UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK WWW.SW.UH.EDU

COURSE TITLE/SECTION: SOCW 7310 (23333) Social Service Program Evaluation

TIME: **Monday** 1:00 – 4 p.m., Room 229 Social Work Building

FACULTY: Patrick Leung, PhD **OFFICE HOURS**: M 4-5p; Tue 12-1p, 4:00-5p

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I. Course

A. Catalog Description

Techniques for measuring and monitoring outcome of social service programs.

B. Purpose

This is an advanced course which assumes foundation knowledge of social work practice, the social welfare system, the basics of administration, and research. It is a basic theory and design course in which consideration is given to concepts and procedures for evaluating social welfare programs and social work practice, and to the strategies for the utilization of the results of evaluations.

II. Course Objectives

Upon completion of this course, students will be able:

1. To improve the application of the scientific method for conceptualizing questions, for selecting methods, and for providing controls for evaluation studies;
2. To increase the understanding of accountability in social work practice;
3. To increase the commitment to the use of evaluation studies in social welfare settings;
4. To increase the awareness of the ethical issues in conducting evaluations, especially in relation to differences related to minorities of color, women, gay and lesbian persons, the most economically disadvantaged, and issues of social class as they apply to social work practice;
5. To improve students' ability to interpret the results of evaluations and to use

the results to make appropriate recommendations; and

6. To increase students' ability to plan and design an evaluation study, identifying factors which affect the application of evaluative results.

III. Course Content

The course builds on knowledge of evaluative research methodology, giving attention to comparative analysis. Conceptual problems of defining program outcomes are explored as these relate to methodological issues of measuring outcomes. In addition, attention is given to problems related to conducting evaluations, the ethics of evaluation, the social worker's multiple roles in evaluation, and to the application of evaluative principles in diverse cultural settings. It includes content on diagnostic procedures and tailoring evaluations, program monitoring, impact assessment, measuring efficiency, cost-benefit and cost-effectiveness analyses, and outcome evaluations.

IV. Course Structure

This is a seminar course, which utilizes instructors' input, but requires maximum student participation in all aspects of classes. Didactic, conceptual and methodological content will be taught largely using the framework of the texts. There will, however, be substantial emphasis on case study material which will be introduced by the instructor and students.

V. Textbooks/Software

A. Required textbooks:

Green, S.B., & Salkind, N.J. (2008 or later edition). Using SPSS for Windows and Macintosh: Analyzing and understanding data. (5th ed.).Upper Saddle River, NJ: Pearson Education, Inc.

Herman, J.L., Morris, L.L., & Fitz-Gibbon, C.T. (1987). *Evaluator's handbook.* Newbury Park, CA: Sage Publications.

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

Lusthaus, C., Adrien, M., Anderson, G., Carden, F., & Montalvan G.P. (2002). *Organizational assessment: A framework for improving performance.* Wash. D.C.: Inter-American Development Bank. (Chapter 1, pp. 1-22; Reserved)

B. Recommended textbooks/software:

Rubin, A., & Babbie, E. (2014). *Research methods for social work.* (8th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

SPSS, Inc. (2013). *SPSS graduate pack version 22.0 for windows.* Chicago, IL: Author.

VI. Course Requirements

A. READING ASSIGNMENTS

Readings will be from the Herman and Rossi texts, although there may also be supplementary materials provided by the instructor.

B. Written Assignments and Exam.

1. Final Report (50%)

Each student is required to conduct an evaluation and submit a research report (either as a group or individual paper) to describe the evaluation which includes the problem, evaluation questions, design, method of data collection, instruments, analysis, findings, conclusions and recommendations.

The final report is to be typed on 8x11 white paper (double spaced) and may not exceed 30 pages (excluding tables, charts, references and appendices). Use APA (2001) format throughout.

2. Progress Report (10%)

Student(s) will be required to submit a two to three page progress report to describe the problem, evaluation questions, and methodology of the study (Due: March 17, 2014).

3. In-class Examination (25%)

An examination will be held on April 14, 2014. The exam will be based on material from class lectures, reading assignments, textbooks, and class discussions.

C. Class Presentation (10%)

Each student/team will present his/her/their program evaluation plan and preliminary findings in class (no more than 30 minutes). Provide a one-page written summary of the description of the program and evaluation design. Presentation dates are April 21 and 28, 2014. Please inform your instructor of the date you want your presentation to be scheduled.

D. Class Participation (5%)

One point will be deducted from the final grade for each day absent from class. A student who is absent from class more than five times will be dropped from the course. In case the absence is approved by the instructor, ½ a point will be deducted from the final grade. Students are expected to participate in class discussions and equally contribute in their group project.

VII. Evaluation and Grading

A. The research report will be evaluated using the following criteria:

1. How appropriate are the evaluation questions posed?
2. How effective is the evaluation design selected for answering the evaluation questions?
3. Are proper data collection processes and instruments defined and described for accomplishing the evaluation?
4. Does the evaluator appreciate the strengths and limitations of the design and attempt to mitigate limitations?
5. Does the evaluator recognize the political environment and differences related to minorities of color, women, gay and lesbian persons, the most economically disadvantaged, and issues of social class as they apply to social work evaluation?
6. Is the evaluation clear, concise, logically consistent and appropriately documented?
7. Are human subjects protected?
8. Is feasibility discussed?
9. Are the findings relevant to the evaluation questions?
10. Are the methods for data analysis appropriate?
11. Are the conclusions and recommendations adequate?
12. Did the student evaluator(s) handle the evaluation in a professional manner?

B. Grades and Due Dates

Progress Report	10 %	Due: March 17, 2014
Examination	25 %	Due: April 14, 2014
Presentation	10 %	Due: April 21 & 28, 2014
Final Paper	50 %	Due: April 30, 2014
Class Participation	5 %	

No “incomplete” grades will be given by the instructor without prior permission (excluding an unforeseen emergency). If you miss a class, you are responsible for obtaining all material covered. However, class attendance and participation are expected. It is also expected that all assignments will be read before the day of lecture.

C. Criteria for final letter grades:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.
The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.
Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Consultation

Individual appointments will be scheduled as necessary with any member of the class upon request. The instructor can be reached by calling (713) 743-8111, or by FAX (713) 743-8149, or by Internet: PLEUNG@UH.EDU. Office hours will be posted on the instructor's office door.

Addendum: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

TOPICAL OUTLINE AND READING ASSIGNMENTS

Class session	Lecture Topic	Reading Assignment
Jan. 13th	Introduction to the course Description of Evaluation Projects	
Jan. 20th	Public Holiday: MLK Day (No class)	
Jan. 27th	Types of Evaluations Selection of Evaluation Projects	Herman et. al., Ch 1 Rossi et. al., Chs 1 & 2
Feb. 3rd	The Ethics and Politics of SW Evaluation Issues for minorities of color, women, gay & lesbian, the eco disadvantaged Role of Formative or Summative Evaluator	Rossi et. al., Ch 12 Herman et al., Ch 2
Feb.10th	Guidelines to conduct Formative and Summative Evaluations Formulating Evaluation Questions	Herman et al., Chs 3 & 4 Rossi et al. Ch 3
Feb. 17th	The use of computer in Program Evaluation (I)	SPSS 22.0 user's guide Green & Salkind
Feb. 24th	The use of computer in Program Evaluation (II)	SPSS 22.0 user's guide Green & Salkind
Mar. 3rd	Needs Assessment Evaluations	Rossi et al., Ch 4
Mar. 10th	Spring Break	
Mar. 17th	Assessing Program Theory Assessing and Monitoring Program Process	Rossi et al., Chs 5 & 6
	Progress Report (10 %)	Due: March 17, 2014
Mar. 24th	Assessing Program Outcomes & Impacts	Rossi et al., Chs 7, 8, 9
Mar. 31st	Measuring Efficiency	Rossi et al., Ch 11
Apr. 7th	Organization Effectiveness	Lusthaus, Ch 1, pp. 1-22

Apr. 14th	Examination (in class)
Apr. 21st	Student Presentations
Apr. 28th	Student Presentations & Course Evaluation

SOCW 7310: Social Service Program Evaluation

*References

A. EVALUATION JOURNALS

EVALUATION REVIEW: A Journal of Applied Social Research. Formerly Evaluation Quarterly) edited by Freeman and Berk. Highly regarded as the best of the professional journals. Biased toward quantitative and formal approaches. Published bi-monthly by Sage Publications. Interdisciplinary, often technical, and always of high quality. (Available at the UH Library, Call No.: HM1.EB 4-5, 7-11)

EVALUATION NEWS. An official publication of the American Evaluation Association and formerly published by the Evaluation Network (see organizations, below). Published quarterly by Sage Publications. Contains mainly short articles addressed to professional issues and to substantive evaluation problems. Contains a useful set of short reviews of new publications in evaluation. Tends to favor more qualitative evaluation styles. (Not available at the UH Library)

Evaluation Practice. Published by JAI Press, Greenwhich, CN. Articles are very similar to those in Evaluation Review.

NEW DIRECTIONS FOR PROGRAM EVALUATION. Quarterly journal of The American Evaluation Association (formerly the Evaluation Research Society) and published by Jossey-Bass. Mainly special issues, some based on annual meetings of the society. (Not available at the UH Library)

EVALUATION AND PROGRAM PLANNING. Independent quarterly specializing in evaluations of human services programs, especially mental health programs. Now officially the journal of the Eastern Evaluation Research Society, a regional affiliate of the American Evaluation Association. (Available at the UH Library, Call No.: H62A1 E93 6, 1983-1993)

EVALUATION STUDIES REVIEW ANNUAL. Annual collection of supposedly the best articles and unpublished pieces on evaluation methods and findings. Published by Sage Publications and edited by editors separately picked for each annual. Quality variable but some issues are extremely good. (Available at the UH Library, Call No: H1.E77, Volumes 1-4, 1976-1979)

POLICY ANALYSIS. Quarterly published by University of California Press and edited by Berkeley's public policy school. Largely devoted to policy analysis although there are many articles on evaluations. (Available at the UH Library, Call No: H1.P68, 1-7, 1975-1981)

JOURNAL OF POLICY ANALYSIS AND MANAGEMENT. Published

quarterly by John Wiley and edited at Harvard's Kennedy School, this is about the best policy analysis journal going. Contains good reviews of recent literature. (Available at the UH Library, Call No: H97.J68, Volumes 1-12, 1981-1993)

B. SOMETIME EVALUATION JOURNALS

These are journals in which evaluations and related policy research issues often appear, but not consistently.

HUMAN ORGANIZATION. Journal of the Society for Applied Anthropology.

SOCIAL PROBLEMS. Journal of the Society for the Scientific Study of Social Problems.

JOURNAL OF SOCIAL ISSUES. Journal of the Society for the Psychological Study of Social Problems (an affiliate of the American Psychological Journal).

JOURNAL OF APPLIED PSYCHOLOGY. Although heavy on industrial psychology, occasional articles on evaluation appear.

JOURNAL OF HUMAN RESOURCES. Devoted largely to issues in labor economics and job training issues.

MEDICAL ANTHROPOLOGY. Devoted to cultural anthropology studies of medical problems and medical care.

HEALTH AND HUMAN BEHAVIOR. Published by the American Sociological Association and containing occasionally evaluation studies.

SOCIAL SCIENCE RESEARCH. Edited by James D. Wright, with many articles on evaluation issues and studies. Published by Academic Press.

In addition, from time to time, the mainline professional journals will publish articles on evaluation, especially on epistemological and technical issues.

C. MAJOR GENERAL REFERENCES ON EVALUATION

***Alkin, M.C. (1990). Debates on Evaluation. Thousand Oaks, CA: Sage. Interesting format, taken from a transcript of a 3-day informal meeting among 10 "famous evaluators." What you get are discussions/arguments about different evaluation issues, displaying different approaches and perspectives to various aspects of evaluation. Gives you a flavor for how diverse ideas in the field of evaluation really are.

Bennett, C. A. and A. A. Lumsdaine. (1975) Evaluation and Experiments, New York, Academic Press. Excellent (although a little old) compilation of

papers on field experiments evaluating innovative programs.

Berk, R. A. and P. H. Rossi. (1990) Thinking About Program Evaluation, Newbury Park, CA:, Sage Publications. An essay on some of the major problems to be encountered in impact assessment.

**Campbell, D. T. and J. C. Stanley. (1966). Experimental and Quasi-Experimental Designs for Research, Skokie, IL:, Rand McNally. A classic that has dominated the evaluation research design literature since publication. Concerned primarily with educational evaluations but very general in application.

***Chelimsky, E. & Shadish, W.R. (1997). Evaluation for the 21st Century. Thousand Oaks, CA: Sage. This looks like it will be a good collection of chapters by those famous and active in the evaluation field. The focus is on where evaluation stands as a field and where it will be heading in the next century. 540 pages!

Chen, H. T. (1990) Theory-Driven Evaluations, Newbury Park, CA: Sage Publications. A proposal for evaluations based on substantive theoretical models relevant to the subject matter being evaluated.

Cook, T. and D. T. Campbell. (1979) Quasi-Experimentation Design and Analysis Issues for Field Settings, Skokie, IL:, Rand McNally. Excellent exposition of research designs used commonly in evaluations by two of the best practitioners of the art of exposition. Somewhat removed from practice, however.

Cronbach, L. J. (and associates) (1980). Toward Reform of Program Evaluation, San Francisco, CA:, Jossey-Bass. A founding father of the field and a large cast of associates at Stanford ruminate over its faults and suggest reforms in the form of 95 `theses'. Sensible suggestions although ponderously written.

**Cronbach, L. J. (1982). Designing Evaluations of Educational and Social Programs. San Francisco, CA:, Jossey-Bass. An excellent new advanced text advancing a counter-Campbellian perspective that makes a great deal of sense.

***Fetterman, d.M., Kaftarian, S.J., & Wandersman, A. (Eds.). (1996). Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability. Thousand Oaks, CA: Sage. Introduces a relatively new area of focus in program evaluation -- teaching people in organizations and communities (especially small, grass-roots, or disenfranchised groups) how to use evaluation concepts, strategies, and methods to "empower themselves" or achieve what they want. Interesting examples with community prevention coalitions, substance abuse efforts in an African-American community, women's service organizations, and others. Seems especially useful in social work, particularly with community organizing situations.

Franklin, J. L. and J. H. Thrasher.(1976). An Introduction to Program Evaluation. New York: John Wiley. An elementary introduction to program evaluation in the public health and health delivery fields.

General Accounting Office. (1992). The Evaluation Synthesis. Program Evaluation and Methodology Division, Washington, D.C., GAO. An exposition of the methods used by GAO in reviewing and synthesizing evaluations of various programs.

Guba, E. G. and Y. S. Lincoln. (1981). Effective Evaluation. San Francisco, CA: Jossey-Bass. Advocates of naturalistic, responsive evaluations. Perhaps the most enthusiastic advocates of qualitative approaches to evaluation.

Guttentag, M. and E. Struening (Eds.) (1975). Handbook of Evaluation Research, Newbury Park, CA: Sage Publications, (2 volumes). Although very much out of date, these two volumes are quite comprehensive in their coverage of major issues and substantive applications. Most of the chapter contributions (by quite well-known authors) were written in the lat 1960s - just at the beginning of the flowering of the field.

Herman, J. L. (Ed.), (1988). Program Evaluation Kit (9 volumes). Newbury Park, CA:, Sage Publications, (2nd Edition). A set of cookbooks written to help local agencies to carry out evaluation studies. Mainly oriented toward local educational agencies. Simply written and quite good, but not very sophisticated technically. Do not use on evaluations that count.

***Housem E.R. (1993). Professional Evaluation: Social Impact and Political Consequences. Thousand Oaks, CA: Sage. Addresses the place of program evaluation in society -- where did it come from, whose purposes does it serve, how does it interact as an institution with other social institutions. Interesting book, covering ground no one else talks about.

House, E. R. (1982)Evaluating with Validity. Newbury Park, CA:, Sage Publications. Long essay on evaluations that can be used to improve programs, especially educational ones. Takes an anti-social-science viewpoint.

**Judd, C. M. and D. S. Kenny. (1981). Estimating the Effects of Social Interventions. Cambridge: Cambridge University Press. An excellent survey of approaches to the quantitative assessment and estimation of net impacts of social programs.

***McKillip, J. (1987). Need Analysis: Tools for the Human Services and Education. Thousand Oaks, CA: Sage. Survey of various approaches to gathering information about needs.

McLaughlin, M. W. and Phillips, D. C. (1991) (Eds.). Evaluation and Education at Quarterly Century. New York: National Society for the Study of Education. A set of

essays by the giants in educational evaluation assessing the accomplishments of the last 25 years of educational evaluation.

***Patton, M. (1996). Utilization-focused Evaluation (3rd ed.). Thousand Oaks, CA: Sage. Humorous, readable basic book about the practice of evaluation, focusing on ways to plan and implement evaluations, in order to optimize the chance that they will be useful and used.

Patton, M. (1990). Qualitative Evaluation and Research Methods (2nd Edition). Newbury Park, CA:, Sage Publications. Strong advocacy of qualitative approaches and very well reasoned.

Riecken, H. and R. Boruch (and associates). (1974). Social Experimentation. New York: Academic Press. Outcome of an SSRC committee on social experimentation. Excellent and simply written review of the major issues (as understood in the early 1970s) in the design and conduct of large scale social experiments.

Rossi, P. H. and W. Williams, (Eds.). (1974). Evaluating Social Programs, New York: Academic Press. Outgrowth of a 1969 conference on evaluation. Excellent papers but out of date. Should be read out of antiquarian interest.

Scriven, M. (1977). Evaluation Thesaurus, (3rd Edition). Berkeley, CA: Scarecrow Press (private press owned by Scriven). Scriven's views on evaluation given in the guise of a dictionary of evaluation terms. Written with grace and skill.

Scriven, M. (1980). The Logic of Evaluation. Berkeley, CA: Scarecrow Press. An eccentric but very literate and amusing review of evaluation as an enterprise that must bend to fit the needs of the program being evaluated.

**Shadish, W. R., T. D. Cook, and L. C. Leviton.(1991). Foundations of Program Evaluation: Theories of Practice. Newbury Park, CA:, Sage Publications. A review of the major evaluation theorists and their writings, ranging from Campbell to Rossi. An excellent exposition of the major viewpoints on evaluation.

Suchman, E. A. Evaluation Research. (1967) New York: Russell Sage. Old but very good. The best of the early comprehensive reviews of the field. Mainly addressed to public health field.

Smith, M. F. Evaluability Assessment: A Practical Approach. (1989) Boston, MA: Kluwer Academic Publishers. A well written practical textbook on evaluability assessment.

Wachter, K. W. and M. L. Straf, (Eds.).(1990). The Future of Meta-Analysis.

New York: Russell Sage Foundation. An excellent collection of stellar papers on the future prospects of meta-analysis.

Wholey, J. S. (1979). Evaluation: Promise and Performance. Washington, D. C.: The Urban Institute. Heavy emphases on program monitoring and evaluability assessments, especially of established programs. Can also be regarded as a do-it-yourself advocate.

***Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (eds.). (1994). Handbook of Practical Program Evaluation. San Francisco: Jossey-Bass. Pretty good coverage of issues in planning, implementing , and sharing information from evaluation efforts. Does a good job of evaluability assessment and the organizational aspects of planning and performing program evaluation.

***Witkin, B.R., & Altschuld, J.W. (1995). Planning and Conducting Needs Assessments. Thousand Oaks, CA: Sage. Step-by-step guide to conducting a needs assessment.

D. ADDITIONS TO MAJOR GENERAL REFERENCES ON EVALUATION

All resources below can be found in the MD Anderson library on campus

Bennett, C.A., & Lumsdaine, A.A. (1975). Evaluation & Experiment: Some critical issues in assessing social programs. New York: Academic Press, Inc. This book is quite dense in terms of statistical focus, but chapters #1, #6 and #8 are particularly helpful by exposing students to the potential roadblocks in conducting program evaluation research and how to make findings from program evaluation most useful. [Call # H62.5.U5 E87 1975]

Bickman, L. (Ed). (1987). Using Program Theory in Evaluation. San Francisco, CA: Jossey-Bass Inc., Publishers. Quick and easy to understand reading on basic program theory history, concept, development and utilization in program evaluation. [Call # H62.5.U5 U7 1987]

Bloom, M., Fischer, J., & Orme, J. G. (2006). Evaluating practice: Guidelines for the accountable professional. Boston: Allyn and Bacon. *(HV41 .B4498 2006)

Boruch, R.F., Wortman, P.M., Cordray, D.S., & Associates. (1981). Reanalyzing Program Evaluations: Policies and Practices for Secondary Analysis of Social and Education Programs. San Francisco, CA: Jossey-Bass Inc., Publishers. Heavy read, but can best be utilized as a reference book for secondary data collection and analysis. Discusses challenges in and utility of secondary data utilization in program evaluation. [Call # H61.R36]

Christie, C. A. (2003). The practice-theory relationship in evaluation. San Francisco: Jossey-Bass. *(H61 .P63 2003)

Claremont Symposium on Applied Social Psychology, Donaldson, S. I., & Scriven, M. (2003). Evaluating social programs and problems: Visions for the new millennium. Mahwah, N.J: Lawrence Erlbaum. *(HV41 .E93 2003)

Cone, J. D. (2001). Evaluating outcomes: Empirical tools for effective practice. Washington, D.C: American Psychological Association. *(BF75 .C66 2001)

Donaldson, S. I. (2007). Program theory-driven evaluation science: Strategies and applications. New York: Lawrence Erlbaum Associates. *(H62 .D654 2007)

Dudley, J. R. (2009). Social work evaluation: Enhancing what we do. Chicago, Ill: Lyceum Books. *(HV41 .D83 2009)

Durland, M. M., Fredericks, K. A., & American Evaluation Association. (2006). Social network analysis in program evaluation. San Francisco, Calif: Jossey-Bass. *(H62 .S62 2006)

Fern, E.F. (2001). Advanced Focus Group Research. Thousand Oaks, CA: Sage Publications, Inc. Provides a framework for understanding, designing and conducting three major types of focus groups: exploratory, clinical and experiential. Discusses various factors that can impact focus group interactions and discussion processes (i.e., cultural, trust, power, age, environmental issues, etc.). [Call # H61.28.F47 2001]

Grembowski, D. (2001). The practice of health program evaluation. Thousand Oaks, Calif: Sage Publications. *(RA399.A1 G735 2001)

Gomm, R., Davies, C., & Open University. (2000). Using evidence in health and social care. London: SAGE in association with Open University. *(RA427 .U85 2000)

Grinnell, R. M., Gabor, P., & Unrau, Y. A. (2012). Program evaluation for social workers: Foundations of evidence-based programs. New York: Oxford University Press. *(HV40 .G75 2012)

Grinnell, R. M., & Grinnell, R. M. (2001). Social work research and evaluation: Quantitative and qualitative approaches. Itasca, Ill: F.E. Peacock Publishers.

Kapp, S. A., & Anderson, G. R. (2010). Agency-based program evaluation: Lessons from practice. Los Angeles: Sage Publications. *(HV41 .K277 2010)

Magnabosco, J. L., & Manderscheid, R. W. (2011). Outcomes measurement in the

human services: Cross-cutting issues and methods in the era of health reform. Washington, DC: NASW Press. *(HV91 .O97 2011)

McDavid, J. C. & Hawthorn, L. (2006) Program Evaluation and Performance Measurement: An Introduction to Practice. Thousand Oaks, CA: Sage Publications Inc. Helpful for both students and practitioners, integrates performance measurement into evaluation practice. Does not require extensive knowledge of research methods and statistics. Discusses the realities of organizational politics and incentives for managers and evaluators and the importance of using sound professional judgment. [Call # HD58.9.M42 2006]

McSweeny, A.J., Fremouw, W.J., & Hawkins, R.P. (Eds.). (1982). Practical Program Evaluation in Youth Treatment. Springfield, Ill: Charles C. Thomas, Publisher. Provides examples of real-life program evaluation efforts; thoroughly integrates program models with theory and measurement. [Call # HV7428.P7 1982]

Penna, R. M. (2011). The nonprofit outcomes toolbox: A complete guide to program effectiveness, performance measurement, and results. Hoboken, N.J: John Wiley & Sons. *(HD62.6 .P46 2011)

Posavac, E.J. (1980). Program Evaluation: Methods & Case Studies. Englewood Cliffs, NJ: Prentice-Hall, Inc. Provides good information on ethical and methodological considerations in terms of three types of evaluation: needs, process and outcome. The end of each chapter gives excellent discussion questions that would be great tools for classroom discussion by giving students the opportunity to apply program evaluation knowledge in real-world situations. [Call # H62.5.U5 P62 1989]

Riger, S. (2002). Evaluating services for survivors of domestic violence and sexual assault. Thousand Oaks, Calif: Sage Publications. *(HV6626.2 .E93 2002)

Rossi, P. H., Lipsey, M. W., & Freeman, H. F. (2004). Evaluation: A Systematic Approach. Thousand Oaks, CA: Sage Publications, Inc. Gives an overview of program evaluation for social action programs. Instructs on how to identify issues and formulate questions. Instructs on how to assess the need for the program, the program theory, its progress, outcomes, and impacts. [Call #H62.R666 2004]

Sapsford, R. (1999). Survey Research. Thousand Oaks, CA: SAGE Publications, Inc. Gives great case study examples about sampling, ethical considerations and designing a survey project. Helpful refresher in basic statistical calculations. [Call # H62.S3354 1999]

Schalock, R.L. (1995). Outcome-Based Evaluation. New York: Plenum Press. Easy to read, detailed information about the components, design and utility of outcome-based program evaluation. Provides comprehensive case studies to illustrate concepts and issues discussed in text. [Call # HV11.S36 1995]

Shaw, I., & Lishman, J. (1999). Evaluation and social work practice. London: SAGE Publications. *(HV41 .E93 1999)

Sichel, J.L. (1982). Program Evaluation Guidelines: A Research Handbook for Agency Personnel. New York: Human Sciences Press, Inc. A quick read that provides brief refresher on basic research design and terminology commonly utilized in program evaluation. Also provides a quick overview of common challenging issues likely to be encountered throughout the evaluation process. [Call # H61.S555]

Sirotnik, K.A. (1990). Evaluation and Social Justice: Issues in Public Education. San Francisco, CA: Jossey-Bass Inc., Publishers. Presents issues to consider in conducting program evaluation in the educational system (i.e., external/internal values and beliefs, social justice, etc.). [Call # H62.5U5 E867 1990]

Smith, M. J. (2010). Handbook of program evaluation for social work and health professionals. Oxford: Oxford University Press. *(HV40 .S6152 2010)

Smith, N. L., & Brandon, P. R. (2008). Fundamental issues in evaluation. New York: Guilford Press. *(H62 .F84 2008)

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