Fall 2019  
Course Outline Structure for MSW  
BROWN SCHOOL  
WASHINGTON UNIVERSITY IN ST. LOUIS  
EVALUATION OF PROGRAMS AND SERVICES  
S50-5050.01  

CREDIT HOURS: 3  
GRADE: L/G  
ROOM: Better Family Life  
5415 Page Ave.  
DAY/TIME: Thursday 1-4 pm  
TA: TBA  
Class dates: 8/29-12/12/2019.  
No class 11/28/2019.  

INSTRUCTOR: Von E. Nebbitt, PhD., MSW  
OFFICE: Goldfarb Hall, 244  
OFFICE HOURS: by appointment  
PHONE: 314.935.2787  
E-MAIL: vnebbitt@wustl.edu  

I. COURSE DOMAIN AND BOUNDARIES  
This course builds on content covered throughout social work training and provides students with the skills to carry out evaluations of programs and services. The course allows students to apply knowledge gained in coursework on research methods, social policy, organizations and communities, social justice, as well as concentration and practicum experiences. Students complete an evaluation project in conjunction with their concentration practicum. Students are expected to design and execute all aspects of the evaluation; identify and critique the state of the empirical evidence related to the evaluation; and prepare and report project findings and implications. The ability to involve agency and client constituencies in the development, implementation and dissemination of evaluation efforts is emphasized.

The course covers major topics involved in program evaluation. These include: types of evaluation, evaluation design and theory, measurement, sampling, data collection, ethics and politics in evaluation, data analysis, and presentation and utilization of findings. Attention is given to the capacity-building potential of evaluation and its impact on the quality and delivery of social welfare services to populations-at-risk. Special attention is also given to values, ethics, social and economic justice as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C5 |
| Assess individuals, families, groups, organizations, and communities | C6 |
| Intervene with individuals, families, groups, organizations, and communities | C7 |
| Evaluate individuals, families, groups, organizations, and communities | C8 |
III.  BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2018**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. Students are required to provide a Verification of Individual Student Accommodation (VISA) letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The Director of Student Affairs can assist with coordination between the Disability Resource Center and the Brown School.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording
devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX
You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. **READINGS**

Required


Readings are listed within the syllabus. As relevant, **more recent and additional** readings may be added to the syllabus over the course of the semester. Please check the syllabus regularly.

VI. **ORGANIZATION OF COURSE**

The course is an applied evaluation course. It contains both core content/individual learning opportunities, as well as group learning opportunities. We will cover content through readings, internet and other electronic resources, peer-review feedback exercises, individual and group exercises, presentations, and discussions designed to stimulate an appreciation for the importance of research in your professional social work development.

An adult-learner model is the basis of the course. **Active participation and full preparation by each student for each class is expected.** Regular and on time attendance, peer review, timely
submission of assignments, and discussions of research as current event topics relevant to
evaluation also count toward active participation. PLEASE BE PREPARED! The instructor will
randomly call upon students to lead class discussion based on the readings or assignments for
the week.

VII. ROLE OF FACULTY AND STUDENT

Instructor’s role
The instructor is responsible for the learning environment and course content. The instructor will
grade assignments and provide appropriate feedback. The instructor will respond to student
inquiries regarding the readings and the course project, both individually and in concert with the co-
instructor. The instructor is available during by appointment.

Co-Instructor’s role

The co-instructor for this course will lead portions of lectures and class activities. The co-instructor
will provide students with support and guidance particularly in evaluation design, methods
development and implementation, and statistical analysis. The co-instructor will work with students
by appointment and also assist with grading.

Student role.

Class attendance and participation: The developmental nature of learning in this class requires
students to keep up with readings, assignments, and attend class sessions. Students are expected to
attend all class sessions unless illness or other emergencies make attendance impossible. If a
student is unable to attend class, he/she should contact the instructor in advance, or failing that,
immediately afterwards. It is the student’s responsibility to obtain class notes or updates from
another student when class is missed. Students are expected to participate in class. It is the student’s
responsibility to seek guidance and feedback from the instructor and teaching assistant as needed to
assure progress. Due to the condensed summer course, more than one absence will be reviewed for
whether the student has received enough content to complete the course. This will be done in
collaboration between the instructors and the student.

Active team membership: Students will be assembled in small teams to work on projects and build
skills in evaluation practice. Teams offer opportunities to develop ideas and gather feedback
efficiently by maximizing the wisdom of the crowd. To be effective, team members must engage in
key behaviors that include 1) making others feel comfortable and able to contribute, 2) dependably
contributing quality work, 3) assigning clear roles and tasks, and 4) committing to expand
evaluation practice. Students are expected to contribute actively to teams to ensure high quality
work of all members.

Seeking assistance: Proactive and creative problem solving is an essential social work competency.
Prior to seeking assistance about an assignment, students are expected to A) have completed all the
relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have
developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a
clear and concise question or request for assistance. This is what an employer would expect of you
in a professional setting.
Writing requirements: Use a professional style in all written communication (e-mail & class assignments). Please proofread all documents. Students should use the grammar and spell checking available in Microsoft Word before submitting papers. Students are encouraged to take advantage of the writing tutoring and assistance available at the Brown School and at the University Writing Center. Use of other sources and references should be guided by the dictum: “If you did not write it, then you have to cite it.”

Research ethics and protection of project evaluation data: Protecting the privacy and security of program, agency, and client data is of paramount importance. Students will be instructed about research ethics and strategies for protecting data security. All students are expected to have completed CITI training as a requirement of this course.

Any exposure, loss, or accidental release of agency data, records or information must be reported to the professor and practicum supervisor immediately.

VIII. ASSIGNMENTS AND GRADING CRITERIA
The assignments build upon one another, and are intended to demonstrate the students’ progressive understanding of the purposes, methods, and processes of evaluation. The assignments are also designed to lead toward the final evaluation project, reducing the written work load at the end of the semester. Students are expected to complete assignments by the indicated times and dates; grades will be significantly reduced for each day an assignment is late. The assignments are directly related to the timely completion of all phases of the evaluation project. As such, assignments cannot be missed or delayed at the expense of progression to the next phase. Some assignment details and due dates may change as the semester unfolds.

Emailed assignments should be titled with the following formant: FIRSTNAME LASTNAME ASSIGNMENT NAME. If the assignments do not follow this format, they will be returned to you for submission with the correct format.

The following is a summary of the course assignments. A table of assignments and due dates is provided on the last page of this syllabus.

1. Introductory Survey and CITI Human Subjects Training (2)
The Introductory survey includes information to complete about you and your practicum. The survey will be completed during the first class. It is available here: http://sswwustl.az1.qualtrics.com/SE/?SID=SV_9tvxScrF44pciRT

Please email the co-instructors (byansiw@wustl.edu) a screenshot of your CITI Human Subjects online training completion report. Instructions on how to do so are found here: http://hrpo.wustl.edu/wp-content/uploads/2015/05/Printing_Your_CITI_Certificate.pdf

Research ethics is a critical component of evaluation research. Currently Washington University Human Subjects Committee does not review projects that are solely for the purpose of evaluation. However, students are held to the same human subjects standards. If you have not done so as a part of the Research Methods course or through employment at
Washington University, you need to complete the online human subjects training course – CITI training. This training is available at https://hrpo.wustl.edu/education/human-subjects-education/

2. **Individual Presentation (20)**
   You are required to make an in-class presentation, reviewing a program evaluation research article. The article should be chosen from a professional journal and should be adequate for the purpose of this course. If you are not sure whether the article you choose is adequate for the purpose of the course, please consult the instructor. In the presentation, you should first summarize the major components of the article, including research questions, hypotheses, methods, findings and implications and then provide your critique on these components. Your presentation should end with 3 to 4 discussion questions that you generate from the article to build a class discussion. Your presentation should not exceed 30 minutes. I will place a document on Black Board that you may use as a general guideline for your class presentation.

3. **Organizational Assessment (10)**
   The Organizational Assessment requires students to collect important information on the context surrounding the program being evaluated. Students describe the program and the readiness for evaluation, identify key stakeholders in the evaluation, and generate potential evaluation questions. The information is summarized through an in-class presentation.

4. **Evaluation Plan and Logic Model (10)**
   The Evaluation Plan helps students focus and design a useful and feasible evaluation project. Students state the purpose of the evaluation and propose primary evaluation questions based on the program description and logic models. Students outline a data collection plan including types and sources of information needed to address evaluation questions. In addition, a plan for dissemination of project findings will be developed with stakeholders. The Evaluation Plan develops tasks and a timeline to complete the evaluation by the end of the semester.

5. **Draft Instrument (5)**
   Regardless of the purpose of the evaluation or the design of the evaluation project, a data collection instrument or guide is necessary. Examples include open-ended interview guides, focus groups, self-administered survey, and established questions to guide abstraction of administrative data. Students must draft an instrument or use an existing instrument. If using an existing instrument (which is strongly advised if one is available), then provide a copy of that instrument with a paragraph describing how the instrument has been used previously, such as information on what related populations and any information on reliability / validity.

6. **Design and Methods Paper (10)**
   This paper will describe the objectives and background of the evaluation project and detail the intended evaluation methods. The paper will include:
   1) An introduction to the evaluation topic and the purpose of the evaluation.
   2) A description of the program/service and the host organization.
   3) A summary of existing literature and empirical evidence related to the evaluation target.
   4) The specific evaluation question to be addressed.
5) A description of the evaluation design and data collection methods.
6) A description of the sampling technique (what/who, how many, why, and how obtained).
7) Brief description of the instrumentation to be used.

7. Analysis and Results (5)
The aim of this assignment is to provide students with the opportunity to describe analysis and results using text and graphics and receive timely feedback prior to the comprehensive evaluation paper. Students will use the class handouts and readings as examples for how to write up analysis and results section.

8. Presentations (8)
This assignment is your opportunity to be creative in how you communicate the findings of your evaluation. You will present your findings to peers. This group will be familiar with your topic area to the extent possible. They will reflect a lay audience such as a Board of Directors, an insurance review panel, a Behavioral Science Regulatory Board, a foundation board, or an agency specific committee. You need to communicate your evaluation study succinctly and in terms the average person could understand. You should use some type of presentation format (whether it be handouts, brochures, powerpoint) that you would expect to see in a professional setting. Despite the format you use, it must convey the information provided in your oral presentation. Your oral presentation must be 15 minutes in length and generate discussion. Your print and oral presentation must give the review board information about the following:

1) The “State of Things” around your topic area
2) Why your evaluation is important (i.e, why should the review board care).
3) Who was involved in the evaluation (stakeholders and research participants).
4) What you sought to find out (your research question).
5) How you found out the answers to the research question.
6) What you did find out.
7) Related practice, funding, policy implications for the review board to consider.

The review board will be allowed 5 minutes to ask you questions about your evaluation study at the end of the presentation. The total allotted presentation time is 20 minutes.

9. Comprehensive Evaluation Paper (20)
The final paper will include the revised content of previous papers, incorporating feedback from the instructor and teaching assistant, and the final operationalization of research variables (from research questions or hypotheses), the final research design and sampling procedures, and data collection procedures. The final paper will also include some new content. Papers are due ONE WEEK after your section’s final class meeting. These should be emailed to the instructor and teaching assistant by 11:59pm. Paper grades will be reduced significantly for each day late. The paper should be approximately 10 single spaced pages, excluding the Appendix and References. Papers should not exceed 12 pages. Margins must be 1 inch with 12 point Times New Roman Font. Major section headings include:

1) Executive Summary
2) Background
3) Project Objectives
10. Active Team Membership (5)
Each student will receive points for individual contribution to team performance. Team members will rate each other at least twice during the semester on key areas of team membership. This includes but is not limited to: 1) making others feel comfortable and able to contribute, 2) dependably contributing quality work, 3) performance in team roles and tasks, and 4) commitment to team prevention practice. Ratings will be aggregated and points assigned accordingly.

11. Participation Grade (5)
All students are expected to be adult learners, actively contributing to class discussions and learning by classmates as well as the instructor and teaching assistant. Students’ class participation will be judged by the following criteria: sharing of appropriate content; listening actively; being respectful in comments and action; reading and integrating weekly readings; and provoking assessment of the issues and methods of program evaluation. Readings are due on the day of the class session on which they are assigned. Students will be randomly called on in class to discuss the assigned readings. In-class pop quizzes on the day’s readings may be administered. Each student will be rated at the end of each class session by the instructor and co-instructor. Students will receive a zero for participation on the day of a missed class. One lowest participation score will be dropped from the final participation total score.

There are a total of 100 possible points in this course. Grades will be assigned based on performance in the following tasks.

Letter Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
<td>77-79.9</td>
</tr>
<tr>
<td>92 – 95.9</td>
<td>A-</td>
<td>73-76.9</td>
</tr>
<tr>
<td>88 – 91.9</td>
<td>B+</td>
<td>70 – 72.9</td>
</tr>
<tr>
<td>84 – 87.9</td>
<td>B</td>
<td>65 – 68.9</td>
</tr>
<tr>
<td>80-83.9</td>
<td>B-</td>
<td>Below 64.9</td>
</tr>
</tbody>
</table>

Please be sure to review the section of your student handbook titled “Grading System.” Understand that a grade of “A” is only given for work that is “outstanding and exceeds the expected level of performance for graduate study.”

Your expectations about the grade you receive should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives (an “A” is given for exceeding expectations, not merely for meeting baseline expectations), (3) the quality of your writing (to include grammar and spelling, organization, and clarity) and class participation, (4) your ability to demonstrate critical thinking and to make connections between class content and your career objectives in social work, and (5) how your work compares to the work of other students.
Policy on late assignments:  As professionals, it is important to plan wisely, manage your time, engage field instructor and other key stakeholders, and build in time for unexpected delays. As such it is expected that all assignments are turned in on time. Except under extremely unusual circumstances, papers must be turned in at the due time on the due date. Drafts due for learning groups/in-class discussions or peer-review will be reflected in the participation portion of the final grade as described above. Class activities and assignments preceding the final evaluation report are designed to facilitate completion of the graded assignment. You are strongly advised to turn in these assignments on time. Grades will be significantly reduced for each day an assignment is late. Assignments cannot be missed. Timely feedback cannot be guaranteed for late assignments.

Requests to reconsider a grade: If you feel that a paper or other work you submitted was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, prepare a written statement (one or two paragraphs) explaining what you believe to be erroneous about the grade. While I am decidedly unreceptive to being asked to review work simply because a poor grade was received, I truly appreciate the opportunity to correct a mistake. Please recognize that a new grade could be lower or higher than the original grade.
IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Survey and CITI Training Completion Report Date</td>
<td>C4</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Organizational Assessment</td>
<td>C1, C2, C6, C7</td>
<td>Skills</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>C1, C2, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Draft Instrument</td>
<td>C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Background, Design, Methods</td>
<td>C1, C2, C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Analysis and Results</td>
<td>C1, C2, C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Presentation</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Reviewer Feedback</td>
<td>C1, C7</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Final Evaluation Report</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Values</td>
</tr>
<tr>
<td>Team Contribution</td>
<td>C1</td>
<td>Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Ongoing Class Participation</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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X. COURSE OUTLINE

This schedule is subject to change depending on how we as a class progress through the material.

WEEKLY SCHEDULE AND READINGS

08/29 Session 1 --Overview
Overview course objectives and requirements

09/05 Session 2 --Review of Basic Social Work Research Concepts: Variable, hypothesis, unit of analysis, probability sampling, nonprobability sampling, validity, reliability, levels of measurement, quasi-experimental design, and experimental design

09/12 Session 3 --Evaluation in Social Work & Community/Minority Involvement: Define program evaluation; define social program/intervention; history of evaluation research;
evaluation research in practice; reasons for program evaluation; overcoming the subjective perspective.

Readings:

Royse et al. Chapter 1: Introduction (pp. 1-33)

Rossi et al. Chapter 1: An Overview of Program Evaluations (pp. 1-30)


**09/19 Session 4** -- Evaluability Assessment: Aspects of the evaluation plan must be tailored, considerations of evaluation planning, stakeholder groups, evaluation questions and evaluation methods, typical evaluation questions, determining the questions, evaluability assessment, framework for assessing program theory

Readings

Rossi et al.

Chapter 2 Tailoring Evaluations (pp. 31-65)

Chapter 3 Identifying Issues and Formulating Questions (pp. 67-99)

Chapter 5 Expressing and Assessing Program Theory (pp. 133-168)


**09/26 Session 5** -- Needs Assessment: Define needs assessment; define social problems (social problems are socially constructed); specifying the extent of the program; define and identify the targets of interventions; reasons for needs assessment; steps in needs assessment; needs assessment approach (secondary data, impressionistic approaches, surveys, convergent analysis)

Readings

Royse et al. Chapter 3 Needs Assessment (pp. 55-82)

Rossi et al. Chapter 4 Assessing the Need for a Program (pp. 101-132)


10/03 Session 6 -- Process Evaluation: Definition of program monitoring, questions that program monitoring are designed to answer, common forms of program monitoring (process/implementation evaluation, routine program monitoring & MIS, performance measurement & monitoring), perspectives on program monitoring, monitoring service utilization (coverage & bias), monitoring organization functions (service delivery & delivery system), monitoring program outcomes (the routine measurement and reporting of indicators of the results of a program’s efforts in the social domain it is accountable for improving) difference between a formative and a process evaluation, quality assurance

Readings

Royse et al.  
Chapter 4  Qualitative and Mixed Methods in Evaluation (pp. 83-107)  
Chapter 5  Formative and Process Evaluation (pp. 108-140)

Rossi et al.  
Chapter 6  Assessing and Monitoring Program Process (pp. 169-201)


10/10 Session 7 -- Outcome Evaluation: Designs & Measurements(1): Pre-experimental evaluation designs, quasi-experimental designs, experimental designs, threats to the internal validity, extraneous confounding factors, design effects, designs for partial-coverage programs, designs for full-coverage programs, judgmental approaches, reproducibility & generalizability of an impact assessment

Readings

Royse et al.  
Chapter 9 - Group Research Designs (pp. 207-254)

Rossi et al.  
Chapter 7 - Measuring & Monitoring Program Outcomes (pp. 203-232)


10/17 Session 8 -- Outcome Evaluation: Designs & Measurements(2): Concept of control and experimental groups, 4 basic approaches to configuring comparability (randomized experiment,
non-randomized comparison groups, statistical controls, and mixed methods), 5 threshold conditions for randomized experiment, limitations on the use of randomized experiments, Ex-Ante vs. Ex Post quasi-experiments, ways to construct comparison groups in quasi-experimental evaluations.

Readings
Rossi et al. Chapter 8 Assessing Program Impact: Randomized Field Experiments (pp. 233-264)
Chapter 9 Assessing Program Impact: Alternative Designs (pp. 265-300)


10/24 Session 9 --Outcome Evaluation: Designs & Measurements (3): Measurements need to be reliable and valid; major approaches to reliability (internal consistency, split half, and test re-test; & inter-rater reliability for observational data), major types of validity (face, content, concurrent, predictive, and construct), locating appropriate measurements.

Readings
Royse et al.
Chapter 11 Measurement Tools and Strategies (pp. 271-300)
Chapter 12 Illustrations of Instruments (pp. 301-316)


10/31 Session 10 --Single System Evaluation: Reflexive controls (simple pre-post studies, complex repeated measures, time-series), shadow controls (expert judgments, program administrator judgments, participant judgments), requirements for single system research designs, alternative single-subject designs (AB: basic single-subject design, ABA(B): withdrawal/reversal design, multiple-baseline designs, ABCD: multiple-component designs)

Readings
Royse et al.
Chapter 6 Single System Research Designs (pp. 141-174)


11/07 Session 11 --Ethical Issues, Protection of Human Subjects: Guidelines for evaluation in politically charged arenas, sample size, ethical considerations & ethical guidelines (informed consent, confidentiality, privacy, physical or mental distress, sponsored research, misconduct and fraud, scientific advocacy, protecting vulnerable clients, withholding treatment or research purposes)

Readings
Royse et al.
Chapter 2 Ethical Issues in Program Evaluation (pp. 34-54)
Chapter 13 Pragmatic Issues (pp. 317-340)
Rossi et al.
Chapter 12 The Social Context of Evaluation (pp. 369-421)

Freimuth, V. S., Quinn, S. C., Thomas, S. B. et al. (2001). African Americans’ views on research and the Tuskegee Syphilis Study. Social Science and Medicine, 52, 797-808.

11/14 Session 12 --Cost Effectiveness Analysis: Difference between cost-benefit and cost-effectiveness analyses, methodology of cost-benefit analysis, steps for a cost-effectiveness study, other types of cost analysis

Readings
Royse et al.
Chapter 10 Cost Effectiveness and Cost Analysis (pp. 255-270)
Rossi et al.
Chapter 11 Measuring Efficiency (pp. 365-396)


11/21 Session 13 --Developing An Evaluation (1): Considerations in choosing statistics (level of measurement, goals of the data analysis, uni-, bi-, and multi-variate analyses, properties of the data, audience), descriptive statistics: central tendency, dispersion, association (phi & lambda; Spearman’s rho, gamma, Somer’s D & Kendall’s Tau; Pearson’s r), inferential statistics:
probability theory (likelihood); hypothesis testing (null hypothesis), type I error & type II error; ANOVA & regression

Readings

Royse et al.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Data Analysis (pp. 341-372)</th>
<th>Data Analysis (pp. 341-372)</th>
<th>Writing Evaluation Proposals, Reports, and Journal Articles (pp. 373-392)</th>
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<tbody>
<tr>
<td>Chapter 13</td>
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<td>Chapter 14</td>
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<td>Chapter 15</td>
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11/28 No Class

12/05 Session 14 -- Developing An Evaluation (2): Considerations in choosing statistics (level of measurement, goals of the data analysis, uni-, bi-, and multi-variate analyses, properties of the data, audience), descriptive statistics: central tendency, dispersion, association (phi & lambda; Spearman’s rho, gamma, Somer’s D & Kendall’s Tau; Pearson’s r), inferential statistics: probability theory (likelihood); hypothesis testing (null hypothesis), type I error & type II error; ANOVA & regression

Readings

Royse et al.

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12/12 Final Session -- Summary & Review

– Proposal Due –
### Assignment Summary

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points / Percent of Grade</th>
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<tbody>
<tr>
<td>Introduction Survey</td>
<td>09/5/19 in class / at 11:59pm</td>
<td>1</td>
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<tr>
<td>CITI Training Completion Report</td>
<td>00/19/19 at 11:59pm</td>
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<tr>
<td>Organizational Assessment and Presentation</td>
<td>09/19/19 at 12:50pm</td>
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<td>Evaluation Plan</td>
<td>09/26/19 at 05:00pm</td>
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<td>Draft Instrument</td>
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<tr>
<td>Methods</td>
<td>10/31/19 at 05:00pm</td>
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<tr>
<td>Analysis and Results</td>
<td>11/28/19 at 05:00pm</td>
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<td>Presentations and Reviewer Feedback</td>
<td>Last class</td>
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<tr>
<td>Comprehensive evaluation paper</td>
<td>Last class at 11:59pm</td>
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<td>Active Team Membership</td>
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<tr>
<td>Participation</td>
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