PSYCHOLOGY 802
PROGRAM EVALUATION
Fall, 2008

Instructor

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Class Time and Location

Tuesday, 12:30-3:20pm, 232 King St., Room 202

Course Description from the Graduate Calendar

This course offers an advanced investigation of current methods for evaluating programs
and services. Topics include measurement of processes and outcomes, needs assessment, impact
analysis, the politics of evaluation, and relevant ethical issues.

Focus of the Course

In order to understand what is meant by the term *program evaluation*, it is useful to consider
what is meant by a *program*. The key function of a social program is personal or social change;
using this as a basis, a *program* can be defined as:

> *an organized set of activities having as their main objective the production of
> some kind of change in the program's recipients or their environment.*

Given that social programs can be defined in terms of social change, *program evaluation* can be
defined as:

> *the application of a broad range of social research methods to answer questions
> about the need for social programs, the way in which such programs are designed
> and implemented, and their effectiveness in producing desired changes or
> outcomes at a reasonable cost.*

The course is divided into two parts. The first, and longest, part focuses on the methods of
evaluation and emphasizes a practical "how to do it" approach, along with an examination of
some of the issues, strengths, and weaknesses of different evaluation methods. The second part
focuses on the theoretical perspectives that underlie program evaluation methods. In this section,
several of the main evaluation theorists and their contributions to the field are examined.

Acknowledgements

Text

Posavac, E.J., & Carey, R.G. (2007). *Program evaluation: Methods and case studies* (7th Ed.).
        Upper Saddle River, NJ: Prentice Hall.

Additional Readings

There are a number of articles and book chapters that will be required readings for the course, and some that individuals will report on that not everyone will read. A few of the required readings are in a course package that you can purchase from the bookstore, while others are available (most are online) from the Laurier library.

Course Objectives

The main objectives of the course are for students to:

(a) acquire knowledge about the main methods and issues in the field of program evaluation (e.g., needs assessment, the measurement of program processes and outcomes, evaluation research designs, qualitative approaches to evaluation, the role of the evaluator, and the ethics and politics of evaluation research),
(b) develop an understanding of the major theoretical approaches to evaluation (e.g., empowerment, fourth generation constructionist, utilization-focused, post-positivist)
(c) gain practical experience in formulating an evaluation in a real-life setting, and
(d) learn the art of evaluation by integrating action, research, and theory (ART).

Roles and Class Format

To achieve these objectives, you will be reading widely from the evaluation literature and we will be using a seminar format to discuss the readings, rather than a lecture format. Each week, we will focus on a particular topic in evaluation. The first part of each class, from roughly 12:30-2:10 will be devoted to the topic and readings for the class. In this part of the class, one student will be responsible for facilitating the class and for presenting a brief summary of one non-required reading on the topic of the week and posing questions to the class about that reading.

In addition, throughout the term, each class member will be working with a community agency or organization to develop an evaluation plan for that organization. The last hour of each class, 2:20-3:20, will involve a discussion of issues arising from students' developing evaluation plans.

I see the students' role as being responsible for:

(a) attending class (please let me know by phone or email if you will not be able to attend due to illness or some other unexpected event),
(b) making presentations,
(c) coming to class prepared (having done the readings, having read your peers' reading response papers, reflecting on the readings, being prepared to make presentations),
(d) facilitating some class discussions (making an agenda for the class, posing questions to your peers, making sure everyone has a chance to speak, actively listening to your peers, summarizing discussions),
(e) actively participating in class discussions (asking questions related to the material, answering questions, contributing to discussions, connecting course material to current affairs, introducing ideas relevant to the topics but not covered in the reading materials, sharing personal reflections related to warm-up exercises, other in-class exercises, the readings, and presentations), and
(f) supporting your peers (e.g., providing useful feedback to other students, demonstrating a supportive attitude toward other students).

Assignments and Evaluation

10%   *Class Facilitation and Article/Chapter Presentation*: During weeks 3-6 and 8-10, each student will be responsible for facilitating one class and for making a brief (10 minute maximum) presentation on one article or chapter from the "Other Readings" on the outline (or some other article/chapter on the topic that is not on the outline, but which is relevant to the topic). The reading should provide a case example of the topic (e.g., an actual needs assessment), rather than a theoretical piece. This component of your mark is worth 10 points. Since your classmates will not read the article/chapter, you must provide a clear and concise summary of its contents, including a one single-spaced page (12 point font) handout, in which you review the contents of the article and end with your own critical comments and evaluation of the article. The handout is due the day of the presentation. You are responsible for making the handouts. Class facilitation includes providing a written agenda with timelines for each item, preparing questions, exercises, or case studies to help stimulate and guide discussion, debate, and reflection on the readings for the week, and keeping the discussion on track, focused, fun, and substantive. Feel free to use creative strategies for facilitating the class. Also, I encourage you to pick a topic for class facilitation that is relatively novel to you (e.g., if you are already very familiar with qualitative evaluation, pick the session on evaluation design and measuring outcomes).

40%   *Reading Response Papers*: During weeks 2-6 and 8-10, you must write 6 responses to the assigned readings. You get to choose which weeks you want to write a paper, but you must write 6 in the 9 week period. The responses should be about 2-3 double-spaced pages (500-1000 words), no reference section, no quotes. This is a chance for you to critically reflect on the readings, addressing such questions as: What are the connections between the readings? What are the points of tension or divergence? How do the readings connect to readings from previous weeks? What are the implications for theory, research, and action? Reading response papers are to be sent to me and your classmates the day before the class. In the subject line of your email, please put "reading response paper, the number of the paper, and your first and last names." You must read your classmates' papers before class.

A reading response paper is not a summary of the readings, it's an analysis, integration and critical reflection. Each reading response paper is worth 8 points (I will drop the mark for your lowest paper so that only your 5 best papers count), and your mark will be based on both the quality of your writing and the quality of your ideas. Using Bloom's taxonomy of learning, your reading response papers should focus on the higher-order skills of analysis, synthesis, and evaluation, which are defined below. Notice that *evaluation* is at the top of the pyramid.

Knowledge: Recall data or information. This is regurgitation.
Comprehension: Understand the meaning, translation, and interpretation of instructions and problems. State a problem in one's own words.
*Application*: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom to novel situations.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Use of theory for interpretation of information.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
Evaluation: Make judgments about the value of ideas or materials.
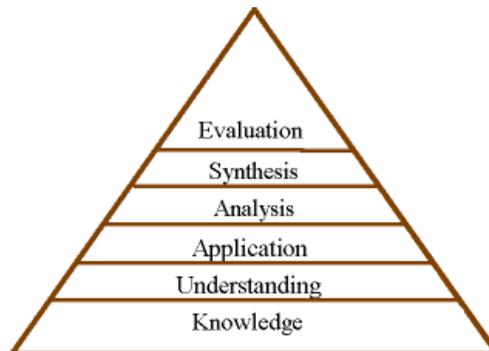
15%   *Evaluation Theory Presentation*: During weeks 11-13, we will be covering different evaluation theories and theorist. Each student is responsible for making a class

presentation on two different evaluation theorists. The presentation should be 15-20 minutes, followed by a 15-20 minute class discussion that the presenter will facilitate. Additionally, you must prepare a 5-page (maximum, excluding references) double-spaced paper on the theorists that must be sent to me and your classmates the day before the class. You must read your classmates' papers before the class, as these papers are a stimulus for class discussion. The papers should focus on the positions of the different theorists on the following theoretical issues identified by Shadish, Cook, and Leviton (1991): (a) social programming, (b) knowledge construction, (c) valuing, (d) knowledge use, and (e) evaluation practice, plus any other issue(s) that you believe to be important. I also want you to indicate the implications of the different theorists for the practice of evaluation. In other words, explain how the theoretical position proposed by the theorists would guide an evaluation of a program that addresses a particular social problem. The paper should be in APA format and include a reference section (I'll provide you with a summary of this format).

35% *Evaluation Proposal or Project*: Students will work with an organization to develop a comprehensive proposal for the evaluation of a major program of that organization. The proposal should include a detailed analysis of the program's evaluability and a description of the program theory, making reference to relevant research literature. Alternatively, students may work on an actual evaluation project for a community organization. I am open to negotiating an individualized contract with you for this course requirement to maximize your learning. You can work on this project by yourself, in pairs, or as a group. Your proposal should be similar in form to one that might be submitted by a research consulting firm in response to a request for proposals (RFP). More specifically, your proposal should include a description of each of the following:

1. the PROGRAM (this would include a description of the need or problem addressed by the program, who the clients are, the program's CHANGE goals, what is done to achieve those goals [i.e., major service activities, program components], how people come into contact with the program, service providers, the organizational structure, and the funding sources and budget of the program. You should also include a flow model of the program in this section),
2. the EVALUATION OBJECTIVES (e.g., to determine the extent to which program participation increases self-esteem),
3. the OUTCOME MEASURES OR DATA/INFORMATION COLLECTION PROCEDURES you plan to use,
4. the EVALUATION DESIGN AND/OR QUALITATIVE STRATEGY you will be employing,
5. the PARTICIPANTS, who they are, how they will be selected,
6. the PROCEDURE you will follow in contacting participants, administering measures, etc.,
7. the ROLES AND RESPONSIBILITIES of all those involved in the evaluation (e.g., who will administer the measures; how many staff will be involved in the evaluation; what will their duties be?),

8.   the SCHEDULE OF ACTIVITIES,
9.   the PRODUCTS or DELIVERABLES of the evaluation, and
10.   the BUDGET for the evaluation.

This is not an exhaustive list. Feel free to include any other information that you deem to be relevant or important, such as a discussion of ethics, if you feel it would be appropriate in the context of this evaluation, or an outline of your particular philosophy or approach to evaluation, or some specification of who would "own" the results of the study and the process to be followed if you wanted to publish any of the information derived from the evaluation. A final paper, roughly 20 pages in length, written in APA format is due in December (we will negotiate the exact date).

Overview of Schedule

Date	Topic	Facilitator/ Presenter(s)
1 – Sept. 9	Overview of evaluation	Geoff
2 – Sept. 16	Working with stakeholders	Enoch
3 – Sept. 23	Assessing needs, resources, and assets	Geoff
4 – Sept. 30	Program theory, logic models, and evaluability assessment	Felix
5 – Oct. 7	Program process and implementation; Michael Patton to speak at KPL at 4:30	Rich
6 – Oct. 14	Program outcomes: Design and outcome measures, handout mid-course review	Geoff
7 – Oct. 21	Guest presentation by Mark Pancer on the evaluation of Better Beginnings, Better Futures	Mark
8 – Oct. 28	Qualitative evaluation, review mid-course review	Glen
9 – Nov. 4	Utilization and knowledge transfer	Rachel
10 – Nov. 11	The politics and ethics of evaluation	Susan
11 – Nov. 18	Evaluation theories and theorists	
12 – Nov. 25	Evaluation theories and theorists	
13 – Dec. 2	Evaluation theories and theorists, final evaluation of course	

Detailed Schedule and Readings

Week 1 (September 9) – Overview of evaluation

Common Readings

P & C, Ch. 1

Pancer, S.M. (1997). Program evaluation. In S.W. Sadava & D.R. McCreary (Eds.), *Applied social psychology* (pp. 47-67). Englewood Cliffs, NJ: Prentice Hall.

Week 2 (September 16) – Working with stakeholders

Common Readings

P & C, Ch. 2

Nelson, G., Amio, J., Prilleltensky, I., & Nickels, P. (2000). Partnerships for implementing school and community prevention programs. *Journal of Educational and Psychological Consultation*, *11*, 121-145.

Discuss the following three articles as a set

Doingo-Ingersoll, J.A. (2004). Commentary: An opportunity for mentoring? *American Journal of Evaluation, 25,* 241-242. (should be read in combination with article by M. Morris, below)

Ginsberg, P.E. (2004). Commentary: Can this evaluation be saved? *American Journal of Evaluation, 25,* 237-240. (should be read in combination with article by M. Morris, below).

Morris, M. (2004). The steering committee. *American Journal of Evaluation, 25,* 236.

Discuss the following three articles as a set.

Boyle, M.H., & Willms, J.D. (2002). Impact evaluation of a national, community-based program for at-risk children in Canada. *Canadian Public Policy, 28,* 461-481.

Sehl, M. (2004). Stakeholder involvement in a government-funded outcome evaluation: Lessons from the front line. *Canadian Journal of Program Evaluation, 19,* 37-56.

Sylvestre, J., Ochocka, J., & Hyndman, B. (1999). Findings from the Ontario regional evaluation of the Community Action Program for Children. *Canadian Journal of Program Evaluation, 14*(2), 29-56.

Other Readings

Brandon, P. R. (1998). Stakeholder participation for the purpose of helping ensure evaluation validity: Bridging the gap between collaborative and non-collaborative evaluations. *American Journal of Evaluation, 19*(3), 325-337.

Chavis, D. M., Stucky, P. E., & Wandersman, A. (1983). Returning basic research to the community: A relationship between scientist and citizen. *American Psychologist, 38*(4), 424-434.

Fetterman, D.M. (1994). Steps of empowerment evaluation: From California to Cape Town. *Evaluation and Program Planning, 17*(3), 305-313.

Greene, J.C. (1988). Stakeholder participation and utilization in program evaluation. *Evaluation Review, 15*, 91-116.

Levin, R. (1999). Participatory evaluation: Researchers and service providers as collaborators versus adversaries. *Violence Against Women. Special Issue: Collaboration in research on violence against women, 5*(10), 1213-1227.

Mercier, C. (1997). Participation in a stakeholder-based evaluation: A case study. *Evaluation and Program Planning, 20,* 467-475.

Mathison, S. (1994). Rethinking the evaluator role: Partnerships between organizations and evaluators. *Evaluation and Program Planning, 17,* 299-304.

Pancer, S.M., & Westhues, A. (1989). A developmental stage approach to program planning and evaluation. *Evaluation Review, 13*, 56-77.

Papineau, D., & Kiely, M.C. (1996). Participatory evaluation in a community organization: Fostering stakeholder empowerment and utilization. *Evaluation and Program Planning, 19,* 79-93.

Reineke, R.A. (1991). Stakeholder involvement in evaluation: Suggestions for practice. *Evaluation Practice, 12,* 39-44.

Weiss, C. (1983). The stakeholder approach to evaluation: Origins and promise. In A.S. Bryk (Ed.), *Stakeholder-based evaluation* (Vol. 17, pp. 3-14). San Francisco: Jossey-Bass.

Whitmore, E. (Ed.). (1998). *Understanding and practicing participatory evaluation* (New Directions for Program Evaluation, No. 80). San Francisco: Jossey-Bass.

Week 3 (September 23) – Assessing needs, resources, and assets

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Common Readings

P & C, Ch. 6

Nelson, G., & Earls, M. (1986). An action-oriented assessment of the housing and social support needs of long-term psychiatric clients. *Canadian Journal of Community Mental Health*, *5*(1), 19-30.

Ross, J.A., & Ben Jaafar, S. (2006). Participatory needs assessment. *Canadian Journal of Program Evaluation, 21,* 131-154.

Other Readings

Acosta, O., & Toro, P.A. (2000). Let's ask the homeless people themselves: A needs assessment based on a probability sample of adults. *American Journal of Community Psychology, 28,* 343-366.

Altschuld, J.W., & Witkin, B.R. (2000). *From needs assessment to action: Transforming needs in solution strategies.* Thousand Oaks, CA: Sage.

The Asset-Based Community Development Institute (2004). *Capacity Inventory*. http://www.northwestern.edu/ipr/abcd/abcdtools.html

Kretzmann, J.P., & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago, Illinois: ACTA Publications.

McKillip, J. (1998). Need analysis: Process and techniques. In L. Bickman & D.J. Rog (Eds.). *Handbook of applied social research methods* (pp. 261-284). Thousand Oaks, CA: Sage.

Milord, J.T. (1976). Human service needs assessments: Three non-epidemiological. approaches. Canadian Psychological Review, 17, 260-269.

Soriano, F.I. (1995). *Conducting needs assessments: A multidisciplinary approach.* Thousand Oaks, CA: Sage.

Witkin, B.R., & Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide.* Thousand Oaks, CA: Sage.

Week 4 (September 30) – Program theory, logic models, and evaluability assessment

Common Readings

P & C, Ch. 3

Chen, H.-T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness*. Newbury Park, CA: Sage. (Chapter 2 – A conceptual framework of program theory for practitioners, pp. 15-43)

Nelson, G., Ochocka, J., Janzen, R., Trainor, J., & Lauzon, S. (2004). A comprehensive evaluation approach for mental health consumer-run organizations: Values, conceptualization, design, and action. *Canadian Journal of Program Evaluation*, *19*(3), 29-53.

Other Readings

Bickman, L. (1987). The functions of program theory. In L. Bickman (Ed.), *Using program theory in evaluation* (pp. 5-19). San Francisco: Jossey-Bass.

Bickman, L. (1996). The application of program theory to the evaluation of a managed mental health care system. *Evaluation and Program Planning, 19,* 111-119.

Chen, H.-T. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage.

Chen, H.-T., & Rossi, P.H. (1980). The multi-goal, theory-driven approach to evaluation: A model linking basic and applied social science. *Social Forces, 59,* 106-122.

Chen, H.-T., & Rossi, P.H. (1989). Issues in the theory-driven perspective. *Evaluation and Program Planning, 12*, 299-306.

Donaldson, S.I. (2007). *Program theory-driven evaluation science: Strategies and applications*. New York: Lawrence Erlbaum Associates.

Fielden, S.J., Rusch, M.L., Masinda, M.T., Sands, J., Frankish, J., & Evoy, B. (2007). Key considerations for logic model development in research partnerships: A Canadian case study. *Evaluation and Program Planning, 30,* 115-124.

Frechtling, J.A. (2007). *Logic modeling methods in program evaluation.* San Francisco: Jossey-Bass.

McLaughlin, J. A., & Jordan, G. B. (1999). Logic models: A tool for telling your programs performance story. *Evaluation and Program Planning, 22*, 65-72.

McLaughlin, J.A., & Jordan, G.B. (2004). Using logic models. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 7-32). Thousand Oaks, CA: Sage.

Rogers, P.J., Petrosino, A., Huebner, T.A., & Hacsi, T.A. (2000). Program theory and evaluation: Practice, promise, and problems. *New Directions for Evaluation, 87*, 5-13.

Rosas, S.R. (2005). Concept mapping as a technique for program theory development: An illustration using family support programs. *American Journal of Evaluation, 26,* 389-401.

Rush, B., & Ogborne, A. (1991). Program logic models: Expanding their role and structure for program planning and evaluation. *Canadian Journal of Program Evaluation, 6*, 95-106.

Wholey, J.S. (2004). Evaluability assessment. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 33-62). Thousand Oaks, CA: Sage.

Week 5 (October 7) – Program process and implementation

Common Readings

P & C, Ch. 7

Cousins, J.B., Aubry, T.D., Smith Fowler, H., & Smith, M. (2004). Using key component profiles for the evaluation of program implementation in intensive mental health case management. *Evaluation and Program Planning, 27*, 1-23.

Patton, M.Q. (2008). *Utilization-focused evaluation* (4th Ed.). Thousand Oaks, CA: Sage. (Chapter 9 – Implementation evaluation: What happened in the program?, pp. 307-332)

Other Readings

Bickman, L. (2002). Evaluation of the Ft. Bragg and Stark County systems of care for children and adolescents. *American Journal of Evaluation, 23,* 67.

Bryant, D.M., & Bickman, L. (1996). Methodology for evaluating mental health care management. *Evaluation and Program Planning, 19,* 121-129.

Chamber, D. (2008). Introduction: Advancing implementation research in mental health. *Administration and Policy in Mental Health and Mental Health Services Research, 35,* 1-2.

Domitrovich, C.E., & Greenberg, M.T. (2000). The study of implementation: Current findings from effective programs that prevent mental disorders in school-age children. *Journal of Psychological and Educational Consultation, 11,* 193-221.

Durlak, J.A., & DuPre, E.P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41,* 327-350.

Fitzpatrick, L. (2002). A conversation with Leonard Bickman*, American Journal of Evaluation, 23,* 69-80.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Heinz, L.C., & Grant, P.R. (2003). A process evaluation of a parenting group for parents with intellectual disabilities. *Evaluation and Program Planning, 26,* 263-274.

Love, A.J. (1992). The evaluation of implementation: Case studies. In J. Hudson, J. Mayne & R. Thomlison (Eds.), *Action-oriented evaluation in organization: Canadian practices* (pp. 135-159)*.* Toronto, ON: Wall & Emerson.

Love, A. (2004). Implementation evaluation. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 63-97). Thousand Oaks, CA: Sage.

Mowbray, C.T., Bybee, D., Holter, M.C., & Lewandoswki, L. (2006). Validation of a fidelity rating instrument for consumer-operated services. *American Journal of Evaluation, 27,* 9-27.

Mowbray, C.T., Holter, M.C., Teague,G.B., & Bybee, D. (2003). Fidelity criteria: Development, measurement, and validation. *American Journal of Evaluation, 24,* 315-340.

Weissberg, R.P., & Greenberg, M.T. (1998). Prevention science and collaborative community action research: Combining the best from both perspectives. *Journal of Mental Health, 7*, 479-492.

Week 6 (October 14) – Program outcomes: Design and outcome measures

Common Readings

P & C, Chs. 4, 9, 10, & 11

Nelson, G., Aubry, T., & Lafrance, A. (2007). A review of the literature on the effectiveness of housing and support, assertive community treatment, and intensive case management interventions for persons with mental illness who have been homeless. *American Journal of Orthopsychiatry,77,* 350-361.

Other Readings

Flynn, R.J., & Bouchard, D. (2005). Randomized and quasi-experimental evaluations of program impact in child welfare in Canada: A review. *Canadian Journal of Program Evaluation, 20,* 65-100.

Graves, F.L. (1992). The changing role of nonrandomized research designs in assessment. In J. Hudson, J. Mayne, & R. Thomlison (Eds.), *Action-oriented evaluation in organizations: Canadian practices* (pp. 230-255). Toronto, Ontario: Wall & Emerson.

Jaycox, L.H., McCaffrey, D.F., Ocampo, B.W., Shelley, G.A., Blake, S.M., Peterson, D.J., Richmond, L.S., & Kub, J.E. (2006). Challenges in the implementation and evaluation of school-based prevention and intervention programs on sensitive topics. *American Journal of Evaluation, 27,* 320-336.

Reichardt, C.S., & Mark, M. (2004). Quasi-experimentation. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 126-149). Thousand Oaks, CA: Sage.

St. Pierre, R.G. (2005). Using randomized experiments. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 150-175). Thousand Oaks, CA: Sage.

United Way of America (1996). *Measuring program outcomes: A practical approach.* (Item number 0989). Alexandria, Virginia: Author. Available from Sales Service/America: (800) 772-0008. Chapter 2, pp. 38-48.

Week 7 (October 21) – Guest presentation by Mark Pancer on the evaluation of Better Beginnings, Better Futures

Common Readings

Nelson, G., Pancer, S. M., Hayward, K., & Kelly, R. (2004). Partnerships and participation of community residents in health promotion and prevention: Experiences of the Highfield Community Enrichment Project. (Better Beginnings, Better Futures). *Journal of Health Psychology*, *9*, 205-219.

Peters, R.DeV., Petrunka, K., & Arnold, R. (2003). The Better Beginnings, Better Futures Project: A universal, comprehensive, community-based prevention approach for primary school children and their families. *Journal of Clinical Child and Adolescent Psychology, 32,* 215-227.

Week 8 (October 28) – Qualitative evaluation

Common Readings

P & C, Ch. 8

Hutchison, P., Pedlar, A., Lord, J., Dunn, P., McGeown, M., Taylor, A., & Vandetelli, C. (1996). The impact of Independent Living Resource Centres in Canada on people with disabilities. *Canadian Journal of Rehabilitation, 10*(2), 99-112.

Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks, CA: Sage. (Chapter 4 – Particularly appropriate qualitative applications, pp. 143-205).

Other Readings

Campbell, D.T. (1974). *Qualitative knowing in action research*. Kurt Lewin address, Society for the Study of Psychological Issues, American Psychological Association conference, New Orleans.

Clarke, J., Febbraro, A., Hatzipantelis, M., & Nelson, G. (2005). Poetry and prose: Telling the stories of formerly homeless mentally ill people. *Qualitative Inquiry, 11*, 913-932.

Davidson, L., Haglund, D.A., Stayner, D.A., Rakfeldt, J., Chinman, M.J., & Tebes, J.K. (2001). "It was just realizing… that life isn't one big horror": A qualitative study of supported socialization. *Psychiatric Rehabilitation Journal, 24,* 275-292.

Dostaler, T., & Nelson, G. (2003). Process and outcome evaluation of a shelter for homeless young women. *Canadian Journal of Community Mental Health*, *22*(1), 99-112.

Hutchison, P., Pedlar, A., Dunn, P., Lord, J., & Arai, S. (2000). The impact of Independent Living Resource Centres in Canada on people with disabilities. *International Journal of Rehabilitation, 23*(2), 61-74.

Nelson, G., Clarke, J., Febbraro, A., & Hatzipantelis, M. (2005). A narrative approach to the evaluation of supportive housing: Stories of homeless people who have experienced serious mental illness. *Psychiatric Rehabilitation Journal, 29*(2), 98-104.

Parkinson, S., & Nelson, G. (2003). Consumer/survivor stories of empowerment and recovery in the context of supported housing. *International Journal of Psychosocial Rehabilitation*, *7*, 103-118, available at http://www.psychosocial.com/.

Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks, CA: Sage.

Pedlar, A., Lord, J., & Van Loon, M. (1990). Quality of life outcomes of supported employment.

Canadian Journal of Community Mental Health, 9(2), 79-96.

Tashakkori, A., & Teddie, C. (Eds.). (2003). *Handbook of mixed methods in social and behavioral research.* Thousand Oaks, CA: Sage.

Wang, C., Ling, Y.Y., & Ling, F.M. (1996). Photovoice as a tool for participatory evaluation: The community's view of process and impact. *Journal of Contemporary Health, 4,* 47-49. (for more information on photovoice, go to http://www.photovoice.com/)

Week 9 (November 4) – Utilization and knowledge transfer

Common Readings

P & C, Chs. 13 & 14

Nelson, G., & Hayday, B. (1995). Advancing prevention in Ontario, Canada: Follow-up to a utilization-focused evaluation. *Prevention in Human Services*, *12*(1), 43-68.

Patton, M.Q. (2008). *Utilization-focused evaluation* (4th Ed.). Thousand Oaks, CA: Sage. (Chapter 15 – Utilization-focused evaluation: Processes and premises, pp. 559-582)

Other Readings

Johnson, R.B. (1998). Toward a theoretical model of evaluation utilization. *Evaluation and Program Planning, 21,* 93-110.

Lilley, S. (2004). *How to deliver negative evaluation results constructively: Ten tips for evaluators*. www.chebucto.ns.ca/~lilleys/tips.html

Nelson, G., Ochocka, J., Lauzon, S., Towndrow, J., & Cheng, R. (2005). Disseminating the findings of a longitudinal study of mental health Consumer/Survivor Initiatives in Ontario. *The Community Psychologist*, *38*(2), 41-43.

Patton, M.Q. (2008). *Utilization-focused evaluation* (4th Ed.). Thousand Oaks, CA: Sage. (Chapters 3-5)

Preskill, H., Zuckerman, B., & Matthews, B. (2003). An exploratory study of process use: Findings and implications for future research. *American Journal of Evaluation, 24*, 423-442.

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Week 10 (November 11) – The politics and ethics of evaluation

Common Readings

P & C, Ch. 5

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Other Readings

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Morris, M. (2002). Ethical challenges: The potpourri. *American Journal of Evaluation, 23*, 99-110 (includes responses/commentaries).

Newman, D.L., & Brown, R.D. (1992). Violations of evaluation standards: Frequency and seriousness of occurrence. *Evaluation Review, 16,* 219-234.

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Stevens, C.J., & Dial, M. (1994). What constitutes misuse? *New Directions for Program*

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Weeks 10-12 (November 18, 25 & Dec. 2) – Evaluation theories and theorists

Common Readings

Alkin, M.C., & Christie, C.A. (2004). An evaluation theory tree. In M.C. Alkin (Ed.), *Evaluation roots: Tracing theorists' views and influences* (pp. 12-65). Thousand Oaks, CA: Sage.

Donaldson, S.I., & Scriven, M. (2003). Diverse visions for evaluation in the new millennium: Should we integrate or embrace diversity? In S.I. Donaldson & M. Scriven (Eds.), *Evaluating social programs: Visions for the new millennium* (pp. 3-16). Mahwah, NJ: Lawrence Erlbaum Associates.

Shadish, W.R., Cook, T.D., & Leviton, L.C. (1991). *Foundations of program evaluation: Theories of practice.* Newbury Park, CA: Sage. (Ch. 2 – Good theory for social program evaluation)

Readings for Evauation Theorists

Michael Scriven – the importance of values; Chapter 3 in Shadish et al. (1991), Chapter 2 in Donaldson & Scriven (2003), Chapter 11 in Alkin (2004), Scriven, M. (1993). Hard-won lessons in program evaluation. *New Directions for Program Evaluation, 58*, 5-92, Scriven, M. (1997). Truth and objectivity in evaluation. In E. Chelimsky & W.R. Shadish (Eds.), *Evaluation for the 21$_{st}$ century* (pp. 477-500). Thousand Oaks, CA: Sage, Scriven, M. (1998). Minimalist theory: The least theory that practice requires. *American Journal of Evaluation, 19*, 57-72, Scriven, M. (2006). *Key evaluation checklist.* www.wmich.edu/evalctr/checklists/checklistmenu.htm, Oral History Project Team (2005). The professional evolution of Michael Scriven. *American Journal of Evaluation, 26*, 378-388.

Donald Campbell – the experimenting society; Chapter 4 in Shadish et al. (1991), Chapter 4 in Alkin (2004), Campbell, D.T. (1969). Reforms as experiments. *American Psychologist, 24,* 409-429, Campbell, D.T. (1991). Methods for the experimenting society. *Evaluation Practice, 12,* 223-260, Campbell, D.T., & Stanley, J.C. (1966). *Experimental and quasi-experimental designs for research.* Skokie, IL: Rand McNally.

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Joseph Wholey – evaluation for program improvement; Chapter 6 in Shadish et al. (1991),

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Yvonna Lincoln and Egon Guba – constructionist, fourth generation evaluation; Chapter 5 in Donaldson & Scriven (2003), Chapter 15 in Alkin (2004), Guba, E.G., & Lincoln, Y.S. (1989), *Fourth generation evaluation.* Newbury Park, CA: Sage, Sechrest, L. (1992). Roots: Back to our first generation. *Evaluation Practice, 13*, 1-8, Lincoln, Y.S., & Guba, E.G., (1992). In response to Lee Sechrest's 1991 AEA presidential address: "Roots: Back to our first generations." *Evaluation Practice, 13*, 165-169, Sechrest, L., Babcock, J., & Smith, B. (1993). An invitation to methodological pluralism. *Evaluation Practice, 14*, 227-235, Lincoln, Y.S., & Guba, E.G. (1994). RSVP: We are pleased to accept your invitation. *Evaluation Practice, 15,* 179-192.

Robert Stake – responsive evaluation; Chapter 7 in Shadish et al. (1991), Chapter 13 in Alkin (2004), Stake, R.E. (2004). *Standards-based and responsive evaluation.* Thousand Oaks, CA: Sage Publications, Abma, R.A., & Stake, R.E. (2001). Stake's responsive evaluation: Core ideas and evolution. *New Directions in Evaluation, 92,* 7-22.

Michael Patton – utilization-focused and developmental evaluation; Chapter 18 in Alkin (2004), Patton, M.Q. (2008), *Utilization focused evaluation* (4th Ed.). Thousand Oaks, CA: Sage, Oral History Project Team (2007). The oral history of evaluation, Part 5: An interview with Michael Quinn Patton. *American Journal of Evaluation, 28,* 102-114, Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd edition). Thousand Oaks, CA: Sage.

Lee J. Cronbach – functional evaluation; Chapter 8 in Shadish et al. (1991), Chapter 10 in Alkin (2004).

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Review of: Empowerment evaluation principles in practice. *American Journal of Evaluation, 26*, 415-417, Fetterman, D.M. (2005). In response to Drs. Patton and Scriven. *American Journal of Evaluation, 26*, 418-420, Wandersman, A., & Snell-Johns, J. (2005). Empowerment evaluation: Clarity, dialogue, and growth. *American Journal of Evaluation, 26*, 421-428, Patton, M.Q. (2005). Patton responds to Fetterman, Wandersman, and Snell-Johns. *American Journal of Evaluation, 26*, 429-430, Scriven, M. (2005). A note on David Fetterman's response. *American Journal of Evaluation, 26*, 431, Miller, R.L., & Campbell, R. (2006). Taking stock of empowerment evaluation: An empirical review. *American Journal of Evaluation, 27*, 296-319, Fetterman, D., & Wandersman, A. (2007). Empowerment evaluation: Yesterday, today, and tomorrow. *American Journal of Evaluation, 28*, 179-198.

Donna Mertens – inclusive evaluation; Chapter 6 in Donaldson & Scriven (2003), Mertens, D.M. (2008). *Transformative research and evaluation*. New York: Guilford, Mertens, D.M. (2001). Inclusivity and transformation: Evaluation in 2010. *American Journal of Evaluation*. 22(3), 367-374, Mertens, D.M. (1999). Inclusive evaluation: Implications of transformative theory for evaluation. *American Journal of Evaluation*, 20(1), 1-14.

Ernest House – democratic evaluation; Chapter 14 in Alkin (2004), House, E.R. (2005). Qualitative evaluation and changing social policy. In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative evaluation* (pp. 1069-1081). Thousand Oaks, CA: Sage.

Jennifer Greene – evaluation and social change; Greene, J. (2006). Evaluation, democracy, and social change. In I. Shaw, J. Greene, J., & M. Mark (Eds.). (2006). *The Sage handbook of evaluation*. Thousand Oaks, CA: Sage.

Melvin Mark – realist evaluation; Chapter 11 in Donaldson & Scriven (2003), Mark, M.M., Henry, G.T., & Julnes, G. (1998). A realist theory of evaluation practice. *New Directions for Evaluation, 78*, 3-32, Julnes, G., & Mark, M.M. (1998). Evaluation as sensemaking: Knowledge construction in a realist world. *New Directions for Evaluation, 78*, 33-52, Mark, M.M., & Henry, G.T. (1998). Social programming and policy-making: A realist perspective. *New Directions for Evaluation, 78*, 73-88.

Peter Rossi – theory-driven evaluation; Chapter 9 in Shadish et al. (1991), Chapter 7 in Alkin (2004), Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (2004). *Evaluation: A systematic approach* (7th edition). Thousand Oaks, CA: Sage, Lipsey, M.W. (2007). Peter H. Rossi: Formative for program evaluation. *American Journal of Evaluation, 28,* 199-202.

Evaluation Resources

The following are some key evaluation resources, available from the university library and the internet. There are some excellent materials available on the internet from the various evaluation organizations and centres around the world. One particularly useful site (where you will find

links to many of the other sites listed below) is the Voluntary Sector Evaluation Research Project, based at Carleton University in Ottawa.

Evaluation Organizations & Web Links

American Evaluation Association (www.eval.org)
Canadian Evaluation Association (www.evaluationcanada.ca)
UK Evaluation Society (www.evaluation.org.uk)
Australasian Evaluation Society (www.aes.asn.au)
European Evaluation Society (www.europeanevaluation.org)
Voluntary Sector Evaluation Research Project (www.vserp.ca)
The Action Evaluation Research Institute (www.aepro.org)
The Evaluation Centre (www.wmich.edu/evalctr)
The Evaluation Exchange (http://www.gse.harvard.edu/hfrp/eval.html)
University Centers focusing on evaluation
(www.eval.org/EvaluationLinks/UniversityCenters.htm)
Centre for Community-based Research (http://www.communitybasedresearch.ca/), Kitchener
Centre for Research on Educational and Community Services, Ottawa
(http://www.socialsciences.uottawa.ca/crecs/eng/)

Evaluation Journals

American Journal of Evaluation (formerly *Evaluation Practice*)
Canadian Journal of Program Evaluation
Evaluation: The International Journal of Theory, Research and Practice
Evaluation and the Health Professions
Evaluation and Program Planning
Evaluation Review
New Directions for Evaluation

All of these journals are available on-line through the WLU library on the university's web-site, with the exception of the Canadian Journal of Program Evaluation (which is available on-line to members of the Canadian Evaluation Society), and "Evaluation: The International Journal of Theory, Research and Practice," published by Sage Publications.

Evaluation Textbooks

Chen, H.-T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness.* Thousand Oaks, CA: Sage.

Donaldson, S.I., & Scriven, M. (2003). *Evaluating social programs and problems: Visions for the new millennium.* Mahwah, NJ: Erlbaum.

Donaldson, S.I. (2007). *Program theory-driven evaluation science: Strategies and applications.*

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Fitzpatrick, J., Christie, C., & Mark, M. (2008) *Evaluation in action: Interviews with expert evaluators.* Thousand Oaks, CA: Sage.

Guba, E.G., & Lincoln, Y.S. (1989). *Fourth generation evaluation.* Newbury Park, CA: Sage.

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Patton, M.Q. (2008). *Utilization-focused evaluation* (4th Ed.). Thousand Oaks, CA: Sage.

Posavac, E.J. & Carey, R.G. (2003). *Program evaluation: Methods and case studies* (6th edition). Upper Saddle River, NJ: Prentice Hall.

Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (2004). *Evaluation: A systematic approach* (7th edition). Thousand Oaks, CA: Sage.

Shadish, W.R., Cook, T.D., & Leviton, L.C. (1991). *Foundations of program evaluation: Theories of practice*. Newbury Park, CA: Sage.

Shaw, I., Greene, J., & Mark, M. (Eds.). (2006). *The Sage handbook of evaluation*. Thousand Oaks, CA: Sage.

Weiss, C.H. (1998). *Evaluation: Methods for studying programs and policies* (2nd edition). Upper Saddle River, NJ: Prentice Hall.

Wholey, J.S., Hatrey, H.P., & Newcomer, K.E. (Eds.). (2004). *Handbook of practical program evaluation* (2nd edition). San Francisco: Jossey-Bass.

Sage Publications (www.sagepub.com) has many, many useful books and monographs on almost every aspect of evaluation research. To access their titles in evaluation, click on the "Research Methods and Evaluation" tab on the home page.

Evaluation Chapters in the Annual Review of Psychology

Cook, T.D., & Shadish, W.R. (1986). Program evaluation: The worldly science. *Annual Review of Psychology, 37*, 193-232.

Cook, T.D., & Shadish, W.R. (1994). Social experiments: Some developments over the past 15 years. *Annual Review of Psychology, 45*, 545-580.

Glass, G.V., & Ellett, F.S. (1980). Evaluation research. *Annual Review of Psychology, 31*, 211-228.

Lipsey, M.W., & Cordray, D.S. (2000). Evaluation methods for social intervention. *Annual Review of Psychology, 51*, 345-375.

Perloff, R., Perloff, E., & Sussna, E. (1976). Program evaluation. *Annual Review of Psychology, 27*, 569-594.

Sechrest, L., & Figueredo, A.J. (1993). Program evaluation. *Annual Review of Psychology, 44*, 645-674.

Important Information for Students

New Course Drop Dates 2008/2009:

Please refer to the Undergraduate Academic Calendar - Academic Dates 2008-2009 – For details of course add/drop dates, etc.   http://www.wlu.ca/calendars/dates.php?cal=1&y=33

Examination Deferrals:

The Academic Date section of the Calendar (Web Site Version) clearly states the examination date period for each semester. **Students must note that they are required to reserve this time in their personal calendars for the examinations. The examination period for this school year is December 4 - 18, 2008 for Fall Term, and April 8 - 29, 2009 for Winter Term.** Students who are considering registering to write MCAT, LSAT or GMAT or a similar examination, should select a time for those examinations that occurs outside the University examination period. For additional information that describes the special circumstances for examination deferment, consult the University calendar.

Student Awareness of the Accessible Learning Office:

Students with disabilities or special needs, are advised to contact Laurier's Accessible Learning Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

Academic and Research Misconduct:

Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage, where the student either knew or ought reasonably to have known that it was misconduct. Please refer to the University Calendar Web Site for further clarification of academic and research misconduct at the link: https://www.wlu.ca/page.php?grp_id=158&p=8383&pv=1

Plagiarism Detection Software:

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

Learning Services:

Please access the following webpage for detailed information: www.wlu.ca/learningservices

Laurier Email Account: Students are expected to regularly check their Laurier email account for important notices from the university community. Students are also expected to send emails to official members of the university community from their Laurier email account in order to ensure delivery.