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. Promote 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.

Critical Skills you will acquire:
- Project Design (Use of Logic models, Logframes, PRA, and RARE)
- Finding, collecting, assembling and appraising information
- Conduct of community based evaluation and community based research
- Interviewing
- Basic Data Analysis (Excel Pivot Tables, Basic SPSS) and Interpretation
Basic Project Presentation

Basic Class Dates:
Class begins: 9/6/06 [First Class Meets Rm. 1794 SSW in Ann Arbor]
Fall Study Break: 10/16-10/17/06
Class ends: 12/13/06

<table>
<thead>
<tr>
<th>Class Meets in Detroit on:</th>
<th>Class Meets in Ann Arbor on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12, 19</td>
<td>September 5, 26</td>
</tr>
<tr>
<td>October 3, 10, 24, 31</td>
<td>November 7</td>
</tr>
<tr>
<td>November 14, 21, 28</td>
<td>December 5</td>
</tr>
</tbody>
</table>

About the Course

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.

**Required Texts:**

Association for the Study and Development of Community (2001). Principles for Evaluating Comprehensive Community Initiatives (Course Website)

http://www.wkkf.org/default.aspx?tabid=100&CID=281&CatID=281&NID=211&LanguageID=0&grdListpi=1

[Coursepack at Dollar Bill Copying; available September 6, 2006.]

**HOW COURSE GRADE WILL BE DETERMINED:**
Class Participation and attendance (20% of Grade): 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.

Quizzes (30% of Grade): Three graded mini-quizzes (with lowest grade dropped if need be): Each quiz consists of either 5 questions, each worth 20 points OR a single consolidation item (case study requiring response). I’ll have examples of both in the first class and on the CTools site. Quizzes will be completed usually during the second hour of class, and are designed to be completed in 20 minutes or less. Quizzes will be open resource (books, notes, computers, etc).
Component: Quiz Dates:  Material Covered

<table>
<thead>
<tr>
<th>Date</th>
<th>Material Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 26 (5 item quiz)</td>
<td>Up to 9/19</td>
</tr>
<tr>
<td>October 24 (consolidation)</td>
<td>Up to 10/10 (Cumulative)</td>
</tr>
<tr>
<td>November 21 (consolidation)</td>
<td>Up to 11/14 (Cumulative)</td>
</tr>
</tbody>
</table>

**Evaluation Project Report (50% of Grade):**

I’ve had optimal student learning when everyone is involved collaboratively on the same project (rather than groups of students assigned to various projects). **So we’ll probably have one large semester long evaluation project for the entire class. This project should be the focus of the report below.** We will merge all individual contributions to one overall final component for the evaluation client. (That is, we’ll integrate all 20+ logic models into one product, integrate all evaluation designs into a comprehensive design, etc.) Each student will have a chance to develop individual responses for all components; we will work together to integrate the components. I’ll provide examples from the 2005 683 course. I will model a coordination process that can be efficiently deployed in nearly any community based evaluation/research approach. To the extent possible, we’ll incorporate participatory research approaches; given our time constraints, this may not always be possible in practice, so we’ll always express it – at least – in theory and concept.

We will also complete 2-4 community based evaluation components that are relatively short term, time-limited or otherwise focused. Thus, an organization may need to have a logic model completed, a simple protocol generated, or an evaluation approach articulated. We'll use these as in house consultant exercises. They'll be fun – and ungraded. But they will serve to hone your developing evaluation skills in an efficient manner. Such requests – while important - won’t take the entire semester to complete. Since we’ll be a fairly large class, work can be divided and coordinated efficiently.

The strict time constraints argue against individual projects or projects reflecting a student interest outside of the identified project areas. The due dates are intentionally NOT on class session days. I want you in class concentrating on material, not missing a chunk of class because you’re working feverishly on the assignment due that day!!

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Dates</th>
<th>Number of Points Possible per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Logic Model or Logframe</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 30</td>
<td>Ungraded/ feedback provided</td>
</tr>
<tr>
<td>7. Evaluation Presentation (draft)</td>
<td>December 5</td>
<td>Ungraded/feedback via peer review</td>
</tr>
<tr>
<td>8. Presentation of Evaluation Report (final)</td>
<td>December 12</td>
<td>15</td>
</tr>
</tbody>
</table>
Format of evaluation project report
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.

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 rubric template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another. I will share templates of all assignments with you well ahead of the due date of the assignment.

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.

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. Please have them to me at least one week before due date. I won't be able to provide feedback if I receive material less than one week in advance of the due date.

Due dates for assignments. 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.

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 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.

**INTERPRETATION OF GRADES; HOW COURSE GRADES WILL BE ASSIGNED**

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 policy reflects graduate level expectations. It is critical you understand the grading policy for the class. Please let me know immediately if the grading policy is unclear to you!

**Quiz Grades: The grading scale for quizzes is as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Written Assignment Grades**

Each assignment will be assigned points, and converted with appropriate weights to a letter grade. Generally I will use the same grading scale for written assignments as I do for quizzes. I have additional qualitative rubrics (interpretations) for grades for each written assignment:

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 or The New Social Worker Online.

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.

B Mastery of subject content at level of expected competency – meets course expectations. 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.

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

D, E, F
Student has failed to demonstrate minimal understanding of subject content.

CLASS LOGISTICS AND PROTOCOLS
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.

CLASS TRAVEL:
About 70% of the class sessions will be held in Detroit. Much of this time will be spent collecting data, visiting communities/organizations, and enhancing familiarity with many Detroit neighborhoods and communities. Our meetings in Detroit will always be with clear purpose and never capricious; we will never hold meetings in Detroit without clear deployment in Detroit. During the first class session, we’ll talk about transportation to/and from Detroit (van pool sign ups, instructions on securing the vans from UM transportation pool, etc.)

Electronic Devices: Turn them off, or turn on “vibrate”
In consideration of your classmates, and due to their disruptive nature, please turn off all telephones and pagers while you are in the class (this also goes for the instructor!!). 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.
Month One (September) Developing Competency in Core Evaluation Skills
Month Two (October) Enhancing Competency in Data Collection, Data Analysis, and Data Use
Month Three (November)
Month Four (December) Presenting Findings


SKILL ACQUISITION: Developing Concepts of Evaluation; Planning Program Evaluations; Using Evaluation Planning Worksheet

Readings (for today’s class): PLEASE READ BEFORE DAY ONE OF CLASS!!! All are available on the course website, online, and in the coursepack


Association for the Study and Development of Community (2001). Principles for Evaluating Comprehensive Community Initiatives (Course Website)


Class topics:
Hour One: Class Overview (20 min). Developing Concepts of program evaluation
Hour Two: Planning Program Evaluations
Hour Three: Planning Program Evaluations – worksheet

Week 2. September 12th, 2006. Welcome to Detroit, Questionnaire Designs, Collecting Data

CASE STUDY/APPLICATION: Wayne Metro Fatherhood Initiative Request

Class topics:
Hour One: Questionnaire Design
Hour Two: Sampling (30 minutes); Collecting Data (30 minutes)
Hour Three: Direct Observation

Brush up on Excel: We’ll be using excel extensively in the computer lab 9/26. You’re strongly urged to get a head start on (re) familiarizing yourself with excel by reviewing the reading assignments NOW for 9/26!
Readings:
- Weiss, chap. 3


**SKILL ACQUISITION: Basic methods of analysis for qualitative and quantitative data**

Class topics:
- Hour One: Analyzing quantitative data (30 minutes), Collecting survey data (30 minutes)
- Hour Two: End-of-session Questionnaires (lots of examples)
- Hour Three: Analyzing qualitative data (in class exercises)

Readings:
- Weiss, chap. 4 (optional)


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**Week 4.** September 26th, 2006. Using graphics to report evaluation results; using Excel to analyze data **MEET IN ANN ARBOR**

**SKILL ACQUISITION: Data presentation and basic data analysis**

**Class topics:**
- Hour One: Using graphics to report evaluation results (Excel Graphics Wizards)
- Hour Two: Using Excel to report evaluation results
- Hour Three: Using Excel to report evaluation results (Pivot Tables)

**Readings:**
- Weiss, chap. 11


Class topics:
   Hour One: Agency/Site Visits
   Hour Two: General debrief and Q&A
   Hour Three: Reflections on using results

Readings:
   • Weiss, chap. 7


Weeks 6-9. October 10th, [no class 17th ], 24th, October 31st 2006. Collecting Data

Class topics: October 10:
   Hour One: Agency/Site Visits
   Hour Two: General debrief and Q&A
   Hour Three: Reflections on logic models, log frames, data collection


1 Week 7. October 17, 2006. No Class. Fall Break
Class topics: October 24:
  Hour One: Agency/Site Visits
  Hour Two: General debrief and Q&A
  Hour Three: Reflections on PRA, RRA and RARE processes


Class topics: October 31:
  Hour One: Agency/Site Visits
  Hour Two: General debrief and Q&A
  Hour Three: Reflections on focus groups, data analysis, RARE evaluations


Week 10. November 7th MEETING IN ANN ARBOR. Analyzing the Data, Presenting the Story – Part I [also election day!!]

Class topics: November 7th
Student Designed Course Session in Ann Arbor/Detroit. [Instructor presenting at APHA]
  Hour One: Agency/Site Visits
  Hour Two: General debrief and Q&A
  Hour Three: Reflections on focus groups, data collection

Readings:
  • Weiss, chap. 12, 14
### Week 11-12. November 14th, November 21st, 2006. Analyzing Data, Presenting the Story II – the Preliminary Draft

**Class topics: November 14th:**
- Hour One: Preliminary summaries of findings. Considering the client’s questions
- Hour Two: Do we need more or different data?
- Hour Three: How shall we present the findings?

**Readings:**
- Weiss, chap. 13

**Class topics: November 21st:**
- Hour One – Do we need to do anything else?
- Hour Two - Becoming a professional program evaluator
- Hour Three: Advanced program evaluation approaches – Multilevel Analysis

### Week 13. November 28th, 2006. Special Topics and Fine Tuning

**Readings:**
- Review as needed

**Class topics: November 28th:**
- Hour One: Final presentation of materials: what does the client want and need?
- Hour Two: Do we need more or different data? How shall we present the findings?
- Hour Three: Practical matters: how to hire (and fire) a program evaluator

### Week 14. December 5th, 2006. Presentation of Reports- Ann Arbor Poster Session in MacGregor Commons MEET IN ANN ARBOR

**Class topics:**
- Presenting the findings to the client
- Feedback
- Costing out an evaluation;
- International program evaluation

### Week 15. December 12th, 2006. Revised report presented to Detroit Communities (in conjunction with Detroit Center reception?)

**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