

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

**Department:** Psychology  
**Title of Course:** Program Design & Evaluation

**Course No.:** PY 681  
**Date:** 8/15/2015

Please check:  **NEW**  
 Revision

**I. Catalog Description (Credit Hours of Course):**

Systematic examination of the theory and practice of research strategies for planning and evaluating various programs. (3 credit hours)

**II. Co- or Prerequisite(s):**

None

**III. Purposes or Objectives of the Course (optional):**

- 1) To identify, discuss, and critique theoretical and empirical literature in the field of program evaluation.
- 2) To synthesize and apply scientific knowledge of program evaluation to provide evidence-based recommendations for program issues in organizations.
- 3) To demonstrate program evaluation skills in the context of organizational development and change.

**IV. Student Learning Outcomes (Minimum of 3):**

- 1) Compare theories and approaches within the field of program evaluation.
- 2) Describe and discuss important constructs in the performance of program evaluation (e.g., logic models, exploratory evaluation, performance measurement, multisite evaluations, etc.).
- 3) Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

**V. Optional departmental/college requirements:**

N/A

**VI. Course Content or Outline (Indicate number of class hours per unit or section):**

- A. Introduction to Program Design and Evaluation (3 class hours)
- B. Analyzing and Engaging Stakeholders (3 class hours)
- C. Using Logic Models (2 class hours)
- D. Exploratory Evaluation (1 class hour)
- E. Performance Measurement (3 class hours)
- F. Comparison Group Designs (3 class hours)
- G. Conducting Case Studies (2 class hours)
- H. Recruitment and Retention of Study Participants (1 class hour)
- I. Multisite Evaluations (3 class hours)
- J. Using Agency Records (1 class hour)
- K. Using Surveys (2 class hours)
- L. Using Trained Observer Ratings (2 class hours)
- M. Collecting Data in the Field (1 class hour)
- N. Using the Internet (2 class hours)
- O. Semi-Structured Interviews and Focus Groups (1 class hour)
- P. Qualitative Data Analysis (1 class hour)
- Q. Using Statistics in Evaluation (2 class hours)
- R. Cost-Effectiveness and Cost-Benefit Analysis (2 class hours)
- S. Meta-Analyses, Systematic Reviews, and Evaluation Syntheses (1 class hour)
- T. Pitfalls in Evaluations (2 class hours)
- U. Providing Recommendations and Writing for Impact (1 class hour)
- V. Contracting for Evaluation Products and Services (2 class hours)
- W. Use of Evaluation in Government: The Politics of Evaluation (1 class hour)
- X. Evaluation Challenges, Issues, and Trends (3 class hours)

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

# PY 681 – PROGRAM DESIGN & EVALUATION

Section 001  
Southeast Missouri State University  
Fall 2016

Professor: Jeremy D. Heider, Ph.D.  
Class Location: SC 413  
Meeting Times: MWF 10:00-10:50  
Credit Hours: 3  
Department: Psychology (SC 404)  
Office Location: SC 414  
Office Hours: TR 8:30-10:00; or by appointment  
Phone Number: (573) 651-2437  
E-mail: [jheider@semo.edu](mailto:jheider@semo.edu)

## **Text & Materials:**

### ***Text:***

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons.

### ***Required Readings:***

*Note.* Other readings (e.g., book chapters, journal articles) will be assigned as the semester progresses.

*Another note.* A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

## **Course Description:**

### ***Bulletin Description:***

Systematic examination of the theory and practice of research strategies for planning and evaluating various programs.

### ***Dr. J's Description (the real scoop!):***

Who is a program intended to serve? What are its goals? What does the program actually look like, who does it actually reach, and what are the outcomes for those who received the intervention? How can a program be improved to better meet its goals? What needs to be adapted for a different population or setting? Why should a program continue to be funded? Which intervention works better? Which is more cost-effective? Program evaluation is the art and science of developing viable answers to these questions. Evaluation covers a wide range of assessments, not just of individual programs, but of working coalitions, and institutional and governmental policies. This course will cover the core knowledge and skills involved in program evaluation, provide hands-on experience in evaluation design, and provide exposure to some of the ethical and philosophical issues current in evaluation research.

### ***Course Objectives:***

- To identify, discuss, and critique theoretical and empirical literature in the field of program evaluation.
- To synthesize and apply scientific knowledge of program evaluation to provide evidence-based recommendations for program issues in organizations.
- To demonstrate program evaluation skills in the context of organizational development and change.

## **Student Learning Outcomes (SLOs):**

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the field of program evaluation.
- Describe and discuss important constructs in the performance of program evaluation (e.g., logic models, exploratory evaluation, performance measurement, multisite evaluations, etc.).

- Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

**Course Requirements:**

***Discussion Questions:***

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me ([jheider@semo.edu](mailto:jheider@semo.edu)) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

*Notes.* With limited exceptions, most course topics will include textbook chapters and supplemental journal articles. In those cases, at least one of your discussion questions should focus on the textbook chapter(s) and at least one question should focus on an article.

***Preliminary Evaluation Plan Materials:***

The single most substantial assignment in this course is an *evaluation plan* (see below) that details your program evaluation efforts with a specific organization. However, in order to accomplish the overall assignment, a number of preliminary materials must be prepared. These preliminary materials include:

- (1) *Program and stakeholder description.* This should be a substantive 2-3 page summary providing enough information in the following areas to allow the reader to fully understand the program you propose to evaluate: community the program serves, literature review on the need for the program, program goals, program setting, stakeholders, intervention design, and any prior assessment or evaluation conducted on the program.
- (2) *Evaluation purpose statement.* Concise (no more than 2 paragraphs) summary of the specific goals of this evaluation. The reader should be able to understand exactly what information this evaluation will provide, and how that information may be used.
- (3) *Stakeholder interview report.* 2-3 page report summarizing the results of semi-structured interviews with two stakeholders in your program.
- (4) *Logic model.* Logic model schematic (using provided template) that details the program's resources, assumptions, intended activities, and the expected short-, mid-, and long-term outcomes of these activities.
- (5) *Data source assignment.* Select an online source of secondary data relevant to your program, review this data set online, and provide a summary of two variables from that data set that might be used to provide long-term outcome data on your program's impact.
- (6) *Survey instrument.* A 10-item closed-ended survey, including appropriate demographic items, that is relevant to your evaluation plan.
- (7) *Focus group interview guide.* A 6-10 item focus group interview guide, including prompts and probes, that is relevant to your evaluation plan.

*Note.* I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. Papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

Once your written materials are graded, I will return them to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word.* Most smartphones and tablets do not actually have Word; they merely have a "viewer" app that provides a brief preview of Word documents without actually having the features of the full program.

***Final Evaluation Plan Paper and Presentation:***

This is the major deliverable for this class. As the previous section implies, you will choose a program and develop an evaluation plan for this program. It may be a program that you are currently working with, or a program that you are familiar with. You will need to have access to data on the program's structure, goals, and implementation, and be able to conduct interviews with 2 stakeholders in the program (e.g., staff,

decision-makers, current or potential clients, community members affected by the program). If you do not have a program in mind, contact me and I will be able to help you with this.

Though the individual elements described in the previous section will absolutely be graded according to their quality, they should all be considered drafts of the elements of the overall evaluation plan that will be compiled and submitted at the end of the semester. The reason for completing the individual elements separately throughout the semester is to allow you to receive guidance/feedback over time as you develop your plan. The final plan should be a 15-20 page paper formatted in APA style, containing the following sections:

- (1) Background (public-health implications and need)
- (2) Program description
- (3) Stakeholder identification
- (4) Program logic model
- (5) Evaluation goal statement
- (6) A description of your proposed methodology, including the indicators to be used
- (7) Your analysis plan
- (8) A description of how you plan to disseminate the results
- (9) Bibliography (at least 5 journal citations – background and methods sections should always be grounded in the literature)
- (10) An appendix containing your survey instrument and/or qualitative interview guide

You will also prepare a class presentation based on your paper. Use some kind of visual aid in your preparation (e.g., handout, overhead, PowerPoint, etc.). Be sure to share all elements of your program evaluation plan. The idea is to conduct a roundtable discussion of what you learned, what difficulties you encountered, etc., that will be useful to you and others in subsequent program evaluations.

***Class Participation:***

As noted later in this syllabus (see p. 6), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

**Grading Policy:**

<b><i>Material</i></b>	<b><i>Possible Points</i></b>	<b><i>% of Total Points</i></b>
<b>Discussion Questions:</b>	30	10%
<b>Preliminary Evaluation Plan Materials:</b>		
Program/stakeholder description	10	3.33%
Evaluation purpose statement	15	5%
Stakeholder interview report	30	10%
Logic model	15	5%
Data source assignment	30	10%
Survey instrument	10	3.33%
Focus group interview guide	10	3.33%
<b>Final Evaluation Plan:</b>		
Paper	90	30%
Presentation	30	10%
<b>Class Participation:</b>	30	10%
	<b>300</b>	<b>100%</b>

### **Grading Scale:**

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

*Note.* These grade cutoffs are **FIRM**. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don't even bother asking me if I will round your grade up to an A. I won't.

### **Attendance Policy (see [http://www.semo.edu/pdf/old/2014\\_Bulletin.pdf](http://www.semo.edu/pdf/old/2014_Bulletin.pdf), p. 19):**

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend *every* scheduled class meeting (see course schedule on pp. 9-10), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

### **Academic Honesty (see [http://www.semo.edu/pdf/old/2014\\_Bulletin.pdf](http://www.semo.edu/pdf/old/2014_Bulletin.pdf), pp. 20-23):**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;

4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON'T CHEAT.**

**Civility** (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don't be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS' IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

**Accommodations for Students with Disabilities:**

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

**Technology:**

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on "Civility") and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry's latest hairstyle is discouraged. I'm not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

*Note:* I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don't make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won't!!! We will discuss a

great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

**Questions/Comments:**

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or [lpollina@semo.edu](mailto:lpollina@semo.edu)).

**Course Calendar:**

*Note.* This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

**Week 1 (8/22, 8/24, 8/26):**

Introduction to Program Design and Evaluation (Wholey et al., Ch 1)

**Week 2 (8/29, 8/31, 9/2):**

Analyzing and Engaging Stakeholders (Wholey et al., Ch 2)

**NO CLASS MONDAY, 9/5 (LABOR DAY)****Week 3 (9/7, 9/9):**

Using Logic Models(Wholey et al., Ch 3)

Exploratory Evaluation (Wholey et al., Ch 4)

**Week 4 (9/12, 9/14, 9/16):**

Performance Management (Wholey et al., Ch 5)

**Week 5 (9/19, 9/21, 9/23):**

Comparison Group Designs (Wholey et al., Ch 6)

**Week 6 (9/26, 9/28, 9/30):**

Conducting Case Studies (Wholey et al., Ch 8)

Recruitment and Retention of Study Participants (Wholey et al., Ch 9)

**Week 7 (10/3, 10/5, 10/7):**

Multisite Evaluations (Wholey et al., Ch 10)

**Week 8 (10/10, 10/12, 10/14):**

Using Agency Records (Wholey et al., Ch 11)

Using Surveys (Wholey et al., Ch 12)

**Week 9 (10/17, 10/19, 10/21):**

Using Trained Observer Ratings (Wholey et al., Ch 13)

Collecting Data in the Field (Wholey et al., Ch 14)

**Week 10 (10/24, 10/26, 10/28):**

Using the Internet (Wholey et al., Ch 15)

Semi-Structured Interviews and Focus Groups (Wholey et al., Chs 16-17)

**Week 11 (10/31, 11/2, 11/4):**

Qualitative Data Analysis (Wholey et al., Ch 19)

Using Statistics in Evaluation (Wholey et al., Ch 20)

**Week 12 (11/7, 11/9, 11/11):**

Cost-Effectiveness and Cost-Benefit Analysis (Wholey et al., Ch 21)

Meta-Analyses, Systematic Reviews, and Evaluation Syntheses (Wholey et al., Ch 22)

**Week 13 (11/14, 11/16, 11/18):**

Pitfalls in Evaluations (Wholey et al., Ch 23)

Providing Recommendations and Writing for Impact (Wholey et al., Chs 24-25)

**NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)****Week 14 (11/28, 11/30, 12/2):**

Contracting for Evaluation Products and Services (Wholey et al., Ch 26)

Use of Evaluation in Government: The Politics of Evaluation (Wholey et al., Ch 27)

**Week 15 (12/5, 12/7, 12/9):**

Evaluation Challenges, Issues, and Trends (Wholey et al., Ch 28)

**FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)**