I. Course Information

Course Materials

PARTICIPATORY MONITORING & EVAL OF COMMUNITY PROJECTS By MULWA
ISBN: 9789966083142

Practical Research and Evaluation: A Start-to-Finish Guide for Practitioners
By Lena Dahlberg and Colin McCaig

By Peter Rossi, Mark Lipsey and Howard Freeman

Additional Materials (posted on Blackboard)

Indigenous Evaluation Framework Workbook
By American Indian Higher Education Consortium.

A Community Guide to Social Impact Assessment By Rabel J. Burdge
ISBN: 9780941042178

Other materials as noted
**Course Description**

This course has the following goals:

1. Prepare students to (a) identify the applied research goals and issues for specific social settings or communities, (b) work with stakeholders to develop a research design that addresses identified needs, and (c) conduct various forms of assessment (e.g., needs assessments, social impact assessment, and program evaluation) using approaches sensitive to the context, such as participatory evaluation and Indigenous Evaluation frameworks.
2. Prepare students to conceptualize and define meaningful measures of social phenomena.
3. Prepare students to develop appropriate data collection methods, direct collection efforts towards appropriate sources, and code and analyze collected data.
4. Prepare students to report findings in formats appropriate for use by various audiences including development agencies, non-governmental organizations (NGOs), community members, businesses and others.
5. Develop a portfolio of applied research projects that students have personally executed to discuss with confidence in a job, consultation or internship interview.

**Course Learning Outcomes**

Objectives for this course support the following learning outcomes expected for sociology undergraduate courses (reproduced from Sociology department website): 1. Graduates know the full range of methodologies, the basic epistemological assumptions associated with each, the criteria for evaluating quality research, and how to select and implement the appropriate method to test a hypothesis or address a research question. 2. Graduates are able to estimate and interpret univariate and bivariate statistics and generalize their meaning to the appropriate population. 3. Graduates know how to code and interpret qualitative data or how to code and prepare quantitative data for statistical analysis. 4. Graduates have the necessary skills to analyze data and summarize findings including a. basic familiarity with spreadsheet programs and statistical packages, b. the analytic process of comparing across categories, c. how to chart historical trends, and d. how to summarize findings for written or oral presentation.

**My Teaching Philosophy**

There are certainly many classes that you can take that do nothing more than get you a few credits closer to completing your degree and are generally a waste of time. Maybe that's what you want in some courses; this class can be much more than that if you want it to be. Many students find once they leave college that they struggle to effectively communicate to others why exactly anyone should be interested in paying them to do anything. In this course, we will develop skills applicable to real world settings so that you can feel prepared for life beyond your education. To this end, incentives for mastery of the course material matter and mastery requires full immersion in the course content. Many courses in college are conducted such that rewards are given for the successful completion of a final product; this course will be unique because I have designed it such that you will be rewarded heavily for how effectively you work throughout the semester, and how interested you are in going beyond and doing a little bit more. Some of the things I require may seem arbitrary or may be done simply to ease management of the class for me, but I will explicitly state the purposes of the things I require that I feel will best prepare you to succeed outside of the classroom. Please respect that. Students often run out of gas towards the end of the semester and rather than complete their best work at the end, they complete things just to be done. In order to get your best work on the most important things, the important assignments for this class will be heavily frontloaded. Give me your best the first 6-8 weeks of the class and if you’re so beaten down afterwards that you have to cruise towards the end, so be it.

I expect three things from each of you. First, you each bring a unique background and life experience to our group, and I expect you to engage in class discussions so that we may all learn from each other’s perspectives. Second, you are all capable of completing assignments by deadline (if not sooner) so I expect you to be accountable for turning things in on time. Do not count on mercy if you try to turn something in late. The reason for this is because outside of the classroom those sorts of shenanigans rightfully separate the unemployed from the employed. Third, I expect that each of you can master the course content and demonstrate your mastery effectively. I’ve set the bar high, but if you...
work hard you will meet it and I will reward every student that does so appropriately.

**Course Grading Criteria**

1. Attendance - (10% of grade)
2. Reading assignments – (20% of grade, with extra credit possible)
3. Unit completion assignments and “learning outside the classroom” assignments – (25% of grade, with extra credit possible)
4. Client focused research projects – (25% of grade, with extra credit possible)
5. Final Project proposal – (20% of grade)

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<th>Grade*</th>
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<tr>
<td>A</td>
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*Grades will be rounded to the nearest whole number. I reserve the right to adjust grades as I see fit based on my understanding of the student’s work habits and effort.

**II. Assignments**

**Assignment Descriptions**

**Attendance:**

Look, I know, Friday at 2 pm is a horrible time for a class, but since taking this class is going to help make all of your wildest dreams come true and I want you to be questioning whether I have a soul from day one, class attendance counts towards your grade. Because I really want you to question whether I have a soul, Friday attendance counts as double. Really, I’m serious. It does. We will begin class every period promptly at 2 pm by taking attendance – if you arrive late you can receive credit for coming but you have to ask me to mark you as attending immediately after class.

If you have a legitimate reason for missing class and you email me at soc301byu2011@gmail.com before you are absent I may permit the absence. In the event of an emergency I will permit an excuse after the absence.

**Reading:**

This class is designed to give you a hugely applicable skill set, and a large part of developing that skill set will come from how effectively you comprehend the course reading materials. In order to ensure that you are grasping the material, a written summary is due by 12 pm, two hours before the class period that corresponds to the reading material. Summaries are to be submitted by emailing soc301byu2011@gmail.com. Your summary should be at least one page and possibly more depending on the length of the reading and serve as a viable resource for you to refer to years beyond the completion of this course. It may be handwritten, but it must be submitted electronically. These assignments will be graded as either full or no credit. I will read every single one of them before class. Now, reading assignments are eligible for up to 5% extra credit on your total grade, and I want you to take advantage of this. Reading assignments turned in by midnight two days before it is required will receive bonus points. For example, if the
A reading assignment is due at 12 pm on Monday, and you turn it in by Saturday at midnight, you get extra points. Each reading assignment that is turned in early counts for about .19% towards your final grade. That may not sound like much but it adds up and allows your extra effort to compensate for times where you might make honest mistakes on other assignments. This policy exists because I want to incentivize working towards completion before deadline and not just at deadline. Doing that outside of the classroom is what separates the people that earn the privilege to do the work they enjoy from the people that are left with the work they have to do to get by.

Unit completion assignments and “learning outside the classroom” assignments:
The close of each unit will be associated with a small individual or team assignment that will require you to demonstrate your understanding of the unit as a whole and the skills developed during the unit. Details about each assignment will be provided at the beginning of each unit, and there are 9 units total. You are also required to complete at least 5 learning assignments outside of the classroom. These assignments are designed to further enhance your skill set and prepare you to work competently for an NGO, employer, or yourself. Those 5 assignments will stand as a distinct cumulative unit grade, making for 10 total units. Completion of each additional learning assignment will add three (3) points to your lowest unit grade. If you read carefully you will see that there are a whopping 30 extra points available if you’re up to earning them.

Required learning assignments:
1. Join LinkedIn.com. Create a profile with a picture of yourself, listing your education, employment experience, and personal summary. It’s also a good idea to upload a resume but it is not required for this assignment. Once you have made 50 connections on LinkedIn, invite me (Michael Rutkowski) to join your network. I will write a recommendation for you based on your work in this course.
2. The “Measurement” assignment. Details to follow.
3. Update your resume and email it to soc301byu2011@gmail.com. Accepted after April 1.
4. Your choice of one (1) of the following optional learning assignments.
5. Your choice of one (1) more of the following optional learning assignments.

Optional learning assignments:
1. Join an online survey panel and complete one survey that is about something more than your personal demographics or interests. I recommend swagbucks.com or surveyhead.com – they are legit and will compensate you for your time. Once you’ve completed the survey, take a screenshot of the confirmation completion screen and save it as a picture file. Email the picture and a short summary to soc301byu2011@gmail.com explaining what the survey was asking you about, how easy the survey was to use, how clear the questions were, if you thought the survey will be effective or not, and why.
2. Select an article from the journals Evaluation or Evaluation and Program Planning. Read the article. Summarize the article, stating what was being evaluated, what approach they used (participatory/conventional/SIA/indigenous, etc. if explicit in the article) how they measured the item of interest, how they collected data (research method), and the evaluation conclusion.
3. Attend a lecture or panel on campus that interests you (devotional/forum does not count). Write a brief report explaining the content of the lecture and explain how what you learned in the lecture may be useful to you in the future.
4. Complete an online software tutorial from Lynda.com or watch a video from the BYU Office of OIT library of class recordings on a program that you haven’t used before this class (these can be accessed by visiting the office of OIT homepage). I recommend learning how to use a design program like InDesign or a survey program like Qualtrics, but whatever interests you or that you feel is useful is fine. Briefly write about which software received training on and what you feel you could now competently use it for and send your report to me. I realize that I have no way to verify that the program is new to you or that you actually completed the tutorial or watched a video, so remember that the null hypothesis that cheaters go to Hell has never been rejected.
5. Complete 5 hours of community service (service projects done through your ward or stake do not count). Write a brief report about what you did and send it to me.
6. Write a three page essay on how an understanding of applied research methods helps one to be a better disciple of Christ.
7. Read one of “Three Cups of Tea” by Craig Mortenson, “Whatever It Takes” by Paul Tough, “Progress Against Poverty” by Santiago Levy, or “Just Give Money to the Poor” by Hanlon, Barrientos and Hulme. In a 3-4 page essay explain the social problem that the program in your book is attempting to address, the program’s theory and assumptions, and how effective the program has been according to the book. Send the report to me. Because this assignment is much greater in scope than the other ones, it counts three times.

8. Complete a training course offered by BYU Risk Management. Show me your certificate of completion (if given one) and write a brief report on what you learned and how that may be useful to you in the future and send it to me.

9. Identify a person that you do not yet know that works in the field that you some day hope to belong to. Contact them and introduce yourself. Ask them what you can do to best be prepared to work in that field, and ask them what you need to do to enter the field. Send me a brief report naming the field, what they do, and what they advised you to do. For their privacy, you do not need to identify who they are.

10. Replace the habits of the College Curve with the habits of the Wow Curve for another class you are taking. Document what that change has meant in terms of how you work in that class, and discuss any changes that may have occurred in your learning and classroom performance as a result in a brief report. Send the report to me after April 1.

Client focused research projects:
Each student will have the opportunity to work as a team on multiple research projects on behalf of organizations in need of research. These projects will involve conducting a focus group for BYU’s Graduate Student Society, assisting with a process evaluation of the 21st Century Grant afterschool program for Provo City School District, and developing a survey and analyzing the results of the survey for either the Concore Connect Project or University Venture Fund. You may also help conduct an optional lip balm “taste test” for MiraCell, Inc. Guidelines and deadlines for these assignments will be provided as we approach the time for these projects.

Project proposal:
Each student will develop a proposal including applied social research methods for a particular research project. The proposal will be 7-8 pages, describing a study of your choice (actual or hypothetical) which should include the following: the research question, brief summary of relevant literature, how you plan to measure the objects in question, the specific purposes, approaches and applied research methods planned or used, and a plan for analyses of results. More specific guidelines and examples of exceptional proposals from past sections of the course will be provided.

A draft of the proposal will be due in class on April 1 so that Rachel and I may provide you with feedback before turning in the final proposal. You will not receive points for turning in the outline, but failure to turn in an outline on time will result in a 25% reduction in the final grade you may earn for the proposal. In the event that your draft is just that awesome it may be accepted at that time as your final draft. The final draft of the proposal will be due by Saturday, April 16 at 5:30 pm. I know, that’s weird, but that’s when BYU says our final is, and since the proposal is our final, that’s the date and time when it’s due.

Gospel thought
“… sometimes with smudges on our cheeks, dirt on our hands, and shoes untied, stammeringly but smilingly we present God with a dandelion – as if it were an orchid or a rose! If for now the dandelion is the best we have to offer, He receives it, knowing what we may later place on the altar.” – Elder Neal A. Maxwell (That Ye May Believe [1992], 100)

III. University Policies

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code
standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
### Soc 301 Course Calendar

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<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td>January 5</td>
<td><strong>Unit 1 – It begins</strong>&lt;br&gt;Topic: Introduction and welcome to class</td>
<td><strong>Unit 1 – It begins</strong>&lt;br&gt;Topic: Introduction to evaluation&lt;br&gt;Reading: Mulwa 1, Rossi 1,2</td>
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<td>January 10</td>
<td><strong>Unit 2 – Survey design and sampling</strong>&lt;br&gt;Topic: Survey measurement and design&lt;br&gt;Reading: Czaja and Blair (on BB)&lt;br&gt;<strong>Assignments due:</strong> Unit 1 “Expectations” essay and IRB certificate</td>
<td><strong>Unit 2 – Survey design and sampling</strong>&lt;br&gt;Topic: Sampling&lt;br&gt;Reading: Dahlberg 11 and 12</td>
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<td>January 17</td>
<td><strong>Unit 2 – Survey design and sampling</strong>&lt;br&gt;Topic: Basic survey analysis&lt;br&gt;<strong>Assignment due:</strong> Unit 2 Survey assignment</td>
<td><strong>Unit 3 – Qualitative methods</strong>&lt;br&gt;Topic: Observations&lt;br&gt;Reading: Mulwa 5, p. 97-103</td>
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<td>January 24</td>
<td><strong>Unit 3 – Qualitative methods</strong>&lt;br&gt;Topic: Interviews&lt;br&gt;Reading: Mulwa 5, p. 104-102, Dahlberg 8</td>
<td><strong>Unit 3 – Qualitative methods</strong>&lt;br&gt;Topic: Focus Groups&lt;br&gt;Reading: Dahlberg 9, 10</td>
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<td>January 31</td>
<td><strong>Unit 3 – Qualitative methods</strong>&lt;br&gt;Topic: Coding in NVIVO&lt;br&gt;<strong>Assignment due:</strong> Unit 3 Interview and focus group guide&lt;br&gt;*Note – class may be held in phone survey lab</td>
<td><strong>Unit 4 – Evaluation overview and design</strong>&lt;br&gt;Topic: Program evaluation questions&lt;br&gt;Reading: Rossi 3 (p. 68-81, skim rest), Dahlberg 3</td>
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<td>February 7</td>
<td><strong>Unit 4 – Evaluation overview and design</strong>&lt;br&gt;Topic: Pulling it together&lt;br&gt;<strong>Assignment due:</strong> Unit 4 In class discussion with client on this day</td>
<td><strong>Unit 5 – Assessment, Theory, Process</strong>&lt;br&gt;Topic: Needs assessment, using secondary sources&lt;br&gt;Reading: Mulwa 5, p. 95-97</td>
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<td>Monday</td>
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<td><strong>February 14</strong></td>
<td><strong>February 16</strong></td>
<td><strong>February 18</strong></td>
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<td><strong>Unit 5 – Assessment, Theory, Process</strong>&lt;br&gt;Topic: Program theory&lt;br&gt;Reading: Rossi 5</td>
<td><strong>Unit 5 – Assessment, Theory, Process</strong>&lt;br&gt;Topic: Logic models</td>
<td><strong>Unit 5 – Assessment, Theory, Process</strong>&lt;br&gt;Topic: Program process&lt;br&gt;Reading: Rossi 6, p. 170-179, skim until 183, 183 until the end</td>
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<td><strong>Tuesday, February 22</strong></td>
<td><strong>February 23</strong></td>
<td><strong>February 25</strong></td>
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<td><strong>Unit 5 – Assessment, Theory, Process</strong>&lt;br&gt;Topic: Program process&lt;br&gt;<strong>Assignment due:</strong> Unit 5 student’s choice exercise</td>
<td><strong>Unit 6 – Participatory evaluation</strong>&lt;br&gt;Topic: Introduction and philosophy of science&lt;br&gt;Reading: Review Mulwa 1, Dahlberg 2</td>
<td><strong>Unit 6 – Participatory evaluation</strong>&lt;br&gt;Topic: Participatory evaluation&lt;br&gt;Reading: Mulwa 2</td>
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<td><strong>February 28</strong></td>
<td><strong>March 1</strong></td>
<td><strong>March 3</strong></td>
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<td><strong>Unit 6 – Participatory evaluation</strong>&lt;br&gt;Topic: Participatory evaluation methods&lt;br&gt;Reading: Mulwa 3</td>
<td><strong>Unit 7 – Outcomes and SIA</strong>&lt;br&gt;Topic: Assessing program outcomes&lt;br&gt;Reading: Rossi 7, 8 p. TBD</td>
<td><strong>Unit 7 – Outcomes and SIA</strong>&lt;br&gt;Topic: Assessing program outcomes, cont.&lt;br&gt;Reading: Rossi 9, p. TBD&lt;br&gt;<strong>Assignment Due:</strong> Unit 6 Participatory Evaluation</td>
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<td><strong>March 7</strong></td>
<td><strong>March 9</strong></td>
<td><strong>March 11</strong></td>
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<td><strong>Unit 7 – Outcomes and SIA</strong>&lt;br&gt;Topic: SIA&lt;br&gt;Reading: Burdge 1,2,3 (on BB)</td>
<td><strong>Unit 7 – Outcomes and SIA</strong>&lt;br&gt;Topic: SIA, cont.&lt;br&gt;Reading: Burdge 4</td>
<td><strong>Unit 7 – Outcomes and SIA</strong>&lt;br&gt;Topic: SIA, cont.&lt;br&gt;Reading: Burdge 5, 6</td>
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<td><strong>March 14</strong></td>
<td><strong>March 16</strong></td>
<td><strong>March 18</strong></td>
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<td><strong>Unit 8 – Rural appraisal, Indigenous Evaluation and Action Research</strong>&lt;br&gt;Topic: Indigenous Evaluation&lt;br&gt;Reading: IE handbook 1, 2 (on BB)&lt;br&gt;<strong>Assignment due:</strong> Unit 7 SIA case study</td>
<td><strong>Unit 8 – Rural appraisal, Indigenous Evaluation and Action Research</strong>&lt;br&gt;Topic: Indigenous Evaluation&lt;br&gt;Reading: IE handbook 3 (on BB)</td>
<td><strong>Unit 8 – Rural appraisal, Indigenous Evaluation and Action Research</strong>&lt;br&gt;Topic: Rural appraisal&lt;br&gt;Reading: Mulwa 5, p. 123-143</td>
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<td><strong>March 21</strong></td>
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<td><strong>March 25</strong></td>
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<td><strong>Unit 8 – Rural appraisal, Indigenous Evaluation and Action Research</strong>&lt;br&gt;Topic: Action Research&lt;br&gt;Reading: Dahlberg 7</td>
<td><strong>Review:</strong> 4 approaches&lt;br&gt;<strong>Assignment due:</strong> Unit 8 Design Indigenous Evaluation or Rural Appraisal exercise</td>
<td>Optional lab time for coding</td>
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Calendar subject to change as circumstances may require.
## Soc 301 Course Calendar

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<th>March 28</th>
<th>March 30</th>
<th>April 1</th>
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| **Review: Everything you wanted to know about doing your proposal** | **Unit 9 – Dissemination and Presentation**  
Topic: Disseminating your work  
Reading: Dahlberg 14 | **Unit 9 – Dissemination and presentation**  
Topic: Presenting your work  
Assignment due: Earliest date by which all 5 “outside of classroom” learning activities may be turned in  
Assignment due: Final proposal draft |
| **Unit 9: Dissemination and presentation**  
**Assignment due:** Unit 9 Effective Presentation | **In-class proposal feedback** | **No class – cancelled** |
| **April 11** | **April 13** | **April 15** |
| In-class proposal consultations, optional | In-class proposal consultations, optional | **This Friday is a reading day, but your final proposal is due Saturday April 16 by 5:30 pm.** |

Calendar subject to change as circumstances may require.