

Program Planning and Evaluation

HSP 485 — 4 credits

Regular classroom: HU107

Computer lab (meetings will be announced): BH 319

Thursdays, 6:00-8:50 p.m.

Instructor: Elizabeth Jennings, MA

Office location: Miller Hall 317A

(360) 927-4520 cell (preferred)

Office hours: By appointment. Email me!

Elizabeth.Jennings@wwu.edu

Course Description: Fundamentals of program planning in human services delivery including needs assessment and program evaluation.

This course offers you an opportunity to extend the skills and knowledge gained in HS385 Applied Research and HS435 Human Service & Management. Increasingly, organizations rely on evidence-based programs to fulfill their organizational goals and mission. In addition, funders increasingly ask for a concrete program plan that includes measurable goals and objectives. As well, they seek programs that include an evaluation plan with specific methods for evaluating the success of the program. The skills and understanding you gain in this class should help you understand important aspects of program planning and evaluation including working with stakeholders, developing logic models, and employing a variety of evaluation methods.

Prerequisite: HSP 385 - Applied Research Methods

Learning Outcomes:

By the end of this course you should be able to:

- Delineate the stages, associated tasks, and participants in planning, implementing, and evaluating programs.
- Demonstrate how to assess client and community needs for human services and apply assessments to the development of new programs and review of existing programs.
- Demonstrate ways to utilize technology and communicate verbally and in writing to clients, colleagues, Boards of Directors, elected officials, funders, and other members of related services systems for community education and public relations purposes.
- Demonstrate linkages between and among the fundamentals of management and applied research to conceptualize and accomplish program outcomes

Required Reading

- Grinell, Jr., R.M., Gabor, P, & Unrau, Y.A.. (2010). *Program Evaluation for Social Workers: foundations of Evidence-Based Programs*. New York: Oxford University Press.
- Web readings and articles regarding program evaluation (will be available on BlackBoard).

Course Schedule (subject to change as needed)

Date	Subject	Reading Due	Assignments Due
March 31 Week 1	Introduction to Program Planning Forming a work group/committee Initiating a Program Plan		
April 7 Week 2	Needs assessments Goals and objectives	Ch. 4 Preparing for an evaluation 73-79 Ch. 5 Doing a Needs Assessment	
April 14 Week 3	Logic Models	Blackboard readings Ch. 2 Working Toward Evidence- Based Programs Ch. 3 thru pg. 47 – 67	Needs Assessment
April 21 Week 4	Program Budgeting Putting it all together –designing effective programs Program implementation	Ch. 6 Doing a Process Evaluation Blackboard Readings	
April 28 Week 5	Introduction to program evaluation Planning for an evaluation	Ch. 7 Doing an Outcome Evaluation Blackboard Readings	
May 5 Week 6	Overview of data collection methods Surveys	Ch. 10 Collecting Data	Program Plan
May 12 Week 7	Focus groups	Blackboard Readings	
May 19 Week 8	Analyzing Qualitative Data	Ch. 13 Analyzing Qualitative Data Blackboard Readings	
May 26 Week 9	Overview of data analysis Working with quantitative data	Ch. 12 Using Graphics	
June 2 Week 10	Presenting data Making the best of the data you have		Program Evaluation

Assignments

You will be given detailed descriptions of assignments in class. In addition, assignments will be posted on Blackboard under "Assignments."

Pop Quizzes on Readings

10 points

I hate these! But it makes you do the reading. Please let me know if you need disability accommodation *at the beginning of the quarter* and I will give you an alternative assignment. Quizzes cannot be made up if missed due to absence.

Needs Assessment (individual)

20 points

Create a needs assessment for a social problem and develop a program idea. 4-6 pages

Program Plan (individual)

35 points

The program plan paper is the culmination of the learning in the first half of the quarter. The paper will include a statement of the problem, who will be involved in planning and implementation, logic model, goals and objectives, strategies, a plan for implementation, one-year program budget, outcomes expected and how you will measure them. 10-12 pages

Evaluation Assignment (pairs)

35 points

It is important for you to get "real world" experience instead of doing mock evaluation exercises in class. This assignment requires your patience, cooperation, and initiative as we do a mini-evaluation of a community program in a short amount of time. All students will evaluate the 2011 Project Homeless Connect (PHC) program. Think of PHC as your client for the quarter. You will be entering and analyzing their data, summarizing results, and making recommendations to improve future PHC events. I will select the top three evaluations for PHC staff to review, and they may use your results and list you as co-authors of their final evaluation report. A great deal of the content for your final evaluation will be given during class presentations and exercises with PHC staff and volunteer organizers. 10-12 pages

COURSE DETAILS

Participation, Lab Assignments, and Blackboard

Submitting Assignments

All assignments should be typed (APA style, if applicable) and submitted by the BEGINNING of class on the assigned due date under "Assignments" in Blackboard. I will no longer accept papers via email or, unless extenuating circumstances, as hard copies. Your "proof" that you submitted your paper on time is the confirmation you receive from Blackboard once you upload and send a paper to me through the drop box. Please save this confirmation in case there is a problem later on. This is the **ONLY** proof I will accept that you turned your assignments in on time.

The course grading scale is as follows:

GRADE	POINT PERCENTAGE RANGE
A	95 – 100
A-	90 – 94
B+	87 - 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 - 69
D	64 – 66
D-	60 – 63
F	Below 60

NOTE: Grading is not based on effort or improvement; it is based on the quality of output. Grading standards are described in the WWU bulletin. Students will be given the opportunity to evaluate both the course and the instructor at the end of the quarter. Informal feedback is welcome anytime throughout the quarter.

POLICIES

Academic Dishonesty Policy: Plagiarism- Instances of academic dishonesty, including plagiarism, will receive a failing grade and will be reported to the Provost's office. A student may be dismissed from the Program if a major violation of academic dishonesty is identified. Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin). Here is some information about plagiarism: <http://www.library.wvu.edu/ref/plagiarismtext.htm>

Etiquette: Cell phones should be turned off. Use of I-Pods, texting, and laptops for non-course related activities are not allowed during class time.

Late Assignment Policy: Assignments are due on or before the assigned due dates. All assignments will receive a 10% deduction for each day the assignment is late.

Written Work Policy: All written work must be typed, double-spaced, and grammatically correct. All assignments should conform to APA Publication guidelines. Please proofread work before submitting. Poor writing skills and submission of work that does not address assignment criteria will influence the final grade. The Writing Center at WWU is available to provide writing support and assistance. Please contact them for details at: <http://www.acadweb.wvu.edu/writingcenter/index.htm>

**HSP 485 - National Standards Aligned with Outcomes,
Learning Activities, and Assessments**

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.			
Specifications	Learning Outcomes	Learning Activities	Assessment
Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action (d) Evaluate the outcomes of the plan (e) Program design (f) Program implementation (g) Program evaluation (h)	Demonstrate how to assess client and community needs for human services and apply this assessment in the development of new programs and review of existing programs. Delineate the stages, associated tasks, and participants in planning, implementing, and evaluating programs.	Assigned readings. In-class small group work in creating work groups, needs assessments, and goals and objectives	Needs assessment, program plan, program evaluation assignments
	Demonstrate linkages between and among the fundamentals of management and applied research to conceptualize and accomplish program outcomes.	In-class discussion and exercises. lecture Selected web readings.	Needs assessment, program plan, program evaluation assignments

Standard Number 15: The curriculum shall provide knowledge and skills in information management.			
Specifications	Learning Outcomes	Learning Activities	Assessment
Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems (i)	Demonstrate ways to utilize technology and communicate verbally and in writing to clients, colleagues, Boards of Directors, elected officials, funders, and other members of related services systems for community education and public relations purposes.	Assigned readings In-class activities Lecture	Needs assessment, program plan, program evaluation assignments
Knowledge, theory, and skills to perform an elementary community-needs assessment (j)	Demonstrate how to assess client and community needs for human services and apply this assessment in the development of new programs and review of existing programs.	Assigned readings In-class activities Lecture	Needs Assessment

Knowledge, theory, and skills to conduct basic program evaluation (k)	Delineate the stages, associated tasks, and participants in planning, implementing, and evaluating programs. Demonstrate linkages between and among the fundamentals of management and applied research to conceptualize and accomplish program outcomes.	Assigned readings In-class activities Lecture	Program evaluation
Skills to present (program proposals) and research findings in written or verbal form and utilize information for community education and public relations (l) Use of technology to create and manage spreadsheets and databases (m)	Demonstrate ways to utilize technology and communicate verbally and in writing to clients, colleagues, Boards of Directors, elected officials, funders, and other members of related services systems for community education and public relations purposes.	In-class activity regarding data analysis and interpretation	Program evaluation

Standard Number 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications	Learning Outcomes	Learning Activities	Assessment
Planning and evaluating program services (c) Constituency building and other advocacy techniques such as grassroots movements, and community development and organizing (i)	Delineate the stages, associated tasks, and participants in planning, implementing, and evaluating programs. Demonstrate linkages between and among the fundamentals of management and applied research to conceptualize and accomplish program outcomes. Demonstrate ways to utilize technology and communicate verbally and in writing to clients, colleagues, Boards of Directors, elected officials, funders, and other members of related services systems for community education and public relations purposes.	Assigned readings In-class activities Lecture	Program plan, Program evaluation

ADDITIONAL RESOURCES
In the interest of a greener syllabus, see Blackboard under “Documents”