Winter Term, 2014

COURSE TITLE: Program Evaluation: From Theory to Practice (MINI-COURSE)
COURSE NUMBER: 799 012
CREDIT HOURS: 1

SECTION
Saturday, February 8: 9:00 AM – 5:00 PM
Friday, February 14: 8:30 AM – 4:30 PM

LOCATION: Educational Conference Center (first floor School of Social Work)

Faculty Contact Information
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Cell Phone: (734) 649-6776
Office Hours: By appointment
SSW Office: B650 (Curtis Center/lower level)

COURSE DESCRIPTION

This mini-course focuses on three main approaches to evaluation: empowerment, utilization-focused, and developmental evaluation. Students will learn about these three approaches and the practice toolkit needed for each. The first day will involve an introduction to evaluation and the three approaches. Students will then put these theories to practice when they participate in a live consultation with a community client presenting their program evaluation needs. During the second day of the mini-course, students will participate in a professional symposium with community-based program evaluators, academics, and community clients. A highly participatory teaching/learning approach will be utilized. The mini-course will include mini-lectures, small group work, live consultations, two workshops, roundtables, and community client involvement.

COURSE OBJECTIVES

Students in this course will: (1) increase their knowledge of evaluation basics; (2) be able to identify the benefits and constraints of three different evaluation approaches; (3) understand career options in the evaluation profession; and (4) be able to identify issues and resources for professional program evaluators.
All article readings and website links are available in the course CTools site in the resources folder. Required readings (listed below each topic after the bullets) should be read prior to the class.

Day 1: Saturday, February 8 (ECC, first floor of School of Social Work)

9:10-9:30 Introduction, framing, expectations, CDC evaluation steps
• [http://www.cdc.gov/eval/steps/index.htm](http://www.cdc.gov/eval/steps/index.htm)

9:30-10:15 Utilization-focused approach
• Utilization-Focused Evaluation PowerPoint

10:15-10:30 Break

10:30-11:15 Empowerment approach
• Empowerment Evaluation PowerPoint

11:15-12:00 Developmental approach
• Developmental Evaluation PowerPoint

12:00-1:00 Lunch on your own

1:10 – 2:45 Live consultation with community-based client, de-brief

2:45- 3:00 Break

3:00 – 5:00 Small Group to apply approaches and discuss assignment, closing
Day 2: Friday, February 14 (ECC, first floor of School of Social Work)

Program Evaluation Symposium

8:30-10:00  Breakfast (provided). Discussion with Dr. Beverly Parsons (American Evaluation Association President) on the evaluation profession, AEA resources, and Michigan Association of Evaluators
  • AEA mission: http://www.eval.org/p/cm/ld/fid=13
  • MAE mission: http://www.maeeval.org

10:00-10:15  Break

10:15-11:45  Professional Workshops (students will attend both)
  A. Utilization-focused Evaluation, presented by Formative Evaluation Research Associates
  B. Evaluation Abroad, presented by Leslie Hoey, PhD, Assistant Professor of Urban and Regional Planning, University of Michigan

11:45-12:15  Lunch (provided)

12:15-1:30  Keynote Lecture, Dr. Beverly Parsons

1:30-3:00  Roundtable discussion with professional evaluators and users of program evaluation

3:00 – 3:15  Break

3:15 –4:30  Debrief, students present case application (assignments) in small groups, submit course assignment, adjourn
RELEVANT POLICIES

1. Learning Needs and Disabilities
   Students with specialized learning needs are encouraged 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 submit the disability certificate prior to the Drop/Add date. 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.

2. Attendance
   The School of Social Work attendance policy can be found in the Student Guide. Students are expected to participate in both days.

3. Deadline Expectations
   Project assignment is due on February 14th. Exceptions will need prior permission of the instructor.

4. Grading System
   A 100-point system is used. Assignment points earned will be translated into letter grades according to the following formula:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<td>B</td>
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5. 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 last class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

6. E-mail Communication/Chat Room
   Please include “SW799” in the subject line of all e-mails to the instructor. Submit evaluation questions to the c-tools chat room that are relevant for the entire class. The instructor will respond regularly to chat room questions and contribute to chat room discussions.
READINGS (all are on CTools). Recommended readings are indicated.

Center for Disease Control. (2009). Evaluation for improvement: A seven-step empowerment evaluation approach for violence prevention organizations. Note: This is the full guide that the required reading section is from.

Empowerment Evaluation
Required:


Recommended:
AEA Empowerment Evaluation Webinar by Fetterman and Wandersman (PDF)
Empowerment evaluation: Its promise (Fetterman) and pitfalls (Scriven & Patton) from the 2009 Claremont Evaluation Debates: http://ccdl.libraries.claremont.edu/cdm/singleitem/collection/lap/id/69


Using an empowerment evaluation engine to race toward social justice: AEA Ignite talk by David Fetterman from the 2012 AEA conference: https://www.youtube.com/watch?feature=player_embedded&v=fjUvV4HHH38

**Developmental Evaluation**

Required:


Recommended:


[http://betterevaluation.org/plan/approach/developmental_evaluation](http://betterevaluation.org/plan/approach/developmental_evaluation)

Budgeting for Developmental Evaluation:

**Utilization-Focused Evaluation**

Required:


Recommended:

ASSIGNMENT

Case Application. Due February 14th (end of class)
Each student will write a 3-5 page case application for one sample program (using the case consultations or selected from a list of program scenarios provided by course instructor).

The case application will demonstrate knowledge of one of three evaluation approaches presented in class (developmental, empowerment, or utilization-focused). The case application should address, but not be limited to these issues:

- How would the evaluation approach inform the first meeting with the client?
- How would the evaluation approach inform the evaluation planning process/steps?
- How would the evaluation approach inform the design and data collection methodology?
- What are the benefits of using this evaluation approach?
- Anticipate potential challenges when using this approach.
- How would you address these challenges?

In addition to submitting the case application on Ctools, students will orally (informally) present their case application in small groups on the afternoon of February 14.