City University of Hong Kong Course Syllabus

offered by Department of Social & Behavioural Sciences with effect from Semester A 2024/25

Part I Course Overv	riew
Course Title:	Program Design and Evaluation
Course Code:	SS5423
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

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Part II Course Details

1. Abstract

This course aims to:

- provide a fundamental understanding of the purpose, design, and implementation of program design and management
- 2. equip students about the scope and types of program evaluation and the practices of evaluations in human service settings
- 3. enable students to assess and conduct program evaluation studies of sociological practice in social service settings.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting	Discov	-	
		(if	curricu	lum re	lated
		applicable)		g outco	
			(1	tick	where
			approp		
			Al	A2	A3
1.	Recognize the contexts and explain the purpose,	20%			
	design and characteristics of the role and practice of				
	program planning and evaluation in human services;				
2.	Identify evaluation requirements in the planning,	30%			
	designing and managing human service interventions				
	for continuous quality improvement;				
3.	Assess program evaluability and recognize	30%	V	V	\checkmark
	appropriate program evaluation designs to monitor				
	human service deliveries; and				
4.	Plan small scale program evaluation studies.	20%	V	√	
	•	100%		•	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CIL	O No.		Hours/week		
	-	1	2	3	4		(if applicable)
LTA1: Lectures	Weekly lectures, with topics		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		
Lectures	prepared and presented by						
	lecturers. The lectures may						
	assign student to read						
	supplementary readings						
	concerning the topics.						
LTA2: Assignments and tutorials	In the weekly lectures the students are required to participate in a wide variety of assignments. Beginning from the 5th week, approximately one hour weekly will be reserved for tutorial discussion. The purpose is to allow students to present and discuss the progress of their evaluation proposal of selected program, and their critique on selected program evaluation research report.	√	√	√ ·	V		
LTA3: Group presentation	Students are required to form small groups to prepare a program evaluation proposal. There will be oral presentation	√	√	√	√		
	from each group on week 12.						

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CII	CILO No.			Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 65%						
AT1: Individual Paper	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		25%	
Each Participant has to conduct a critical review of a selected Program Evaluation Study.						
AT2: Group Presentation	1	V	V	1	20%	
Participants will form a group with of 5 to 6 students, and they have to select a program from a human service organization and develop a proposal for the evaluation of the selected program. There will be an oral presentation for each group,						

followed by discussion.							
AT3: Individual / Group Assignments	1	1	$\sqrt{}$	V		20%	
In the weekly lectures, students are required to complete in a wide variety of individual or group assignments.							
AT4: In-class test: 35% (duration: 90 minu	ites,	if ap	olical	ole)			
Closed Book Examination	1	1	V			35%	
There will be a MCQs and short- essay typed quiz to assess the participants' understanding of concepts and principles of program planning and evaluation.							
<u> </u>						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Paper	It assesses the content,	Strong evidence	Some evidence of:	Limited evidence	Adequate	Vague and
(25%)	organization and fluency of	of:	Rich content,	of:	content;	devoid of
	the papers. Students should	Rich content,	ability to	Rich content,	• Limited or	content, weak
	demonstrate the analytical	ability to	integrate and	ability to	irrelevant use of	ability to
	ability and skilful application	integrate and	apply various	integrate and	theoretical and	integrate and
	of theoretical and	apply various	theoretical and	apply various	methodological	apply various
	methodological concepts in	theoretical and	methodological	theoretical and	concepts;	theoretical and
	the program evaluation.	methodological	concepts;	methodological	Inadequate	methodological
		concepts;	 Being able to 	concepts;	understanding	concepts;
		 Being able to 	show the	 Being able to 	of various	Not being able
		show the	understanding	show the	concepts;	to show the
		understanding	of various	understanding	• Loose	understanding
		of various	concepts;	of various	organization;	of various
		concepts;	 Exact and fluent 	concepts;	• Sentence	concepts;
		• Exact and fluent	expression of	 Exact and fluent 	fluency and	• Loose
		expression of	original	expression of	articulation is	organization of
		original	opinions;	original	merely	composition;
		opinions;	Rigorous	opinions;	acceptable;	Unsystematic
		Rigorous	organization,	 Rigorous 	Inadequate	expression of
		organization,	coherent	organization,	creative,	ideas;
		coherent	structure,	coherent	insightful, and	Seriously
		structure,	systematic	structure,	original ideas.	insufficient/no

		systematic	composition;	systematic		reference.
		composition;	• Creative, and	composition;		
		Creative, and	insightful ideas.	Creative, and		
		insightful ideas.		insightful ideas.		
2. Group Presentation	It assesses students' ability to	Strong evidence	Some evidence of:	Limited evidence	• Loose	Poor grasp of
(20%)	explain with rich content,	of:	• Rich content,	of:	organization,	relevant
,	excellent grasp of the	• Rich content,	excellent grasp	• Rich content,	merely	theories and
	materials with in-depth and	excellent grasp	of the materials	excellent grasp	acceptable	concepts;
	extensive knowledge of the	of the	with in-depth	of the materials	identified	• Limited
	topic; rigorous organization,	materials with	and extensive	with in-depth	content;	familiarity with
	coherent structure; original	in-depth and	knowledge of	and extensive	Inadequate	the topic; not
	ideas; creative use of	extensive	the topic;	knowledge of	grasp of the	being able to
	presentation methods.	knowledge of	Being able to	the topic;	relevant	show the
		the topic;	show the	Being able to	theories and	understanding
		Being able to	understanding	show the	concepts;	of theoretical
		show the	of theoretical	understanding	Inadequate	and
		understanding	and	of theoretical	understanding	methodological
		of theoretical	methodological	and	of theoretical	concepts;
		and	concepts;	methodological	and	• Loose
		methodologica	Rigorous	concepts;	methodological	organization;
		l concepts;	organization,	• Rigorous	concepts;	Unsystematic
		Rigorous	coherent	organization,	Simple and	ideas which
		organization,	structure;	coherent	unilateral	cannot express
		coherent	Insightful ideas	structure;	ideas, without	the topic;
		structure;	and analysis of	Insightful ideas	clear	Devoid of
			the topic;	and analysis of	explanation;	personal ideas
				the topic;		and opinions;

		Insightful ideas and analysis of the topic; Superior presentation skills: fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact timemanagement.	Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact timemanagement.	Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact timemanagement.	Merely acceptable articulation and expression of ideas; merely acceptable presentation skills.	Unclear expression of ideas, poor time management.
3. Class Assignments (20%)	Ability to apply relevant concepts and skills related to program design and evaluation.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Closed Book in-class test (35 %)	Ability to understand and apply the sociological knowledge and concepts in a variety of occupational settings.	Strong evidence for the ability to understand and describe the sociological knowledge and concepts in a	Good evidence for the ability to understand and describe sociological knowledge and concepts n a	Fair evidence for the ability to understand and describe the sociological knowledge in a variety of	Limited evidence for the ability to understand and describe the sociological knowledge and concepts, in a	Insufficient evidence for the ability to understand and describe the sociological knowledge and

	variety of	variety of	occupational	variety of	concepts in a
	occupational	occupational	settings.	occupational	variety of
	settings.	settings.		settings.	occupational
					settings.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Paper	It assesses the content,	Strong evidence	Some evidence of:	Adequate content;	Vague and devoid of
(25%)	organization and fluency of	of:	 Rich content, 	Limited or	content, weak ability
	the papers. Students should	Rich content,	ability to	irrelevant use of	to integrate and
	demonstrate the analytical	ability to	integrate and	theoretical and	apply various
	ability and skilful application	integrate and	apply various	methodological	theoretical and
	of theoretical and	apply various	theoretical and	concepts;	methodological
	methodological concepts in	theoretical and	methodological	Inadequate	concepts;
	the program evaluation.	methodological	concepts;	understanding of	• Not being able to
		concepts;	Being able to	various concepts;	show the
		 Being able to 	show the	• Loose	understanding of
		show the	understanding of	organization;	various concepts;
		understanding	various concepts;	Sentence fluency	• Loose organization
		of various	Exact and fluent	and articulation is	of composition;
		concepts;	expression of	merely	• Unsystematic
		Exact and fluent	original opinions;	acceptable;	expression of ideas;
		expression of	Rigorous	Inadequate	• Seriously
		original	organization,	creative,	insufficient/no
		opinions;	coherent	insightful, and	reference.
		Rigorous	structure,	original ideas.	
		organization,	systematic		
		coherent	composition;		
		structure,	Creative, and		
		systematic	insightful ideas.		
		composition;			

		Creative, and			
		ŕ			
2.0		insightful ideas.			
2. Group Presentation	It assesses students' ability to	Strong evidence	Some evidence of:	• Loose	• Poor grasp of relevant
(20%)	explain with rich content,	of:	• Rich content,	organization,	theories and concepts;
	excellent grasp of the	• Rich content,	excellent grasp	merely	 Limited familiarity
	materials with in-depth and	excellent grasp	of the materials	acceptable	with the topic; not
	extensive knowledge of the	of the	with in-depth	identified	being able to show the
	topic; rigorous organization,	materials with	and extensive	content;	understanding of
	coherent structure; original	in-depth and	knowledge of the	Inadequate	theoretical and
	ideas; creative use of	extensive	topic;	grasp of the	methodological
	presentation methods.	knowledge of	Being able to	relevant theories	concepts;
		the topic;	show the	and concepts;	• Loose organization;
		• Being able to	understanding of	Inadequate	• Unsystematic ideas
		show the	theoretical and	understanding of	which cannot express
		understanding	methodological	theoretical and	the topic;
		of theoretical	concepts;	methodological	 Devoid of personal
		and	Rigorous	concepts;	ideas and opinions;
		methodologica	organization,	Simple and	• Unclear expression of
		1 concepts;	coherent	unilateral ideas,	ideas, poor time
		• Rigorous	structure;	without clear	management.
		organization,	Insightful ideas	explanation;	
		coherent	and analysis of	Merely	
		structure;	the topic;	acceptable	
		Insightful ideas	Superior	articulation and	
		and analysis of	presentation	expression of	
		the topic;	skills: distinct	ideas; merely	
		i /	pronunciation,	acceptable	
			pronunciation,	acceptable	

		• Superior	fluent expression	presentation	
		presentation	and appropriate	skills.	
		skills: fluent	diction, clear		
		expression and	delivery of ideas,		
		appropriate	creative use of		
		diction, clear	presentation		
		delivery of	methods, exact		
		ideas, creative	time-		
		use of	management.		
		presentation			
		methods, exact			
		time-			
		management.			
3. Class Assignments	Ability to apply relevant	High	Significant	Basic	Not even reaching
(20%)	concepts and skills related to				marginal levels
	program design and				
	evaluation.				
4. Closed Book	Ability to understand and	Strong evidence	Good evidence for	Fair evidence for	Insufficient evidence for
in-class test (35 %)	apply the sociological	for the ability to	the ability to	the ability to	the ability to understand
(65.73)	knowledge and concepts in a	understand and	understand and	understand and	and describe the
	variety of occupational	describe the	describe	describe the	sociological knowledge
	settings.	sociological	sociological	sociological	and concepts in a variety
		knowledge and	knowledge and	knowledge in a	of occupational settings.
		concepts in a	concepts n a variety	variety of	
		variety of	of occupational	occupational	
		occupational	settings.	settings.	
		settings.			

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

1.1 The context of program evaluation

The nature and scope of program evaluation; Origin and development of program evaluation; The relationship between evaluation and Applied Sociology; Social research, applied research and evaluation research

1.2 Program planning, Logic model, and program management

What is program? The scope within a program; Characteristics of program design; New paradigm for program planning; Steps in program planning; Different models of program design: Logic model; Planning and evaluation; Managing a service program

1.3 Fundamentals of program evaluation

Different types of program evaluation; Alternative ways of classification; Paradigms within program evaluation; Evaluation approaches; The Content, Input, Process, and Product (CIPP) model

1.4 The evaluation practice

Framework for evaluation; Evaluation criteria and standards; Political and interpersonal aspects of evaluation; Ethical Issues in evaluation; Utilization of evaluation findings; A word on evaluation proposal

1.5 Needs assessment and evaluability assessment

What is needs assessment? Steps in doing needs assessment evaluation; Evaluability assessment and its coverage; How is evaluability assessment performed? EA and other types of evaluation

1.6 Quantitative and qualitative approaches

Experimental Design Approach: Quasi-experimental designs; Single System Designs (SSDs); Survey research; Qualitative research designs; Multiple methods and triangulation

1.7 Data collection and measurement

Data sources and types of data; Indicators construction and instrument consideration; Selecting valid and reliable performance measures; Goal attainment scaling

1.8 Data analysis and interpretation

Basic principles and issues of analysis; Tests of significance of group differences; Visual inspection and analysis; Distinguishing effectiveness and efficiency

1.9 Report Writing

Writing a research report: Reporting fixed design (quantitative) research; Reporting flexible design (qualitative) research; The case of evaluation report

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds). (2015) *Handbook of Practical Program Evaluation, 4th Ed.* San Francisco: Jossey-Bass.

2. Mertens, D. M. & Wilson, A.T. (2019) *Program Evaluation Theory and Practice: A Comprehensive Guide, 2th Ed.* New York: Guilford Press.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1	
1.	Bamberger, M., Rugh, J. & Mabry, L. (2006) Real World Evaluation. London: Sage.
2.	Bloom, M. & Fischer, J. (2009) Evaluation Practice: Guidelines for the Accountable
	Professional, 6th Ed. New Jersey: Prentice-Hall.
3.	Donaldson, Stewart I. & Scriven, M. Eds. (2003) Evaluating Social Programs and
	Problems: Visions for the New Millennium. London: Lawrence Erlbaum Associates,
	Publishers.
4.	Engel, R. J. & Schutt, R. K. (2005) "How to Read a Research Article" in The Practice
	of Research in Social Work. London: Sage Publications.
5.	Fitzpatrick, J. L., Sanders, J. R. & Worthen, B. R. (2011) Program Evaluation:
	Alternative Approaches and Practical Guidelines, 4th Ed. Boston: Pearson.
6.	Funnell, S. C. & Rogers, P. J. (2011) Purposeful Program Theory: Effective Use of
	Theories of Change and Logic Models. CA: John Wiley & Sons.
7.	Grinnell, Jr. R. M., & Unrau, Y. A. (2014) Social work research and evaluation: Foundations of evidence-based practice, 10 th Ed. Oxford: Oxford University Press.
8.	McDavid, J. C. & Hawthorn, L. R. L. (2006) Program Evaluation and Performance
	Measurement. Thousand Oaks, Calif.: Sage Publications.
9.	Nugent, W. R., Sieppert, J. D. and Hudson, W. W. (2001) Practice Evaluation for the
	21st Century. USA: Wadsworth.
10.	Posavac, E. J. & Carey, R. G. (2010) Program Evaluation: Methods and Case Studies,
	8 th Ed. NJ: Prentice Hall.
11.	Rossi, P. H., Freeman, H. E., & Wright, S. R. (2004) Evaluation: A Systematic
	Approach, 4 th Ed. London: Sage Publications.
12.	Royse, D., Bruce, A. T. & Padgett, D. K. (2010) <i>Program Evaluation: An Introduction,</i> 5 th Ed. Belmont, C. A.: Wadsworth.
13.	Schalock, R. L. (2001) Outcome-based Evaluation, 2 nd Ed. NY: Kluwer Academic,
	Plenum Publishers.
14.	Stufflebeam, D. L. & Shinkfield, A. J. (2007) Evaluation theory, models, and
	applications. San Francisco, Calif.: Jossey-Bass.
15.	Unrau, Y. A., Gabor, P. A., & Grinnell, R. M. Jr. (2001) Evaluation in the Human
	Services. UK: Brooks.
16.	Unrau, Y. A., Gabor, P. A. & Grinnell, Jr., R. M. (2007) Evaluation in social work:
	The art and science of practice(4 th Ed) [electronic resource]. Oxford; New York:
	Oxford University Press.