BROWN SCHOOL  
WASHINGTON UNIVERSITY IN ST. LOUIS  
Fall 2019  
EVALUATION OF PROGRAMS AND SERVICES  
Social Work, S50-5050.03

Instructor:  
Name: Cynthia Berry, Ph.D.  
Email: cynberry42@msn.com

Instructor:  
Name: Tonaya “Dee” Restrepo, MPA  
Email: Dee.Restrepo@caritasfamily.org

Office Phone: 636-798-3031  
Office Hours: by appointment

Office Phone: 618-213-8744  
Office Hours: by appointment  
Phone: 618-830-6357

Credit Hours: 3  
Grade: Letter Grade  
Room: Goldfarb 33  
Day/Time: Thursdays 9:30am-12:50pm

Please note specific class dates: 8/29, 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/24, 11/7, 11/14, 11/21, 12/5, 12/12  
Online class – 10/17 (or TBD based on peer review team) & Email/Calls with Students = 45 class/contact hours

No Class - 10/31 and 11/28 (Thanksgiving week)

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 services to a variety of populations. 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 |

COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:
1. Course content and assignments are designed to be applied within the context of a current practicum or employment setting and assignments are expected to be completed with input from your field instructor, supervisor, and agency administrator.
2. Instructors will utilize various instruction methods to include: didactic lectures, large and small group discussions, guest speakers, practice exercises, case study analyses, and logic models.
3. Instructors will teach and reinforce application of the EBP process as it relates to program evaluation through sharing their professional experiences, directing students to EBP resources relevant to evaluation, encouraging students to seek evidence supported answers to questions, and evaluating students’ skills in this area.
4. While assignment structure may vary by instructor, assignments will build upon each other throughout the semester to create one primary product: a comprehensive program evaluation report. Instructors will support student application of knowledge and skills through reading and giving critical feedback on multiple drafts of various components of the report.

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 2019

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. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

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 relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or 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. See Mental Health Resources.

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 your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required

Readings outside of these texts will be provided in Canvas in a folder titled “Readings and Websites,” or in the weekly folders. These will be assigned over the course of the semester. Computers need access to Microsoft Excel and SPSS.

VI. ORGANIZATION OF THE 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, 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.

Most class sessions will follow this sequence and allocation of time:
• Discussion of projects and logistics (15-20 minutes)
• Lecture and discussion (30-120 minutes)
• Break (10 minutes)
• Small group exercises or Large group discussion/lecture (30-60 minutes)

VII. ROLE OF FACULTY AND STUDENTS

Instructors’ role
The instructors are responsible for the learning environment and course content. They will grade assignments and provide appropriate feedback. They will respond to student inquiries regarding the readings and the course project, both individually and in concert with each other. The instructors are available by appointment (send email to schedule time).
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 participate in class and 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 of the day of class, unless due to illness. The preferred method is email or text to cell phone numbers provided on the first page of the syllabus. If this does not happen, student will have an unexcused absence and lose participation credit for that day. Two absences from class (whether excused or unexcused) will result in the drop of one letter in your grade. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. It is the student’s responsibility to seek guidance and feedback from the instructors as needed to assure progress.

Active team membership: Students may be assembled in small teams to work on projects and build skills in prevention 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 prevention 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. All documents will be submitted in a MS Word format. Documents submitted as a pdf are NOT encouraged and prior conversation with the instructors is necessary before submitting in that format. 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 prior or during this course.

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Any exposure, loss, or accidental release of agency data, records or information must be reported to the professor and practicum supervisor immediately.
VIII. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Survey and CITI Training</td>
<td>C4</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Agency Description</td>
<td>C1, C2, C6, C7</td>
<td>Skills</td>
</tr>
<tr>
<td>Evaluation Design</td>
<td>C1, C2, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Instrument Design, Data Collection Design</td>
<td>C4, C6, C7, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Logic Models</td>
<td>C1, C2, C4, C6, C7, C9</td>
<td>Knowledge, Skills</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>Peer 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>
</tr>
</tbody>
</table>

IX. 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.

Each assignment document should be titled with the following format: FIRSTNAME LASTNAME ASSIGNMENT NAME. It should be submitted in a WORD format unless otherwise requested. This greatly helps with organization and facilitates grading.

The following is a summary of the requirements for this course. A list of lectures, assignments and due dates is provided on the last pages of this syllabus.

1. Introductory Survey (2)
The Introductory survey includes information to complete about you and your practicum. The survey should be completed by 5:00 on the Friday after the first class. It is available here:

https://www.surveymonkey.com/r/Fall2019EvalClass

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
2. **Agency Description/Project Ideas (3)**  
The assignment requires students to collect important information on the organization of which the program/process is being evaluated. Students describe their organization/program and the readiness for evaluation, identify key stakeholders in the evaluation, and generate potential evaluation questions.

3. **Evaluation Design Description and Logic Model Assignments (20)**  
The Evaluation Design helps students focus and describe a useful and feasible evaluation project. Students state the purpose of the evaluation, propose a primary evaluation question based on the program design, and develop a logic model which reflects their evaluation goal and purpose. Handouts for each of these assignments will be shared in class.

4. **Draft Instrument (15)**  
Regardless of the purpose of the evaluation or the design of the evaluation project, a data collection instrument is necessary. Examples include open-ended interview guides, focus groups, self-administered survey, and established questions to guide abstraction of administrative data. ALL students **must** draft an instrument as a part of this assignment. It is not necessary to use their newly drafted instrument in their evaluation project, however. Students may use an existing instrument. If using an existing instrument, then (in addition to the drafted survey) student will 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.

5. **Data Collection Design (5) and Reliability and Validity Lesson (5)**  
Students outline their data collection methods including intention of data methodology, types of information needed to address evaluation question, timelines and responsible persons.

6. **Final Peer Review/ Group Discussion (5)**  
You will present your findings to peers and be open to feedback from your peers. For the group discussion, we will have a list of questions that will be discussed. Participation in this session is necessary to receive points for this class/assignment.

7. **Final Project Paper (35)**  
The final paper will include the **updated** content of previous assignments, incorporating feedback from the instructors assistant and peers. The final paper will also include new content. A draft of the final (more than 90% complete) will be due by the last class meeting. You will have an opportunity to revise, edit, and complete your papers by noon, Friday, December 10. Paper grades will be reduced significantly for each day late. The paper should be approximately 10 single spaced pages, excluding the Executive Summary, Appendix and References. Paper submission should not exceed 15 pages. Margins must be 1 inch with 11-12 point Times New Roman (or similar) Font. Major sections include:
   1) Executive Summary
   2) Background
3) Project Objectives
4) Data Collection Methods/Plan
5) Results
6) Implications and Recommendations
7) Project Reflection
8) References
9) Appendix

More detail about the final project paper will be provided several weeks prior to the due date.

8. Participation Grade (10)
All students are expected to be adult learners, actively contributing to class discussions and learning by classmates as well as the instructors. 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. There are multiple opportunities for peer feedback to be completed in class. You will be assigned to a small peer review board. Your role on this review board will be to evaluate and rate the evaluation project assignments of your peers. You will be given instruction, tools and other supporting documents during these assignments. You will be graded based on the objectiveness, constructiveness, and completeness of your feedback.

Readings are expected to be completed prior to the day of the class session on which they are assigned. Students will be randomly called on in class to discuss their projects, assigned readings and in-class assignments. Each student will be rated at the end of the semester by the instructors based on observation of students’ behaviors, comments and participation during class. Students should not miss the Excel Class (check date in course outline section). If class is missed, student will lose participation points for that class whether absence is excused or unexcused.

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>Points</th>
<th>Grade</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>77-79.9</td>
</tr>
<tr>
<td>90-94.9</td>
<td>A-</td>
<td>73-76.9</td>
</tr>
<tr>
<td>86-89.9</td>
<td>B+</td>
<td>70-72.9</td>
</tr>
<tr>
<td>84-85.9</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 your opinion. Please recognize that a change in grade
may require a re-submission of an assignment after incorporating instructor feedback.

X. COURSE OUTLINE

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

Thurs. – 8/30- Professor Restrepo – Review Course Design, Student Expectations and Course
Outline; Review of Assignments and Due Dates. Lecture: Evaluation Overview – What is
Design and Theory

First Assignment: Introduction Survey due Friday, August 30th by 5:00pm

Thurs. 9/5– Professor Restrepo – Lecture: Project Planning/Focusing the Evaluation; Class
Discussion of Project Evaluation Ideas

Reading Assignment: Textbook – Chapter Three (Evaluating Learning, Performance, and
Change Initiatives); Chapter Five (Focusing the Evaluating) & Chapter Fourteen (Planning,
Managing and Budgeting the Evaluation)

Second Assignment: Agency Description and Project Idea Description due September 12 at
9:30am

Thurs. - 9/12 – Professor Berry – Lecture: Logic Models

Reading assignment: Articles on Logic Models posted in weekly class folder.
Thurs. – 9/19 – Professor Berry - Lecture: Evaluation Design and Causality. Quantitative/Qualitative & Mixed Methods – Intro to Data Collection Methods;

Reading Assignment: Textbook – Chapter Six (Selecting an Evaluation Design); Chapter Seven (Choosing Data Collection Methods); & Chapter Eight (Observation and Archival Data)

Third Assignment: Evaluation Design Draft and Logic Model Draft due 9/26 for class; print for you, professor(s) and team. Final for both of these assignments will be due 10/3.

Thurs. 9/26- Professor Restrepo - In class assignment: Draft of project logic models and peer discussion on evaluation design

Thurs. 10/3 -Professor Berry - Lecture: Introduction into Survey Development; Introduce Data Collection Design.

Reading Assignment: Survey Development Articles posted in class folder.

Fourth Assignment: Survey Draft Assignment for Peer Review – due TBD for each team (see note below).

Thurs. – 10/10 – Professor Berry -Team Peer Review and Reliability/Validity Lesson - NOT MEETING IN CLASS. WE WILL LOOK FOR AGREEABLE DATE PER TEAM BETWEEN 10/10 -10/22 TO ALLOW FOR MORE TIME TO DEVELOP SURVEYS - Online Class Participation: Peer Review of Student Survey/ Data Collection Tools – Reliability and Validity lecture (provided via email) with short quiz.

Please Note: This class is not scheduled to meet in the classroom. Instead, students will be asked to participate in the peer review of individual student surveys. More information about this process will be shared by the instructors. Fifth Assignment: Reliability/Validity Assignment – due October 24th by 9:30 am.

Thurs. 10/17 -Professor Berry–Measurement and Formatting/Collecting/Entering Data


Thurs. 10/24- Professor Restrepo – Lecture: Ethics and Politics in Evaluation & Cultural Considerations Discussion In Class Assignment: Issues and Dilemmas with Evaluation and Data Collection. Reading: Textbook – Chapter Four (The Politics and Ethics of Evaluation Practice)
Thurs. 10/31 – No Class (you’re welcome) - There is no class currently scheduled for this date. Please be advised that one or more of the “no class” dates may be utilized as a regular class date if the instructor cancels class due to weather, transportation, or sick kid issues.

Thurs. – 11/7- Professor Berry and/or Restrepo-Project Assistance -location TBD

Thurs. 11/14- Professor Berry- Using EXCEL for your project analysis: Formatting, formulas and analysis of quantitative and qualitative data analysis. *If student is unavailable for this class date, they should contact the instructor immediately to discuss whether they should enroll in this class.*

Reading: Excel Reading Assignments posted in the class folder.

Thurs. 11/21 - Professor Restrepo — Lecture: Utilization & Dissemination – Presenting Data to External and Internal Audiences; Quality Improvement and the Feedback Loop.

In Class Assignment: Students will be designing charts and graphs from sample data or project data to present to peers.

Reading: Textbook – Chapter Fifteen (*Evaluating the Evaluation*) & Chapter Sixteen (*Strategies for Implementing Evaluation in Organizations*)

Thurs. 11/28 - No Class – Thanksgiving Week

Thurs. – 12/5- Professor Berry/Restrepo - In-Class Work Day for Data Analysis/Assistance with Interpretation

All students will be expected to attend at minimum - two hours of this class. A schedule will be provided.

Reading: Textbook – Chapter Fourteen (*Communicating and Reporting Evaluation Activities and Findings*)

Sixth Assignment – Draft of Final Paper – two copies brought into class for peer review on 12/12.

Thurs. -12/12 – Professor Restrepo- Draft of Final Paper Due for Peer Review -- In-Class Discussion: Individual Challenges in Evaluation Projects [Students will present a rough draft of their final paper and seek peer feedback and advice for before final submission.]

Final submission of Sixth Assignment – FINAL PAPER DUE – Monday, December 16th by noon.