EVALUATION OF SOCIAL PROGRAMS
SOWK 8940 | 3 credit hours

Spring Semester 2020
Class Meetings: Mondays, 4:00–6:00 P.M., 126 CPACS

Instructor: Professor C.J. Washington (Dr. Washington; She | Her | Hers)
Office: 206 CPACS
Office Phone: 402.554.2792
Email: cjwashington@unomaha.edu
NOTE: Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

Office Hours: Tuesdays, 1:00–3:00 P.M. or by appointment
Online Office Hours: Wednesdays, 6:30–8:00 P.M. or by appointment

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2972

COURSE INFORMATION
Description
This is an advanced research course in the evaluation of social programs and social agencies which focuses on agency organizational structure, program design and effectiveness, and social impact.

Rationale/Overview
This advanced research course prepares students to lead and participate in all components of a program evaluation or needs assessment for a social welfare agency. After identifying and expressing the need for the program and the professional literature related to the program, students will prepare a logic model. Students will differentiate between process and outcome evaluation, while exploring ethics and knowledge surrounding research methodology such as choosing a measurement tool, and research and sampling design. Finally, students will conduct data analysis using Microsoft Excel and increase their skills in data visualization and reporting. The skill of writing useful recommendations in the context of the organizational structure is vitally important.
Course Objectives/Student Learning Outcomes

1. Collaborate with agency staff to complete a process evaluation and plan an outcome evaluation for a community agency.
2. Demonstrate the role of professional literature in program evaluation.
3. Create a logic model for a community agency.
4. Select appropriate data collection instruments for use in program evaluation.
5. Analyze data for a program evaluation.
6. Explain the role of ethics in program evaluation.
7. Examine qualitative and quantitative approaches in program evaluation.
8. Explain the appropriate use of evaluation research by policy makers, program administrators, and agency staff.
9. Discuss factors of race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality that affect program evaluation.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Introduction to the course and review syllabus</td>
<td>Read: Website visit and articles to review</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>Lecture: What is a program?</td>
<td>Read: Ch 1 (Royse) and article</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>Lecture: Ethical issues</td>
<td>Read: Ch 2 (Royse) and articles View: video</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>Lecture: Needs assessment</td>
<td>Read: Ch 3 and 4 (Royse) and articles View: video</td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td>Lecture: Formative and process evaluation</td>
<td>Read: Ch 5 and 6 (Royse) and article View: video</td>
</tr>
<tr>
<td><strong>Session 6</strong></td>
<td>Lecture: Meeting the needs of clients and stakeholders</td>
<td>Read: Ch 7 and 8 (Royse) View: video</td>
</tr>
<tr>
<td><strong>Session 7</strong></td>
<td>Lecture: Cost effectiveness and cost analysis</td>
<td>Read: Ch 9 and 10 (Royse) View: video</td>
</tr>
<tr>
<td><strong>Session 8</strong></td>
<td>Logic model due</td>
<td></td>
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<tr>
<td>Session/Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>Session 9 [date]</td>
<td>Lecture: Measurement tools and strategies</td>
<td>Read: Ch 11 and 12 (Royse) and article</td>
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<tr>
<td>Session 10 [date]</td>
<td>Midterm exam</td>
<td></td>
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<tr>
<td>Session 11 [date]</td>
<td>Lecture: Evaluation measures and composing reports</td>
<td>Read: Ch 24 and 14 (Royse) and article</td>
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<tr>
<td>Session 12 [date]</td>
<td>Lecture: Preparing your program review and evaluation</td>
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<tr>
<td>Session 13 [date]</td>
<td>Student presentations</td>
<td></td>
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<tr>
<td>Session 14 [date]</td>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT DATES**

Last day to drop a course (via MavLink) and receive a 100% refund: January 19, 2020

Last day to withdraw from a course (via MavLink) with a grade of “W”: April 3, 2020

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

**ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)**

Questionnaire (1) 20 points (total)

- One questionnaire worth 20 points.

Discussion Board Posts (8) 160 points (total)

- Eight discussion board posts worth 20 points each.

Logic Model (1) 100 points (total)

- One logic model worth 100 points.

Midterm Exam (1) 60 points (total)

- One midterm exam worth 60 points each.

Program Evaluation and Review (1) 200 points (total)

- One program evaluation and review worth 200 points.

Program Evaluation and Review (1) 50 points (total)

- One program and evaluation and review worth 50 points.

Final Exam 60 points (total)

- One final exam worth 60 points.

650 points (total)
### GRADING SCALE

<table>
<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>98–100%</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>94–97.9%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>91–93.9%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>88–90.9%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84–87.9%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>81–83.9%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>78–80.9%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>77–77.9%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>71–73.9%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>68–70.9%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64–67.9%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>61–63.9%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>Below 60.9%</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

### PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS** when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.
学术诚信政策

学术诚信和公正性是大学社区的重要关切。任何被发现违反学术诚信政策的学生都可能面临学术和纪律处分。违反学术诚信政策的行为包括，但不限于：作弊、捏造和伪造、抄袭、滥用学术材料和/或设备、共谋学术不端、伪造成绩报告，以及/或误导以避免学术工作。有关这些领域的更多信息和处理学术诚信问题的程序可以从学术和学生事务办公室（EAB 202 | 402.554.2262）获取。

课堂期望

学生应按时到达课堂会议。学生应准备充分，阅读和其他作业都已完成。学生应尊重同学和教师。任何分心或不尊重的行为都将不被容忍。

移动电话、移动设备和笔记本电脑

学生被允许在课堂上使用移动电话、移动设备和/或笔记本电脑，前提是它们用于学术目的，如做笔记、获取课程材料或研究课程概念，且不打扰其他学生。请尽可能将设备静音。

如果学生接到电话或短信，应到教室外面接听。上课期间不得拍照或录像。

技术要求

学生将被期望经常使用计算机，因为所有的写作作业都将被打出来，而不是手写。学生使用来写作业的软件是无关紧要的，只要遵守课程大纲中概述的写作指南。建议学生每周至少使用一次计算机。UNO校园提供公共计算机。有关设备位置和可用性，请咨询信息技术服务和克瑞斯图书馆。

技术支持

通用大学系统的技术支持，包括Canvas和电子邮件，由信息技术服务技术服务中心提供（EAB）104。

无障碍设施

为已注册并在足够早时提出请求的无障碍服务的学生提供合理设施。有关更多信息，请联系ASC（地址：104 H&K，电话：402.554.2872，邮箱：unoaccessibility@unomaha.edu）
CRISS LIBRARY
UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS
The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER
In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER
The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.
SPEECH CENTER
The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY
A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)
Council on Social Work Education (CSWE) Competencies
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2015 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE’s 2015 EPAS.

<table>
<thead>
<tr>
<th>Course Objective/Student Learning Outcome</th>
<th>EPAS Competency</th>
<th>Assignment</th>
<th>Dimension*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaborate with agency staff to complete a process evaluation and plan an outcome evaluation for a community agency.</td>
<td>1 and 8</td>
<td>Program review and evaluation, and program review presentation</td>
<td>S, V, and CAP</td>
</tr>
<tr>
<td>2. Demonstrate the role of professional literature in program evaluation.</td>
<td>4</td>
<td>Program review and evaluation, program review presentation, and DB postings</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>Course Objective/Student Learning Outcome</td>
<td>EPAS Competency</td>
<td>Assignment</td>
<td>Dimension*</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td>3. Create a logic model for a community agency.</td>
<td>4</td>
<td>Logic model assignment, program review and evaluation, and program review presentation</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>4. Select appropriate data collection instruments for use in program evaluation.</td>
<td>4</td>
<td>Midterm exam, program review and evaluation, program review presentation, and final exam</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>5. Analyze data for a program evaluation.</td>
<td>4</td>
<td>Midterm exam, program review and evaluation, program review presentation, and final exam</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>6. Explain the role of ethics in program evaluation.</td>
<td>1</td>
<td>Program review and evaluation, program review presentation, and DB postings</td>
<td>V and CAP</td>
</tr>
<tr>
<td>7. Examine qualitative and quantitative approaches in program evaluation.</td>
<td>4</td>
<td>Midterm, program review and evaluation, program review presentation, and final exam</td>
<td>K and CAP</td>
</tr>
<tr>
<td>8. Explain the appropriate use of evaluation research by policy makers, program administrators, and agency staff.</td>
<td>7 and 9</td>
<td>Program review and evaluation, program review presentation, and DB postings</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>9. Discuss factors of race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality that affect program evaluation.</td>
<td>1 and 9</td>
<td>Program review and evaluation, program review presentation, and DB postings</td>
<td>K, S, V, and CAP</td>
</tr>
</tbody>
</table>

*Dimensions Key:  
  K = Knowledge  
  S = Skills  
  V = Value  
  CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References


*The mental measurements yearbook* (1938-current). The Buros Institute, UNL.


Statistical Package for the Social Sciences (SPSS).

**Classic References**


**Journals**

*American Journal of Evaluation, JAI Press (formerly Evaluation Practice)*
*Assessment and Evaluation in Higher Education, Carfax Publishing Ltd.*
*Educational Evaluation and Policy Analysis, American Educational Research Association*
*Evaluation & the Health Professions, Sage Publications*
*Evaluation and Program Planning, Pergamon*
*Evaluation: The International Journal of Theory, Research, and Practice, Sage Publications*
*Journal of Policy Analysis and Management, John Wiley*
*New Directions for Evaluation, Jossey-Bass*

**Websites**
