

# Course Syllabus

## **CSPS 7334: PROGRAM EVALUATION**

**Instructor:** Joyvin Benton, MA, PhD

**Class time:** Monday and Wednesday 5:00pm – 8:00pm

**Classroom:** Downtown UA Little Rock and Arcade

**Office Hours:** By appointment

**Email:** [jbenton@clintonschool.uasys.edu](mailto:jbenton@clintonschool.uasys.edu)

### **WHY STUDY PROGRAM EVALUATION?**

Program evaluation is a critical component in designing and operating effective programs. Evaluations supply information to program managers and policymakers that can assist them in making decisions about which programs to fund, modify, expand, or eliminate. This course provides an overview of the “nuts and bolts” of evaluation methodology and evaluation tools commonly used to assess publicly funded programs.

#### Learning Outcomes:

At the end of this course, students will know how to:

- Articulate the concepts, methods, and applications of evaluation research
- Read evaluation research critically
- Use evaluation results to anticipate or improve program performance
- Propose an appropriate evaluation plan to assess the implementation and effectiveness of a program.

### **WHAT BOOK DO I NEED TO BUY?**

- Rossi, Lipsey, and Freeman. *Evaluation: A Systematic Approach*, 7<sup>th</sup> Thousand Oaks, CA: Sage Publications.
- In addition to the required text, you will have additional weekly readings. These will be uploaded to Google Suite.

### **WHAT IS THE ATTENDANCE/PARTICIPATION POLICY?**

Attendance and participation will be considered in your grade. I take role regularly and give you points for every day that you attend and participate (up to 50 points). Please come prepared to contribute to class discussion by synthesizing the readings, integrating discussion about your course project or other work, and providing thoughtful feedback

on the work of other students. You should be prepared to answer discussion questions about the assigned readings.

## WHAT ARE THE ASSIGNMENTS?

All assignments should be submitted via email/Google Drive/Forms before class on the due date. Late assignments will only be accepted if negotiated with me prior to the due date (except in emergency situations) and will be given partial credit.

### Weekly Reflections & Discussion Questions

Each week, students will write a brief reflection on the assigned readings to be submitted via Google Drive/Forms. This is due each Wednesday by 1pm. These discussions are visible to your peers. Your responses should demonstrate that you understand the material from the textbook/class and can critically apply the material to the example evaluations you have read. I strive for fewer readings so that you have time to read and absorb them. In these reflections, **do not summarize the reading. Responses should be 1-2 paragraphs of reflection and include 1-2 discussion questions related to the material, how the evaluation was performed, or how you can apply this to your final project.** You will bring these questions to class to help facilitate group discussion. Grades from 10 weekly reflections (out of 11) will be included in your final grade.

### Written Assignments

Students will turn in a series of assignments related to different stages in the evaluation process, and most assignments are directly related to your final paper: **an evaluation proposal**. An evaluation proposal is a description of how you could conduct the evaluation, if/when you have the opportunity. You will receive feedback on these assignments throughout the semester. You should revise your assignments based on the feedback to be used in the creation of your final paper. Your grade will reflect whether you adequately address the feedback. All assignments must be submitted via Canvas.

Carefully choose a program to evaluate that will work well for the final goal of completing an evaluation proposal. You are welcome to use a program related to your IPSP or Capstone. Here are some other things to consider when choosing a program:

- Choose a program for which you can get good information on the program theory of change, implementation, clients, and stakeholders.
- Consider a program from your job or volunteer work. (These work well because you have access to information). If you're planning to do evaluation for IPSP, this may be a good overlap.
- Choose a program that is interesting, but not so complex that you will not be able to understand how it works within a week or two of work.

### Assignment 1: Evaluating the Evaluation

This assignment is designed to jump start us into thinking about the logic of evaluation and the totality of an evaluation project. Find a completed evaluation via a web search,

UALR online library, or from an organization you've worked with. (If you have questions about whether the evaluation is appropriate for the assignment, let me know.) Write a 2-3 page paper to describe and assess the program evaluation. Ideally, choose an evaluation that analyzes similar outcomes to those you will use for your final project. Be sure to include a full citation of the evaluation or attach an electronic copy. I must be able to access the evaluation in order to grade your assignment. **Use the Evaluation Assessment Tool as a framework for the paper.**

### Assignment 2: Program Description, Program Theory/Lit Review, & Evaluation Questions

For this assignment, write a 7-10 page paper describing the program, the program's theory of change, and the goals of the evaluation. The first part of the paper should describe the purpose of the program, its importance, its targeted clients, and a discussion of how the program works (include a more detailed logic model as an appendix). Then, include a literature review that supports (or questions) this theory of change. The next part of the paper should lay out the purposes of the proposed evaluation, important stakeholders to include, and the key evaluation questions that the evaluation will address.

### Assignment 3: Methods Section & Data Collection Protocol(s)

For this assignment, you will continue with your evaluation proposal from Assignment 2. Here, you will write the methods section of your paper, describing a plan for collecting and analyzing empirical evidence to answer your evaluation questions.

### Final Evaluation Plan

Your final project will be a 10-20 page evaluation proposal which includes the following. Any feedback given on the previous assignments should be incorporated.

1. Introduction (discussion of need/problem being addressed)
2. Program Description (activities, population served, stage of development, etc.)
3. Theory of Change & Literature Review (Logic model in appendix)
4. Evaluation Questions (major questions you intend to answer with this evaluation)
5. Evaluation Design (experimental, pre-post, time-series, non-experimental; plus rationale for using this design)
6. Methods (detailed plan for collecting and analyzing data, including indicators)
7. Plan for working/communicating with stakeholders about the evaluation itself and its results (how will they be involved?)
8. Limitations of design
9. Appendices (Logic model, interview/focus group guides, surveys, etc.)
10. Logic Model (Appendix)

### **HOW WILL I BE GRADED?**

<b>Assignment</b>	<b>Assignment Description</b>	<b>Points</b>
Attendance/Participation		50
Weekly Reflections	10 reflections x 5 points each	50
Assignment #1	Evaluating the Evaluation	50
Assignment #2	Program Description, Program Theory/Lit Review, & Evaluation Questions	50
Assignment #3	Methods Section & Data Collection Protocol	50
Final Paper	Final Paper & Peer Evaluations	100
<b>TOTAL</b>		<b>350</b>

<b>Range of Points</b>	<b>Range of Percentages</b>	<b>Grade</b>
314-350	90% - 100%	A
279 – 313	80% - 89%	B
244– 278	70% - 79%	C
209 – 243	60% - 69%	D
0 – 208	0% - 59%	F

### **OTHER COURSE POLICIES**

#### **Writing Tutor**

The Clinton School provides a writing to tutor for students at no cost. Her name is Dr. Cheryl Chapman and her email address is [cachapman@ualr.edu](mailto:cachapman@ualr.edu). If I mention in your

assignment feedback that you should consult the writing tutor, then I expect you to do so.

### **Classroom Etiquette:**

Cell phones must be turned on SILENT! Do not use computers for anything other than the class work. Arriving late in class and leaving early are very disruptive to the instructor and other students. Please let an instructor know prior to the beginning of class if you absolutely must leave early and make sure your exit distracts others as little as possible. Please make every effort to respect others. Disagreements are allowed and expected, but the focus should be on ideas rather than on the individual who expresses them. Signs of disrespect that will not be tolerated include but are not limited to, having background conversations when others are talking, packing up early when others are still talking or asking questions, and working on material for other classes.

### **Academic Integrity:**

Detailed information about ethics, professionalism, and academic dishonesty may be found in the Student Handbook. Please review this policy and become familiar with its requirements. Should application to a specific situation not be clear, make sure that you ask faculty for clarification **prior to submitting work**. Students are strongly warned that copying material, using others' ideas, paraphrasing without clear and specific attribution, submission of material previously submitted in another course, are violations of the Student code of Conduct

### **Students with Disabilities:**

The University of Arkansas Clinton School of Public Service (CSPS) is committed to providing equal opportunity for participation in all programs, services, and activities, and a learning environment that is supportive of all students. As part of that commitment, CSPS stands ready to provide reasonable accommodations for students with disabilities when appropriate. Any student who desires to report a disability issue, who has questions or concerns regarding a disability issue, or who desires accommodation for a disability should contact Associate Dean Susan Hoffpauir at [sahoffpauir@clintonschool.uasys.edu](mailto:sahoffpauir@clintonschool.uasys.edu) or (501) 683-5208, or the UALR Disability Resource Center at (501) 569-3143. More information about the services offered by the Center can be found at <http://ualr.edu/disability/> ([Links to an external site.](#)). Please inform the Center staff that you are enrolled at the Clinton School.

### **Policy on Children in Class**

The policy described here is my own and not a formal policy of the school. While it is not meant to be a long-term child care solution, occasionally bringing a child to class in order to cover gaps in child care is permissible. Please give me notice, as much as possible, and bring a quiet activity for your child.

**NOTE:** I reserve the right to alter the syllabus to better suit the needs of the class.

## Course Outline & Due Dates

Date	Topic	Assignment
Week 1	Introduction: <ul style="list-style-type: none"> <li>· Course requirements</li> <li>· Evaluation process</li> <li>· Types of evaluation</li> </ul>	Rossi Ch. 1  Doing Evaluation in Service of Racial Equity Guides 1-3
Week 2	Evaluation Planning: Definite the Problem <ul style="list-style-type: none"> <li>· Identifying stakeholders</li> <li>· Developing evaluation questions</li> </ul>	Rossi Ch. 2  Dierst-Davies, R., Rock Wohl, A., Pinney, G., Johnson, C. H., Vincent-Jones, C., & Pérez, M. J. (2017). <a href="#">Methods to Obtain a Representative Sample of Ryan White-Funded Patients for a Needs Assessment in Los Angeles County: Results from a Replicable Approach.</a> <i>Journal of the International Association of Providers of AIDS Care</i> , 16(4), 383-395. DOI: 10.1177/2325957415592476  <b>Due: Weekly Reflection due by class time</b>
Week 3	Evaluation Planning: <ul style="list-style-type: none"> <li>· Logic Models</li> <li>· Theory-Driven Evaluation</li> </ul>	Rossi Ch. 3  Moss (2012). In defense of logic models.  <a href="#">Concept Mapping as a Technique for Program Theory Development: An Illustration Using Family Support Programs.</a> <i>American Journal of Evaluation</i> , 26(3), 389-401. DOI: 10.1177/1098214005278760  Munter, C. Cobb, P. & Shekell, C. (2015). <a href="#">The Role of Program Theory in Evaluation Research: A Consideration of the What Works Clearinghouse Standards in the Case of Mathematics Education.</a> <i>American Journal of Evaluation</i> , 37(1), 7-26. DOI: 10.1177/1098214015571122  <b>Due: Weekly Reflection</b>  <b>Due: Assignment 1</b>

Week 4	Process Evaluation	<p>Rossi Ch. 4</p> <p>Bridges, A. J., Andrews III, A. R. &amp; Deen, T. L. (2012). <a href="#">Mental Health Needs and Service Utilization by Hispanic Immigrants Residing in Mid-Southern United States. <i>Journal of Transcultural Nursing</i>, 23(4), 359-368.</a></p> <p>Mye &amp; Moracco (2015). Compassion, pleasantry, and hope: A process evaluation of a volunteer-based nonprofit. <i>Evaluation and program planning</i>, 50, 18-25.</p> <p><b>Due: Weekly Reflection</b></p>
Week 5	Measuring & Monitoring Program Outcomes	<p>Rossi Ch. 5</p> <p>Álvarez, M., Rodrigo, M. J. &amp; Byrne, S. (2016). <a href="#">What Implementation Components Predict Positive Outcomes in a Parenting Program? <i>Research on Social Work Practice</i>, 28(2), 173-187</a></p> <p>Anderson, K. A., Geboy, L., Jarrott, S. E., Missaelides, L., Ogletree, A. M., Peters-Beumer, L. &amp; Zarit, S. H. (2018). <a href="#">Developing a Set of Uniform Outcome Measures for Adult Day Services. <i>Journal of Applied Gerontology</i></a></p> <p>Costello et al. (2016). The Development and Implementation of an Outcome Monitoring System for Addiction Treatment. <i>Canadian Journal of Addiction</i>, 7(3), 15-24.</p> <p>Review Outcomes Sequence Charts on <a href="https://www.betterevaluation.org/en/plan/describe/measures_indicators">https://www.betterevaluation.org/en/plan/describe/measures_indicators</a></p> <p><b>Due: Weekly Reflection</b></p>

Week 6	Impact Evaluation – social programs in the real world	<p>Rossi Ch. 6</p> <p>Bernstein et al. (2009). Impact Evaluation of the U.S. Department of Education’s Student Mentoring Program. Washington, DC: U.S. Department of Education. <b>(Executive summary &amp; Chapter 1)</b></p> <p>Seron et al. (2001) The impact of legal counsel on outcomes for poor tenants in NYC’s housing court: results of a randomized experiment.</p> <p>Arseneault, C., Alain, M., Plourde, C., Ferland, F., Blanchette-Martin, N., &amp; Rousseau, M. (2015). <a href="#">Impact Evaluation of an Addiction Intervention Program in a Quebec Prison. <i>Substance Abuse: Research and Treatment</i>, 9.</a></p> <p><b>Due: Assignment 2</b></p>
Week 7	Impact Evaluation – comparison group designs	<p>Rossi Ch 7</p> <p>Bavon, A. (2001). The effect of the Tarrant County drug court project on recidivism. <i>Evaluation and Program Planning</i> 24: 13-22.</p> <p>Bavon, A. and Standerfer, C. (2010). The Effect of the 1997 Texas Motorcycle Helmet Law on Motorcycle Crash Fatalities and Injuries. <i>Southern Medical Journal</i>. 103(1): 7-11.</p> <p>Bell, S. H., Olsen, R. B., Orr, L. L., &amp; Stuart, E. A. (2016). <a href="#">Estimates of External Validity Bias When Impact Evaluations Select Sites Nonrandomly. <i>Educational Evaluation and Policy Analysis</i>, 38(2), 318-335.</a></p> <p>Grady, M. D., Edwards, Jr., D., &amp; Pettus-Davis, C. (2017). <a href="#">A Longitudinal Outcome Evaluation of a Prison-Based Sex Offender Treatment Program. <i>Sexual Abuse</i>, 29(3), 239-266. DOI: 10.</a></p> <p><b>Due: Submit program name and short description for approval</b></p>
Week 8	Impact Evaluation – Strict controls on program access	<p>Rossi 8</p> <p>(Review from Field Research Methods)</p> <p>Stevens (2010). Lessons from the Field: Using Photovoice with an Ethnically Diverse Population in a HOPE VI Evaluation</p> <p><b>Due: Weekly Reflection</b></p>

Week 9	Detecting, interpreting and exploring program effects	<p>Rossi Chapter 9</p> <p>Kulik, J. A. &amp; Fletcher, J. D. (2016). <a href="#">Effectiveness of Intelligent Tutoring Systems: A Meta-Analytic Review</a>. <i>Review of Educational Research</i>, 86(1), 42-78. Pettifor et al. (2009). Free distribution of insecticide treated bed nets to pregnant women in Kinshasa: an effect way to achieve 80% use by women and their newborns.</p> <p><b>Due: Assignment 2</b></p>
Week 10	SPRING BREAK	SPRING BREAK
Week 11	Assessing economic efficiency of programs	<p>Ch 10</p> <p>Dalziel, K. M., Halliday, D., &amp; Segal, L. (2015). <a href="#">Assessment of the Cost-Benefit Literature on Early Childhood Education for Vulnerable Children: What the Findings Mean for Policy</a>. <i>SAGE Open</i>, 5(1).</p> <p>Green Mills LL, Davison KK, Gordon KE, Li K, &amp; Jurkowski JM. (2013) Evaluation of a Childhood Obesity Awareness Campaign Targeting Head Start Families: Designed by Parents for Parents.</p> <p>Lavee, D. (2010). A cost-benefit analysis of a deposit-refund program for beverage containers in Israel.</p>
Week 12	Planning an evaluation	<p>Rossi Ch 11</p> <p>House, E. R. (2017). <a href="#">Evaluation and the Framing of Race</a>. <i>American Journal of Evaluation</i>, 38(2), 167-189.</p> <p><b>Due: Assignment 3 (with revised Assignment 2)</b></p>

Week 13	The Social and Political Context	<p>Rossi Ch 12</p> <p>Tossavainen, P. J. (2017). Co-create with stakeholders: Action research approach in service development. <i>Action Research</i>, 15(3), 276-293.</p> <p>Haviland, M. &amp; Pillsbury, J. (2012). Challenges Faced when Evaluating the Jalaris Kids Future Club. <i>Evaluation Journal of Australasia</i>, 12(1), 26-31.</p> <p>Scott S, D'Silva J, Hernandez C, Villaluz NT, Martinez J, &amp; Matter C. (2017). The Tribal Tobacco Education and Policy Initiative: Findings from a Collaborative, Participatory Evaluation.</p>
Week 14	Student final presentations	<p>Steve Jacob, Yves Boisvert. (2010). To Be or Not to Be a Profession: Pros, Cons and Challenges for Evaluation. <i>Evaluation</i>, 16(4), 349-369.</p> <p>Video presentations due by 11:59pm</p> <p>Informal presentations in groups in class</p>
Week 15	FINAL REVIEW	<p>Students will be placed into groups and compete in Jeopardy for bonus points. I recommend you review your notes.</p>
Week 16	No class	<p><b>Due: Final Paper</b></p>