COURSE TITLE: Evaluation in Social Work
COURSE NUMBER: 683 (Fall, 2013, Section 00, Class#
TIME & PLACE Friday 2:00-5:00pm, Rm. B770, Sch. Social Work Building
CREDIT HOURS: 3
PREREQUISITES: SW 522 or permission of instructor
INSTRUCTOR: Maureen Okasinski, MSW, LEO Intermittent Lecturer
CONTACT DETAILS: SSWB - Rm. 3760
E-mail: mokasins@umich.edu
Phone: 313 303.8911
OFFICE HOURS: Friday: 1:15pm-2:00pm or by appointment

This course syllabus was developed through a collaborative effort of instructors: Letha Chadiha, Julie Cushman, Roxanna Duntley-Matos, Maureen Okasinski, Sue Savas, Joe Sean, and Daphne Watkins.

COURSE STATEMENT

This course statement was approved by Governing Faculty on Nov. 8, 2006.

1. Course Description
This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

2. 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 evaluation of social work programs with particular attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). 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 within the social context.
3. Course Objectives

Upon completion of the course, students will be able to:

1. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program’s developmental stage.

2. Specify a program for evaluation and its theory of change.

3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.

4. Plan an evaluation of social work practice.

5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies.

6. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes.

4. Course Design

The course will use an integrative learning approach. Students will select local community-based evaluation projects based on their areas of interest and educational needs, and form groups of 2-4 students. Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role playing will be used. Client agency guests may be invited to present evaluation needs and discuss evaluation results. Students will access C-Tools for additional course-relevant resources. Each course meeting will include a mini-lecture, group time to work on evaluation projects, and consultation from the instructor.

5. Relationship of the Course to Four Curricular Themes

- **Multiculturalism and Diversity:** Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) 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. Participatory, collaborative, change-oriented evaluation
processes and appropriate dissemination activities 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 participants of evaluation can mobilize to shift imbalances of power and resources.

• **Promotion and Prevention**: Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.

• **Social Science**: Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

6. **Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS)**:

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

7. **Relationship of the course to Social Work Ethics and Values**

This course will emphasize the relationship of the NASW Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).

**RELEVANT POLICIES**

1. *Religious Holidays*
Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: [http://www.provost.umich.edu/calendar/religious_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

2. Learning Needs and Disabilities
Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

3. Attendance
The School of Social Work attendance policy can be found in the Student Guide. Attendance is recorded in this course but is not part of the grading rubric with the exception of the site visits. Students are expected to visit the client agency at least twice during the semester.

4. Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. Late assignments will be graded down 5% per day. Exceptions will need prior permission of the instructor.

5. Grading System
At the beginning of the semester students will choose to be graded as a group OR individually. A 100-point system is used. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
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6. Incompletes
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.
ASSIGNMENTS

Evaluation project: 70%
Problem sets/homework: 15%
Student-led facilitation: 10%
Participation: 5%

Evaluation Project
Groups of 2 to 4 students complete a program evaluation at a community agency. The team will select an agency, most likely a field placement site. The scope of the project shall be appropriate for a beginning level evaluation team and is approved by this instructor. Once the agency is selected, the team will find out from the agency their evaluation needs, develop a work plan for the team to complete the project, develop competency specific to the evaluation, write an evaluation plan, collect & analysis data, and write an evaluation report. One person from the team is assigned and the client liaison and communications from the team generally go through the person. Within the team, each person will take the lead for one major component of the project. This workplan identifies the leads, who is doing what aspect of the projects and when the work is to be completed. Assignments will be submitted on C-tools drop box and a hard copy turned in at the beginning of class. Any deviations from the assignment list must be approved by the instructor. The grading rubrics found in the rubric folder on c-tools document the details of scoring for these assignments. Make sure to review these prior to creating the workplan to better under the details of each assignment.

Time is allotted during each classroom session for evaluation teams to meet and consult with the instructor. Ideally, class time will meet most of your needs for meeting as a group.

R1. Client Engagement and Competency Development (20 points)
This assignment incorporates four aspects of developing relationships and gathering information necessary to conduct a high-quality evaluation.

1) Client Engagement: client agency visits, contact, developing an understanding of agency culture & stakeholders for this evaluation
2) Program Specification: identify, reflect on and update as necessary a logic model for the target program
3) Internal Review: review previous evaluations done of this program, the program manual, the theory and curricula associated with the program, current data collection methods and data resources.
4) External Review: conduct literature review of evaluations done with the client population and/or programs with some similar services, and specify data collection methods & tools used in these.
5) Work Plan: team completes a work plan for the project

Part One-Relationship Building
Engaging with the client agency and building a solid relationship is key to effective evaluation. One student from the team is the client liaison though all team members are a part of getting to know the client agency. Each student project group will complete two visits to the client agency to tour the agency, meet the evaluation stakeholders and meet with key members to determine the evaluation questions, data collection methods and deliverables for the project. The team will write up their reflection on agency culture, the evaluation stakeholders, evaluation needs & questions. The minutes from the agency meetings should be attached as appendix to the assignment. A format for minutes is found in the teamwork tools folder on C-Tools. Project team may make more than two visits and will have regular contact with the agency throughout the project. Site visits and contact with the client agency serve multiple purposes throughout the semester: gathering information to learn more about the program and clients, understanding the evaluation needs, reviewing documents, gathering data and discussing drafts of the evaluation plan and report prior to submission of the final documents to the agency.

Part Two-Program Specification-Logic Model
To insure the team’s accurate understanding of the program’s clients, resources, activities and outcome goals, the team will review the program logic model. A logic model is a one page document that describes the clients, the problem being addressed, the resources available to do this, program components, activities and outcome goals. In some cases, the agency will not have a program logic model and the team will develop one based on the information the agency provides. Many programs already have written logic models and the evaluation team can use this and update it based on the current program details. The logic model should include the date that it was completed and the agency staff and evaluation team members who contributed to it. The logic model will include at least these five sections:

1. a description of clients and system conditions that led to the need for the program
2. the inputs/resources of the program
3. major program components
4. detailed activities/outputs
5. expected client outcomes

Part Three- Internal Review of Program Materials
The team will review and summarize relevant information from the program manual, curricula, how the program currently tracks activities and measures outcomes, the theory (ies) related to the program design and previous evaluation efforts done at the agency. Include a brief history of the program: what inspired it, when it began, how it may have changed over time.

Part Four- External Review of Relevant Materials
The team will write a literature review that seeks information from similar programs and from professional peer-reviewed literature. The team will summarize evaluation and research relevant to both the population and to the program services. They will identify other programs locally, nationally or internationally with similar populations and/or services and learn more about evaluation efforts conducted at these organizations. As many programs are unique, it is likely that no one program or evaluation of a program will be exactly the same. The results of the search should be to understand how other organizations are measuring success, activities and program fidelity; what kind of results they have, what tools (standardized or custom) are used for measuring results, and what considerations are necessary for cultural competence in this evaluation.

Part Five: Workplan-using the form found in C-tools, students complete a workplan detailing a leader for each major project and individuals responsible for each aspect of these and timelines for completion.

R2. Program Evaluation Plan (20 points)
Students will design a 5-9 page Program Evaluation Plan based on the evaluation question(s) the client agency identified. The team will submit a draft of the plan to the instructor for review and feedback prior to completing a final plan. The components of the plan are detailed in the grading rubric and include:

1. the purpose of the evaluation and evaluation approach
2. type of evaluation and key evaluation questions
3. evaluation design
4. data collection plan
5. data analysis plan
6. plan for reporting and utilizing the results
7. cost for evaluation implementation

Special Note regarding Data Collection: Part of devising a data collection plan is to cull the professional literature and conduct internet searches to find a standardized evaluation tool that can be used for your evaluation and/or find custom tools used in other organizations. The professional literature review may also speak to sampling techniques and data collection methods used with similar evaluations or populations. Following this review, the project team, in conjunction with the client agency, will determine if a standardized tool fits the needs of the evaluation. If there is no appropriate tool, the project team will design a survey, interview protocol, focus group script or observation tool for their project in accordance with the project evaluation plan and informed by the literature or the work done at other agencies. All customize student created surveys must be approved by professor prior to use in the field.

R3: Evaluation Report (20 points)
Students will write an 8-10 page evaluation report for client agency stakeholders. After gathering necessary data, students will use either Excel or SPSS to complete data entry and analysis using descriptive statistics,
frequencies, and mandatory bi-variate analysis. Output will be generated to answer key evaluation questions. Data analysis can be conducted on data previously collected by the client agency. The report should adhere to the grading rubric and include agency background, evaluation question and design, findings and recommendations. Graphics and bi-variate analysis and statistical tests are expected. It is highly recommended that teams provide a draft for review before submission.

**R4: Presentation of Project to the Class (10 points)**
In the last class, students will present project process, deliverables, key findings using statistics/charts and evaluation lessons learned using power point slides. Presentation will be 15 minutes in length and will include time for questions.

**R5: Group Process Reflection and Individual Effort (potential +/-5 points)**
Team members complete evaluations of each team member, forms are found in C-tool teamwork folder. Following the presentation to the class, members review with each other their feedback on working together as a team and turn in completed forms to the instructor.

**R6: Student-led Facilitation (10%)**
Each student will facilitate a 15 minute small group discussion from peer reviewed journal articles. Sign-up for facilitation dates occurs in the first class session. Each week case studies are assigned and to be read by all students. The student facilitator will create a one page review highlighting key points of the case studies and prepare for their discussion of these. The review should identify 1) agency/clients/evaluation questions, 2) type of evaluation & methods used for evaluation, 3) limitations, 4) key findings, 5) 3-5 points the student found particularly interesting, 6) 2-3 questions to further explore in discussion. The format for the session should be no more than 5 minutes to review the key points and at least 10 minutes of discussion on key points of interest.

**R7: Homework/Problem sets (15%)**
Each week students will answer 2 questions based on the assigned readings. Questions are found at the end of each chapter. Responses are shared in class and a hard copy is submitted to the professor. Assigned problems are listed in the pointpoint slide for the week prior to submission.

**R8: Class Participation (5%)**
Students are expected to attend every class session, come on time, read the required out of class learning (Readings, Film, Internet Podcasts), and participate in class discussions and exercises.

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to
be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, please communicate with me in advance, so you can get any handouts.

Your participation grade will be based on your:

1. Attendance;
2. Active participation in class and small group discussions;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning;
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics;
6. Demonstrate you have covered the out of class readings through homework assignments and readiness to present reading highlights in class.

**Extra Credit: Dissemination of Results to the Client (5 points)**
Students can present the results of the evaluation to client agency stakeholders Using powerpoint slides or handouts, the team would cover agency background, evaluation question(s), design, data collection, findings and recommendations. Instructor should review the presentation prior. These can be completed during exam week when class will not be scheduled.

**ASSIGNMENT SUBMISSION SCHEDULE**

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>PEERRS Certification</td>
<td>9/20</td>
</tr>
<tr>
<td>R 1 – Client Engagement and Competency Development</td>
<td>10/4</td>
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<tr>
<td>(2nd meeting depend on client needs)</td>
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<tr>
<td>R 2 – Evaluation Plan Draft</td>
<td>10/11</td>
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<tr>
<td>R 2-Evaluation Plan Final</td>
<td>10/25</td>
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<tr>
<td>R3-Evaluation Report draft recommended</td>
<td>11/15</td>
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<tr>
<td>R3 – Evaluation Report</td>
<td>12/6</td>
</tr>
<tr>
<td>R4 &amp; R5– Presentation to Class &amp; teamwork reflection</td>
<td>12/6</td>
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<tr>
<td>R6-Student facilitation</td>
<td>Individually scheduled</td>
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<tr>
<td>R7-homework, participation</td>
<td>Weekly</td>
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<tr>
<td>Extra Credit</td>
<td>12/13</td>
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If an evaluation team needs to deviate from the submission schedule above, prior approval is required by the instructor.
TEXTS

REQUIRED


OTHER TEXT RESOURCES (available at the Graduate Library)

SESSIONS, LEARNING TOPICS, & READINGS

All readings are available in the course c-tools site in the RESOURCE -Readings folder.

Lecture 1, September 6 (INTRODUCTION, ETHICS, EVALUATION BASICS)

Topics & Activities: Introduction to course, overview of program evaluation, review of student experiences and interests, evaluation standards and ethics, review sample evaluation plan.

IN Class Learning: Required Reading/Videos/ Webinars:


• NASW Code of Ethics, Evaluation-relevant standards.
• Evaluation plan samples (c-tools)

**Lecture 2, September 13- LOGIC MODELS, BUILDING RELATIONS WITH CLIENT and UNDERSTANDING EVALUATION continued**

<table>
<thead>
<tr>
<th>Topics &amp; Activities: Understanding evaluation continued, logic modeling, building relations with client agency, Assignment R1 review, group project planning</th>
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<tbody>
<tr>
<td><strong>Assignment Due:</strong> homework questions</td>
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Required Out of Class Learning: Reading/Videos/ Webinars

- Royse, Chapter 1 & 2, Royce pp. 108-112 (on logic models)
- Rosenthal, Chapter 1

Recommended Out of Class Learning: Reading/Videos/ Webinars

- Webinar: Developing an Evaluation Plan, Capacity for Health [http://www.youtube.com/watch?v=7ca_sY-BrR0](http://www.youtube.com/watch?v=7ca_sY-BrR0) (retrieved on July 9, 2012)

**Lecture 3, September 20: TYPES OF EVALUATIONS, DATA SOURCES**

<table>
<thead>
<tr>
<th>Topics &amp; activities: practice developing evaluation questions, evaluation types, sources of information, needs assessments case studies</th>
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<tbody>
<tr>
<td><strong>Assignment Due:</strong> PEERRS certification, homework questions</td>
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</table>

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse: Chapters 3-Needs Assessment, 4-Qualitative and Mixed Methods, 5-Formative and Process
- McFadyen,
- University of Michigan’s Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at http://my.research.umich.edu/peerrs/ (retrieved July 12, 2012) – Complete Conflict of Interest and Human Subjects only

Recommended Out of Class Learning: Reading/Videos/Webinars

- Formative Assessment Webinar with Case study HIV+ Capacity for Health Webinar http://www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu (58 minutes)

**Lecture 4, September 27 (Evaluation Plan Development: SAMPLING, INSTRUMENTS DATA COLLECTION)**

<table>
<thead>
<tr>
<th>Topics &amp; Activities:</th>
<th>Design: sampling, confidence intervals, finding measurement tools</th>
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<tbody>
<tr>
<td>Assignment Due:</td>
<td>Homework Questions</td>
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</tbody>
</table>

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 8 – Sampling & 11-Measurement Tools
- Rosenthal: Chapter 12-Introduction to Inferential Statistics

Recommended Out of Class Learning: Reading/Videos/Webinars


**Lecture 5, October 4**

<table>
<thead>
<tr>
<th>Topics &amp; Activities:</th>
<th>Design: evaluation type, rigor, statistical test selections</th>
</tr>
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<tbody>
<tr>
<td>Mid Semester Evaluation</td>
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<tr>
<td>Assignment Due:</td>
<td>R1-Client Engagement &amp; Competency Development, homework questions</td>
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</table>
Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royce 9-Group Research Design, 14-Data Analysis
- Rosenthal: Chapter 2 & 3

Recommended Out of Class Learning: Reading/Videos/ Webinars

- How to use Excel for data analysis WEBINAR retrieved on June 25, 2011 at [http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu](http://www.youtube.com/watch?v=z16A63Hsqz0&feature=relmfu) 58 minutes

**Lecture 6, October 11**

**Topics:** data entry, variability

**Assignment Due:** R2-Evaluation Plan Draft, homework problems

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Rosenthal 4 & 5

Recommended Out of Class Learning: Reading/Videos/ Webinars

• Community Toolbox - Conducting Focus Groups –
http://ctb.ku.edu/en/tablecontents/sub_section_main_1018.aspx

• Community Toolbox focus group example
http://ctb.ku.edu/en/tablecontents/sub_section_examples_1018.aspx

• LAMP Focus Group - http://www.youtube.com/watch?v=_s5M-zWnsJs

• How to Run an Effective Focus Group –
http://www.youtube.com/watch?v=selwAVm2tk4

• FOCUS GROUPS FORMS AND SAMPLES (c-tools site)

• QUALITATIVE INTERVIEWING (c-tools site)

Lecture 7, October 18

Topics: client satisfaction, data analysis

Assignment Due: R3-Final Evaluation Plan

Required Out of Class Learning: Required Reading/Videos/ Webinars

• Royse: Chapter 7- Client Satisfaction
• Rosenthal-10, 13, 22

Lecture 8, October 25

Topics & activities: data analysis

Assignment Due: R2: Final Evaluation plan, homework question

Required Out of Class Learning: Required Reading/Videos/ Webinars

• Rosenthal: Chapter 14: Logic and Statistical Significance Test, 16, 17: The t Test and One Sample Procedure for Means, 18 : Independent Samples t-Test and Dependent Samples

• Sample evaluation reports (c-tools)
Review, 19(1), 77-99. (student facilitation)

**Lecture 9, November 1**

Topics: data analysis

Assignment Due: homework questions

Required Out of Class Learning

- Rosenthal 15 & 20

**Lecture 10, November 8**

Topics & Activities: R3, 4, 5 review; data analysis, report writing

Assignments Due: homework questions

- Rosenthal 8, 22 (revisited)

**Lecture 11, November 15**

Topics & Activities: small group consults, assignment questions

Assignments Due: R3-Evaluation Draft recommended, homework questions

- Royse, Chapter 15- Writing Evaluation Proposals, Reports and Journal Articles
- Yeh, Christine J;Ching, Alison M;Okubo, Yuki;Luthar, Suniya S (2007)DEVELOPMENT OF A MENTORING PROGRAM FOR CHINESE IMMIGRANT ADOLESCENTS’ CULTURAL ADJUSTMENT Adolescence; Winter 2007; 42, 168; pg. 738-747 (student facilitation)
Lecture 12, November 22

Topics & Activities: cost benefit analysis, consults

Assignments Due: homework questions


Recommended Out of Class Learning: Reading/Videos/Webinars

- Business Promotion: Cost Benefit Analysis of Online Course Evaluations.wmv [http://www.youtube.com/watch?v=PMcgFJ0aJkc](http://www.youtube.com/watch?v=PMcgFJ0aJkc) (3 minutes)
- Cost Benefit Analysis-3 minute crash course [http://www.youtube.com/watch?v=Qt8HNNWIV-c](http://www.youtube.com/watch?v=Qt8HNNWIV-c) (3 minutes)

Lecture 12, December 3 Course Finale

Topics & Activities: Students will present project achievements and lessons learned to their classmates.

Assignments Due: R3, R4 & R5–Evaluation Report, Project Presentation, Group Process Reflection

LEO Lecturers’ Employee Organization, Local 6244, AFL-CIO