Course Instructor: Betsy D. Foy, EdD, CHES
Contact: 314-401-6544 betsy.foy@wustl.edu
Availability to students: By appointment

This course is in an online format; there are no class sessions on campus.

The first week of class (January 19th-24th, 2016) I offer an introductory phone call to any student who would like to talk with me, go over the syllabus, or discuss how a fully online class works. This is totally voluntary and has no effect on your grade. Please email me to arrange a time if you would like an introductory phone call.

Course work will be completed between January 19th and April 24th, 2016. All coursework is completed on Blackboard, our electronic classroom.

Course Description
This course will give students the tools to evaluate what they are doing in their organizations and report their data in a variety of ways. Good evaluation is essential for continued growth financially and programatically in nonprofit organizations.

This course will require students to read about and practice survey design, basic statistics along with qualitative and quantitative research methods. All statistical work will be done using EXCEL, a very easy to use program.

Course Objectives
- Learn methods to evaluate performance and effectiveness at both organizational and programmatic levels
- Use and apply both quantitative and qualitative data for purposes of strengthening nonprofit organizations, the nonprofit sector and the larger society
- Practice the skills learned in the readings to perform an evaluation and create a well written survey
• Learn the appropriate use and application of information technology in order to increase productivity and effectiveness in the pursuit of a nonprofit organization's mission
• Learn how various technologies can be used to assess nonprofit performance and effectiveness

**Course Resources and References**


This website has some great additional resources that will help you if you need further clarification on anything.

After reviewing many texts on how to conduct surveys the book that provides what I believe to be the best and most useful information happens to have a horrible title. Please ignore the title and enjoy the book knowing that all of you are bright students who are taking this class.


All books are available at the Washington University bookstore. The Salkind book from 2013 and the Bhaskaran book are older books and you may be able to purchase them used or online or borrow them from students who have previously taken this class. The 2013 Salkind text was used for this course in January 2014 but not in 2015. The 2016 Salkind book is brand new. There are several different editions of both Salkind books and it is very important you get the correct editions (check the ISBN numbers) or the homework assignments and readings won't match what is on your syllabus.
Tips on Using the Blackboard Classroom

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_14/Instructor/015_Browser_Support and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.

- Be sure you have downloaded the most recent version Java. This is free software program which helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

Technical Support

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to blackboardhelp@wustl.edu with any questions/problems. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For additional Blackboard resources and assistance, visit the Blackboard Answers &Support page on the University College Website.

“Netiquette” statement on Internet communication.

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON’T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ###%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.
**Expectations for student attendance** (Blackboard log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

- You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Blackboard and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. You can work ahead in this class as well if needed. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

- ***Note:** For a 3-credit class, you should expect to spend a total of 36 “contact hours” in the virtual classroom. For this course that would average three (3) hours each week. On a bi-weekly basis, this includes posting your answers to my questions or assignments on the topic; posting three articles you have located with a brief critique; and reading the articles posted by other students and writing comments. This constitutes our “classroom interaction.” You can do it any time, day or night as long as you get it done within the two week period before the next topic begins. Outside of these “contact hours,” like any other class, you will spend time on the assigned readings, researching the articles you plan to post, writing a short survey, doing weekly written assignments, and preparing your final project.

**Statement regarding academic honesty:**

- Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: [http://ucollege.wustl.edu/faculty/academic_integrity](http://ucollege.wustl.edu/faculty/academic_integrity)

All students are expected to abide by the citation and attribution techniques explained here: [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/)

**Guidelines for discussion forum participation**

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well-edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Waiting until the last day to participate minimizes the opportunity to interact with me and your classmates and makes discussion participation much less meaningful for you.

5. Finally, the discussion forums are meant to be **fun**! Check in often to communicate with me and your classmates.

**Student Accommodations**

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit Blackboard’s accessibility statement at: [http://www.blackboard.com/platforms/learn/resources/accessibility.aspx](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

**Academic Support:**

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit [http://cornerstone.wustl.edu/](http://cornerstone.wustl.edu/) for more information.

- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing
Center should call in advance to make an appointment. Visit http://writingcenter.wustl.edu/ for more information.

☐ **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit http://computing.artsci.wustl.edu/labs for more information.

☐ **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. Visit http://library.wustl.edu/ for more information.

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**Course Activities**

**All work is due Sundays at midnight.**

This course is offered in an on-line format. There are no class sessions on campus. Students will participate in the course by logging on to the class Blackboard page. Every two weeks, students will be expected to complete the following:

1. Read assigned texts and articles on topic. Instructor will post lectures every 2 weeks related to the topic and the readings.

2. Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor and reading classmates’ responses or on the articles posted (see #4 below). I expect at least 4 thoughtful discussion comments from each student during each 2 week period, the first two discussion comments are due the first Sunday night of each 2 week period. While 4 comments is the bare minimum for each 2 week period, I would truly hope for more than that from all of you. Two of the four comments you are to be the first author, and the other two comments you will make on your classmates original comments.

3. Every two weeks there will be assignments in addition to your discussion comments (sometimes more than one depending on the complexity). Students will complete these and submit via Blackboard

4. Twice during the course each student will post an article on the assigned topic. When you post your articles please use the format provided to do a critical review of the article.. The topics and due dates for the two articles are as follows:

   #1-An article that describes a survey that was given and the results of the survey (Due February 7th)
#2-An article that describes a quantitative or qualitative research study  (Due March 6th)

Course Grading
Weightings toward final course grade are:
- Thoughtful online discussion (6 topics @ 5% each) 30%
- Posting and critique of topic articles (2 @ 10% each) 20%
- Weekly Assignments (4 @ 5% each) 20%
- Final Project 30%

Grades will be given on this scale:
A: superior work with excellent analysis
B: good work that meets the requirements of the assignment
C: good work but does not meet all requirements of the assignment
D: passing but marginal work

Final Project
For your final project:
Write a survey, administer the survey to at least eight people, analyze the information you receive from the survey. I recommend using Survey Monkey or QuestionPro for this project, but it is NOT required if you prefer another method. The survey can be on any subject and does not have to be related to your work. In past years students have done the survey at work, at their church, at schools their children attend, and at organizations they volunteer with. If you can think of something you do where a survey would be helpful to the organization (and you obtain any necessary permission to give the survey) then all your work on this final project will be useful to others! If you
are really stumped about where you could do a survey, send me an email or call and we can brainstorm some ideas for your project.

You will write a paper (7-15 pages) which will include your survey, how you administered the survey, how you picked your population, and a summary of your results. I expect to see some quantitative results and at least one table, graph or chart.

Pages 271-278 in the Survey text gives you some general ideas on how to present your final report.

**Final projects must be approved by the instructor.**
Please email me a brief description (1 or 2 paragraphs) on what you are planning to survey about, who you plan to give the survey to (not specific names but students in a class, people at church, personal friends etc). You can email me at anytime you decide but the **deadline is March 27, 2016.**

**Assigned Readings and Assignments**

**Introductory Week  (January 19-24)**

**Readings:**
- Intro Lecture found in Course Documents
- Make a paper copy of your Syllabus and carefully read it and highlight items or dates that you think are important.

**Assignments:**
- Introduce yourself in writing on the Discussion Board in the folder marked Introductions.
- Email Dr. Foy (betsy.foy@wustl.edu) if you would like to have a personal introductory phone call this week.
- Intro Assignment. Write a brief description of any previous experience and/or education you have had related to statistics, research, or survey design. Conclude with what you hope to learn in this class. Submit in the Assignment Section of Blackboard.
**Topic One (January 25-Feb 7): Survey Design Part 1**

Readings:


Pages 1-168 (Chapters 1-9)

Skip Pages 26-30

Skip Pages 45-74 (All of Chapter 4)

Skip Pages 131-152 (All of Chapter 8)

Assignments:

**Written Assignment 1**: Write a 5 or 6 question survey using QuestionPro or Survey Monkey. The subject of the survey can be work related or non-work related. Chapter 3 in the text walks you through creating your survey.

Post your survey questions on Blackboard along with written comments about designing your survey or use of QuestionPro.

**Article 1 Due**

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**Topic Two (Feb 8-Feb 21): Survey Design Part 2**

Readings:


Pages 169-318 (Chapters 10-18)

Skip Pages 169-184 (All of Chapter 10)

Skip Pages 205-227 (All of Chapter 12)

Skip Pages 251-262. Begin reading again on p.263 Analyzing Open Ended Questions

Assignments:

**Written Assignment 2**: Write a 5 or 6 question survey using QuestionPro or Survey Monkey. The subject of the survey can be work related or non-work related. Pick a different topic than the first survey you wrote.

Post your survey questions on Blackboard. Write comments about designing your survey or use of survey software (QuestionPro or Survey Monkey)
Topic Three (February 22-March 6): Quantitative Research Methods 1

Readings:
Pages 1-18, Yippee! I’m in Statistics
Pages 363-371, The Ten Commandments of Data Collection and All You Need to Know about Excel
Pages 20-39, All You Need to Know About Formulas and Functions
Pages 43-68, Computing and Understanding Averages
Pages 69-83, Understanding Variability
Pages vii-xi How to Use this Book
Pages 1-7 Using Excel Functions
Pages 92-101 Descriptive Statistics
Pages 123-124 The Histogram
Pages 143-145 Read only if you are a MAC user

Assignments:
Written Assignment 3 From Statistics for People Who Think They Hate Statistics

Practice Questions 1 and 2 on p.35
Practice Questions 1, 6, 7 on p.66-67
Practice Questions 2,4,8 on p.82-83

Article 2 Due

Topic Four (March 7-27): Quantitative Research Methods 2

SPRING BREAK March 14-20

Readings:
Pages 84-115, A Picture Really is Worth A Thousand Words
Pages 140-160, An Introduction to Understanding Reliability and Validity
Pages 177-200, Are Your Curves Normal? Probability and Why It Counts
Pages 211-220, An Introduction To Inferential Statistics
Pages 338-342, Ten Best Internet Sites for Statistics Stuff
Assignments:

**Written Assignment 4**
- Practice Questions 1abc on p.110
- Practice Questions 1ab, 2, 3abcde on p. 194
- Final Date to Email to Dr. Foy plans for Final Project

**Topic Five (March 28-April 10): Qualitative Research Methods**

*Qualitative Research Methods-A Data Collectors Field Guide*, Published by Family Health International (12 Pages)

“Study Design in Qualitative Research”, Richard Frankel and Kelly Devers, *Education for Health, 2000.* (10 Pages)

“Enriching Facts and Figures” by Kathleen McQueen (1 Page)

All Materials Found on Blackboard

**No Written Assignment. Work on Final Project**

**Topic Six (April 11-24th): Bringing It All Together**

Here is the Website for your final reading on “Analyzing, Interpreting, and Reporting Basic Research Results” located at:

'http://managementhelp.org/businessresearch/analysis.htm

This reading is not required for this class, but I think you will want to at least skim it as it has some wonderful information and online resources. This is a basic guide to Program Evaluation. Much of what you have learned in this course will be used when you are doing program evaluations in your organizations.

'http://managementhelp.org/evaluation/program-evaluation-guide.htm#anchor1578833

**Final Project is due April 24th.**
Assignment Due Date Checklist

Check each Sunday to make sure all work is turned in on time. If you know work is going to be late you must get prior approval from the instructor. Make a copy of this checklist and as you turn in work cross the item off the checklist. This will help you stay organized as far as when your work is due.

1-24-16  _____ Personal Introduction  _____ Intro Assignment
1-31-16  _____ Online Discussion Comments
2-7-16  _____ Online Discussion Comments  _____ Written Assignment 1
        _____ Article 1
2-14-16  _____ Online Discussion Comments
2-21-16  _____ Online Discussion Comments  _____ Written Assignment 2
2-28-16  _____ Online Discussion Comments
3-6-16  _____ Online Discussion Comments  _____ Written Assignment 3
        _____ Article 2
3-13-16  _____ Online Discussion Comments
3-20-16  SPRING BREAK. No work due
3-27-16  _____ Online Discussion Comments  _____ Written Assignment 4
        _____ Email Final Project Proposal to Dr. Foy
4-3-16  _____ Online Discussion Comments
4-10-16  _____ Online Discussion Comments
4-17-16  _____ Online Discussion Comments
4-24-16  _____ Final Project