



## **SOWK 460w (1): Social/Programs Evaluation (3 credits)**

Spring 2025, Tri-Cities

**Jacob Campbell, Ph.D., LICSW**

**Office Hours:** [See Schedule](#)

**Office Location:** Tri-Cities and Toppenish Campus

**Course Hours:** Monday's 5:30 – 8:15 PM

**Email:** [campbell\\_j@heritage.edu](mailto:campbell_j@heritage.edu)

**Cell Phone:** (509) 392-1056

**Class Location:** SWL 106

### **Course Description**

Basic evaluation methodologies for social programs; analysis of public and private social programs' effectiveness; policy design, implementation, and evaluation. Basic practice evaluation skills. This course is offered in the spring semester with the prerequisite of students being of senior standing.

### **Course Purpose**

This course introduces students to strategies used to conduct program and policy evaluation. Students learn methodologies for evaluating and analyzing public and private program effectiveness. Students apply their knowledge and skills to evaluate a program in the university community or their practicum placement.

### **Relationship to Other Sequences and Other Courses**

Social work students take the SOWK 460w Social Program Evaluation course in the final semester of their senior year. It is considered a "w" class because it is writing-focused. It follows and builds on the SOWK 459 Social Science Research Methods course. Students take this course concurrently with SOWK 491 Field Practicum II to help facilitate the learning and application to program evaluation.

### **Land Acknowledgement**

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Piquouse, Wenatshapam, Klikatat, Klinquit, Kow-was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation (Treaty of 1855) and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

This class is facilitated at Heritage at Columbia Basin College (CBC) in Pasco Washington, and is on the ancestral homelands of the Cayuse, Umatilla, Walla Walla, Yakama, and Palouse peoples. I also desire to honor and acknowledge them as well.

## Learner Outcomes, Heritage Outcomes, Performance Indicators

Students should be interested in understanding what they will learn, how they will know, and why it is valuable. We will review the social work program objectives and goals and how they relate to the competencies required for accreditation.

### Social Work Program Goals and Objectives

Heritage University School of Social Work has the following goals:

1. The Social Work Program provides quality educational preparation for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. The Social Work Program focuses on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest.
3. The Social Work Program prepares students academically to pursue graduate-level education.

### Social Work Competencies, Relationship to University Goals, and Assessment Methods

In the *Educational Policy and Accreditation Standards* (EPAS), the Council on Social Work Education (CSWE, 2022) defines competence as “the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being” (p. 7). Competence is “informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 7).

The nine competencies identified in the 2022 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Faculty evaluate these competencies across the curriculum. Classes have identified assignments where students demonstrate proficiency in the practice behaviors. The following table delineates the assignment, practice behavior, and correlating competency.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (CSWE 2022 Practice Behavior)	How does this work apply? (CSWE 2022 Competency)
Executive Summary of the Program Evaluation	“Select and use culturally responsive methods for evaluation of outcomes; and critically analyze outcomes and apply evaluation findings to improve practice effectiveness” (p. 13)	CSWE (2022) competency nine: evaluate practice with individuals, families, groups, organizations, and communities

## Texts, Materials, and Technology

### Text(s)

Royse, D. (2022). *Program evaluation: A practical guide for social work and the helping professions*. Cognella Academic Publishing.

### Supplements

#### Technology

Students require access to a computer (PC, MacBook, etc.) or desktop; reliable internet access is also necessary. Students can check out laptops from the library. Unfortunately, iPads, tablets, and Chrome books are not laptops. Our Learning Management System (LMS), MyHeritage, will communicate ideas/instructions and upload assignments. Your faculty member will help you.

#### Supplemental Texts

The content of this course includes the textbook but is supplemented with other readings. The professor will provide links to download the PDF of all these articles on MyHeritage on the course page. The required content for this course is outlined in the course schedule, and complete reference list entries are listed in the reference section of this syllabus. One supplemental text students might desire to purchase includes the American Psychological Association (APA, 2020) and their style guide. This is not required, and the publishers offer a valuable and compressive website with the necessary information to follow the style expectations. However, if students prefer a physical book to use as a reference in styling their writing, they might benefit from purchasing it.

## Assignments and Grading

I grade students on four different significant assignments for SOWK 460w. In-class participation is assigned each week. Weeks with reading from the textbook also have an associated quiz. Students complete research ethics/compliance training to prepare them for the investigation they will be conducting. The program evaluation is the most significant assignment for this class. This assignment has been divided into parts to help students progress through the evaluation process. Furthermore, extra credit options are available for students to complete regarding reviewing a published program evaluation and a report on implementing the student's program evaluation.

### Grade Scale

The following is the grading used for this course. It provides the relationship of the letter grade relates to percentage, GPA, and a description.

Letter Grade	Percentage	GPA	Description
A	93 to 100	4.0	Excellent
A-	90 to 92.99	3.7	
B+	87 to 89.99	3.3	
B	83 to 86.99	3.0	Above Average
B-	80 to 82.99	2.7	
C+	77 to 79.99	2.3	
C	73 to 76.99	2.0	Average
C-	70 to 72.99	1.7	
D+	67 to 69.99	1.3	
D	63 to 66.99	1.0	Below Average
D-	60 to 62.99	0.7	
F	0 to 59.99	0.0	Failure

## Course Assignments Descriptions

This table delineates the assignments, their point value, and the percentage of the overall class grades.

<b>Assignment</b>	<b>Points</b>	<b>Percentage</b>
A-01: Class Engagement and Attendance	100	10%
A-02: Chapter Reading Quizzes	50	5%
A-03: CITI Research Ethics and Compliance Training	50	5%
<b>A-04: Group Program Evaluation Project</b>		
A-04a: Individual Weekly Journal Entries	200	20%
A-04b: Group Work Plan for the Program Evaluation	100	10%
A-04c: Agency Logic Model	100	10%
A-04d: Executive Summary for the Program Evaluation	200	20%
A-04e: Program Evaluation Group Presentation	200	20%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>
A-05a [Extra Credit]: Review of a Published Program Evaluation	50	5%
A-05b [Extra Credit]: Descriptive Review of Groups Program Evaluation	100	10%

I have described each assignment using some meta-information, a description of the purpose, the specific tasks students are expected to complete, and the criteria used to assess the assignment.

### Assignment 01: Class Engagement and Attendance

**Meta:** *Points* 100 pts (10% of final grade); *Deadline* Each week during the in-person session, during asynchronous weeks, points might be earned from forums or work on tasks; *Completion* via attendance taken by instructor and documentation during class.

**Purpose:** This class environment is designed to provide students with the skills necessary for program evaluation and to be able to collaborate with their group for the program evaluation project. During asynchronous work weeks, the forums and other assignments allow students to demonstrate their ongoing learning.

**Task:** Students should come to class having completed assigned readings and be ready to participate in an informed yet informal discussion. This class sometimes provides in-class time to work on their program evaluation, and students should come prepared with productive activities they can do. The instructor assigns grades for in-class participation based on attendance and participation in discussions and activities. I deduct points for unexcused tardiness, absences, or non-participation. Students will have forums or activities to complete asynchronous weeks.

**Success:** Students will be present, on time, or have contacted the instructor for the class session. Students will fully engage in class activities and discussions. Students will complete forums following guidelines for those on asynchronous weeks.

### Assignment 02: Chapter Reading Quizzes

**Meta:** *Points* 50 pts (5% of final grade); *Deadline* Sundays at 11:55 PM each week when readings from the Royse (2022) text; *Completion* via MyHeritage Assignments.

**Purpose:** Students can confirm reading and learning from the textbook.

**Task:** Students will complete an online quiz about the reading using the MyHeritage course page. During the semester, the instructor selects 50 questions about the required reading, making each question worth 1 point.

**Success:** Students correctly answer the questions in the quiz. Students are encouraged to discuss questions they got wrong in class to facilitate growth. Students receive feedback about the completed quiz and can see what they missed after the assignment deadline.

### **Assignment 03: CITI Research Ethics and Compliance Training**

**Meta:** *Points* 50 pts (5% of final grade); *Deadline* Monday 02/10/25 at 08:00 AM; *Completion* via MyHeritage Assignments as an uploaded paper.

**Purpose:** Students learn and demonstrate knowledge of essential human subjects' research topics for social-behavioral-educational researchers.

**Task:** Heritage University's Collaborative Institutional Training Initiative's (CITI) Research Ethics and Compliance Training program introduces issues such as informed consent, human subjects' protection, privacy, and confidentiality for students involved in research involving no more than "minimal risk." To complete the CITI training, go to <http://www.citiprogram.org/> and follow these instructions:

1. Click on "Register" in the upper right-hand corner.
2. Enter "Heritage" as your organization's affiliation.
3. Fill out the remaining information through Step 6:
  - a. username, password, security question
  - b. no CME/CEU credits
  - c. answering the professional certification study guide question and course survey is optional
  - d. institutional email, department, role in research: student researcher-undergraduate
4. When you get to Step 7 of the registration process, do the following:
  - a. For Question 1 on "Human Subjects Research," select "Social & Behavioral Educational (SBE) course: Choose the option "to satisfy CITI training requirements for Investigators and staff involved primarily in research with human subjects."
  - b. For Question 2, select "Not at this time."
  - c. Do not select anything for Question 3.
  - d. For Question 4, select "No."
  - e. For Question 5, select "No."
5. When your registration is complete, Social & Behavioral Educational (SBE) will be in the courses "ready to begin" section.

6. Click “Start Now.” Complete all 12 modules required courses to achieve certification. You do not need to complete any of the supplemental modules.
7. Find your certificate documentation completion for this course by navigating to the records section of the website. Download or take a screenshot showing that you completed the course and upload it to MyHeritage.

Students can find additional support and information on Heritage University’s Institution Review Board (<https://heritage.edu/student-resources/irb-institutional-review-board/>)

**Success:** Students will complete the CITI Social & Behavioral Educational (SBE) course. They will upload a copy of their certificate (or a screenshot showing completion/grade assigned) to MyHeritage assignments. Grades for this assignment will be completed by mid-term grades due by the faculty on Wednesday 03/26/25 at 5:00 PM.

### Assignment 04: Group Program Evaluation Project

The majority of the coursework for this class is related to the students’ group program evaluation project. The assignment has been broken up into smaller parts. The culmination of this assignment is a final executive summary style paper and a presentation discussing the results of the completed program evaluation. Students work as a learning team to complete this assignment, with groups of three to five students. These teams will cooperatively create the executive summary and give the final presentation. Students will also jointly develop the group logic model and group work plan. Each group member will also be responsible for posting in their weekly journal.

#### Assignment 04a: Individual Weekly Journal Entries

**Meta:** *Points* 200 pts total or 20 pts each journal (20% total or 2% individually of final grade); *Deadline* Sundays at 08:00 AM on designated weeks; *Completion* private forum in MyHeritage.

**Purpose:** The weekly journal entries are designed to encourage students to keep their program evaluation on track for timely completion, help ensure that work is fairly distributed, and reflect on the program evaluation’s process and progress.

**Task:** Starting week five, students will complete journal entries each week until the end of the semester. No journal entries are assigned during spring break. Using MyHeritage forums (set to private), students are to write journal entries that are 250-500 words long and reflect on how their work is unfolding. Consider the following questions as you write your reflections. Students can respond to any of the given prompts, and they are not expected to write about them all each week:

- How did you contribute to your group’s work this week? Do you feel your group is on track to complete a high-quality program evaluation by the established deadlines? If not, what needs to change so you can be successful?
- What steps have you taken to ensure that your work follows ethical guidelines while reflecting culturally competent practice? Is there more that needs to be done? If so, what?

- What barriers did you face to completing the work? How did you (or will you) get around the obstacles? Barriers can be related to the work or personal issues that emerge for you.

**Success:** Students will complete a journal entry each week as required. The content will address at least one of the questions and fulfill the required word count. Entries can be informally written, but please review for grammar and spelling. If you have specific concerns, please follow up directly with the instructor.

#### Assignment 04b: Group Work Plan for the Program Evaluation

**Meta:** *Points* 100 pts (10% of student's final grade); *Deadline* Sunday 02/16/25 at 11:55 PM; *Competition* via a forum post on MyHeritage.

**Purpose:** The group work plan is a form that students will complete to document their action steps and assignments for completing the program evaluation.

**Task:** Groups will develop a work plan that explains the sequence and tasks to be completed for the program evaluation. It should include information regarding evaluation design and data collection, as well as tasks and deadlines assigned to group members. A potential template is available for students to use in MyHeritage.

**Success:** One group member will post the finalized work plan to the assigned MyHeritage Forum. Student grades will be assessed based on the plan's completeness, clarity, fairness, and feasibility. See Appendix A for the rubric. Feedback for this assignment will be completed by mid-term grades submission, due by the faculty on Wednesday 03/26/25 at 5:00 PM.

#### Assignment 04c: Agency Logic Model

**Meta:** *Points* 100 pts (10% of student's final grade); *Deadline* Sunday 03/02/25 at 11:55 PM; *Completion* via a forum post on MyHeritage.

**Purpose:** Developing a logic model is an essential part of program evaluation. Groups will include the logic model in the executive summary and presentation. They will submit it as a forum post, and during class, they will engage in peer review. This process will help groups formulate a superior final product.

**Task:** Group members will interview staff working at their evaluation agency. The logic model looks at how a program is implemented through understanding the program's resources, staff activities, program processes, and outcomes (often framed as immediate, intermediate, and long-range). Royse (2022) provides some context to this in chapter six.

**Success:** The logic model will be submitted by group members onto the forum. See Appendix B for the rubric. Grades are assigned based on the content of the logic model. Feedback for this assignment will be completed by mid-term grades submission, due by the faculty on Wednesday 03/26/25 at 5:00 PM.

## Assignment 04d: Executive Summary of the Program Evaluation

**Meta:** *Points* 200 pts (20% of student's final grade); *Deadline* Monday 05/12/25 by 08:00 AM; *Submission* via Anthology through the assignments section of MyHeritage.

**Purpose:** The executive summary gives students the opportunity to engage in scholarly writing that clearly articulates the outcomes of the program evaluation they completed.

**Task:** The *Executive Summary of the Program Evaluation* is used as a key assignment<sup>1</sup> for SOWK 460w. The CSWE (2022) describes their ninth competency as students being able to evaluate practice with individuals, families, groups, organizations, and communities. Specifically, students will be assessed regarding the identified practice behavior of “select and use culturally responsive methods for evaluation of outcomes; and critically analyze outcomes and apply evaluation findings to improve practice effectiveness” (p. 13). Due to this assignment being a key assignment, although each group will submit the same version of the final paper and receive the same grade, each student must submit the paper via Anthology through MyHeritage assignments.

Each group must hand in one final paper that is 10-15 pages long and consists of seven sections: introduction, logic model, ethical framework, methods, data/findings, narrative/discussion, and references.

- The **introduction** provides a description of the agency, a clearly defined research question, and a review of the literature related to the agency type or population served that includes at least ten academic/peer-reviewed articles.
- The **logic model** contains a brief description and a figure representing the program's resources, activities, output, outcomes, and impact.
- The **ethical framework** explains the considerations you made when designing the project. It should be described clearly and consistently. Potential questions answered include: How will you interact with clients, the institution, and subjects? How will you protect the rights and privacy of subjects? With whom will you share data, and why? Did your tasks/timeline ultimately go the way you thought it would? What took longer and why? What was more complicated than you expected, and why?
- The **methods** section explains how you collected your data. Consider the following questions: Why did you do it this way? Is it because of what was available? How did others collect data in the literature? If you did it differently than they did, why not?
- The **data/findings** include a narrative briefly explaining what you found in objective language. You do not need to interpret the results. Use tables and graphs to display data in a simplified way. The tables/graphs should be neat, clear, and self-explanatory.
- You will interpret your findings in the **narrative/discussion** section. What are your conclusions about the institution? What do you recommend? What needs to

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<sup>1</sup> Heritage University's social work program selects assignments across the curriculum for students to demonstrate each practice behavior defined by the CSWE to act as key assignments. These assignments are submitted to Heritage's online portfolio, Anthology Portfolio, and given to all students at each site using the same grading rubric. Student scores help provide data for faculty to self-evaluate the program.



change? Does it relate to the literature in the introduction? If not, why not? Explain your findings in the context of the literature.

- The **references** section is an APA-formatted list of references cited in your paper.
- Many students will also have documents attached as an **appendix**. These might include forms used or other artifacts from your research that are discussed in the body of the executive summary.

**Success:** Students will submit a paper demonstrating their ability to use scholarly writing to describe their research project clearly. See Appendix C for the rubric. I will provide feedback before final grades are due by Wednesday 05/15/24 at 5:00 PM.

### Assignment 04e: Program Evaluation Group Presentation

**Meta:** *Points* 200 pts (20% of student's final grade); *Deadline* During class Monday 05/05/25; *Submission* via in-person presentation.

**Purpose:** Sharing the results of our research is a vital aspect of the research process. This presentation allows students to provide an academic presentation regarding their research findings. Furthermore, it will enable students to formally present their findings to agency staff and effectively disseminate their research.

**Task:** Along with submitting the final paper for the student's research project, it is also recommended that students return their findings to the agency where they complete their program evaluation through a presentation. Along with offering the agency a copy of the final report, students will invite staff to participate in a final presentation to discuss their findings. This final presentation will occur during week 16, on Monday 05/05/25, during class time. If students would like to present at an earlier week to accommodate the program evaluation stakeholders' time, they can request this from the instructor. The group presentation is about 15 to 20 minutes long. All the students will receive the same grade for the presentation, and each student is expected to have some part in presenting. Presentations will approximately follow a format like the one listed here:

1. Introduction and Stakeholder Engagement (3 slides)
  - a. Introduction (1 slide)
  - b. Evaluation Purpose (1 slide)
  - c. Stakeholders (1 slide)
2. Cultural Competence (1 slide)
3. Description of the Program Being Evaluated (1 slide)
4. Logic Model (1 slide)
5. Evaluation Design (2 slides)
  - a. Evaluation Questions (1 slide)
  - b. Design, Methods, Indicators & Standards (1 slide)
6. Analysis, Results, & Interpretation (5 to 8 slides)
  - a. Analysis (1 slide)
  - b. Results (3-5 slides)
  - c. Interpretation (1-2 slides)
7. Use & Dissemination (1 slide)
8. References (1 slide)

**Success:** Students will perform a presentation using strong presentation skills and sharing relevant information from their research project. See Appendix D *Academic Presentation Rubric for the Program Evaluation* for the basis of the feedback and grades. I will provide feedback before final grades are due by Wednesday 05/15/24 at 5:00 PM.

### Assignment 5: Extra Credit Assignment Options

I offer students two different opportunities for extra credit. The first is a minor assignment where the student finds an example of a published program evaluation in an academic journal and writes a description reviewing the study and describing the process the research went through in completing the evaluation. The second is a more intensive paper examining their group's process in writing a descriptive report on its development and usefulness. These assignments are extra credit and not mandatory.

#### Assignment 5a: [Extra Credit] Review of a Published Program Evaluation Paper

**Meta:** *Points* 50 pts (5% of total grade in extra credit); *Deadline* Monday 05/12/25 by 08:00 AM; *Completion* via MyHeritage Assignments as a file upload.

**Purpose:** Program evaluations are frequently published or submitted as formal reports. Reviewing these published versions and providing a review helps engage students in how to write a program evaluation. Offering an assignment for extra credit gives students a designated manner to increase their grades for this class.

**Task:** Students will find a program evaluation that has been published. The article could be a journal article or a published report on an authoritative website. Students will review and summarize the study that was completed by writing a short paper that is between 500 and 750 words in length.

**Success:** Students will submit a paper demonstrating strong academic writing and critical thinking skills. I will provide feedback before final grades are due by Wednesday 05/21/25 at 5:00 PM.

#### Assignment 5b: [Extra Credit] Descriptive Review of Groups Program Evaluation

**Meta:** *Points* 100 pts (10% of total grade in extra credit); *Deadline* Monday 05/12/25 by 08:00 AM; *Completion* via MyHeritage Assignments as a file upload.

**Purpose:** Evaluating our research process is not usually included in a program evaluation but helps improve our research skills and understanding gained during a project. Offering an assignment for extra credit gives students a designated manner to increase their grades for this class.

**Task:** The descriptive review of a student's group program evaluation is a paper where students can self-reflect about their project and, through informal interviews with their groupmates and the agency stakeholders, attempt to describe the process and understand the impacts of the program evaluation they have completed. It is to be

between 1,250 to 1,500 words in length. It will reflect on the program evaluation process, the feelings and impressions of the group members and stakeholders going through the process, and what potential changes or reactions the agency stakeholders have to the process.

**Success:** Students will submit a paper demonstrating academic skills. They will be able to demonstrate scientific writing skills. I will provide feedback before final grades are due by Wednesday 05/21/25 at 5:00 PM.

## Course Guidelines and Expectations

### Description of course expectations

Students are expected to engage during class sessions, having completed the week's reading. Because this is a research-focused class, students need to engage in ethical practices. Students are to consider ethical obligations throughout the research process. Research is often outside of students' comfort zones, and students should take on a growth mindset in learning about and implementing their research projects.

### Description of Assignment Types

The students' real-world program evaluation is the most significant aspect of this class, and it has several smaller components. These include weekly journal entries completed via MyHeritage course forums to keep students on track. Groups also submit a work plan to designate who is doing what for the program evaluation, an agency logic model, an executive summary written as a research paper, and a final presentation. During weeks with readings from the textbook, there are reading quizzes. There are also two papers that can be written to earn extra credit.

Along with learning through assignments, this class has in-class sessions with lectures, small/large group discussions, opportunities to practice and improve program evaluation skills, and time to work on the program evaluation assignment. Five asynchronous weeks give students more time to work on their program evaluation. There are assignments due those weeks, or there might be forums on MyHeritage.

### Designated Style

Students should follow the American Psychological Association (APA) style guide for all writing done in this course. While optional for this course, their seventh edition style guide is listed as a recommended supplemental textbook for students.

## Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
1	<b>Asynchronous</b>	Introduction to social work program evaluation; reviewing course syllabus	Course Syllabus	
2	01/27/25	Steps in program evaluation; choosing	Royse (2022) Chapters 1 and 2	<b>A-02: Chapter Reading Quiz</b> due Sunday (2/2) at 11:55 PM

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Reading Assignment</b>	<b>Due Dates</b>
		groups for the program evaluation project		
3	<b>Asynchronous</b>	Ethics and program evaluations	Ethics in evaluations and writing about an ethical framework	<b>A-01: Asynchronous Participation</b> and <b>A-03: CITI Research Ethics and Compliance Training</b> due Monday (2/10) at 8 AM
4	02/10/25	Using qualitative and mix methods designs	Royse (2022) Chapters 3 and 4	<b>A-02: Chapter Reading Quiz</b> and <b>A-04b: Group Work Plan for the Program Evaluation</b> due Sunday (2/16) at 11:55 PM
5	<b>Asynchronous</b>	Group research designs	Royse (2022) Chapter 7	<b>A-02: Chapter Reading Quiz</b> and <b>A-04a: Journal Entry</b> due Sunday (2/23) at 11:55 PM
6	02/24/25	Quality assurance designs	Royse (2022) Chapter 5	<b>A-02: Chapter Reading Quiz, A-04a: Journal Entry, and A-04c: Agency Logic Model</b> due Sunday (3/2) at 11:55 PM
7	03/03/25	Formative and process evaluations	Royse (2022) Chapter 6	<b>A-02: Chapter Reading Quiz</b> and <b>A-04a: Journal Entry</b> due Sunday (3/9) at 11:55 PM
8	03/10/25	Instrumentation and peer review logic models	Royse (2022) Chapter 8	<b>A-02: Chapter Reading Quiz</b> and <b>A-04a: Journal Entry</b> due Sunday (3/16) at 11:55 PM
9	<b>N/A</b>	<b>Spring break, no class</b>		
10	03/24/25	Writing a methods section and challenges in program evaluation	Royse (2022) Chapter 10	<b>Midterm grades due</b> by instructor Wednesday (3/26) at 5:00 PM  <b>A-02: Chapter Reading Quiz</b> and <b>A-04a: Journal Entry</b> due Sunday (3/30) at 11:55 PM
11	<b>Asynchronous</b>	Cost analysis	Royse (2022) Chapter 9	<b>A-02: Chapter Reading Quiz</b> and <b>A-04a: Journal Entry</b> due Sunday (4/6) at 11:55 PM
12	04/07/25	Research context and cultural competence	Royse (2022) Chapter 11	<b>A-02: Chapter Reading Quiz</b> and <b>A-04a: Journal Entry</b> due Sunday (4/13) at 11:55 PM

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Reading Assignment</b>	<b>Due Dates</b>
13	04/14/25	Writing about data and findings	Royse (2022) Chapter 12	<b>A-02: Chapter Reading Quiz and A-04a: Journal Entry</b> due Sunday (4/20) at 11:55 PM
14	04/21/25	Writing evaluation reports	Royse (2022) Chapter 13	<b>A-02: Chapter Reading Quiz and A-04a: Journal Entry</b> due Sunday (4/27) at 11:55 PM
15	<b>Asynchronous</b>	Finalizing executive summaries		<b>A-04a: Journal Entry</b> due Sunday (5/4) at 11:55 PM
16	05/05/25	Group presentations		<b>A-04e: Program Evaluation Group Presentation</b> due Monday (5/5) during class
Finals Week	<b>Wednesday 05/14/25</b>	Joined end-of-semester celebration and potluck		<b>A-04d: Executive Summary of the Program Evaluation</b> along with the extra credit options <b>A-05a: Review of Program Evaluation</b> and <b>05b: Descriptive Review of Groups Program Evaluation</b> due Monday (5/12) at 8 AM  <b>Final grades submitted</b> by instructor Wednesday (5/21) by 5:00 PM

## Attendance

Regular attendance and class participation are expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu) (copy into your email provider).

### Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows students reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

## Support and Resources

### **Tutoring at the Academic Skills Center** [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us at [ASC@heritage.edu](mailto:ASC@heritage.edu).

### **Library**

The librarians are here to assist you! Use the online chat on the [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email [Library@heritage.edu](mailto:Library@heritage.edu).

### **Credit Hour Requirements**

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog entry [credit hour policy](#).

### **Online Course Exchange Appeals Process**

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at [Acadeum@heritage.edu](mailto:Acadeum@heritage.edu).

## Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#).

## Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 AM and 5 PM, please call 509-865-8555 or ext. 8555 from any campus landline or email [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#).

The CBC Campus Security Department is dedicated to protecting the lives and property of all students, staff, and visitors while helping to promote the college's overall mission of upholding an environment that provides opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher education achievements in a safe and hazard-free environment. CBC Campus Security can be contacted at (509) 542-4777, and more information can be found online at CBC's [Campus Security & Safety webpage](#).

## Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage or email [Officeofdisabilityservices@heritage.edu](mailto:Officeofdisabilityservices@heritage.edu).

## Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and seek medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and well-being of all members of the community is essential and appreciated.

## References

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>
- Council on Social Work Education. (2022). 2022 EPAS: Educational policy and accreditation standards for baccalaureate and master’s social work programs. <https://www.cswe.org/accreditation/policies-process/2022epas/>
- Royse, D. (2022). *Program evaluation: A practical guide for social work and the helping professions*. Cognella Academic Publishing.

## Appendix

### A. Group Work Plan Rubric

The *Group Work Plan Rubric* evaluates students’ research project plans across four areas: completeness, clarity, fairness, and feasibility. Completeness assesses how well the plan incorporates components of the overall research project, from very few aspects to a thorough outline. Clarity evaluates how clearly the plan distinguishes between evaluation design and data collection, with the highest level providing detailed components, indicators, sources, responsibilities, and deadlines. Fairness examines the distribution of tasks among group members. Feasibility determines whether the tasks and components are practical.

### B. Agency Logic Model Rubric

The *Agency Logic Model Rubric* evaluates student-using a student-developed rubric developed during 2024. It focuses on visual clarity, resources, staff activities, program processes, and outcomes. Visual/clarity assesses the identification of components. Resources evaluate the identification of agency resources. Staff activities review descriptions of agency services. Program processes assess descriptions of intended agency services. Short-term outcomes evaluate the definition of expected changes, including the target audience, timeframe, and desired level of change. Immediate-term

outcomes review data collection and connection to program goals. Long-term outcomes assess the identification of data, outcomes, and implementations.

### **C. CSWE (2022) Competency 9 Practice Behaviors Rubric for Program Evaluation Executive Summary**

The *CSWE (2022) Competency 9 Practice Behaviors Rubric* evaluates students' ability to use culturally responsive methods and critically analyze outcomes to improve practice. For 1A, it assesses the clarity of the research question, use of academic literature, ethical framework, methods, and cultural considerations, ranging from unclear and unsupported to detailed and well-integrated. For 1B, it evaluates findings articulation, visuals, logic model development, and recommendations, progressing from vague and incomplete to clear, comprehensive, and actionable.

### **D. Academic Presentation Rubric for the Program Evaluation**

The *Academic Presentation Rubric for Program Evaluation* evaluates organization, content, references, and delivery. The organization section assesses audience targeting, topic alignment, accuracy, and logical flow. Content evaluates adherence to assignment requirements. APA formatting and style are also assessed. Delivery assesses visual aids for quantity, clarity, attractiveness, and relevance.

Syllabus Form Updated 6-21-2024 (MJ)



## Appendix A: Group Work Plan Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Completeness</b>	Very few aspects of the overall research project are included in the plan.	The plan includes several components, but a few significant processes are not included.	The plan generally outlines most of the research project.	The plan is thorough and covers the entire research project.
<b>Clarity</b>	The plan of what needs to happen in either the evaluation design or the data collection is unclear.	The plan provides some general idea of tasks that need to be completed but does not include a delineation between evaluation design and data collection.	The plan is understandable and includes information about the design and data collection.	The plan clearly articulates both the evaluation design and data collection that will take place within the research. The evaluation design includes components, indicators, sources, and what success looks like. The data collection identifies specific tasks, the person responsible, and deadlines for completing those tasks.
<b>Fairness</b>	The distribution of tasks is not fair for group members.	The distribution of tasks is somewhat fair for group members, but some significant tasks or components are unfairly assigned.	The group members are assigned tasks, but a few seem to have more or less work than others.	Group members are fairly distributed with tasks related to the assignment.
<b>Feasibility</b>	None of the components or tasks are feasible.	The program evaluation does not appear feasible, with significant components not likely to be completed.	The program evaluation appears feasible, but some aspects might seem out of scope or out of the student's ability to complete.	The program evaluation plan appears feasible and something the group can accomplish within the semester.

## Appendix B: Agency Logic Model Rubric

Spring 2024 SOWK 460w class cooperatively developed this rubric.

Description	Initial	Emerging	Developed	Highly Developed
<b>Visual/Clarity</b>	Unable to identify the components	Able to identify 3 of the components	Able to identify 4 of the components	Able to identify all of the components. The chart is easy to read and visually appealing
<b>Resources</b>	No identification of resources	Limited or unclear identification of resources	The majority of resources were identified	Complete understanding of resources identified
<b>Staff Activities</b>	Minimal to no description of staff services provided by the agency	Seldom description of the staff services provided by the agency	Partial description of most of the staff services provided by the agency	A clear description of all staff services provided by the agency
<b>Program Processes</b>	Minimal to no description of the intended service(s) of the agency	Seldom a description of half of the intended service(s) of the agency	Partial description of most of the intended service(s) of the agency	Clear description of the intended service(s) of the agency
<b>Short-Term Outcomes</b>	Limited or no data collected. Brief and unclear statements	Some data was collected, but it is very brief with little detail	Defines the expected change in the program	Specifies the target audience, timeframe, and desired level of change
<b>Immediate Term Outcomes</b>	Did not develop data collection or incomplete	It shows some connection to activities but needs clarification	Explains how the changes were implemented to the program's goals	Identifies relevant data collection methods to track the progress of program evaluation
<b>Long-Term Outcomes</b>	Vague or no data and outcomes identified	The outcome has been identified, but it is brief and unclear. The data is somewhat relevant to the outcome	Describes new implementations and long-term outcome goals; minor additions are needed to develop the logic model's long-term outcomes	Implementations and Long-term outcomes are identified and specified in depth under each category based on program-needed change(s) at the agency

## Appendix C: CSWE (2022) Competency 9 Practice Behaviors Rubric for Program Evaluation Executive Summary

### Practice Behavior A

Description	Initial	Emerging	Developed	Highly Developed
<b>9a</b>	Select and use culturally responsive methods for the evaluation of outcomes; and			
<b>Clearly defined research question with extensive literature support</b>	The research question is not identified. Very little appropriate evidence is presented, or the evidence presented is not tied to the argument or the research question.	The research question is weakly presented. <b>A weak understanding</b> of the literature is demonstrated. Five academic/peer-reviewed articles are cited in the body of the paper.	The research question is adequately presented. <b>A basic understanding</b> of the literature is demonstrated. Seven academic/peer-reviewed articles are cited in the body of the paper.	The research question is clearly presented. <b>In-depth understanding</b> of the literature demonstrated. Ten or more academic/peer-reviewed articles are cited in the body of the paper.
<b>Strong and consistent ethical framework</b>	No consistent ethical framework is articulated.	The ethical framework is <b>vague, unsupported, and/or unconvincing.</b>	The ethical framework is <b>adequate, somewhat believable, somewhat convincing,</b> and consistent with the research question.	The ethical framework is <b>clear, believable, convincing, and consistent</b> with the research question.
<b>Relevant and well-aligned methods</b>	Methods are unclear or inconsistent with the research question.	Methods are <b>not clearly relevant</b> or are <b>weakly</b> related to the research question.	Methods are <b>somewhat relevant</b> and are <b>adequately</b> related to the research question.	Methods are <b>relevant</b> and <b>clearly</b> relate to the research question.
<b>Comprehensive discussion of cultural considerations</b>	There is no discussion of cultural considerations related to the method.	Cultural considerations are <b>abstractly</b> discussed.	Cultural considerations are directly addressed and discussed but need more <b>depth and thorough consideration.</b>	There is an <b>in-depth and thorough discussion</b> of the cultural considerations related to the methods.

Practice Behavior B

<p><b>9b</b></p>	<p>critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>			
<p><b>Clear findings with well-presented visuals</b></p>	<p>Very little appropriate evidence is presented, or the evidence presented is not tied to the research question or the contract.</p>	<p>The narrative wanders or only <b>weakly relates</b> to the research question, and tabular or graphic information is messy and difficult to understand.</p>	<p>The narrative <b>adequately</b> articulates findings, and tabular or graphic information is somewhat clear/the reader can understand it with limited effort.</p>	<p>The narrative <b>clearly</b> articulates findings, and tabular or graphic information is clear, neat, and easy to understand.</p>
<p><b>Comprehensive and detailed logic model</b></p>	<p>The logic model is incomplete or unclearly related to the program being evaluated.</p>	<p>The logic model <b>weakly</b> illustrates the program’s resources, activities, output, outcomes, and impact; the model is messy, confusing, and difficult to understand.</p>	<p>The logic model <b>adequately</b> illustrates the program’s resources, activities, output, outcomes, and impact; the model can be understood with limited effort.</p>	<p>The logic model <b>clearly and completely</b> illustrates the program’s resources, activities, output, outcomes, and impact.</p>
<p><b>Clear conclusions with actionable recommendations</b></p>	<p>The discussion does not appropriately explain conclusions, does not make concrete recommendations, and does not attempt to explain what the findings mean for the organization.</p>	<p>The discussion <b>weakly</b> explains student conclusions, makes <b>vague or unconvincing</b> recommendations that do not relate to the research question, and cannot explain what the findings mean for the organization.</p>	<p>The discussion <b>adequately</b> explains student conclusions, makes some recommendations, and <b>adequately</b> explains what the findings mean for the organization.</p>	<p>The discussion <b>clearly</b> explains student conclusions, makes <b>concrete</b> recommendations, and explains what the findings mean for the organization.</p>

## Appendix D: Academic Presentation Rubric for the Program Evaluation

Description	Initial	Emerging	Developed	Highly Developed
<b>Presentation Organization:</b> (audience, topic, accuracy, and logical sequence)	Zero to one of the four assessed areas fits the highly developed standards listed in the rubric.	At least two of the four assessed areas fit the highly developed standards listed in the rubric.	At least three assessed areas fit the highly developed standards listed in the rubric.	<b>Audience:</b> The presentation targets a scholarly audience with limited subject knowledge. <b>Topic:</b> It accurately follows the issues described in the syllabus. <b>Accuracy:</b> The information provided is factual and brought from scholarly sources. <b>Logical Sequence:</b> The presentation follows a logical and goal-oriented sequence that provides sufficient context for the audience.
<b>Presentation Content:</b> (follows assignment description)	The presentation does not follow the assignment description for what content to include.	The presentation includes five of the assigned content areas.	The presentation includes seven of the assigned content areas.	The presentation provides information related to all of the identified components, including an introduction, stakeholder engagement, cultural competence, program description, logic model, evaluation design, analysis, use plan, and references.
<b>Presentation Content:</b> (references)	References are not provided or discussed during the presentation.	There appears to be some attempt to describe the sources of information provided.	The presentation includes a reference list that generally looks like APA format.	The presentation slides include in-text citations identifying the sources of information throughout the presentation. The end of the presentation contains a reference list with citation entries in APA format. During the presentation delivery, the speaker will refer to the studies and their authors where appropriate.
<b>Presentation Delivery:</b> <b>Visual Aids</b> (quantity, attractiveness, clear, and additive)	Zero or one of the four assessed areas fits the highly developed standards listed in the rubric.	At least two of the four assessed areas fit the highly developed standards listed in the rubric.	At least three assessed areas fit the highly developed standards listed in the rubric.	<b>Quantity:</b> There are enough slides used in the presentation to provide a visual aid for the information required. <b>Attractiveness:</b> the slides are visually appealing. A theme is in the presentation. <b>Clear:</b> The slides are easy to read and do not contain too much text. <b>Additive:</b> The visuals used in the presentation are appropriate and enhance the message.