

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** SOAN ~~365~~ 493
2. **Course title:** Program Evaluation
3. **Abbreviated title for class schedule** (30 characters or less): Program Evaluation
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Students will learn a variety of program evaluation strategies, including needs assessment, as they are applied in social service environments. This course will include instruction and active learning in the conduct of quantitative and qualitative research including basic statistical analyses and data collection through interviews and observation. Students will work both collaboratively and independently to carry out a needs assessment and to craft a proposal for a comprehensive program evaluation. Students who take this course should be interested in professions in social service environments.
6. **Prerequisites** *(to add each additional prerequisite, start a new line)*: None
(See attached Note for samples)
7. **Co-requisites** *(including labs, if any)*: None
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** No
10. **Labs requirements:** None
11. **Fees:** List any course fees: None
12. **Grade Mode:** Graded only
13. **Six-digit CIP code** (check with your Division Director): 45.1301
14. **Special qualifications; Is course proposed for (yes/no):**
 - A. University Studies? no
 - B. Honors? no
15. **Cross-listing:** List any cross-listing: None

16. Strategic justification for proposed course:

A. **Rationale:** This will be a required course within the Human Services program. It is directly aligned with the program outcome of developing skills in conducting research in human service, analyzing statistical data, and justifying intervention methods. The course will also meet requirements in the Sociology Anthropology program, as part of a suite of courses offered to fulfill a methods requirement.

B. **Alignment:**

1. How does this course align with the unit's mission plan? In terms of the Human Services program, this course offers methodological skills that when applied in human services professions can lead to the enhancement of well-being among individuals and families. It will also enhance students' job market profile. For the Sociology Anthropology program, this course will offer an additional modality with which to analyze, document, and interpret patterns in society.

2. How does the course fit into the rest of the unit's curriculum? Until now, there has been no research methods course required for students in the Human Services program. This course will fill that gap and offer an additional type of methods course for students majoring in Sociology Anthropology.

A. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 18; Year 2 25; Year 3 25

B. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Kelly Szott, Ph.D., Assistant Professor in Sociology Anthropology and Coordinator of the Human Services program
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Kelly was recruited and hired to teach this particular course. She began work at SOU fall 2018.
- c. If additional faculty members are needed, how will that need be met?
n/a

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. No additional physical resources are required.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes, please see the included memo from Kate Cleland-Sipfle, acting liaison for SOAN, Hannon Library, "Library Support for SOAN 399 as proposed for revision."
- b. Are any other resources needed to support this course? no

If so, please explain how they will be obtained. n/a

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? Since a program evaluation methods course is not offered at the undergraduate level in the social sciences, this may be a course of interest to students in other disciplines. This course will benefit students majoring in a variety of disciplines who are looking to gain these methodological skills and enhance their job market profiles.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? n/a

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:



Signature of Division Director



Date

4/29/16

SOAN 399

Program Evaluation

Professor: Kelly Szott, Ph.D.
Email: szottk@sou.edu

Course Description

This course will introduce you to the basic aspects of evaluation research in social service environments, as well as quantitative and qualitative methods in the social sciences. You will explore the logics, ethics, and practices of a variety of forms of evaluation research, including needs assessment, formative evaluation, process evaluation, and outcome evaluation. This course will help you to become a critical consumer of evaluation research by offering an overview of techniques for analyzing quantitative and qualitative data. You will become aware of a variety of statistical analyses and learn how to interpret research articles that present quantitative and qualitative data analyses. Through both study and practice you will learn how to design, conduct, and analyze your own evaluation research projects. You will design a quantitative program evaluation proposal and carry out a photovoice needs assessment.

Learning Outcomes

- Create and articulate clear and testable research questions
- Become sensitive to and reflect on the ethics of conducting evaluation research
- Identify the differences between needs assessment, formative evaluation, process evaluation, and outcome evaluation.
- Determine the research methods that best correspond to a given research question
- Demonstrate skill in assessing community need through the design and implementation of a needs assessment study.
- Learn how to write clear and effective open-ended and survey questions
- Apply basic knowledge of quantitative research protocol to the creation of a program evaluation proposal.
- Integrate a basic understanding of descriptive and inferential statistical analyses into the design of a program evaluation proposal
- Communicate research designs and findings through classroom presentations and academic writing

Required Readings

Please acquire the following text (it is available through the bookstore):

Royse, D., Thyer, B. A., & Padgett, D. K. (2016). *Program evaluation: An introduction to an evidence based approach*. Boston, MA: Cengage Learning.

Other readings for this course are available on Moodle and indicated as such in the class schedule. Readings from our textbook will be indicated by "*Program Evaluation* Chapter X" in the class schedule.

Other required readings (to be found on Moodle):

Summerson Carr – Identifying icons and the policies of personhood. *Scripting Addiction: The Politics of Therapeutic Talk and American Society*

McLean – Needle exchange and the geography of survival in the South Bronx

Rubin & Babbie Chapter 6: Culturally competent research

Babbie Chapter 1: Human inquiry and science

Babbie Chapter 4: Research design

Wang – Using photovoice as a participatory assessment and issue selection tool (pp. 179-196).

Kleiber – Focus groups: More than a method of qualitative inquiry (pp. 87-102).

Albritton et al. – A process evaluation of an HIV/STI intervention for rural African American youth (pp. 969-982).

selections from Babbie – Distributions, central tendency, and dispersion; Bivariate analysis and Measures of association

selections from Babbie – Tests of statistical significance

Course Requirements

Class Participation (10 points). This involves attentive listening, note taking, raising questions or ideas, completing the assigned readings before class, and participating in in-class group discussions, written exercises, classroom/group exercises, and shared working sessions. Coming to class late and/or leaving early will negatively impact your participation grade. The use of smart phones and other cell phones is not allowed except when the calculators on these devices are needed to complete in-class exercises. If you receive an extremely urgent phone call, you may step outside of the classroom to take it. The use of laptop computers and tablets should be limited and discrete. The professor may prohibit their use if they begin to inhibit participation or become distracting.

Attendance (10 points). Students must attend all class meetings. Attendance will be taken. Each student is allowed one absence during the semester. If you miss two class sessions, you will lose all ten points. If you miss three or more class sessions, you should withdraw from the course.

Application Papers (5 points each). There will be 6 brief assignments that ask you to apply and practice your newly acquired skills due throughout the semester. Five of these “papers” will count towards your grade. This means you may choose to not submit one Application Paper or submit all six and the one with the lowest grade will not be included in your overall grade calculation. The papers will normally be one page in length, though there will be a few exceptions. You will be given instructions in class or through Moodle for these assignments. The deadlines are below and included in the Class Schedule. Most of these assignments we will do in class and you will submit your “paper” at the end of the class session. However, for APs #1 and #3 you should arrive to class at 6:00 pm with a hard copy of the paper in hand. When we work on Application Papers in class you must participate even if you do not plan to submit the paper.

AP #1	Oct. 3 rd	(2 parts) Identify a program AND reading discussion questions
AP #2	Oct. 10 th	List interview questions (we will work on this in class)
AP #3	Oct. 24 th	Plans for photovoice project

AP #4	Nov. 14 th	Sampling plan (we will work on this in class)
AP #5	Nov. 21 st	Univariate and bivariate analysis (we will work on this in class)
AP #6	Nov. 28 th	Literature review (we will work on this in class)

Learning About Evaluation Project (15 points). For this project you will interview an administrator or practitioner at a local social services agency about evaluations they've witnessed or conducted. Find out the outcomes of the evaluations and how they were used (or not). Identify the stakeholders and their vested interests in the evaluations. Inquire about any ethical issues that may have been relevant to the conduct of the evaluation. Compose a report based on this interview and course readings. Detailed instructions will be given in class. **Due Monday, October 22nd by 9pm uploaded to Moodle.**

Photovoice Project (presentation 5 points, paper 15 points). For this project you will enlist family members and/or friends in a photovoice project to identify community or campus issues. You will use the photos and the statements your family/friends make about the photos to identify the top two or three community issues. Propose one evidence-based intervention that could be implemented by a social service agency to address one or more of these issues. Detailed instructions will be given in class. **Due Wednesday, November 7th in class.**

Program Evaluation Proposal (20 points). For this 6-8 page written proposal you will identify a local program (perhaps one you are familiar with through your job or practicum) and compose a proposal for a comprehensive quantitative evaluation. Sections of the proposal will include:

- Introduction – description of program and purpose of evaluation
- Literature Review – theoretical foundation of the program and any evidence that may support its efficacy (you will have completed this via AP #6)
- Methodology – data collection plan (sampling, participants, recruitment), dependent variables operationalized, data analysis plan (You will have completed the sampling plan via AP #4)
- Budget and Project Timeframe
- Ethical implications of carrying out the evaluation
- Limitations of this evaluation design

Due on Wednesday, December 5th by 9:00 pm uploaded to Moodle. This is our scheduled exam day.

To: Kelley Szott

From: Kate Cleland-Sipfle, acting liaison for SOAN, Hannon Library
Cc: Jeffrey Gayton, University Librarian
Date: October 23, 2018
Subject: Library Support for SOAN 399 as proposed for revision

This assessment is a contribution to the review process for SOAN 399 revised as "Research and Evaluation for Social Service Environments" proposed at Southern Oregon University. It examines adequacy of library resources needed specifically to sustain research needs for this class.

By the 300 level and especially in research-oriented classes such as SOAN 399, Hannon Library's collections can enable student success through providing peer-reviewed articles from core journals available through print subscription or, increasingly, through article databases searchable alone or articulated with the Hannon Library Catalog for mega-searching to include articles, books and other materials, and books, videos and other materials owned by Hannon Library or available through partnership in the Orbis Cascade Alliance with 37 other institutions of higher learning in Oregon, Washington and Idaho who share the Summit library catalog.

Given the specific nature of the proposed course revisions, consideration turns to materials that more precisely support topics in human services evaluation, social program evaluation, evaluation research and the structural methodologies and quantitative methods applied to social science research.

Books

Hannon Library is no longer able to purchase the volume of new print books as in the past, yet electronic book subscriptions and purchases are increasing through a shared program with the Orbis Cascade Alliance. Library of Congress subject searches on a few examples of relevant topics showed the following book (monographic) materials in Hannon and Summit collections for materials published 2000-present:

Human services – Evaluation

Hannon catalog: 34 titles, several of which have additional e-book copies
Summit catalog: 68 total titles

Evaluation -- Research

Hannon catalog: 71 titles (books, electronic books and government documents)
Summit catalog: 236 total titles

Social service -- Evaluation

Hannon catalog: 11 titles
Summit catalog: 52 titles, several of which have additional e-book copies

Social science -- Statistical methods

Hannon catalog: 76 titles
Summit catalog: 611 titles

Summit loan turnaround time has improved from an expected 5-7 days to 3-5 days over the past year.

Journals

Hannon library subscribes to 13 print journals in Sociology and more in cross-disciplinary fields having to do with social issues and identity. Hannon provides access to more than 250 journal titles through online databases (SocINDEX, ProQuest Social Science) and journal packages (Wiley, Springer, Sage), plus the unique JSTOR which archives full-text of core journals in disciplines from year one of the title to (usually) five years ago, a “moving wall” allowing a growing backfile. Among the core journals are *American Journal of Sociology*, *Rural Sociology*, *Social Policy*, *Sociological Quarterly*, *Journal of Evidence-Based Social Work (online)*, and *Journal of Social Work Research and Evaluation (online)*. Journals not available in print or full-text at SOU may be requested through Inter-Library Loan with a turnaround time of usually no more than two days. Students may request a reasonable volume of articles through ILL at no charge, or larger amounts for advanced research with approval following subject librarian intervention.

Other E-Resources

Hannon Library provides other electronic resources that will be useful for this revised course in Sociology. Research in Sociology is often cross-disciplinary; students can also search Hannon Library’s other databases in health, education, communication, psychology, and more for articles and reports regarding program evaluation in human services in these areas.

General Statement of Need

A combination of cuts to hard copy materials budgets and inflationary trends for electronic resources makes it hard for Hannon Library to support new classes without relying on the book and other hard copy collections of the Orbis Cascade Alliance to support some specialties, such as program evaluation in sociology. Access to full-text journal articles more than five years old is good at SOU, while adding journals to meet new course needs remains beyond current budgets without identifying other titles in the subject area to be cut. Fortunately, the Inter-Library Loan option has improved in turnaround time and affordability for students over the past year.

Conclusion

Hannon Library’s capacity to support the revised curriculum for SOAN 399 to emphasize program evaluation will be limited largely to existing print and electronic book collections, journals and database subscriptions. Fortunately, if students plan ahead they may avail themselves of the larger book collections of the Orbis Cascade Alliance and rapid access to journal articles not available at SOU through InterLibrary Loan.

Estimated cost:

Library – Print	\$0
Library – Electronic	\$0