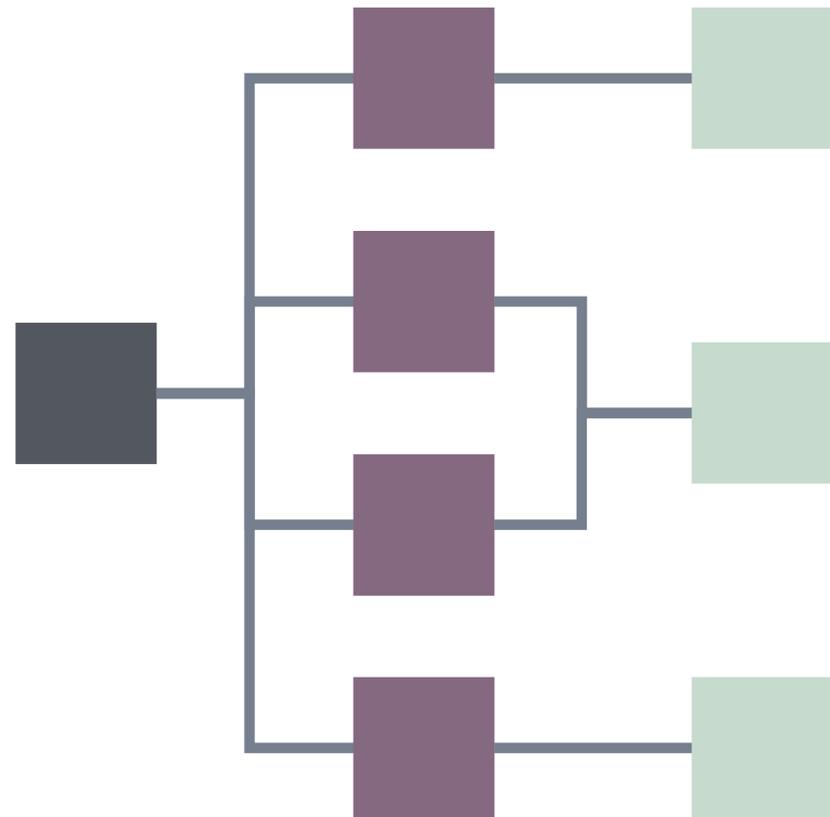
Divide the class into two groups and merge your research questions. Then, start developing the questions you would include in your survey.

Step 3

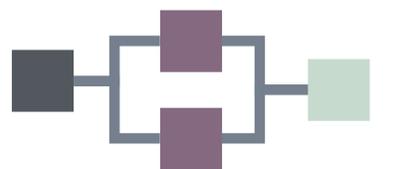
Combine the whole class. Somebody will facilitate the discussion by merging and combining the questions the two groups developed. Create a completed survey.



Logic Model



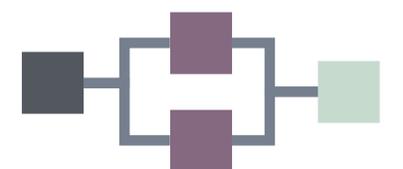
A program logic model shows how an organization works, including the theory and assumptions underlying the program. It links outcomes (both short- and long-term) with program activities/processes and the program's theoretical principles/assumptions.



Purpose of a Logic Models

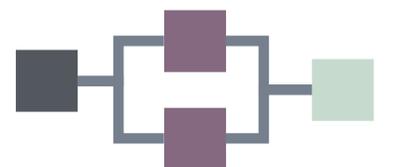
Why we do it

- Stakeholders are allowed to articulate their views about the program
- Stakeholders are allowed to hear and appreciate the views of other stakeholders
- Divergent views about the program are synthesized in a collaborative process.
- An integrated model is developed with stakeholder ownership
- The integrated model is scrutinized publicly for feasibility
- The model serves as a solid reference for program management decisions
- The model is used as an organizing tool for evaluation
- The model can be used as a promotional tool for the program
- The model can be employed to support program proposals for grant activities



Potential Interview Questions

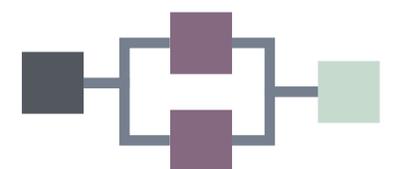
- How is the program staffed and organized?
- What components are involved with the program other than staff?
- Can you describe the major activities of the program?
- What resources are devoted to these activities?
- What are the main objectives of the program? What is the program trying to accomplish?
- What accomplishments is the program likely to achieve in the next 2 and 3 years? What would you expect?
- How will these activities undertaken by the program accomplish the results?
- What kinds of information do you have on the program?
- How do you use this information?
- What kinds of information do you need to assess program performance?
- How would you use this information?
- What measures or indicators are relevant to the program?
- What problems face the program?
- What factors are likely to influence the program over the next 2 to 5 years?



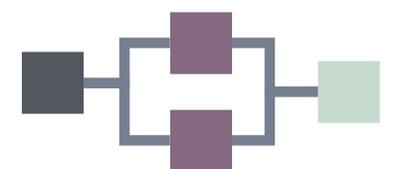
Logic Model

For A Program

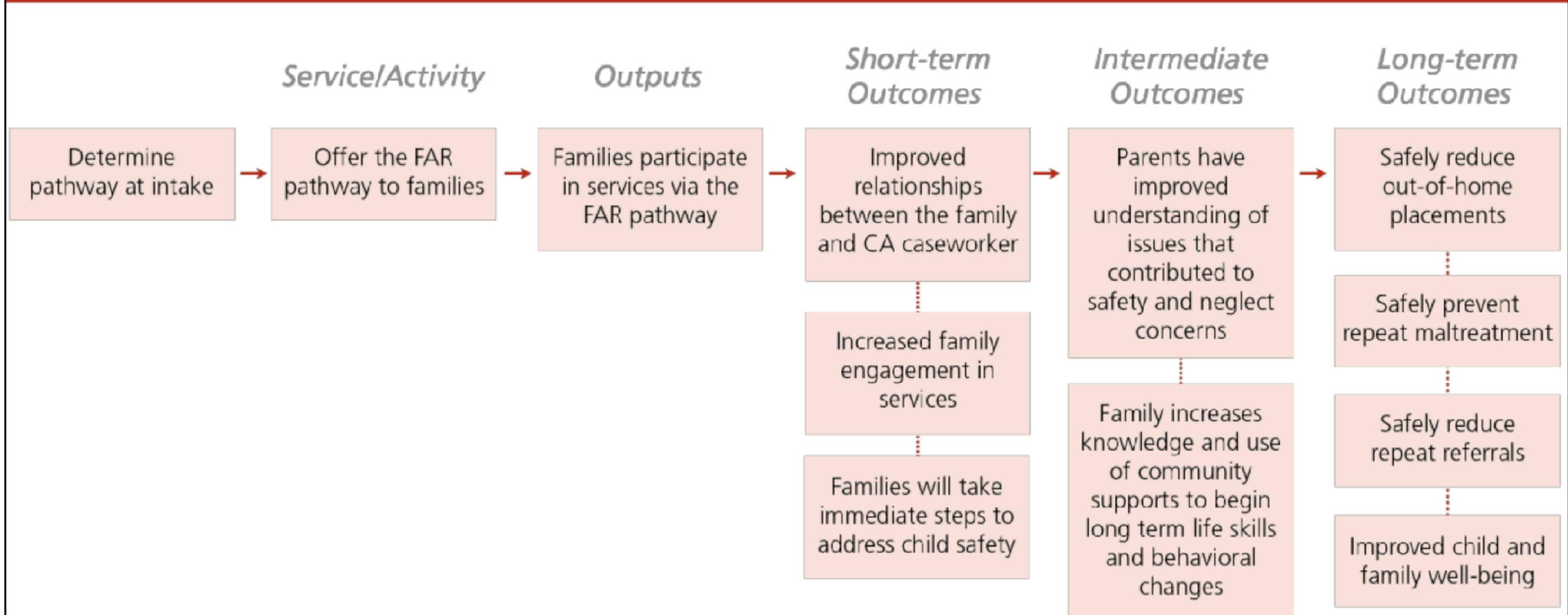
Resources	Staff Activities	Program Processes	Immediate Outcomes	Intermediate Outcomes	Long-range Outcomes
Resources available to the program that allow and support service delivery, including money, staff, volunteers, clients, materials, or equipment	The methods of service delivery carried out by staff	The product delivered or unit of service provided, usually described numerically, such as number of people served or number of hours of service delivered	The first changes that occur for the individuals, families, organizations, or community as a result of the program	The subsequent benefit for people during or after their involvement in a program	The eventual impact on individuals, families, organizations, or community for which the program is accountable



NEED	ANTECEDENT CONDITIONS	RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES
Cardiovascular Health	Lack of sidewalks & walking paths	Senior Citizen Center, civic organizations	Pop-up blood pressure screenings	300 persons screened in year 1	Local government funds a walking path in park
	Sedentary lifestyle	Church groups	Walk/run-a-thon for public awareness	80 runners and 150 walkers participate	Survey of high school students reveals 24% say a parent is now regularly exercising
	Unhealthy eating practices	Libraries (public and schools), civic organizations	Provision of speakers on heart-healthy nutritional eating	500 pamphlets distributed; 300 people hear speakers on healthy eating	Ambulance squad reports a 15% decrease in emergencies due to heart attacks/strokes
		American Heart Association	1 hour radio call-in program on cardiovascular health	Scheduled for October, December, February	Library has expanded its holdings on Mediterranean Diets, etc.

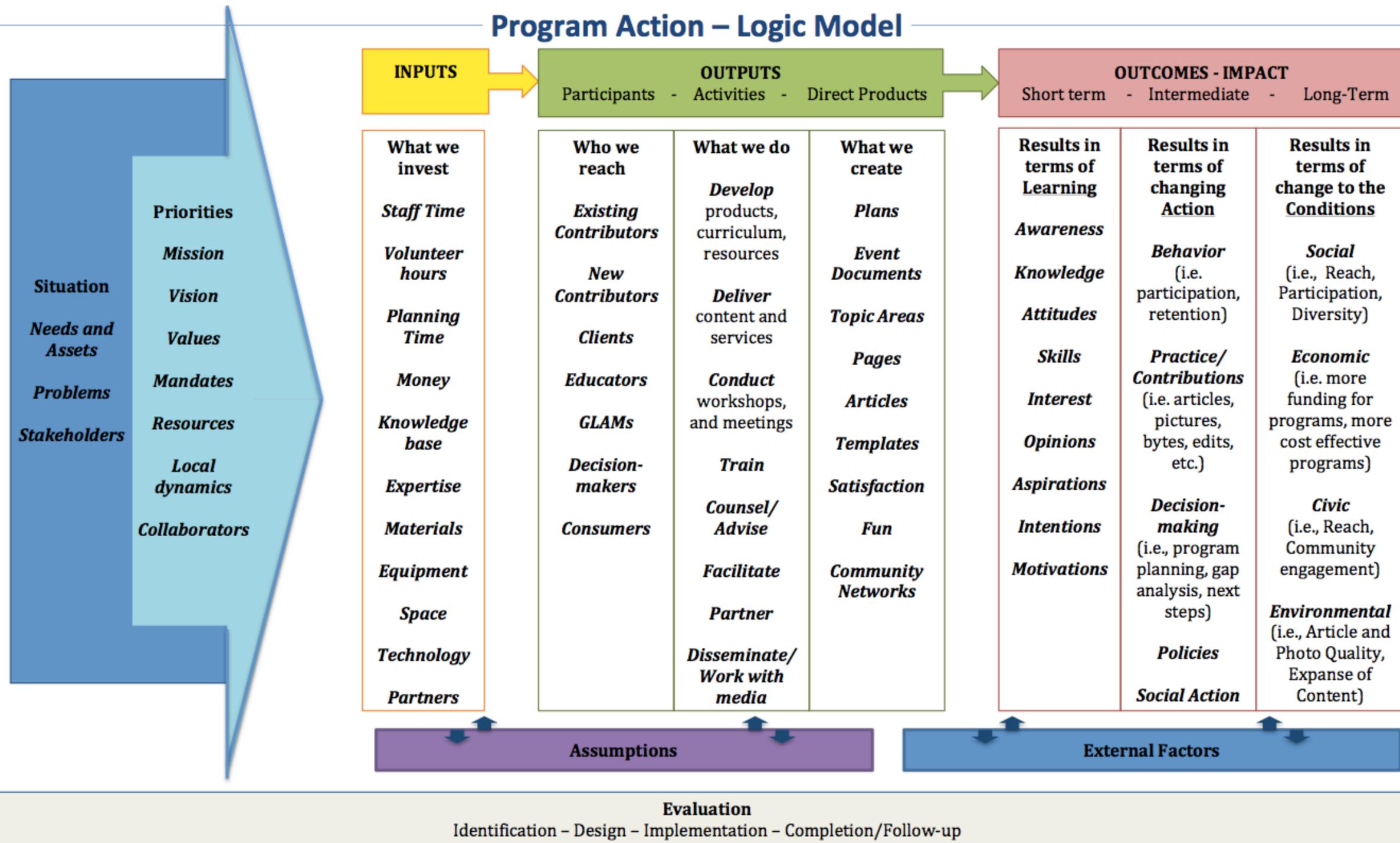


FAMILY ASSESSMENT RESPONSE PATHWAY



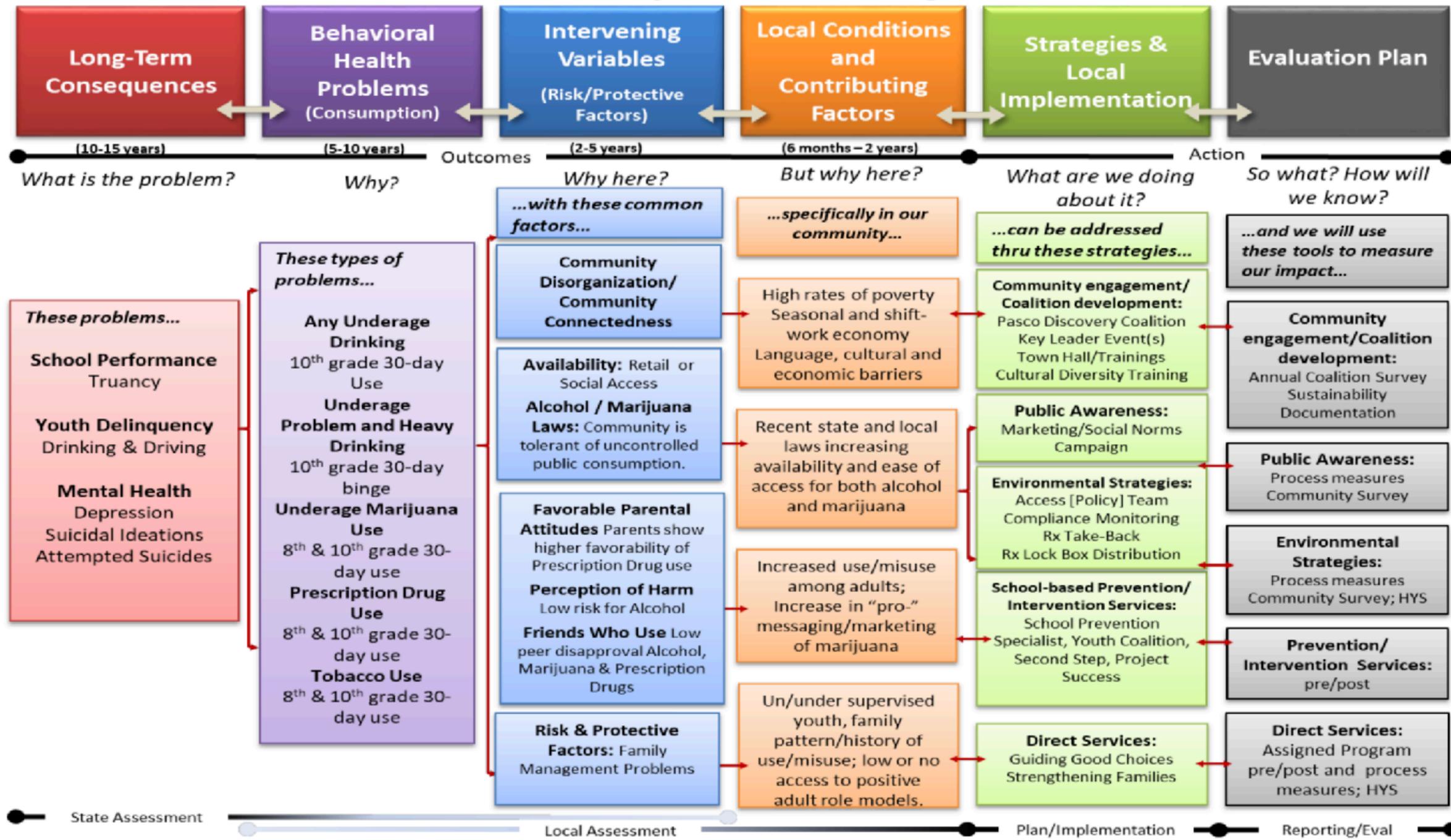
(State of Washington Department of Social and Health Services, 2013)

Program Action – Logic Model



Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf> (Retrieved 6/22/2013)

Pasco Discovery Coalition Logic Model



(Pasco Discovery Coalition, 2017)

Practice Developing a Logic Model

Ask questions about the Children's Day Program to work in small groups to create an example of a logic model



Photo of Children's Day Program
(Campbell 2022)



Make a Plan

for Developing Your Logic Model

- Who are the stakeholders for your agency
- What would be some of your questions
- What would the categories look like