COURSE TITLE: Evaluation in Social Work
DIVISION NUMBER: 781
COURSE NUMBER: 683
CREDIT HOURS: 3
PREREQUISITES: 522 or permission of instructor

Fall 2005
Tuesdays 4-7pm
Detroit Center at Orchestra Place
3663 Woodward Avenue
Detroit, Michigan, 48209
Class Number: 16267

Course Objectives:
Upon completion of the course, students will be able to:
1. Identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.
2. Analyze impact and efficiency of services and policies as they relate to social change and social justice.
3. Implement participatory, collaborative, change-oriented evaluation processes that promote achievement of social justice and change.
4. Development of knowledge, skills and capacities that evaluation participants can mobilize to shift imbalances of power and resources.
5. Develop and evaluate prevention and promotion programs designed to reduce risk and onset of problems and promote healthy development
6. Strengthen capacity to use social science literature, both research-based and theoretical, to develop appropriate interventions and evaluations that are feasible, ethical, accountable, useful and scientifically sound.
7. Evaluate programs and services using the models and tools covered in existing evaluation documents for their consistency with the values reflected in the curricular themes.
8. Implement dissemination strategies that engage policy and/or practice communities with the results and findings of evaluation activities.

Basic Class Dates:
Class begins: 9/6/05 [First Class Meets Rm. 1794 SSW in Ann Arbor]
Fall Study Break: 10/17-10/18/05
Class ends: 12/13/05

We meet in Ann Arbor: 9/6, 9/27, 11/8, 11/22 [rm. 1794/computer classroom],
We meet in Detroit: All other Tuesdays until further notice

Required Texts:

Critical Skills you will acquire:
- Construction of Logic models
- Basic use of Mapping and GIS
- Finding, collecting, assembling and appraising information
- Conduct of community based evaluation
- Interviewing
- Basic Data Analysis (Excel Pivot Tables, Basic SPSS) and Interpretation
- Basic Project Presentation

Course Quizzes and Projects:
Quizzes (30% of Grade): Four graded mini-quizes (with lowest grade dropped if need be): Each quiz consists of 5 questions, each worth 20 points. Questions can be of any format. Quizzes will be completed usually during the second hour of class, and are designed to be completed in 20 minutes or less.

<table>
<thead>
<tr>
<th>Component: Quiz Dates:</th>
<th>Material Covered</th>
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<tbody>
<tr>
<td>September 27</td>
<td>Up to 9/20</td>
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<tr>
<td>October 18</td>
<td>Up to 10/11</td>
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<tr>
<td>November 15</td>
<td>Up to 11/8 (Cumulative)</td>
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<tr>
<td>December 6</td>
<td>Up to 11/29 (Cumulative)</td>
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Evaluation Project Report (70% of Grade):
The strict time constraints argue against individual projects or projects reflecting a student interest outside of the identified project areas. Some reports will result from data analysis. Others will reflect an evaluation plan to be implemented later.

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Dates</th>
<th>Number of Points Possible per Section</th>
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</thead>
<tbody>
<tr>
<td>1. Program Logic Model</td>
<td>Sept. 29</td>
<td>10</td>
</tr>
<tr>
<td>3. Background/Significance</td>
<td>Oct. 27</td>
<td>15</td>
</tr>
<tr>
<td>4. Data Collection Component</td>
<td>November 10</td>
<td>10</td>
</tr>
<tr>
<td>5. Analysis and Findings</td>
<td>November 17</td>
<td>25</td>
</tr>
<tr>
<td>6. Report Complete (Draft)</td>
<td>November 24</td>
<td>Ungraded/ feedback provided</td>
</tr>
<tr>
<td>7. Presentation of Evaluation Report (draft)</td>
<td>December 7</td>
<td>Ungraded/feedback via peer review</td>
</tr>
<tr>
<td>8. Presentation of Evaluation Report (final)</td>
<td>December 29</td>
<td>15</td>
</tr>
</tbody>
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Course Overview:
The course aims to give students instruction and actual experience in completing an evaluation study for a client. This is a course that involves small teams of students in doing evaluation work. The course will provide skills in defining evaluation questions, negotiating the definition with the client, conducting the evaluation, analyzing data, and reporting to the client. It is hands-on experience in evaluation work that may prove useful in the job market. It is an introduction to the use of evidence for crafting a policy/evaluation proposal. Students will be expected to spend about a day a week on the research.

There are two basic requirements for doing client-oriented evaluation, one having to do with the client, and the other dealing with the canons of research. In the first place, the evaluator needs to understand the client’s concerns and be responsive to her needs. The task of what is sometimes called applied evaluation is to help the client do a better job in solving the agency’s problems. This, however, does not necessarily mean that the researcher should do the evaluation in the exact terms that the client defines. The mission is to come up with results that help the client cope with her problems more wisely, but it is the researcher’s task to negotiate the definition of the evaluation question that he is pursuing. (For those following the language of gender, you will note that we are calling the client “she” and the evaluator “he,” although obviously we welcome both genders into the fold.)

As for the evaluation aspect, doing evaluation is not the same as just going out and collecting information. It is a disciplined and focused enterprise. Evaluation data should be reliable, i.e. different investigators using the same evaluation procedures should come up with essentially the same data. It is important to use systematic methods and to make the evaluation process transparent to others, so that another evaluator could replicate the study and achieve similar results.

In the course, we will meet with the client early in the semester and work to define two or three evaluation projects that the client agrees would answer her needs. This is a critical part of the process. If we undertake a study that does not provide useful information, even if it is a study the client has said she wants, we will waste a lot of time and effort. Negotiating the focal questions with the client may take some time, but in this course, we believe that our clients will be cooperative. We also have to make a realistic appraisal of whether we can do the study within the space of a single semester. Remember we need time to analyze the information we collect, interpret it, and develop modes and methods for reporting the information in intelligible and candid terms to the client and the client organization. We are going to have to move quickly to collect the information the study requires.

**Design of the study.** Once we have the evaluation questions and the basic plan for the study, we will develop a plan for how to proceed. We need to define the kinds of data we will need and where to get it. We need to consider the feasibility of various options. We also have to do some soul-searching about the ethical implications of our work. Are we going to invade the privacy of the people whom we will be asking questions? Will we be laying them open to any kind of unfortunate consequences if their identity becomes known? What risks are there for the organizations that cooperate
with us? Then we need to develop a schedule for when each step of the study needs to be done if we are to have a report before the semester ends. One very important feature of evaluation is that we will have to re-visit the design several times before the study ends, making changes either because of unexpected obstacles in the field, unexpected opportunities or new developments in the field, shortage of time, or inappropriateness of our original plans. The need to re-think and change plans is not a weakness or a problem only for novices. It is a constant phenomenon in the evaluation process. Researchers learn while a study is in progress and must change their evaluation plan accordingly. Even the most experienced researchers often have to make alterations in study design.

Data collection. Once we have the basic design of the study ready, we will plan the details of the studies: what the specific questions are, what kinds of data we will need to answer those questions, where we will go to get the data, and how long we expect it will take to finish each phase of the data collection. If the study requires collection of documents, we need to develop mechanisms for identifying, locating, and getting the relevant materials. If the study requires interviewing officials, we need to develop lists of the appropriate respondents, figure whether to sample some fraction of them or try to reach them all, learn the fundamentals of sampling, and contact the people whom we have decided, at least provisionally, to interview.

Part of our evaluation plan may call for contacting individuals in other states about the ways that they cope with issues. In such a case, we will consider telephone interviewing, mail questionnaires, and web-based questionnaires. We will need to read up on the special advantages and disadvantages of the various techniques and make choices.

If the study design calls for observations of daily routines at the district office or observation of particular meetings, it is important to learn how to record relevant observations. How can we best take full notes unobtrusively and later abstract the key elements in light of the evaluation questions.

It is probably time now to re-consider the “protection of human subjects,” that is, seeking ways of avoiding hurting anyone who participates in the research. If there is risk to them, we will need to figure out procedures for allowing them to decline participation in the study or to stop cooperating during the interview (or other data collection method). Inasmuch as we will not be dealing with children, we do not have the added task of gaining parental permission for them to answer our questions.

In the field. We will learn about gaining acceptance, establishing rapport, explaining what we are doing without unnecessary bloviation, and asking questions in ways that do not bias the answers we get. All modes of inquiry inject some degree of bias into the data, but we will take pains to present a neutral face. Our task is to get information that is as close to actuality as human beings are able to give.
We will learn about tape-recording, note-taking, writing memos, early analysis, summarizing, and discovering the need for additional information either to fill in gaps or to resolve inconsistencies in the stories we hear.

**Analysis and interpretation.** Now we have to make sense of the data we have collected. We have to do it without interjecting our own biases, which is a common proclivity, by paying attention not only to the data that agrees with our expectations or ignoring evidence that contradicts the story line we are creating or privileging some kinds of data over other equally valid sources of evidence. We need to be on special lookout for findings that contradict our predilections and we want to be sure to give them due weight. The class has the benefit of readings that will help in the process of interpreting evidence.

**Reporting.** When it comes to reporting to the client, the researcher has to try to put himself in the client’s position. What are her key concerns? How much is she likely to read? Would a PowerPoint presentation be a good way of getting her attention? Perhaps a short summary would be good for a wider audience and a more detailed report for the client with whom we have been working. If we have time, let’s draft a press release that gives the newsworthy gist of the findings, without distortion, in a very short space.

**Class Procedures:**
The class will meet for three hours a week on Tuesday afternoons. During class we will discuss the relevant readings for that day, the progress we are making with the study, problems and possible solutions, and any needed revisions in our study plans.

The study teams will be composed of 4-6 students. During class time, we will try to devote an hour each week to meetings of the teams.

Members of a team will all receive the same grade.

**Format of papers**
All papers must be typewritten/electronically generated and double-spaced using a 12 point font and one inch margins. Use APA format for your papers, including proper headings and citations. All papers are graded anonymously. With each paper submission, include a title page without your group name on it, and provide a separate duplicate title page with your group name. Only after I have read and graded all the papers, will I determine which paper belongs to whom.

**General Expectations for Written Work: Be respectful, write clearly, and don’t steal.**
In all written work that students will adhere to the following NASW editorial policy:
In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might

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imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.)

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries which are completed for another course are not acceptable and will be assigned 0 points. Please refer to page 50 of your Student Guide to the Master’s in Social Work Degree Program 2002-2005 for further discussion of plagiarism.

All assignments are due only on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the paper’s due date. Unless an extension contract has been arranged between a student and me, any assignment that is not completed on the due dates will be assigned 0 points. There are no exceptions to this policy.

Grading
Each assignment will be assigned points, and converted with appropriate weights to a letter grade. The grading policy reflects graduate level (not undergraduate level) expectations. It is critical you understand the grading policy for the class. The criteria for each grade are as follows:

A A document at least submitted (with faculty approval) to, if not published or in press, a peer reviewed academic or professional journal, or an established organ for student research publication. Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Samples of "A" level work are found in journals such as African-American Research Perspectives.

A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Descriptive level analyses are not considered A or A- work, no matter how well done.

B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment. Descriptive level analyses are typically in the B grade range.

B Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

B- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

C or C- Student has failed to demonstrate minimal understanding of subject content.
The course is challenging and demanding. Grading will be rigorous but fair. Grades are determined by academic performance, not effort. Grading criteria for each project assignment is available on the course website. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>91-94</td>
</tr>
<tr>
<td>B+</td>
<td>86-90</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>B-</td>
<td>76-79</td>
</tr>
<tr>
<td>C+</td>
<td>72-75</td>
</tr>
<tr>
<td>C</td>
<td>70-71</td>
</tr>
<tr>
<td>&lt; 70</td>
<td>not passing</td>
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I need to include here a word about grading. I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above all papers will be graded anonymously. In the case of group projects, I will ask for a cover sheet that clearly outlines each students' contribution or section. I will grade the paper - section by section - anonymously. Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another.

If you read my comments and believe I've made a mistake, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

Both content and format will be considered in assigning grades. Though content is more heavily weighed in grade assignment, format, and presentation are also important. For assistance with writing, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

As well, the best writing is re-writing. I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. I am also available to read and review assignment drafts.

Class Participation. Students are expected to attend every class session, come prepared by doing the required reading, and participate in discussions and exercises. Each week we will engage in group activities and discussion, therefore attendance is very important. Students are expected to attend every class session and participate in discussions and group exercises. Class participation will be worth 20% of your grade.

Course Content: This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for social work practice. Students will examine the theoretical foundations of the evaluation of social work practice with particular attention to populations at risk, including people of color,
women, and gay and lesbian groups. Students will be introduced to models of evaluation derived from social science and social work theory and research. They will learn to apply these models as they develop skills in critically assessing evaluation methods and their fit with the social context.

Course Design:
The instructor will select required and recommended readings. In addition, the instructor will include a range of pedagogical methods, such as participatory discussions, written assignments, and experiential exercises related to course materials. Students will carry out appropriate evaluation tasks as assigned. Guest speakers may be invited to address special topics.

Relationship of the Course to Four Curricular Themes:
- Multiculturalism and Diversity: Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.
- Social Justice and Social Change: Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. They will learn to develop services and programs that could plausibly serve these functions. Participatory, collaborative, change-oriented evaluation processes can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation, and the development of knowledge, skills, and capacities that evaluation participants can mobilize to shift imbalances of power and resources.
- Promotion and Prevention: Students will develop the capacity to develop and evaluate prevention and promotion programs designed to reduce risk of onset of problems and promote healthy development.
- Social Science: Students will strengthen their capacity to use social science literature, both research based and theoretical, to develop appropriate interventions and evaluations that are feasible, relevant and scientifically sound.

Relationship of the Course to Social Work Ethics and Values:
Ethical standards of social work practice (the NASW Code of Ethics) and evaluation practice (e.g., Evaluation Standards of the American Evaluation Association, The Joint Committee on Standards for Educational Evaluation’s Program Evaluation Standards) will be used to review issues commonly confronted in the evaluation.

Course Conduct: Be respectful, comfortable, and take risks only if you are okay with it. We will navigate conflict expeditiously, but never run from conflict.

This class adheres to the following Ground Rules for the Class:
1. **Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.**

2. We acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time.

3. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other alternative lifestyles - we are taught misinformation about ourselves and others regarding forms of difference and discrimination.

4. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief, gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.

5. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

6. Victims are not to be blamed for their oppression.

7. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.

8. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.

9. We will share information about our groups with other members of the class, and will not demean, devalue, or 'put down' people for their experiences.

10. We have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.

11. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the class room. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

### 7. **Housekeeping**

**Electronic Devices: Turn them off, or turn on “vibrate”**

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.
Religious Observances: (Let me know ahead of time)
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.

Accommodations for students with disabilities: Let me know (if you're comfortable with me knowing)
If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of this course, the assignments, the in-class activities, and the way that I teach can be modified to facilitate your participation and progress throughout the semester. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Class Outline


SKILL ACQUISITION: Introduction to logic models and log frames

Readings (for today's class): None

Class topics:
- Introduction to the evaluation process
- Introduction to the topics we will be studying, chronic homelessness in SW Detroit, Detroit Food Systems/Edible Schoolyard/Urban Gardens, and Youth Leadership Development Programs (Youthville). We'll also collaborate with other CBI students on a year long interviewing project of Cohort One participants in “Latinos en la march” – a education mobilization effort of Wayne State University and the client organizations, SW Taskforce on ending Chronic Homelessness in SW Detroit, MOORE Community Council/Dime Fund/Detroit Agricultural Network and Youthville/Detroit Youth Foundation.
  - Seeking creative translation of evaluation findings for group/community use.
  - Developing evaluation designs for two types of community innovations that have only rarely been evaluated in any meaningful way.

Next week the class will form teams of 4-6 students to collaborate on a study. Teams will need to meet outside of class time or communicate through email regularly.

Week 2. September 13th, 2005. Meeting with the Client

Readings:
• Piontek (2005) An introduction to classroom assessment and program evaluation [class handout]
• Yuen and Terao (2003). Ch. 4 – Developing and Evaluation Plan (pp 46-60). And Ch. 7 – Putting it together: model program and evaluation plans (pp. 100-115). In Yuen and Terao, Practical Grant Writing and Program Evaluation. 2003, Brooks/Cole.
• Skim one of the evaluation studies on urban nutrition programs (Pothukuchi), homelessness/desire line research, or prior DYF evaluations
• Weiss, chap. 3

Bring to class:
• Questions about the evaluation process
• Questions about project topics: the agency’s work, mission, and vision. What you want to ask the clients about their needs and expectations, about outcomes for the youth/communities/homeless, etc.

Class topics:
• Hallmarks of qualitative research
• Q&A with stakeholders
• Some initial topics for evaluation studies
• DIVIDE INTO TEAMS to do the studies. Arrange a time when you can meet outside of class or arrange for email communication.


Readings:
• Weiss, chap. 4 (optional)

Bring to class:
• Your team’s choice of evaluation topic and preliminary ideas for study design

Class topics:
• Discussion of evaluation questions and evaluation designs to answer those questions
• Special considerations in studying school districts
• Discussion about your preliminary plans for research
Week 4. September 27th, 2005. Design of Your Study: MEET IN ANN ARBOR

SKILL ACQUISITION: GIS, Mapping and Geocoding Data

Readings:
- Weiss, chap. 11

Bring to class:
- Your team's write-up of study design
- Your over-all evaluation question

Class topics:
- Designing research
- Plans will be finalized, at least provisionally, through discussion
- Gaining access to districts
- Scheduling interviews and document review


Readings:
- Bradburn and Sudman, Asking Questions, chap. 1 (on course website)
- Weiss, chap. 7
- Yin, chap. 4

Bring to class:
- Drafts of interview protocols

Class topics:
- Pilot testing interview protocols
- Interviewing and transcribing
- Taking notes on interviews
- Locating and reviewing documents and taking notes on key points
- Revising your study design
- Any questions before you go into the field?
Weeks 6-9. October 11\textsuperscript{th}, 18\textsuperscript{th}, 25\textsuperscript{th}, and November 1\textsuperscript{st}, 2005. Collecting Data\textsuperscript{1}

Readings:

Bring to class:
- Notes on interviews, observations, documents, as you complete them
- Transcriptions on interviews, if done
- Revisions to your study design
- Problems in the field
- Other information about your data

Class topics:
- Ethics of research
- Objectivity
- Remembering the key question we are addressing
- Going back to earlier interviews and capturing evidence that now seems relevant
- Initial hunches about data
- Looking for disconfirming data

Weeks 10-11. November 8\textsuperscript{th}\textsuperscript{2} and 15\textsuperscript{th}, 2005. Analyzing the Data

Readings:
- Weiss, chap. 12, 14

Bring to class:
- Summaries of your data
- Initial hunches about your conclusions

Class topics:
- Acknowledging and dealing with potential sources of bias
- Generalizing
- Recognizing limitations to what you can conclude

\textsuperscript{1} Week 7. October 18, 2005. No Class. Fall Break

\textsuperscript{2} Week 10., November 8\textsuperscript{th}. Instructor at APHA; guest speaker planned in Ann Arbor.
• Discussion of each team’s work
• Working on the report


Readings:
• Weiss, chap. 13
• Krieger “Inner Game of Writing” (on course website)

Bring to class:
• Draft of report

Class topics:
• Preliminary summaries of findings. Each team will present and class will comment.
• Considering the client’s questions
• Do we need more or different data?
• How shall we present the findings?


Readings:
• Review as needed

Bring to class:
• Latest draft of evaluation report


Class topics:
• Presenting the findings to the client
• Feedback

Week 15. December 13th, 2005. Revised report presented to class

Readings:
• Review as needed

Bring to class:
• Final report

Class topics:
• Reflection on the evaluation process
• Reflections on the course
• Reflections on the client
• Reflections on the utility of the study

During fieldwork, helpful resources will be available, and you may want to bone up on the wisdom of other researchers as you cope with the jumble of problems that come up. Examples:
  • Don Dillman, *Mail and Internet Surveys*
  • R. Bogdan and S. Biklen, *Qualitative Evaluation for Education*
  • Joseph Maxwell, *Qualitative Evaluation Design*

**Tips.**
Be prepared for some common problems:
  • Informants whom you wish to interview are unavailable, do not return your calls, cancel appointments, or otherwise make mincemeat of your schedule. Be forewarned, and select more respondents than you need, just in case you cannot reach everyone.
  • Meetings at which you planned to observe are postponed or take up different business. Try to get permission to look at minutes of meetings whenever they are held, at least that segment of the meeting that deals with the issue of relevance to the study.
  • Documents are bowdlerized. They contain sanitized versions of events and discussions. Try to find informants to fill in the interstices.
  • You do not understand the scope of the project or how much is enough. Consult with the instructor and, if necessary, the client.