COURSE TITLE: Program Evaluation: From Theory to Practice (mini-course)
COURSE NUMBER: 799-001
CREDIT HOURS: 1

SECTION:
Friday, February 6, 9:00 AM – 5:00 PM
Friday, February 13, 9:00 AM – 5:00 PM

LOCATION: SSW Classroom #2752

Faculty Contact Information
Sue Ann Savas, MSW, Clinical Faculty
E-mail: ssavas@umich.edu
Cell Phone: (734) 649-6776
Office Hours: Thursdays Noon to 2pm and 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.
Day 1: Friday, February 6, 2015

9:10-9:20  Introductions and student expectations

9:20 -9:45  Framing, CDC evaluation steps
  •  http://www.cdc.gov/eval/steps/index.htm

9:45-10:30 Utilization-focused approach
  •  Utilization-Focused Evaluation PowerPoint
  •  Program Evaluation Example

Break

10:45-11:15 Empowerment approach
  •  Empowerment Evaluation PowerPoint
  •  Program Evaluation Example

11:15-Noon Developmental approach
  •  Developmental Evaluation PowerPoint
  •  Program Evaluation Example

Lunch on your own

1:10 – 2:30 Evaluation Reporting
  •  How to identify reporting requirements: http://betterevaluation.org/plan/reportandsupportuse/identify_reporting_requirements
  •  How to develop reporting media: http://betterevaluation.org/plan/reportandsupportuse/report
  •  How to create slidedocs: http://www.duarte.com/slidedocs/

Break

2:45 - 4:00 Small group work: Critique evaluation data reporting examples

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Day 2: Friday, February 14, 2015

PLEASE BRING YOUR LAPTOP or LET US KNOW IF YOU NEED ONE.

9:00-11:30 Hands-on data visualization session with Dr. Stephanie Evergreen (Evergreen Evaluation) in SSW Room 2752

Break, travel to Michigan League

11:45-Noon Lunch (provided) in the Michigan League Hussey Room

Noon -1:30 “Data Visualization Techniques to Maximize Use of Evaluation Results,” Dr. Stephanie Evergreen. Participants include students, professional evaluators, consumers of evaluations, and faculty.

Break, travel to SSW

2:00-3:00 Debrief, students present ideas for assignment, review data visualization checklist

Break

3:15 -4:00 Students work on assignment, adjourn

ASSIGNMENT

Due February 20
In class, on February 13th, students will be given a client scenario and dummy data set. Students will be expected to use this data to create three different graphs using data visualization best practices learned in the course. Students will write a paragraph for each graph explaining why they constructed the graph the way they did and how they expect it will meet the client’s needs. More information will be handed out on February 13th.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>C+</td>
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<td>70-73</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:**