

PROGRAM PLANNING, IMPLEMENTATION AND EVALUATION
CRJU-C805-081
SPRING 2003

Instructor: Dr. Laurie M. Joyner (ljoyner@loyno.edu)
Office: Monroe Hall – Room 537E
Phone: 865-2571
Office Hours: Tuesdays & Thursdays; 2:00 – 3:15 p.m. or by appointment

Class Meetings: January 31st (6 – 10 p.m.) and February 1st (9 a.m. – 5 p.m.)
March 14th (6 – 10 p.m.) and March 15th (9 a.m. – 5 p.m.)
April 11th (6 – 10 p.m.) and April 12th (9 a.m. – 5 p.m.)

All classes will be held on the 1st Floor of the Monroe Library – Multi Media Room II

Course Description

This course will introduce key concepts, methods, and approaches in the interdisciplinary field of evaluation research. Students will also be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, public health, and criminal justice). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs, especially human service programs, will occupy our attention throughout the course. The course will be divided into the following six sections:

- Introduction to Evaluation Research
- Key Concepts in Program Planning and Evaluation
- Designing and Implementing Comprehensive Program Evaluations
- Evaluation Results in Selected Substantive Areas
- Current Issues and Debates in the Field of Evaluation
- The Future of Evaluation Research

Course Objectives

Upon successful completion of this course students should be able to:

- Critically Explore Social Issues
- Identify Need for Services
- Determine the Evaluability of Interventions
- Conceptualize Programmatic Interventions
- Develop Different Evaluation Designs
- Choose and Apply Appropriate Research/Evaluation Methods
- Collect Relevant Data and Apply Appropriate Data Analysis Techniques
- Conduct a Formative Evaluation
- Conduct a Summative Evaluation

- Assess Program/Policy Options
- Effectively Communicate the Results of an Evaluation
- Discuss Common Ethical Issues Facing Evaluators

Course Readings

(1) Joint Committee on Standards for Educational Evaluation. 1994. *The Program Evaluation Standards*. (2nd ed.) Thousand Oaks: SAGE Publications.

(2) Rossi, Peter, Howard E. Freeman, and Mark W. Lipsey. 1999. *Evaluation: A Systematic Approach*. (6th ed.) Thousand Oaks: SAGE Publications.

(3) Readings on reserve in the Monroe Library (see attached reserve reading list and recommended additional readings).

Course Requirements

This course is designed to familiarize students with current issues and debates in the program planning and evaluation literature and to ensure that students can synthesize and apply knowledge gained throughout the course. In order to support these goals a final exam and three exercises are required:

- (1) A comprehensive final exam on Saturday, April 12th from 1:00 p.m. – 4:00 p.m. (100 points);
- (2) Exercise # 1 – Outline and oral presentation of assigned text chapters due on date of chapter/reading assignments (50 points);
- (3) Exercise # 2 - Summary and oral presentation of three articles related to a specific evaluation topic or technique due on Saturday, March 15th (50 points); and
- (4) Exercise # 3 - Design of a program or policy evaluation due on Monday, May 5th (100 points)

Course Grading Policy

A	=	95 – 100
B+	=	90 – 94
B	=	85 – 89
C+	=	80 – 84
C	=	75 – 79

Course Expectations

- (1) Class attendance is a requirement of this course. Absence from each class will result in a letter grade reduction in one's final grade for the course.

- (2) Preparation for class by completing the assigned readings and participating in class discussions is required.
- (3) Students are required to meet all deadlines associated with exams and assignments in this course.
- (4) Students should keep a copy of all work submitted to the Instructor since I keep all tests, papers, and exercises on file until the semester following the completion of the course.
- (5) Students are responsible for all course materials. The final exam may include information from readings, lectures, class presentations/discussions, guest speakers, etc.
- (6) Any student needing special consideration for a physical disability and/or learning difficulty should meet with me before the first class and I will do what I can to assist you.
- (7) All assignments for this class must be typed.

Exercise # 1 – Oral and Written Outline of Assigned Chapters and Readings

Each student will be assigned a chapter or set of readings to summarize as a written outline for distribution to class members. The outline should focus on the main points of the readings. Students will present their outlines in a 15-20 minute oral presentation to the class on their assigned date.

Exercise # 2 - Summary of Current Issues and Debates in Evaluation *

Each student will select and summarize three journal articles related to a specific evaluation model, technical issue, or substantive area that has appeared in the literature over the past decade. *Prior approval of topic is strongly recommended.* A one-page summary of each article should be completed along with an overall statement of key points, similarities, and/or differences emerging from all of the selected materials. Students will report their major findings in a 15-20 minute oral presentation to the class on Saturday, March 15, 2003.

Exercise # 3 - Evaluation Term Project*

Your task is to choose a social intervention program or policy area and develop an appropriate evaluation design. This assignment involves planning an evaluation and writing a paper describing how you would go about conducting the evaluation. It may be helpful to consider the following questions as you begin organizing your project:

What is the purpose of the evaluation?

What is the structure and context of the program/policy to be evaluated?
What are the major goals and objectives of the program/policy?
Why is the program/policy being evaluated?
What are the major issues and questions with which the evaluation is to deal?
What methods will be used to answer evaluation questions?
What are the resources available for the evaluation?
What relationship will be developed with the stakeholders during the evaluation?
How is program implementation being assessed?
Is sampling required? Where and how?
What are the primary data sources?
How will the data be collected?
How will data quality issues be addressed?
What statistical approaches will be used to analyze evaluation data?
What are the strengths and weaknesses of the evaluation methods?
What will be the reporting procedures?
What recommendations are likely to be included in the evaluation?
How will the report recommendations be implemented?

The evaluation design should be approximately 15 typed, double-spaced pages in length (excluding the bibliography).

*The following is a partial list of journals devoted to program and policy analysis:

Evaluation Review: A Journal of Applied Social Research (Sage Publications)
American Journal of Evaluation (JAI Press)
New Directions for Evaluation (Jossey-Bass)
Evaluation and Program Planning (Pergamon)
Evaluation & the Health Professions (Sage Publications)
Educational Evaluation and Policy Analysis (American Educational Research Association)
Assessment and Evaluation in Higher Education
Journal of Applied Sociology (Keystone University Research Corporation)

Tentative Class Schedule

First Weekend - January 31st and February 1st

Readings: Rossi, Freeman, and Lipsey Ch. 1-3 and Ch. 12; The Program Evaluation Standards 1994; Carter 1994; Chelimsky 1997; Cook 1997

Topics: Introduction to Evaluation Research
History of the Field
Applied versus Basic Research
Disciplinary Backgrounds of Evaluators
Tailoring Evaluations
Frameworks of Evaluation
Evaluation Utilization
Ethical Issues in Evaluation

Second Weekend – March 14th Student chapter summaries:

Chapter 4: _____

Chapter 5: _____

Chapter 6: _____

Readings: _____

Saturday, March 15th Student presentations of Exercise #2

Readings: Rossi, Freeman, and Lipsey Ch. 4-6; Caudle 1994; Dean 1994; Hatry 1994; Scheirer 1994; Weiss 1997

Topics: Needs Assessment
Evaluability Assessment
The Role of Theory in Program Design and Evaluation
Program Monitoring/Implementation
Data Collection Strategies

Third Weekend – April 11th and 12th Student chapter summaries:

Chapter 7: _____

Chapter 8: _____

Chapter 9: _____

Chapter 10: _____

Chapter 11: _____

Readings: _____

NOTE: *Student Final Examination on Saturday, April 12th (1:00 – 4:00 p.m.)*

Readings: Rossi, Freeman, and Lipsey Ch. 7-11; Miller 1994; Newcomer 1994; Hendricks 1994; Lipsey 1997; Levin 2001)

Topics: Program Impact and Outcomes Assessment
Experimental and Quasi-Experimental Designs
Data Collection Strategies
Approaches to Data Analysis
Meta-Analysis in Evaluation
Cost-Benefit Analysis
Reporting and Communicating Evaluation Findings

Sample Evaluation Studies on Reserve: Babor, Steinberg, McRee, Vendetti, and Carroll 2002; Chalk 2001; Fetterman 1997; Gueron 1997; Kessler and Duncan 1996; Light 2001; Meich, Nave, and Mosteller 2001; Stoto 2001

Book Chapters and Articles on Reserve

Abma, Tineke A. and Robert E. Stake. 2001. "Stake's Responsive Evaluation: Core Ideas and Evolution." *New Directions for Evaluation* 92:7-21.

Babor, Thomas F., Karen L. Steinberg, Bonnie McRee, Janice Vendetti, and Kathleen M. Carroll. 2002. "Treating Marijuana Dependence in Adults: A Multisite, Randomized Clinical Trial." *New Directions for Evaluation* 94:17-30.

Banks, Steven, Gregory J. McHugo, Valerie Williams, Robert E. Drake, and Marybeth Shinn. 2002. "A Prospective Meta-Analytic Approach in a Multisite Study of Homelessness Prevention." *New Directions for Evaluation* 94:45-59.

Carter, Reginald. 1994. "Maximizing the Use of Evaluation Results" Pp. 576-589 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Caudle, Sharon L. 1994. "Using Qualitative Approaches" Pp. 69-95 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Chalk, Rosemary and Joel H. Garner. 2001. "Evaluating Arrest for Intimate Partner Violence: Two Decades of Research and Reform." *New Directions for Evaluation* 90:9-23.

Chelimsky, Eleanor. 1997. "The Political Environment of Evaluation and What it Means for the Development of the Field" Pp. 53-68 in *Evaluation for the 21st Century: A Handbook*, edited by Eleanor Chelimsky and William R. Shadish. Thousand Oaks: SAGE Publications.

Chen, Huey-Tsyh. 2001. "Development of a National Evaluation System to Evaluate CDC-Funded Health Department HIV Prevention Programs." *The American Journal of Evaluation* 22:55-70.

Cook, Judith A., Martha Ann Carey, Lisa A. Razzano, Jane Burke, and Crystal R. Blyler. 2002. "The Pioneer: The Employment Intervention Demonstration Program." *New Directions for Evaluation* 94:31-44.

Cook, Thomas D. 1997. "Lessons Learned in Evaluation Over the Past 25 Years" Pp. 30-52 in *Evaluation for the 21st Century: A Handbook*, edited by Eleanor Chelimsky and William R. Shadish. Thousand Oaks: SAGE Publications.

Dean, Debra L. 1994. "How to Use Focus Groups" Pp. 338-349 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Fetterman, David M. 1997. "Empowerment Evaluation and Accreditation in Higher Education" Pp. 381-395 in *Evaluation for the 21st Century: A Handbook*, edited by Eleanor Chelimsky and William R. Shadish. Thousand Oaks: SAGE Publications.

Gueron, Judith M. 1997. "Learning about Welfare Reform: Lessons from State-Based Evaluations." *New Directions for Evaluation* 76:79-94.

Hatry, Harry P. 1994. "Collecting Data from Agency Records" Pp. 374-385 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Hendricks, Michael. 1994. "Making a Splash: Reporting Evaluation Results Effectively" Pp. 549-575 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Kessler, D.A. and S. Duncan. 1996. "The Impact of Community Policing in Four Houston Neighborhoods." *Evaluation Review* 6 (20):627-669.

Levin, Henry M. 2001. "Waiting for Godot: Cost-Effectiveness Analysis in Education." *New Directions for Evaluation* 90:55-68.

Light, Jennifer S. 2001. "The Effects of Privatization on Public Services: A Historical Evaluation Approach." *New Directions for Evaluation* 90:25-39.

Lipsey, Mark W. 1997. "What Can You Build with Thousands of Bricks? Musings on the Cumulation of Knowledge in Program Evaluation." *New Directions for Evaluation* 76:7-23.

McClintock, Charles and Staci T. Lowe. 2001. "Welfare Reform and Its Enduring Questions: What Have We Learned from Evaluation Research?" *New Directions for Evaluation* 91:9-20.

Miech, Edward, Bill Nave, and Frederick Mosteller. 2001. "Large-Scale Professional Development for Schoolteachers: Cases from Pittsburgh, New York City, and the National School Reform Faculty." *New Directions for Evaluation* 90:83-99.

Miller, Thomas I. 1994. "Designing and Conducting Surveys" Pp. 271-292 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Newcomer, Kathryn E. 1994. "Using Statistics Appropriately" Pp. 389-416 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Scheirer, Mary Ann. 1994. "Designing and Using Process Evaluation" Pp. 40-68 in *Handbook of Practical Program Evaluation*, edited by Joseph H. Wholey, Harry P. Hatry, and Kathryn E. Newcomer. San Francisco: Jossey-Bass Publishers.

Smith, Christopher and Rachel L. Freeman. 2002. "Using Continuous System Level Assessment to Build School Capacity." *The American Journal of Evaluation* 23:307-319.

Smith, Nick. 2002. "An Analysis of Ethical Challenges in Evaluation." *The American Journal of Evaluation* 23:199-206

Stoto, Michael A. 2001. "Preventing Perinatal Transmission of HIV: Target Programs, Not People." *New Directions for Evaluation* 90:41-53.

Weiss, Carol H. 1997. "Theory-Based Evaluation: Past, Present, and Future." *New Directions for Evaluation* 76:41-55.

Recommended Additional Readings

- Alkin, Marvin C. 1990. *Debates on Evaluation*. Newbury Park: SAGE Publications.
- Berk, Richard A. and Peter H. Rossi. 1999. *Thinking About Program Evaluation*. (2nd Ed.) Thousand Oaks: SAGE Publications.
- Boruch, Robert. 1987. "Conducting Social Experiments." *New Directions for Program Evaluation* 34:45-66.
- Campbell, D.T. and J.C. Stanley. 1966. *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally.
- Cook, T. and D. Campbell. 1979. *Quasi-Experimentation*. Chicago: Rand McNally.
- Cronbach, L.J. 1982. *Designing Evaluations of Educational and Social Programs*. Menlo Park, CA: Jossey-Bass.
- Devine, Joel A., James D. Wright, and Laurie M. Joyner. 1994. "Issues in Implementing Randomized Experiments in Field Settings: The New Orleans Homeless Substance Abuse Program." *New Directions for Program Evaluation* 63:27-40.
- Lincoln, Yvonna S. and Egon G. Guba. 1986. "But Is It Rigorous? Trustworthiness and Authenticity in Naturalistic Evaluation." *New Directions for Program Evaluation* 30:73-83.
- Patton, M.Q. 1997. *Utilization Focused Evaluation*. 3rd Ed. Thousand Oaks, CA: SAGE Publications.
- Rossi, Peter H. 1987. "The Iron Law of Evaluation and Other Metallic Rules." *Research in Social Problems and Public Policy* 4:3-20.
- Rossi, Peter H. 1994. "The War Between the Quals and the Quants: Is Lasting Peace Possible?" *New Directions for Program Evaluation* 61:23-36.
- Scriven, Michael. 1991. *Evaluation Thesaurus* (4th Ed.) Newbury Park: SAGE Publications.
- Stufflebeam, Daniel L. 2001. "Evaluation Models." *New Directions for Evaluation* 89:1-98.
- Weiss, C. 1972. *Evaluation Research*. Englewood Cliffs, NJ: Prentice Hall.
- Wholey, Joseph S., Harry P. Hatry, and Kathryn E. Newcomer. 1994. *Handbook of Practical Program Evaluation*. San Francisco: Jossey-Bass Publishers.