LAURA LITTLEPAGE

Summer 2009

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**Online Office Hours:** You can contact me at any time, either by phone or e-mail. I will check my e-mail at least once a day during the week.

**E-mail:** llittlep@iupui.edu

**Course Overview and Objectives**

Evaluation research uses the same methods as other types of research, although there are usually more constraints, such as logistical and ethical issues. This class will include an overview of research methods that are used in program evaluation. Program evaluation is currently a major focus of governmental and nonprofit agencies. (For-profit firms measure their success by profit and market share). Funders and the public are increasingly calling for evidence that the resources that are expended are providing benefits to people. Program evaluation helps agencies to determine what happens to people who receive their services—basically is the intervention producing the intended result. This course will prepare you to develop a program evaluation and use the results. Specifically, the course objectives are:

- To identify the terminology, processes, limitations, and uses of research methods for program evaluation.
- To interpret the major issues and concerns associated with program evaluation.
- To develop a program evaluation plan.

**Required Text**


Additional readings will be required (see schedule below).
Class Format
This is a web-based course. I will be able to meet and be available to students in the Indianapolis area and available by phone to all students, but most of our interaction will be via the internet. Our internet exchanges will also be asynchronous (that is, not at concurrent times). There are disadvantages and advantages to this type of course. One advantage is that this format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect about the issues raised in the readings and exercises. One of the disadvantages of the format is that we will not enjoy the same level of interaction that can be achieved in a classroom format. We will each need to carry on our interchanges recognizing the need for care and completeness in our communications. Remember that you can learn as much from your classmates as you can from me. You will be asked to participate in numerous discussions, exercises, and reviews.

Oncourse
Most of our interactions will occur in the context of Oncourse, a software system that provides a comprehensive set of tools for the creation, management, and viewing of sophisticated World Wide Web-based teaching and learning environments. After you register, you will receive a password that will give you access to the course materials on Oncourse.

Course guidelines
Although this course is offered in a distance learning format, it does not alter our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns
Course requirements

Cases/Exercises

Twenty-five percent of your final grade will be determined by written assignments. All work is to be submitted on the due date assigned. The written assignments are designated in Oncourse, under the Assignments Tab. Each assignment should be typed and double-spaced. The length of each assignment is specified on your course schedule and will vary according to the nature of the assignment.

Program Evaluation Plan

The major assignment for the term will be developing a proposal for an evaluation of a program in an existing nonprofit or governmental organization. Do not design a new program and you do not have to perform the evaluation. If you are not sure about your project idea, feel free to call or e-mail me.

This project accounts for forty-five percent of your course grade. The written plan (25 pages maximum) should include the following sections:

i. Executive Summary. (1 page -- although this appears first, you will obviously write it last)

ii. Introduction -- the mission and objectives of the organization, who the stakeholders are, and how the program evaluation will be valuable to the organization. (1 - 2 pages)

iii. Literature review -- What relevant information, substantive and/or methodological, is already known from prior research that can help you plan the program evaluation? (2 - 4 pages)

iv. Logic Model of the program you are evaluating. (1 page)

v. Methods: how are you going to obtain the data needed for the evaluation? If you propose conducting a survey, focus groups, or interviews, you MUST include a copy of the instrument. If you propose collecting secondary information you must indicate the source of that information and specifics related to the information (such as how often it is collected, who collects it, what data items are collected, etc) This is also where you would describe the design- experimental, quasi-experimental, cross-sectional, etc. (3 - 5 pages)

vi. Identify the key participants in the program evaluation: staff, program partners, and so on. (1/2 - 1 page)

vii. Proposed timeline and schedule for implementation of the program evaluation. (1 - 2 pages)

viii. Identify the uses of the program evaluation by organizational personnel. (1 - 2 pages)

ix. Bibliography. (1 page)
x. Process Supplement (**very important**) -- from your experience and class materials, what obstacles to the conduct of the proposed evaluation do you anticipate? How might the organization deal with these obstacles? Beyond what you wrote in the body of the plan, what are some other possible outcomes of the proposed evaluation? Who would "win" and who would "lose" under various hypothetical outcomes? How can the evaluators maximize the utility of the potential findings under various outcome scenarios? This is the place to reflect upon your experience in developing this proposal. What have you learned from it? (3 - 5 pages)

Section page lengths are suggestions, not rigid limits, except that the Executive Summary may not exceed one page and the total paper may not exceed 25 pages. The Executive Summary and references may be single-spaced; the rest double-spaced.

**Schedule for submission of draft portions of your project:**

(a) Week 4: Description of program to be evaluated including mission statement; discussion of potential stakeholders and their interests; preliminary indication of why your project would be worth doing (**section ii above, 1 - 2 pages**).

(b) Week 6: Brief literature review relevant to your project, including list of references in APA style (**section iii above, 2 - 4 pages**).

(c) Week 9: Evaluation plan: logic model and methods for your evaluation (**sections iv and v above, 3 - 6 pages**).

(d) Week 11: Key participants and timeline (**Sections vi through viii above, 2 - 4 pages**).

**Final version of entire project paper.** Include an executive summary (**section i**), revisions of earlier sections, final list of references (**section ix**) and the process supplement (**section x above**) is **Due Sunday August 9th at midnight**.

**Feedback**

You will receive substantive feedback on each portion of the project paper that you submit. The grade given to your **final revised paper** is the only one that will count. In other words, you can improve your grade by paying attention to the feedback and revising your work accordingly.

**Participation**

Participation is extremely important in this class and accounts for **thirty percent** of your grade. Your participation grade will depend upon the quantity and quality of your contributions to discussions. Most of the Oncourse discussions will be organized by the topic for a given week and conducted in your group. This means it will be important for you to login to Oncourse early in the week (probably Monday) to make your initial contribution to the discussion. It will be necessary for you to return to the discussion at
mid-week and probably again before the discussion ends on Sunday to review what others have contributed and follow-up with additional contributions.

Requirements for Written Work
All the written assignments must be clearly written, well organized, and edited (no misspellings, incomplete sentences, etc), double-spaced with normal margins, and neat. Ensure that any diagrams are clear and well-labeled. Unless there are convincing personal reasons offered in advance of the due date of an assignment, late assignments will be penalized one point for each day that it is late. I strongly encourage you to keep a copy of what you submit in case the original does not get posted correctly.

Grading
The evaluation criteria will be weighted in the proportions below to derive the final grade:

<table>
<thead>
<tr>
<th>Written assignments</th>
<th>25%</th>
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<tr>
<td>Performance measurement plan</td>
<td>45%</td>
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<tr>
<td>Participation (includes contributions to discussions and on-line exercises)</td>
<td>30%</td>
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Grading Scale

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<th>Grade</th>
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Class Schedule

Week of May 13-17: Module 1: Introduction

Required Readings
Babbie, Chapter 1

Assignments
- Written Assignment 1: Decision-making (click assignment tab on left hand side of Oncourse for details)
- Discussion Forum 1: Introduction (click on the Discussion Forums on left hand side of Oncourse for details)

Week of May 18: Module 2: Introduction to Program Evaluation

Required Readings
Babbie, Chapter 12


Trochim, William (2006) Introduction to Evaluation (posted under Resources tab in Oncourse)

Literature Reviews (posted under Resources tab in Oncourse)

Assignments
- Written Assignment 2: Critique of an Evaluation (assignment tab)
- Discussion Forum 2: Preparing for a Literature Review

Week of May 25: Module 3: Logic Models

Required Readings
Babbie Chapter 2

Logic Model Puzzles http://www.nationalserviceresources.org/star/sc-logic-puzzles

Logic Model Power Point (posted under Resources tab in Oncourse)

Assignments
- Written Assignment 3: Construct a Logic Model for Community Employment Innovation Project (in Assignments)
- Discussion Forum 3: Logic Models
Week of June 1: Module 4: Research Design

Required Readings
Babbie, Chapter 4


Assignments
- Written Assignment 4: Program Description for your final project posted to Assignments
- Discussion Forum 4: Research Design

Week of June 8: Module 5: Conceptualization, Operationalization, and Measurement

Required Readings
Babbie, Chapters 5 and 6

Assignments
- Written Assignment: None this week
- Discussion Forum 5: Conceptualization and Operationalization of Race

Week of June 15: Module 6: The Logic of Sampling

Required Readings

Babbie, Chapter 7
Trochim, Chapter 2 (posted under Resources tab in Oncourse).

Assignments
- Written Assignment 5: Literature review for project (2-4 pages)
- Discussion Forum 6: Sampling
Week of June 22: Module 7: Experiments

Required Readings

Babbie, Chapter 8

Assignments
- Written Assignment: none this week
- Discussion Forum 7: Social Experiments

Week of June 29: Module 8: Surveys and Interviews

Required Readings

Babbie, Chapter 9

Assignments
- Written Assignment 6: Survey Exercise (in assignments)
- Discussion Forum 8: Surveys

Week of July 6: Module 9: Qualitative and Unobtrusive Research

Required Readings
Babbie, Chapters 10 and 11

Assignments
- Written Assignment 7: your evaluation plan (your logic model and methods for your evaluation) 4-6 pages
- Discussion Forum 9: Qualitative and Unobtrusive Research
**Week of July 13:  Module 10: Performance Measurement**

**Required Readings**
Hatry Chapter 1, 2, 10 (posted under Resources tab in Oncourse)


Kids Count Data  [http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx](http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx)

**Assignments**

*Written Assignment 8:* Look at the Kids Count website. From the information contained there answer the following question: how are Indiana’s kids doing according to KidsCount? Be sure to include data to support your argument. Are there other indicators that might be important that are not included? If so, what are they? Are there any analyses of the data that you think would be helpful?

*Discussion Forum 10:* This individual assignment should be posted to the Discussion Forum specified Module 10: Kids Count. You will then comment on two other posts. What did they do differently than you did- what data did they look at, how did they interpret it?

**Week of July 20:  Module 11: Analysis of Data**

**Required Readings**
Babbie Chapters 13 and 14
Tool Kit, Chapter 5 Data Analysis (posted under Resources tab in Oncourse)
[www.kidsdata.org](http://www.kidsdata.org)

**Assignments**

*Written Assignment 9:* Key participants and timeline
*Discussion Forum11: Kids Data*

**Week of July 27: Module 12: Reporting**

**Required Readings**
Babbie Chapter 12

Tool Kit, Chapter 6 Reporting your results (posted under Resources tab in Oncourse)

Oregon Benchmarks Report:


**Assignments**
- *Written Assignment*: None this week
- *Discussion Forum 12*: Oregon Benchmarks

**Week of August 3: Module 13: Issues in Program Evaluation**

**Required Readings**
Hatry Chapter 14
Babbie, Chapter 18

**Assignments**
- *Written Assignment*: None this week. Work on your final projects.
- *Discussion Forum 13*: Ethical Issues

**Final Project Due Sunday August 9th at midnight.**
SPEA 2009 Policies  
Syllabus Addendum

**Academic Misconduct**

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at [http://www.iupui.edu/code/](http://www.iupui.edu/code/), Part II Student Responsibilities, G). All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the Code can result in expulsion from the University.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the *IUPUI Code of Student Rights, Responsibilities, and Conduct* to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that ‘not knowing’ does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an on-line tutorial that can help you avoid plagiarism. It can be accessed at [http://www.indiana.edu/~istd/](http://www.indiana.edu/~istd/). If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
   a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
   b. A student must not use another person as a substitute in the taking of an examination or quiz.
   c. A student must not steal examinations or other course materials.
   d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted.
Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.

e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.

f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

   a. Quotes another person's actual words, either oral or written;
   b. Paraphrases another person's words, either oral or written;
   c. Uses another person's idea, opinion, or theory; or
   d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. **Interference.**

   a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
   b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

**Whistleblower Policy**

President Herbert has recently approved a whistleblower policy which clarifies the protections available to individuals who in good faith report suspected wrongdoing. The policy:

- requires individuals to disclose violations of law or university policy
- informs individuals how allegations of wrongful conduct may be disclosed
- protects individuals from reprisal as a result of disclosing wrongful conduct
- provides individuals a complaint process to seek relief from retaliatory acts

The full policy can be reviewed at: [http://www.hra.iupui.edu/Policy_Manual/policy/5_10.html](http://www.hra.iupui.edu/Policy_Manual/policy/5_10.html).

**Classroom Etiquette and Disorderly Conduct**

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. These
behaviors are distracting to the instructor and to classmates, and SPEA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at [http://www.iupui.edu/~sldweb/dos/](http://www.iupui.edu/~sldweb/dos/) in order to understand your responsibilities as a student.

**Communication between Faculty and Students**

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at [http://uits.iu.edu/scripts/ose.cgi?berh.def.help](http://uits.iu.edu/scripts/ose.cgi?berh.def.help)

**Course Withdrawals**

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar’s website at [http://registrar.iupui.edu/withdraw.html](http://registrar.iupui.edu/withdraw.html) for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.
### Withdrawal Deadlines

| Course deleted from record, no grade assigned, 100% refund (Advisor signature **IS NOT** required) | Week 1 (last day) |
| Withdrawal with automatic grade of W (Advisor signature **IS** required) | Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session) |
| Withdrawal with grade of W or F (Advisor and instructor signatures **ARE** required) | Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session) |

### Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html), in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

### Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. **In SPEA, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar’s website at [http://registrar.iupui.edu/grdfrm.html](http://registrar.iupui.edu/grdfrm.html).
**Final Exam Schedule**
If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar’s website at [http://registrar.iupui.edu/accal.html](http://registrar.iupui.edu/accal.html) for the final exam week schedule.

**Students Called to Active Duty**
SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at [http://registrar.iupui.edu/activeduty.html](http://registrar.iupui.edu/activeduty.html).