Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: SBNM 5780 - Measuring Outcomes & Assessments
Academic Year: 2012/13 **Semester/Quad:** *Fall B*
Credit Hours: 2
Prerequisites: none

Instructor: Debra M. Stonikas, MBA
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Instructor Availability:

The best communication option is e-mail, to which I will reply within several hours. If a telephone conversation is needed, please provide me with your available times and number, and we can arrange a call.

Course Description:

This course examines the assessment of program effectiveness against delivery objectives. The course uses the logic model, utilization-focused evaluation, and other methodologies to better understand the outcomes and assessment process. The ultimate goal of which is the practical application of the evaluation as a means to improve organizational performance.

Introductory Comments:

Communicating a program's intent, was previously the primary challenge of nonprofit leaders. Today's challenge however, is communicating a program's impact. This course will cover techniques and methodologies used in the profession of evaluation and assessment. These include: evaluability assessment, program evaluation planning and design, data collection techniques, data analysis, communication of evaluation findings and performance measures designed for continuous improvement.

Course Materials:

REQUIRED TEXT: Wholey, J., H. Hatry & K. Newcomer (ed.s). (2010). *Handbook of Practical Program Evaluation, 3rd ed.* San Francisco, CA: Jossey-Bass. [ISBN: 978-0-470-52247-9]

Articles: Relevant articles will also be posted as supplemental reading.

Essential IDEA Objectives:

1. **Gaining factual knowledge**
   Student will be exposed to terminology and methodologies used by program evaluators.
2. **Learning fundamental principles, generalizations, or theories**
   Student will assess evaluation benefits and pitfalls, including data collection and analysis.
3. **Learning to apply course material**
   Student will apply methodologies to an evaluability assessment of a program of their choosing.

Specific Course Objectives:

We utilize the text *Handbook of Practical Program Evaluation* (Wholey, Hatry & Newcomer, 2010) because it is a balanced collection of theory and practical applications. Upon successful completion of SBNM 5780, students will understand and be able to apply:

* The elements of evaluation planning and design
* Logic Model components
* Commonly utilized data collection methodologies
* Quantitative and Qualitative analysis strategies
* Communication strategies for presenting evaluation findings
* Performance measurement for ongoing program evaluation

Course Methodology:

The goal of a good management education program is to provide students the opportunity to both study and apply management theories. SBNM5780 - *Measuring Outcomes and Assessments* - provides both, and is taught in an intensive format covering a broad scope of practice terminology and principles. Questions, terminology quizzes and an applied learning assignment/paper will be required weekly.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. For information on computer requirements, please visit:

http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignments
1	*10/22/12*	*Understanding MOA* *Exploratory Evaluation* *Utilization-Focused Evaluation*	*Read: Chapter 1 and 4 in textbook* *Read: Assigned Articles* *Post and Assignment 1 Due: 10/27/12 by 12:00am (midnight) CST*
2	*10/29/12*	*Identifying Stakeholders* *Evaluation Design Pitfalls #1-20*	*Read: Chapter 2 and Chapter 23 [pp 557-573 only]* *Read: Assigned Articles* *Post and Assignment 2 Due: 11/03/12 by 12:00am (midnight) CST*
3	*11/05/12*	*Logic Models* *Performance Measurement*	*Read: Chapters 3 and 5 in textbook* *Read: Assigned Articles* *Post and Assignment 3 Due: 11/10/12 by 12:00am (midnight) CST*
4	*11/12/12*	*Data Collection: Agency Records, Surveys, Field Collection and SSIs* *Pitfalls after Data Collection #21-27*	*Read: Chapters 11, 12, 14, 16 and Chapter 23 [pp 573-580]* *Read: Assigned Articles* *Post and Assignment 4 Due: 11/17/12 by 12:00am (midnight) CST*
	11/19/12	*Thanksgiving Break - Enjoy!*	*No Assigned Reading or Assignment*
5	*11/26/12*	*Data Analysis* *Qualitative and Quantitative Analyses* *Meta- Analyses and Evaluation Syntheses*	*Read: Chapters 19 and 22 in textbook* *Read: Assigned Articles* *Case Study: No Child Left Behind* *Post and Assignment 1 Due: 12/01/12 by 12:00am (midnight) CST*
6	*12/03/12*	*Program Evaluation Proposal*	*Read: Chapter28 in textbook* *Read: Assigned Articles* *Assignment 6 - Proposal Paper Due: 12/08/12 by 12:00am (midnight) CST*
7	*12/10/12*	*Peer Review* *Executive Decision Making*	*Assignment 7 - Peer Review of Evaluation Proposals Review - Due: 12/13/12 by 12:00am (midnight) CST*

Grading:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total Points	Grade %
Forum Post: Concept Understanding	20	20	20	20	20	20	20	140	28%
Assignment: Applied Learning	40	40	50	50	50	80	50	360	72%
Total	60	60	70	70	70	100	70	500	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
475-500	A (95-100%)	400-414	B- (80-82%)
450-474	A- (90-94%)	385-399	C+ (77-79%)
435-449	B+ (87-89%)	365-384	C (73-76%)
415-434	B (83-86%)	350-364	C- (70-72%)
		0-299	F (<60%)

Student Responsibilities:

1. This is a graduate-level course. Your presence and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings, postings and assignments, which may take 10-12 hours per week.

2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on their work.

3. Use proper "netiquette" (see *A Guide to Netiquette in Course Information folder on-line*).

4. Communicate with the instructor if you need guidance or clarification on an assignment or topic.

Instructor Responsibilities:

1. Design course and learning modules in such a way that students have every opportunity to achieve the learning objectives.

2. Provide appropriate feedback to student responses and discussion in order to clarify important ideas and concepts.

3. Provide opportunities for concept and theoretical learning.

4. Provide opportunities for applying concepts.

6. Read and critically assess student assignments within 7 days of receipt.

Assignment Specifications:

- **POSTS/QUIZZES**: Weekly posts will be graded according to the rubric below. At times there will be quizzes in lieu of postings, these will be also worth 20 points and graded on a % correct basis.

- **APPLIED LEARNING ASSIGNMENTS:** In addition to weekly posts or quizzes that demonstrate fundamental understanding of the material, there will be an 'applied learning' assignment. This is your opportunity to apply the concepts and methodologies. Each assignment has a specific content component point table (outlined below by week), however the rubric categories are consistent across assignments.

RUBRIC

	Needs Improvement	Satisfactory	Good	Exemplary
WEEKLY POSTS	**0 - 5 Points**	**6-10 Points**	**11-15 Points**	**16-20 Points**
QUIZZES and APPLIED LEARNING ASSIGNMENTS/PAPERS	**0 - 25% of possible points**	**26% - 50% of possible points**	**51% - 75% of possible points**	**76% - 100% of possible points**
Comprehensive				
Organized				
Analysis				
Writing Syntax				
Integration of text/readings				

WEEK 1 - RUBRIC
APPLIED LEARNING: Choose and describe your Program for Evaluation
Total Point Value=40

This course is based upon a blend of theory, case studies and applied learning. This first week is an important week in that you will need to select a program, scenario or intervention of interest, which will be the basis for your applied learning assignments for the rest of this course. You may use a current program from your place of employment, or perhaps a program at which you volunteer. Alternatively, you may choose a scenario or intervention that you'd like to explore, however, this may be a difficult path for applying concepts as you move through the course.

Component Content Requirements		Component Points
A.	Identify and describe your program, scenario, or intervention of interest.	10
B.	Provide a brief history of the program and your association with the program.	5
C.	Briefly describe why you believe this program is a good evaluation candidate. What do you feel can be gained from conducting an evaluation at this juncture in the life cycle of the program?	5
D.	Using Patton's UFE Checklist - Conduct a high-level Evaluability Assessment (much of the terminology will be discussed in depth later in this course, but use what you know about the program and what you think the checklist is asking to complete your assessment).	20
	Total Possible Points	40

Use APA style (SBNM adopted format).

AGAIN, KEEP IN MIND THAT YOUR CHOSEN PROGRAM, SCENARIO OR INTERVENTION OF INTEREST WILL BE THE BASIS FOR YOUR APPLIED LEARNING ASSIGNMENTS FOR THE REST OF THIS COURSE, INCLUDING YOUR FINAL PAPER.

PLEASE CHOOSE CAREFULLY AND THOUGHTFULLY.

WEEK 2 - RUBRIC
APPLIED LEARNING: Construct a Stakeholder Matrix
Total Point Value=40

A "guiding principle of utilization-focused evaluation is to design evaluations to achieve intended use by intended users." (Bryson and Patton, 2008). Chapter 2 in the text provides a range of stakeholder selection identification methodologies, and many others are used in the field. Ultimately, the process of how you arrive at stakeholder identification will depend on factors specific to your evaluation. More importantly, who the ultimate matrix of stakeholders are (using titles/roles - not names) is this week's focus.

Utilizing your program, scenario or intervention of choice, consider how you will approach stakeholder selection, and then construct an Evaluation Stakeholder Engagement Planning Matrix based upon the model in your text.

Component Content Requirements		Component Points
A.	Identify and describe your program, scenario, or intervention of interest.	5
B.	Construct a general purpose statement for your evaluation.	5
C.	Explain an approach that you will consider in determining the potential stakeholders and their roles in your program evaluation, and discuss why you chose this selection process for your program of choice.	10
D.	Create your Stakeholder Matrix identifying at least 5 stakeholders or stakeholder groups using the text construct: *Do not engage, Engage as a Data Source, Inform, Consult, Involve, Collaborate and Empower*.	20
	Total Possible Points	40

Use APA style (SBNM adopted format).

WEEK 3 - RUBRIC
APPLIED LEARNING: Program or Scenario Logic Model Paper
Total Point Value=50

Utilizing your chosen program, scenario, or intervention of interest apply the Logic Model theory, to demonstrate and illustrate your understanding of the building components. Your paper must include all of the components below, as well as a pictorial of your model.

Component Content Requirements		Component Points
A.	Identify and describe your program, scenario, or intervention of interest	5
B.	Explain and discuss need for a Logic Model	5
C.	Explain and discuss the input components	10
D.	Explain and discuss the output components	10
E.	Explain and discuss outcome components, and establish Performance Measures	10
F.	Provide a pictorial representation of your Logic Model	10
	Total Possible Points	50

Use APA style (SBNM adopted format).

WEEK 4 - RUBRIC
APPLIED LEARNING: Data Types & Collection Methodologies
Total Point Value=50

Component Content Requirements		Component Points
A.	Identify and describe your program, scenario, or intervention of interest.	5
B.	What data will be collected? Why?	10
C.	How will the data be collected?	25
D.	Who will collect the data?	10
	Total Possible Points	50

Use APA style (SBNM adopted format).

WEEK 5 - RUBRIC
APPLIED LEARNING: NCLB - A Review
Total Point Value=50

This week we take a break from your program of interest to review and discuss the No Child Left Behind legislation. This law's impact has been felt nationwide, but are the performance measures being accomplished? There are proponents and critics, and material on this subject is exhaustive.

Conduct your own Internet research. Choose a particular stakeholder group from whose perspective you would like to evaluate outcomes. From that stakeholder group's perspective, state your opinion as to whether or not the legislation is accomplishing its objective.

Support your stance with your findings: the data being collected, applied methodology, etc. Your paper should be no longer than five pages in length, not including abstract, title and reference page(s).

Component Content Requirements		Component Points
A.	What data points are being collected for reporting on the outcomes of this legislation?	25
B.	Based upon your reviews of the assigned readings, as well as your own research, what is your opinion on the impact of the legislation? What data points, evaluative information, approaches and/or examples support your conclusion?	25
	Total Possible Points	50

Use APA style (SBNM adopted format).

WEEK 6 - RUBRIC
APPLIED LEARNING: Comprehensive Evaluation Planning & Design Final Paper
Total Point Value=80

Based on your selected program, scenario, or intervention of interest you are to develop a practical program evaluation. Incorporate feedback from previous assignments to create a comprehensive practical program evaluation.

Recognizing that there will be shortcomings in areas of your program which may impact the proposal, it is quite acceptable for you to disclose the phases of your plan that are lacking, or to expand upon what challenges you believe you will face in structuring or conducting your evaluation. For these particular obstacles, incorporate a work-around that you believe might be a plausible approach to overcoming the challenge.

Use proper APA format. I have not specified a paper length, as quality is the basis of the grade and not the quantity of text you produce. The focus should be on effectively delivering the component content requirements, without superfluous information.

Component Content Requirements		Component Points
A.	Identify and describe your program, scenario, or intervention of interest.	5
B.	Discuss the readiness of the organization/program for an evaluation, utilize Patton's Utilization-Focused Checklist.	10
C.	Describe the stakeholders, primary intended users, and uses of the evaluation.	5
D.	Present and discuss the program's Logic Model, include your pictorial representation.	10
E.	Present the type of data that you plan to utilize in your evaluation:	
	i. What data will be collected? Why?	10
	ii. How will the data be collected?	10
	Iii. Who will collect the data?	5
	iv. What analytical method(s) will be used to assess the results?	10
F.	Describe how you plan to disseminate the evaluation findings.	5
G.	Describe any performance measures could be put into place for ongoing program measurement and outcome monitoring.	10
	Total Possible Points	80

WEEK 7 - RUBRIC
APPLIED LEARNING: Peer Review and Executive Decision Making
Total Point Value=50

Peer review is one approach to improving the quality of evaluation design. In this final week you will be assigned one of your peer's proposals. Your task is to think critically about the proposal's merit, assess the approach and other important factors, and then to then make following executive decision:

- ***GO:*** I would authorize the funding of this evaluation as proposed.
- ***NO-GO:*** The evaluation proposal is lacking in one or more significant evaluative areas, and I would not authorize the funding.
- ***More Information Needed:*** The proposal has a strong premise, however, there are areas that need clarification prior to me making a *GO/NO-GO* decision.

Component Content Requirements		Component Points
A.	State your Executive Decision	10
B.	Support your decision by drawing from the paper rubric, as well as information you have learned in this course. Cite any sources.	40
	Total Possible Points	50

Consider this an Executive Briefing. Use proper APA format, however, limit your peer review to 1-3 pages (excluding title, abstract and reference pages).

POLICY STATEMENTS

Academic Honesty
In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada