Course Description
This course provides an introduction to program evaluation. We will explore why and how programs and interventions get designed and implemented, how to match the needs, interests and capacities of programs to particular evaluation questions, and how to develop an overall evaluation plan that best answers the identified questions. Different data collection and analysis options will be reviewed in relation to different evaluation plans. The use of evaluation results to influence policy and practice will also be discussed. Although the class examples will largely focus on child and family issues, student interests will be incorporated as well. Class sessions will include both lectures and work in small groups on an evaluation problem or issue.

Course Content
The topics that will be discussed include the following:
- Evaluation terminology; history of evaluation; current approaches and challenges
- Identifying and using program theory
- Evaluation design and planning
- Data gathering strategies
- Process, outcome, impact, and efficiency evaluations
- Using evaluation results to influence practice and policy

Course Requirements
Regular class attendance, completion of assigned readings and active participation in class are expected. In addition, three written assignments are required during the semester, including a program description with logic model, a data collection instrument, and an evaluation plan. All three papers will focus on a program, service, or intervention of the student’s choosing. Each student will present their plan to the rest of the class at the end of the semester. Each paper assignment is described at the end of the syllabus.

Course Grade
Grades will reflect the timely and accurate completion of assignments as well as class participation. The papers will account for 80% of the grade; program description (30%), data collection instrument (20%), and evaluation plan (30%). Class participation will account for the remaining 20% of the grade. Participating in the in-class, small group discussions will account for 10% and the final presentation will account for the remaining 10%.

Course Texts and Readings
Readings for the course will be in the required and recommended textbooks, on the course Blackboard, or distributed in class. The required textbook for the course is:


The recommended textbook is:

## UEP 256/CD 247: Program Evaluation Fall 2008
### Schedule of Meetings, Readings, and Assignments

| Class 1: 9/3/08 | Introductions; Course Overview and Review Syllabus; Approaching an Evaluation; Barriers and Challenges; Discussion of paper topics  
**Reading due:** Rossi, et al., Chapter 1 |
| Class 2: 9/10/08 | Starting from Scratch: Developing a Program or Intervention Based on Needs Assessment Data  
**Reading due:** Rossi, et al., Chapter 4; Horne & Costello (2003); [Chen, Chapter 4]  
**Due:** Brief Program Description (one paragraph) |
| Class 3: 9/17/08 | Logic Models: The Big Picture  
**Reading due:** Rossi, et al., Chapter 5; [Chen, Chapter 2] |
| Class 4: 9/24/08 | Tailoring Evaluations: Identifying Questions; Tiered Models  
**Reading due:** Rossi, et al., Chapters 2 and 3; [Chen, Chapter 3] |
| Class 5: 10/1/08 | Tailoring Evaluations: Research Design and Data Collection  
**Reading due:** Jacobs and Kapuscik (2000), Chapter 4 (pp. 79-91) and Chapter 5 |
| Class 6: 10/8/08 | Instrument Development and Selection  
**Reading Due:** Cozby, Chapter 7; Smith & Brun (2006)  
**Paper Due:** Program Description with Logic Model |
| Class 7: 10/15/08 | Comprehensive Evaluations: Multiple Questions, Multiple Strategies (Guest Lecture)  
Mid-Course Evaluation  
**Reading due:** Aronson et al. (2007); Warfield & Hauser-Cram (2005) |
| Class 8: 10/22/08 | Assessing and Monitoring Program Process and Implementation  
**Reading due:** Rossi, et al., Chapter 6; [Chen, Chapters 6 and 7] |
| Class 9: 10/29/08 | Measuring and Monitoring Program Outcomes  
**Reading due:** Rossi, et al., Chapter 7; Miller & Fernandez (2007); Delp, et al. (2005); Kalafat, et al. (2007); [Chen, Chapter 8]  
**Paper Due:** Data Collection Instrument |
| Class 10: 11/5/08 | Assessing Program Impact  
**Reading due:** Rossi, et al., Chapters 9 and 10; Saunders, et al. (2006); Kurz, et al. (2005); Seron, et al. (2001); [Chen, Chapter 9] |
| Class 11: 11/12/08 | Measuring Efficiency  
Making Results Count: Using Evaluation Findings to Influence Policy (Guest Lecture)  
**Reading Due:** Rossi et al., Chapter 11; Warfield (2006); Bell & Orr (1992); Bi & Wang (2006) |
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<th>Class 12: 11/1708</th>
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<td>Class 13: 12/3/08</td>
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**Assignments**

**Paper #1: Program Description and Logic Model**

1. Identify a program of interest. This can be a community-based program, a program developed as part of a research/evaluation project, or one that you are working with or have worked with. You can focus on an entire program or one aspect of a program (e.g., one particular service, treatment, or intervention).

2. Collect written information about the program to submit with your paper. This can be from the published literature, a program report, a collection of news articles, etc.

3. Write a description of the selected program indicating the problem(s) to be addressed and why it needs to be addressed (i.e., scope). Discuss the programs’ relevant history, purpose, operations (i.e., intended beneficiaries, staff, setting, services, etc.), capacity, and funding.

4. Develop a logic model that organizes the program description information into resources/inputs, activities, outputs, outcomes, and impact.

5. Discuss the program theory that supports the connections between the logic model elements.

6. **Submit** a six to eight page paper (double-spaced) with the logic model on a separate page.

7. **Due date:** October 8, 2008

**Paper #2: Data Collection Instrument**

1. Review the logic model you created in Paper #1 and identify a critical set of (original) data that must be collected. The data needed may be related to the program’s activities, outputs, outcomes, or impact.

2. Develop a data collection instrument related to the information needs described in step 1. The instrument can be an interview (in-person or phone), written survey, services tracking form, or focus group protocol.
3. Describe how the instrument relates specifically to the data needs in the logic model. For example, if you choose to develop an interview to gather data on participant experiences, link individual questions or sets of questions to the activities listed in the logic model.

4. Discuss the strengths and weaknesses of your choice of data collection instrument. Provide a rationale for why you consider it to be superior to the other methods.

5. Submit a three to four page paper (double-spaced) with the data collection instrument in a separate document.

6. Due date: October 29, 2008

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**Paper #3: Evaluation Plan**

1. Develop an evaluation plan to assess a critical question that your program is facing currently. The plan should include the following sections:
   a. **Response to Previous Review (Optional):** Describe how you have addressed the comments from Paper #1. These can be comments related to the program description and/or the logic model. **One page only.**
   b. **Brief Program Description and Logic Model:** Focus your program description on the facet of the program you will be evaluating.
   c. **Evaluation Question and Rationale:** Review the class handout “Types of Evaluations and the Questions They Address.” Select one of the questions or develop a related question that is appropriate for your program. Indicate why this question is a critical one to address for your program at this time.
   d. **Key Variables:** Identify the key variables from your question. Describe how they will be measured and the data collection methods you will use.
   e. **Research Design:** Review the research design handout and identify an appropriate design for your evaluation. Support your choice.
   f. **Data Analysis:** Describe how you will compare and contrast the data you collect to answer your evaluation question. No statistics!

2. Submit a 10 to 12 page paper (double-spaced).

3. Due date: December 3, 2008