

University of Guelph
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRAN*6210: Program Evaluation
COURSE OUTLINE – Winter & Summer 2016

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Office hours: By appointment

Class time: Wednesdays, 2:30 – 5:20 pm, MACS 331

CALENDAR DESCRIPTION

An examination of the theoretical principles and practical applications of evaluation issues and strategies. Special attention is given to services for children and families across the life span.

OVERVIEW

This graduate course is designed to provide students with a foundation in the theory and practice of program evaluation. The focus of the course is on the evaluation of programs for a variety of populations for the purpose of designing, improving, and assessing programs and their effectiveness.

LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Describe and apply varying theories and approaches used in program evaluation through in-class discussions;
2. Compare and contrast the different types of evaluations through in-class discussions;
3. Formulate an appropriate evaluation strategy that meets the needs of a community partner through in-class discussions and a written proposal;
4. Design a program logic model to effectively and accurately describe the objectives, logic, and activities of a program;
5. Resolve emergent issues related to conducting collaborative research with community partners through interactions with partners, in-class discussions, charting process throughout the project, and presenting about the process to peers and instructors;
6. Conduct a program evaluation in collaboration with a community partner; and
7. Communicate findings and practical implications of the program evaluation through a knowledge translation activity.

COURSE STRUCTURE

This course consists of one, 2 hour and 50 minute class per week. Although this course will include some lecture-style discussion, the focus of the course will be on active learning strategies and activities. Students are expected to come to class prepared to participate (i.e., completing readings or being prepared to discuss their projects). Students in this course will be carrying out actual program evaluation projects in collaboration with community partners. Each project will be

developed collaboratively between the organization and the instructors in order to address a particular need identified by the community partners. Students will be working with partners utilizing a community-engaged model that promotes equal partnerships and reciprocity. Relationship development, trust-building, communication, and power-sharing are important aspects of this work. As such, students will be expected to make a commitment to completing their projects to the satisfaction of their community partners.

The course is a 0.50 credit, 12 week offering that will be divided into three parts spread out over the two semesters:

1. Developing an Understanding of Program Evaluation (Semester 1)

This section of the course is devoted to introducing students to program evaluation theories and approaches through readings and classroom discussion. As well, students will be teamed up and assigned program evaluation projects. During the first month, each student team will prepare a project work plan in consultation with the instructors and community partners. The work plan will be tentative and deadlines and deliverables may need to be flexible as appropriate for each project. Early in the term, requirements for REB approval will also be determined.

2. Developing a Program Evaluation Plan (Semester 1)

There are no assigned readings after the winter break. Student teams are expected to attend process days prepared to discuss the development of their PE project, bring forward questions/challenges, and provide peer support to one another. Discussions in class may include: personal experiences with community partners; the processes of conducting program evaluation research; strengths and limitations of research design.

3. Conducting a Program Evaluation (Semester 2)

During this semester, student teams will work predominantly with their community partners on the final project. Student teams are expected to attend progress days prepared to share progress updates, project questions/concerns, and general program evaluation experiences. We will schedule two final meeting dates in later June; one will be a process sharing day where student teams will present their process reports and the other will be a product sharing day where student teams will present their final products. This final meeting will also be an appreciation event to which community partners will be invited. The dates for these meetings will be determined and agreed on as a class.

REQUIRED TEXTBOOK

Mertens, D. M., & Wilson, A. T. (2012). *Program Evaluation Theory and Practice: A Comprehensive Guide*. New York, NY: The Guilford Press.

RECOMMENDED TEXTBOOKS

Grinnell, R. M., Gabor, P. A., & Unrau, Y. A. (2012). *Program Evaluation for Social Workers: Foundations of Evidence-based Programs* (6th ed.). New York, NY: Oxford University Press.

Wyatt Knowlton, L., & Phillips, C. C. (2013). *The Logic Model Guidebook: Better Strategies for Great Results*. Thousand Oaks, CA: Sage Publications, Inc.

ADDITIONAL REQUIRED AND OPTIONAL READINGS

Readings will be available on the CourseLink site in the Content section. In addition, a resource shelf of useful texts is available in Laura's office.

YOUR ROLE IN THIS COURSE

As an instructor, I believe that the most effective learning takes place through an active and constructive process (as opposed to a passive process); therefore, we will be constructing this course together. For applied courses like this one, “you get out what you put in”. I have done my best to design a course that will provide you with ample opportunity to learn and I will work hard during the semester to make it interesting, challenging, and meaningful. Nevertheless, you are in control of your success in this course and, in order to be successful, you will need to be actively involved. Your attendance in class is critical and you will need to come to class prepared including doing your readings and any other preparatory work ahead of time.

COURSE EVALUATION

Assignment	Due Date	Percentage	LOs Addressed
Participation	Weeks 1 – 11	30	#1, 2, 3, 5
Program Evaluation Proposal	Week 8	25 (15*)	#3, 4
	Week 9 – revised (optional)	(10*)	#3, 4
Process Report	TBD (during semester 2)	25	#5, 6
Final Product	TBD (during semester 2)	20	#6, 7
<i>*If proposal revision option selected</i>		Total:	100%

ASSIGNMENT DETAILS

Participation:

- Your participation will be graded weekly throughout the course – Weeks 1 to 11 – with evaluation based on being an “active participant” in the course.
- Your grade for this component will incorporate your self-evaluation grade with the instructor’s evaluation of your participation.
- Your contribution to our class will be graded using the evaluation form on p. 8.

Program Evaluation Mock Grant Proposal and REB application:

- Mock Grant Proposals will include the following components:
 - Literature review and rationale for the project
 - Proposed methods and analytic strategy
 - Program logic model (optional depending on the goals of the proposed project)
 - REB application (if required; if already granted, include approval certificate as well)
- The literature review should describe your community partner and the program being evaluated, the importance of this program and why this evaluation is important both to the community partner and to funders.
- The proposed methods and analytic strategy should be detailed enough to act as a “recipe” for you to follow as you do your project. You should describe your population, recruitment methods, data collection methods and tools and data analysis methods in detail.

Process Report:

- In order to meet the expected requirements of this course and your program evaluation projects, this course places a strong emphasis on process. As such, you will be asked to chart the process of your project – essentially keeping a log of your experiences conducting program

evaluation research. This might include (but not be limited to): decisions, such as what/was not done, who was/was not consulted, etc; complications, such as unforeseen events that compromised the project.

- Near the end of the semester, you will present your process report to your peers and instructors; you will also hand in a written summary of your presentation.
- The format of your presentation is open and creativity is encouraged. Options include (but are not limited to): PowerPoint presentation, Prezi, Video, Song. Choose a medium that is appropriate to share your process with the class.
- Evaluation of the process report will be based on the actual processes, as well as on evidence of thoughtful reflection. Students should consider what did and did not work, why, and what could – or should – be changed in the future.
- The goal of this assignment is an evaluation of process. If the final project is successful, this is an opportunity to understand the reasons for this success; on the other hand, if the project is relatively unsuccessful, this is an opportunity to account for what happened.

Final Product:

- Each student team will carry out a program evaluation project in collaboration with a community partner. As such, the final product will also be decided on in collaboration so that the product can best meet the needs of the community partner.
- Final products will be some form of a knowledge translation product and may be written reports, presentations, posters, videos, or other products. The final project does not have to be an 'academic' product. The format of the final project is intended to be based on what the community partner requires as a deliverable.
- The final project will be evaluated based on: the appropriateness of the research design and method; the appropriateness of the medium selected for delivery; and overall quality.
- Community partners will not have direct input into the final grade but they will be invited to a product sharing and community partner appreciation event during which students will present their final products. Community partners will, however, be consulted about student contributions to the project as well as appropriateness and usefulness of the product.
- The goals of this assignment are: to develop and manage an equitable relationship with a community-based research partner; to recognize and understand community and academic roles in program evaluation research projects; to demonstrate reciprocity of process/outcome by delivering a final product that is usable by a community-based organization.
- *Note:* Students must agree to editing their final products until they are acceptable for delivery to their community partners. This editing may take place after the end of the semester.

RESEARCH ETHICS BOARD APPROVAL

Ethical clearance must be obtained before conducting any research involving human participants using the standard form and process. Human Participant applications are reviewed by the Research Ethics Board. For instruction on how to receive an REB approved Human Participants certificate, consult the Office of Research website at:

http://www.uoguelph.ca/research/humanParticipants/procedures/step_by_step_reb.shtml

- ✓ If you have not previously completed the TCPS 2: Course on Research Ethics (CORE), you will need to complete the tutorial prior to submission. This tutorial can be found at the following website: <http://tcps2core.ca/welcome>

COURSE SCHEDULE*

Week	Topic	Readings	Teaching & Learning Activities	Anticipated Project Timeline
PART 1: Developing an Understanding of Program Evaluation (Semester 1)				
1 Jan 13	Program Evaluation Overview	M&W Chpts 1 & 7	Intro to the course Building our definition	Project assignment & contact with community partners
2 Jan 20	Program Evaluation Theory & Proposals	M&W Chpt 2	Theory discussions – M&W Chpts 3-6 (in pairs; 15 min max)	Discuss initial ideas (see M&W Chpt 9, evaluation design)
3 Jan 27	Evaluability Assessment & Program Logic Models	WK&P Chpt 1 (on Ares course e-reserve)	Create your skeleton! Article discussions – find article and lead discussion (overview, questions, critical lens, questions; 5-10 min max)	Work on proposal – literature review, method, logic model, ethics application (if required)
4 Feb. 3	Needs Assessment & REB submissions	M&W Chpt 8 - pp. 267-274	Article discussions	
5 Feb 10	Researcher challenges Guest speaker: Anne Bergen	M&W Chpt 8 pp. 277-280	Article discussions	
<i>Winter Break (February 15-19) – no class</i>				
7 Feb. 24	Process Evaluations	M&W Chpt 8 pp. 277-280	Article discussions	DUE: REB submission
8 Mar. 2	Outcome Evaluations	M&W Chpt 8 pp. 280-284	Article discussions	DUE: Proposals (first submission)
<i>Mar 9th – no class</i>				
PART 2: Developing A Program Evaluation Plan				
9 Mar. 16	Process Day #1	M&W Chpt 9	Project updates	DUE: Proposals (optional second submission)
<i>Mar 23rd and 30th - no class</i>				
10 Apr. 6	Process Day #2	M&W Chpts 10 & 11	Project updates	Data collection
<i>No more classes until....</i>				
PART 3: Conducting a Program Evaluation (Semester 2)				
9 May 11	Progress Day #1	M&W Chpt 12	Project updates	Data analysis
10 Jun 1	Progress Day #2	M&W Chpt 13	Project updates	Preparation of final report
11 TBD	Process Sharing			DUE: Present process report during class & submit for grading
12 TBD	Product Sharing & Community Partner Appreciation			DUE: Present final product during class & submit for grading

***Note:** Students will be able to meet with the instructors outside scheduled classes as needed.

COURSE WEBSITE

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, links to further resources, and discussion forums. Your assignments will be submitted through the dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

WHEN YOU CANNOT MEET A COURSE REQUIREMENT

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for regulations and procedures for Academic Consideration: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml

Late assignments: Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero.

TURN-IT-IN SOFTWARE

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in.

In this course, your instructors will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

DROP DATE

Two-semester courses must be dropped by the last day of the add period in the second semester. Refer to the Graduate Calendar for the schedule of dates: <http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

ACADEMIC MISCONDUCT

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding

by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

RECORDING OF MATERIALS

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter (instructor, classmate, guest lecturer).

RESOURCES

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs: <http://www.uoguelph.ca/registrar/calendars/graduate/current/>

PARTICIPATION – WEEKLY EVALUATION FORM

Full Name _____ Student ID# _____

Please rate your participation in and contribution to today’s class for each of the following items along a 5 point scale. The points along the scale are as follows:

1 = Unacceptable, 2 = Weak, 3 = Adequate, 4 = Good, 5 = Excellent

1. Preparation for class
1-----2-----3-----4-----5

2. Contribution to conversation
1-----2-----3-----4-----5

3. Thoughtful, informed contributions
1-----2-----3-----4-----5

4. Respect for others (listening skills)
1-----2-----3-----4-----5

5. Active participation
1-----2-----3-----4-----5

Full criteria for each item:

1. Preparation for class (assigned readings completed, prepared for in-class activities);
2. Contribution to conversation without dominating discussion;
3. Thoughtful contributions based on the literature and personal experience that enrich the conversation (demonstration of depth and critical thinking);
4. Shows an interest in and respect for others’ contributions; and
5. Active participation in all aspects of the in-class activity.

Comments:
