

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW393T27	<b>Instructor's name:</b>	Cal Streeter
<b>Unique Number:</b>	60830	<b>Office Number:</b>	3.130G
<b>Semester:</b>	Fall 2015	<b>Office Phone:</b>	512.471.0543
<b>Meeting</b>	Tuesday, 5:30-8:30 pm,	<b>Email:</b>	<a href="mailto:cstreeter@utexas.edu">cstreeter@utexas.edu</a>
<b>Time/Place:</b>	Room. 2.118		
<b>Office Hours:</b>	Wed, 10:00-11:30 pm or by appointment		

**PROGRAM EVALUATION**

**I. Course Description**

Social work program evaluation involves the application of social research methodologies to the conceptualization, design, planning, administration, implementation, effectiveness, and utility of human services programs and policies. This course will introduce students to the different types of program evaluation, including formative evaluation (e.g. needs assessment, implementation assessment, process evaluation) and summative evaluation (e.g. impact assessment, outcomes assessment, and cost analysis). The course will cover experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. Some review of relevant data analytic methods will be presented. The influence of the historical, cultural, and political context of evaluation research will be examined.

**II. Course Objectives**

By the end of the course the student will be able to:

1. Demonstrate knowledge of the various purposes of program evaluation.
2. Demonstrate knowledge of the history of program evaluation.
3. Demonstrate an understanding of the impact of the political context on evaluation research.
4. Demonstrate an understanding of the potential effects of the cultural context in which the program or policy takes place.
5. Demonstrate an understanding of the iterative process of program evaluation and the participatory role of the stakeholders.
6. Demonstrate knowledge of basic models of program evaluation (i.e. experimental, quasi-experimental, and non-experimental study designs).
7. Demonstrate knowledge of the threats to validity associated with each study design.
8. Demonstrate knowledge of the role of qualitative research methods in program evaluation.
9. Demonstrate the ability to conceptualize evaluation questions and to develop appropriate objectives and valid indicators (measures) to answer the evaluation questions.
10. Demonstrate an understanding of the sources of program evaluation data depending on the purpose of the evaluation.
11. Demonstrate a working knowledge of general linear model methods for the analysis of evaluation outcomes.
12. Apply knowledge of program evaluation models and principles by designing an evaluation of a program.

### III. Teaching Methods

Course content is covered through reading, listening, thinking, and discussing issues related to effective program evaluation. Each class session will be devoted to a discussion of assigned readings and participation in group activities designed to enhance student learning. Students are expected to complete assigned readings before class, to actively participate in class discussions, and to be engaged with group activities. We will be conducting a program evaluation project in this class and some class time will be devoted to that project.

### IV. Required and Recommended Texts, and Materials

There is no required text for this class. All reading and related course material will be available on the course Canvas page. The assigned readings are considered the minimum requirements for the course. It is expected that students will be reading additional material that will relate to the content of this class. When that happens, students are encouraged to share that content with the class through discussion and examples.

**Statistics review:** Basic understanding of statistical concepts will be required for this class. Students are not required to use any specific text for this, though the instructor will offer recommendations if needed. Additionally, there are many online stats texts, study aids, simulations out there. The following are among the more useful that I've found:

Rice: <http://onlinestatbook.com/2/>

UCLA: <http://wiki.stat.ucla.edu/socr/index.php/EBook>

StatSoft: <http://www.statsoft.com/Textbook/Elementary---Statistics---Concepts/button/1>

#### Websites relevant to this course

American Evaluation Association (2004). Guiding principles for evaluators, <http://www.eval.org>

CDC Evaluation Framework and Resources, <http://www.cdc.gov/eval>

Sources for meta-analyses and systematic reviews of behavioral interventions

<http://www.campbellcollaboration.org> (meta-analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)

<http://www.cochrane.org> (meta-analysis of the effects of health and mental health interventions)

[http://www.psych.org/psych\\_pract/treatg/pg/prac\\_guide.cfm](http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm) (practice guidelines for psychiatrists for each psychiatric/mental/cognitive disorders)

<http://evidencebasedprograms.org> Social programs that work

### V. Course Requirements

Course requirements consist of class attendance and participation, completion of the CITI Human Subjects online training, short quizzes, and a major class project. Regular class attendance is expected and students should come to class prepared to actively participate in class discussions. Course requirements, due dates, and their contribution to the final grade are summarized below.

Assignment	% of Final Grade	Due Date
<b>Class attendance and participation</b>	<b>10%</b>	
<b>CITI Human Subjects Training</b>	<b>10%</b>	September 15, 2015
<b>Quizzes (5 quizzes @ 5 points each)</b>	<b>25%</b>	
<b>Class Project</b>		
Group grade for written report	30%	
Group grade for presentation	15%	
Individual grade based on contribution	10%	
<b>Total Project Grade</b>	<b>55%</b>	December 1, 2015

The class project will represent 55% of the final course grade and is comprised of three parts. The written report is worth 30% of your final grade and the in-class presentation is worth 15% of your final grade. This portion of the grade is a group grade. That is, everyone in the group will receive the same grade, unless some differential weighting is determined appropriate by the professor. The remaining 10% of your project grade will be an individual grade based on your performance in the group throughout the semester.

Grades for this course will be assigned using the following +/- scale.

94 and above = A	74.0 to 76.999 = C
90.0 to 93.999 = A-	70.0 to 73.999 = C-
87.0 to 89.999 = B+	67.0 to 69.999 = D+
84.0 to 86.999 = B	64.0 to 66.999 = D
80.0 to 83.999 = B-	60.0 to 63.999 = D-
77.0 to 79.999 = C+	Below 60 = F

Each of the course requirements is described below in detail. In addition, a separate handout will be provided describing the class project. Sometimes students have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

**Class attendance and participation.** Social work practitioners must take responsibility for their own continued learning and act in a professional manner. Students are expected to attend all classes and to arrive on time, do assigned readings before the class for which they are assigned, to compile questions regarding the material for class discussion, and to actively participate throughout the class. Coming late and/or leaving early by more than 15 minutes will be considered a “missed” class unless the student provides a compelling reason for doing so and receives instructor permission in advance. Students are permitted **one** excused absence in the event of unexpected emergencies, illness, medical appointments, university-sanctioned events, or religious holidays. To have a permitted miss, you must email the instructor before that class. Medical documentation will be required to avoid losing grade points for more than one absence. Missing more than one class will result in a 2% per class deduction from the student’s final grade. Please inform the professor if you will be late or not attend class.

In the event that class must be cancelled, students will be provided an assignment to help them work with the material for that day. Conscientious completion of such assignments will count as

attendance for that class. Assignments that are not completed or are poorly completed will be considered an unexcused absence.

***CITI Human Subjects Training.*** Most social science research uses information about human subjects. Due to the potential for abuses in the research context, federal and university rules govern how research on human subjects can be conducted. All University research involving human subjects must be approved by an Institutional Review Board (IRB) before starting to ensure that the study minimizes risk to human subjects (beneficence), ensures all subjects consent to participate with full information about the project and its risks (autonomy), and promotes equitable conduct of research (justice).

Students must complete the online training Social and Behavioral Conduct of Research Course 1 through the Collaborative Institutional Training Initiative (CITI). There are 11 required modules and you must score at least 80% on all modules to receive your completion certificate. After completing the training, print a copy of the completion certificate and submit it via the class Canvas page. Submission is due prior to class on **September 15, 2015**. Students can access the human subjects training course (CITI) at:

[www.utexas.edu/research/rsc/humansubjects/training/index.html](http://www.utexas.edu/research/rsc/humansubjects/training/index.html).

***Quizzes.*** Rather than have mid-term and final exams, short quizzes will be given throughout the semester. The quizzes will be designed to help students and the professor assess understanding of class content. Quizzes will cover content assigned for that week and will be given at the professor's discretion. A total of six quizzes will be given throughout the semester and the lowest grade will be dropped. Each of the remaining quizzes will be worth 5 points.

***Class Project.*** As social workers, much of your professional work will involve working with task groups (boards, task forces, committees, etc.). In addition to helping you learn about program evaluation, this project is designed to help you gain experience and develop critical skills needed for effective task group work. As "**project teams**" I hold the entire team responsible for the successful completion of the class project. That means the team should address issues regarding quality standards for the project, timely task completion, workload, etc. If and when problems arise in the team, the team should work as a unit to try to develop appropriate solutions. Of course, as professor, I will be available to consult with the team as needed.

This project requires that we split the class into four project teams with each team being responsible for a program evaluation for a program called Keeping Austin Housed. By the end of the course, each team will produce a high quality written report that is professionally done and showcases the work the team completed during the course.

In addition to the written report, each team will present their program evaluation findings during class on **December 1, 2015**. The presentation should articulate the purpose of the project, define the methodology used to complete the evaluation, and report the major findings and recommendations that came from your work. It should also provide a discussion of the limitations you encountered as you worked on the project and your critical assessment of the extent to which your team feels it was successful in meeting the goals for the project. As with the written report, the presentation should be carefully prepared and professionally done. Staff from Front Steps and the Keep Austin Housed program will be invited to attend the presentations.

The final report is **due on Tuesday, December 1, 2015**. The assignment is worth 55% of your final grade. Forty-five percent of the final grade will be a group grade based on the collective effort and

10% will be an individual grade. The team grade will be divided into two parts, 15% for the class presentation and 30% for the written report.

The individual portion of the grade (10%) will be determined from three sources of information. First, I will meet with each team on a regular basis and will observe individual participation in the project. Second, each member of the team will prepare a brief written statement outlining their contributions to the project (it may be helpful for each member of the team to maintain a log to document their effort throughout the semester). Third, at the end of the semester each member of the team will complete an evaluation of themselves and for each of the other members of the team. Because class time will be devoted to the project, class attendance is required.

**NOTE:** As the professor, I do reserve the right to award differentially weighted grades on the team project. This will normally occur when a member of the team fails to actively participate in the project, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the team, I will down grade that student.

## **VI. Class Policies**

**Conditional Admission.** Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

**The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Professional Conduct in Class.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the

students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**Use of Class Materials.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**Documented Disability Statement.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**Religious Holidays.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete themissed work within a reasonable time after the absence.

**Use of email for Official Correspondence to Students.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**Behavioral Concerns Advice Line (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**VII. Course Schedule**

The course schedule below identifies reading assignments for each class session. All readings are available online in the course Canvas page. As we go through the semester, I may add reading to this list. When I do so I will notify you either in class or via email. All reading assignments should be completed prior to the class for which they are assigned.

Date	Description/Readings
9/1/15	<p><b>Introduction and course overview</b></p> <p>Create project teams</p> <p>Meet with project liaison</p>
9/8/15	<p><b>What is Program Evaluation? What do we evaluate?</b></p> <p><b>Theory of Change and Logic Models</b></p> <p><b>Readings:</b></p> <p>Making the Case for Program Evaluation</p> <p>Non-Researcher's Guide to Evidence-Based Program Evaluation</p> <p>Evaluating Your Community-Based Program, Part I</p> <p>Developing Evaluation Questions</p>

9/15/15	<p><b>Ethical issues in program evaluation</b>  <b>CITI Human Subjects Training is due before class</b>  <b>Readings:</b>  Ethical Issues: Tips for Conducting Program Evaluation  Design, Monitoring &amp; Evaluation: Ethics  You Got a Problem With That?</p>
9/22/15	<p><b>Formative evaluations: Process and Implementation Evaluation</b>  <b>Readings:</b>  Developing Process Evaluation Questions  Using Process Evaluation to Monitor Program Implementation  Developing a Process Evaluation Plan: A How-To Guide  Implementation Fidelity in Community-Based Intervention</p>
9/29/15	<p><b>Summative Evaluations: Outcome and Impact evaluations</b>  <b>Readings:</b>  Outline of Principles of Impact Evaluation  Thinking About How to Evaluate Your Program?  JobNut: Impact and Outcome Evaluation  Basic Guide to Outcome-Based Evaluation for Nonprofit Organizations with Very Limited Resources  Performance Management in Complex Place-based Work</p>
10/6/15	<p><b>Methodological Issues: Design, Control, Sampling, Internal and External Validity</b>  <b>Readings:</b>  Research Design for Program Evaluation  Internal and External Validity in Clinical Research  Validity and reliability of measurement instruments use in research</p>
10/13/15	<p><b>Measurement and Data Collection: Using Standardized Instruments</b>  <b>Readings:</b>  Developing Your Outcome Measures  Validity and reliability of measurement instruments used in research  Levels of Measurement  Measurement Error</p>
10/20/15	<p><b>Measurement and Data Collection: Surveys Methods</b>  <b>Guest Lecturer:</b>  Noel Landuyt, Director, Institute for Organizational Excellence  <b>Reading:</b>  Good practice in the conduct and reporting of survey research  Questionnaire design and survey sampling, #3, 4, 5, 6, 7, &amp; 8</p>



10/27/15	<p><b>Measurement and Data Collection: Qualitative Data</b></p> <p><b>Readings:</b></p> <p>Focus Groups</p> <p>Interviews</p> <p>Observation</p> <p>Document Review</p> <p>Analyzing Qualitative Data for Evaluation</p> <p>Analyzing Qualitative Data</p>
11/3/15	<p><b>Social Network Analysis and Concept Mapping</b></p> <p><b>Reading:</b></p> <p>An Introduction to Social Network Analysis</p> <p>Exploring and Understanding Relationships</p> <p>Rural Networks: Using Social Network Analysis to Understand Communities</p> <p>An Introduction to Concept Mapping for Planning and Evaluation</p> <p>Concept Mapping: An Approach for Evaluating a Public Alternative School</p> <p>Austin Classical Guitar Society Program Evaluation Report</p>
11/10/15	<p><b>Organizing and Presenting Data: Descriptive statistics</b></p> <p><b>Readings:</b></p> <p>Chapter 3: Frequency Distributions</p> <p>Chapter 4: Measures of Central Tendency and Variability</p> <p>Chapter 6: Correlation</p> <p>Excel Easy Analysis ToolPak Tutorial</p>
11/17/15	<p><b>Making inferences from the data</b></p> <p><b>Readings:</b></p> <p>Chapter 8: Introduction to Hypothesis Testing</p> <p>Excel Easy Analysis ToolPak Tutorial</p>
11/24/15	<p><b>Preparing the evaluation report and disseminating the findings</b></p> <p><b>Readings:</b></p> <p>Developing an Effective Evaluation Report</p> <p>Preparing Evaluation Reports</p>
12/1/15	<p><b>Project Presentations</b></p>