SOCA6240: SOCIAL PROGRAM EVALUATION

Course Outline

Course Overview:
Semester 2, 2010
Unit Weighting: 10

Teaching Methods
Web-students: Email Discussion Group
Face-to-face students: Tutorial, Tuesdays 3-5pm

Contact Hours
Email Discussion Group, for 2 hours per week for the full term
Tutorial, for 2 hours per week for the full term
Brief Course Description
The course will introduce students to designing projects, social programs and their evaluation. This will include some of the research activities, techniques and applications necessary for designing, implementing and appraising social programs.

Course Objectives
The specific objectives are to provide students with the knowledge and skills to assess the extent and severity of problems requiring social interventions; design programs to ameliorate social problems; assess the utility of new programs and initiatives; and assess the merits of existing programs and attempts to improve them. Students will develop the ability to increase the effectiveness of program management and administration; satisfy accountability requirements of program sponsors; and maximise the use of evaluation results to improve programs.

Course Content
Some of the issues that may be considered are:
1. Developing programs
2. Evaluating programs, projects and policies
3. Diagnostic procedures
4. Tailoring program monitoring and evaluations
5. Strategies for impact assessment
6. Research design for impact assessments
7. Assessment of full-coverage programs
8. Measuring cost efficiency and effectiveness
9. Social context of evaluation-dissemination and utilisation of evaluation results

Assessment Items

<table>
<thead>
<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>Classroom presentations of reading and/or participation in discussions (20%)</td>
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<tr>
<td>Essay 1: Qualitative data analysis project, 2,000 words (35%)</td>
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<td>Essay 2: Evaluation of major project, 2,500 words (45%)</td>
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PLEASE CHECK THE COURSE BLACKBOARD SITE FOR ESSAY SUBMISSION DATES AND CHOICE OF QUESTIONS

Callaghan Campus Timetable:

SOCA6240, SOCIAL PROGRAM EVALUATION
Enquiries: School of Humanities and Social Science
Semester 2, 2010

<table>
<thead>
<tr>
<th>Dist. Learn</th>
<th>Tuesday</th>
<th>19:00 - 21:00</th>
<th>Distance students please disregard day and time</th>
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<tbody>
<tr>
<td>Tutorial</td>
<td>Tuesday</td>
<td>15:00 - 17:00</td>
<td>Room: 326A</td>
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Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to

- material such as data, images, music, formulae, websites and computer programs.
- Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:


Turnitin submission of written assessment items
The University works with a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Students will be required to submit written assessment items in electronic form to Turnitin on the course Blackboard site.

Extension of time for assessment items, deferred assessment and special consideration for assessment items or formal written examinations
Students are required to submit assessment items by the due date, as advised in the course outline, unless the course coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment, must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure
Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last date to withdraw without financial or academic penalty (called the HECS Census Dates) is:

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For semester 2 courses: 31 August 2010
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Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to [http://www.newcastle.edu.au/study/enrolment/changingenrolment.html](http://www.newcastle.edu.au/study/enrolment/changingenrolment.html)

**Faculty website**

Faculty of Education and Arts


**Contact details, Callaghan:**

**Phone:** (02) 4921 5000  
**Email:** EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct  
**Phone:** (02) 4921 5806  
**Fax:** 02 4921 7151  
**Email:** resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:  
Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Postgraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with the course coordinator.

Disability Support may also be provided by the Student Support Service. Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on (02) 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement, it is extremely important that you discuss your needs with the course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol for a specific Tutorial time for this course via the Online Registration system. Registrations close at the end of week 2 of semester.

Blackboard and Studentmail
This course uses Blackboard https://blackboard.newcastle.edu.au/webapps/login/ and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly, use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly and regular basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Online copy submission to Turnitin and email-backup
Students are required to submit an electronic version of their assignments to Turnitin via the course Blackboard website. Prior to final submission, all students have the opportunity to submit drafts of their assignment to Turnitin to self-check their referencing; however, this self-check will not be possible when submitted passed the due date. In addition, it is recommended to students to email a copy of their assignments to the course coordinator as a backup. That way, hard copy submissions of the assignments will not be required.
Assignments will not be marked until both the Blackboard online version and the emailed version to the course coordinator have been submitted. Marks may be deducted for late submission of either version.

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 spacing and include page numbers.
- **Word length:** The word limit of assignments is to be adhered to, although up to 500 extra words can be added to cover points more thoroughly. Students may be asked to re-write if the paper is too short or too long.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

**Assignment Re-submission**
Students who have failed an assignment may be permitted to revise and resubmit it in this course, but a pass of 50/100 is the best that can be achieved. Students are always welcome to contact the lecturer to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: http://www.newcastle.edu.au/study/forms/

**Preferred Referencing Style**
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names. Further information on referencing and general study skills can be obtained from:


**Student Representatives**
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.
Student Communication
Students should discuss any course related matters with their Course Coordinator or Lecturer in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:


INTRODUCTION

Dear Student,

Welcome to SOCA6240 Social Program Evaluation. I am pleased that you have chosen to study with us. It is our hope that this will be a rewarding experience and that we are able to provide the support and information to be able to achieve that goal.

I am the co-ordinator and lecturer for this course and I will be your first point of contact in relation to any academic matters concerning your study in this course.

Contact Details: Lena Rodriguez
Email: Lena.Rodriguez@newcastle.edu.au
Phone: +61 2 4921 5094

There is an answering machine on the above office telephone number if I am out of the office.

NOTE: This course employs an active learning model where you engage with the reading materials for each topic in the modules. Whilst face-to-face students are expected to attend class having read and prepared the readings and related questions, distance students are expected to prepare the readings prior to engaging in the same way in the discussions on Blackboard.

Engagement with the course material and participation in the related debates is essential for the successful completion of this course.

In addition to the course materials provided, you will also find information on the University’s Blackboard Site. http://blackboard.newcastle.edu.au/

To access this site you will need your student ID and your access code provided in the bottom right hand corner of your student card. If you have any problems accessing this site please see the information sheet provided with this package.

I encourage you to contact me if there is anything that you don’t understand and you would like clarified. Do take the initiative to contact the University if and when matters of concern arise. Please consult the university website for all administrative enquiries.

I wish you well in your studies.

Lena Rodriguez, July 2010
RESOURCES

Blackboard
Blackboard is a central feature in this course. Please do check the SOCA6240 Blackboard site on a regular basis; to stay up-to-date with the latest course developments, examples of the latest case studies for each week and your engagement in the discussions, I recommend that you log on more than once week.

Reader and books
Students will receive a reader with the set readings for each week: face-to-face students will receive this in class; and online students will receive the set readings from Gradschool. The following book is recommended as a background reading and useful foundation to support you throughout this course:


Please do prepare the set readings for each week, as this will be a prerequisite for your successful completion of the course; written assignments usually demonstrate whether students have engaged with the course material and the related questions (please see below for further detail), or not.

Essay Guidelines
1. Your essay must be structured and to the point.
2. Commence your essay with an introduction in which you answer three questions (but do not list the questions; you are implicitly answering these questions):
   a) What (you are going to do);
   b) Why (the topic is important);
   c) How (you are going to go about your essay, i.e. its structure).
   
   Hint: it is often easier to write the introduction after you have completed your paper.
3. Use sections and sub-sections. It improves the flow of your presentation, ensures that your essay is organised and does not just ramble along, and makes it easier for the reader to follow.
4. Use the Harvard system of referencing. Examples are listed below.

Citing References
Whenever you are reporting factual information or specific data you need to cite the source of that information or data. Likewise, whenever you are summarising or reporting on an argument, theory, idea or whatever that has been advanced by an author (or organisation) then you need to cite your source.

Some examples:
Australian masculinity may be described as constituted in relation to hegemonic ideals (Connell 1987).

OR

As has been argued by Jones (1995, pp. 131–135), the extent of urbanisation is not unrelated to the definition of an urban area.

OR
The extent of urbanisation is not unrelated to the definition of an urban area (Jones 1995, pp. 131–135).

Quotes

It is also true that ‘population growth is to a large extent determined by the degree of poverty in a country’ (Demeny 1985, p. 202).

If you are using a quotation that is several lines (3 or more) long then indent it:

Demeny (1985, p. 202) says,

Population growth is to a large extent determined by the degree of poverty of a country. Without access to social transfer payments, heads of households must provide for their own sickness, health, unemployment and retirement benefits. It is in this regard that a large family is seen as an asset.

OR

Population growth is to a large extent determined by the degree of poverty of a country. Without access to social transfer payments, heads of households must provide for their own sickness, health, unemployment and retirement benefits. It is in this regard that a large family is seen as an asset (Demeny 1985, p. 202).

Publications without a date

If the publication you are citing has no date, as is often the case with web-based materials, then instead of the date use ‘n.d.’ meaning no date (Author’s surname n.d.).

Multiple authors

If there are two authors then use both last names. For example: (Birks & Sinclair 1995, pp. 141–52)

If there are more than two authors, eg. Birks, Sinclair and Stacey, then use the name of the first author only followed by the term ‘et al.’. In this case: (Birks et al. 1995, p. 326)

Multiple publications in the same year by the same author

If the author you are citing has two or more publications in the same year, then you should distinguish each publication by a, b, c and so forth. For example,

(World Bank 2000a)
(World Bank 2000b)
(World Bank 2000c)

When listing these in your Reference list at the end of the essay, you also distinguish each by 2000a, 2000b, 2000c and so forth.

Web site sources

When your source is a web site, you must still cite by author. If there is no author then cite by the name of the organisation. Never cite the web site address in your paper. The site address only appears in your References section.
**Listing References**

Under the Harvard system, you will have a References section at the end of the text of your essay. **List in References only those sources that are explicitly referred to in the text of your paper or in any of your tables, charts, etc.** List all references alphabetically by the last name of the author or organization.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
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<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
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<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
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<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
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<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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Module 1: Introduction to Social Program Evaluation

Seminar 1: Social program evaluation: an introduction

Readings:

Questions for discussion:
- What historical events helped to shape the field of evaluation research?
- What are the fundamental activities comprising evaluation research?
- How do you consider the relationship between evaluation research and social science research?
- What is the explicit and implicit logic underlying planned evaluation activities?

Seminar 2: Social program evaluation: fundamentals and participatory evaluation

Readings:

Supplementary readings (please check Blackboard):

Questions for discussion:
- What do you consider to be evaluation fundamentals, and why?
- What is participatory evaluation?
- Does Couplal and Simoneau’s reading address cultural issues and/or determinants?
- Which other evaluation fundamentals may have been useful in Couplal and Simoneau’s reading, and why?
Module 2: Social Change, Development and Participation

Seminar 3: Planning evaluations

Readings:

Questions for discussion:
- What do you understand to be the central purpose of evaluation, and why?
- How are social research and evaluation related? Discuss their relationship.
- Discuss the stages of program evaluations as illustrated in the above reading: Where do you see strengths, where do you see problems? Explain your position(s).

Seminar 4: Developmental and/or local relationship(s)?

Readings:


Questions for discussion:
- How would you paraphrase the interaction illustrated in the first of the two readings in your own words?
- Discuss the meaning(s) of development as presented and explored in both readings. — Where do you see problems in the presentation, and why?
- What role does comparative analysis play as far as ‘development’ and ‘social change’ are concerned?

Recommended supplementary readings:

Seminar 5: Change and participation: an example from South Africa

Readings:

Recommended supplementary readings:

Questions for discussion:
- Describe the project referred to in Leahy’s reading: What is the project about, what is its purpose? What does the project aim to achieve?
- Establish a link between Leahy and Pretty’s readings: how do the two readings complement each other?
- How does Pretty explore and present the complexity of the concept of ‘sustainability’? Do you see any problems with his approach; explain why?

Module 3: The Politics of Evaluation

Seminar 6: Evaluation and politics

Readings:

Recommended supplementary readings (please check Blackboard):

Questions for discussion:
- Moran’s article illustrates that Aboriginal Australians are often understood as ‘disturbing problems’. According to the article, who is responsible for the construction of this idea?
- What does the concept of *terra nullius* mean? What does it comprise?
- How does Weiss in her article present the relationship between evaluation/evaluation research and politics?
- Do you agree with Weiss’s approach? What concerns do you have with her article?

Seminar 7: The NT (=Northern Territory) intervention


Readings:


**Recommended supplementary readings (please check Blackboard):**


**Questions for discussion:**

- Discuss the contributions each of the readings above makes to the politics of decolonization as addressed in Moran’s article (please see Seminar 6)
- How do you ‘evaluate’ the Australian government’s role throughout this process? In your discussion, try to refer to each of the three readings above.

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**Module 4: Qualitative Data Analysis**

**Seminar 8: Qualitative research and development**

**Readings:**


**Recommended supplementary readings:**


**Questions for discussion:**

- What is the purpose of ‘quality in research’ according to Laws?
- Discuss the meaning(s) of quality in research? Do you agree with Laws’s article? Or do you can think of other issues that are missing in her approach?
- Laws refers to ‘an important aspect’ as far as the analysis of research is concerned. Discuss what this one (or more) aspect(s) is, and why it is important?
- What do Pope et al consider the purpose of qualitative data to be?
- What is the argument of Pope et al’s article?

**Seminar 9: Qualitative research methods and program evaluation**

**Readings:**


**Questions for discussion:**

- How does Apsler’s article evaluate the quality of after-school programs? Which qualitative research methods does he propose? Can you think of shortcomings in the application of the qualitative research methods he works with in his article (with/without reference to his article)?
- How are the findings of Apsler’s study weighted? Please provide specific examples in your discussion.
- Which process is evaluated in Ridde and Diarra’s article?
- Which qualitative research methods do Ridde and Diarra draw on? Which other qualitative research methods would you propose for their research, and why?

**Seminar 10: Qualitative data analysis across different levels**

**Readings:**


**Questions for discussion:**

- What is Lyon aiming to accomplish with her work in this article?
- Discuss what she considers to be the major task of the discipline of anthropology in this article?
- Which claims does Lyon explore in the article? Does she explore them successfully?
- What is Lyon’s argument in this paper?
- Do you think the paper has any shortcomings? If yes, explain why; if not, explain why.

**Module 5: Linking the Social Sciences and Development Practice**

**Seminar 11: Médicins sans frontières (MSF): practice and analysis**

**Reading:**


We will explore the article above and link it to a practical MSF example. Announcement of the example to be discussed and related questions will be posted on the Blackboard site of the course on the Thursday of the previous week.

**Recommended supplementary readings:**


**Seminar 12: Monitoring and impact designs**

*Readings:*


**Questions for discussion:**

- How does De Sardan consider the dialogue between social scientists and developers? How would you paraphrase the relationship he refers to in your own words?
- According to De Sardan, what do anthropologists apply?
- Do you agree with Wandersman’s four keys to success? How does he apply those keys to success to practical examples?
- Demonstrate the (non-)usefulness of Wandersman’s approach by applying his model to a practical example of your choice.