

SS5423: PROGRAMME DESIGN & EVALUATION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Programme Design & Evaluation

Subject Code

SS - Social and Behavioural Sciences

Course Number

5423

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

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

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognize the contexts and explain the purpose, design and characteristics of the role and practice of program planning and evaluation in human services;	20	x	x	
2	Identify evaluation requirements in the planning, designing and managing human service interventions for continuous quality improvement;	30	x	x	x
3	Assess program evaluability and recognize appropriate program evaluation designs to monitor human service deliveries; and	30	x	x	x
4	Plan small scale program evaluation studies.	20	x	x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Lectures Weekly lectures, with topics prepared and presented by lecturers. The lectures may assign student to read supplementary readings concerning the topics.	1, 2, 3, 4	

2	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.	1, 2, 3, 4	
3	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.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	AT1: Individual Paper Each Participant has to conduct a critical review of a selected Program Evaluation Study.	1, 2, 3, 4	25	Allow students to use AI to search related journal articles.	Yes
2	AT2: Group Presentation 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.	1, 2, 3, 4	20	Allow students to use AI to search related journal articles.	Yes

3	AT3: Individual / Group Assignments In the weekly lectures, students are required to complete in a wide variety of individual or group assignments.	1, 2, 3, 4	20	Allow students to use AI to search related journal articles.	Yes
---	--	------------	----	--	-----

Continuous Assessment (%)

65

Examination (%)

35

Examination Duration (Hours)

1.5

Additional Information for ATs

AT4: In-class test (35%)

Closed Book Examination

There will be a MCQs and short-essay typed quiz to assess the participants' understanding of concepts and principles of program planning and evaluation.

It does not allow the use of GenAI.

Assessment Rubrics (AR)**Assessment Task**

1. Individual Paper (25%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

It assesses the content, organization and fluency of the papers. Students should demonstrate the analytical ability and skilful application of theoretical and methodological concepts in the program evaluation.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, ability to integrate and apply various theoretical and methodological concepts;
- Being able to show the understanding of various concepts;
- Exact and fluent expression of original opinions;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas.

Good

(B+, B, B-) Some evidence of:

- Rich content, ability to integrate and apply various theoretical and methodological concepts;
- Being able to show the understanding of various concepts;
- Exact and fluent expression of original opinions;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas.

Fair

(C+, C, C-) Limited evidence of:

- Rich content, ability to integrate and apply various theoretical and methodological concepts;
- Being able to show the understanding of various concepts;

- Exact and fluent expression of original opinions;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas.

Marginal

(D)

- Adequate content;
- Limited or irrelevant use of theoretical and methodological concepts;
- Inadequate understanding of various concepts;
- Loose organization;
- Sentence fluency and articulation is merely acceptable;
- Inadequate creative, insightful, and original ideas.

Failure

(F)

- Vague and devoid of content, weak ability to integrate and apply various theoretical and methodological concepts;
 - Not being able to show the understanding of various concepts;
 - Loose organization of composition;
 - Unsystematic expression of ideas;
 - Seriously insufficient/no reference.
-

Assessment Task

2. Group Presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

It assesses students' ability to explain with rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; rigorous organization, coherent structure; original ideas; creative use of presentation methods.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic;
- Being able to show the understanding of theoretical and methodological concepts;
- Rigorous organization, coherent structure;
- 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 time-management.

Good

(B+, B, B-) Some evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic;
- Being able to show the understanding of theoretical and methodological concepts;
- Rigorous organization, coherent structure;
- Insightful ideas and analysis of the topic;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact time-management.

Fair

(C+, C, C-) Limited evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic;
- Being able to show the understanding of theoretical and methodological concepts;
- Rigorous organization, coherent structure;
- Insightful ideas and analysis of the topic;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact time-management.

Marginal

(D)

- Loose organization, merely acceptable identified content;
- Inadequate grasp of the relevant theories and concepts;
- Inadequate understanding of theoretical and methodological concepts;
- Simple and unilateral ideas, without clear explanation;
- Merely acceptable articulation and expression of ideas;
- merely acceptable presentation skills.

Failure

(F)

- Poor grasp of relevant theories and concepts;
 - Limited familiarity with the topic;
 - not being able to show the understanding of theoretical and methodological concepts;
 - Loose organization;
 - Unsystematic ideas which cannot express the topic;
 - Devoid of personal ideas and opinions;
 - Unclear expression of ideas, poor time management.
-

Assessment Task

3. Class Assignments (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply relevant concepts and skills related to program design and evaluation.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

4. Closed Book in-class test (35%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to understand and apply the sociological knowledge and concepts in a variety of occupational settings.

Excellent

(A+, A, A-) Strong evidence for the ability to understand and describe the sociological knowledge and concepts in a variety of occupational settings.

Good

(B+, B, B-) Good evidence for the ability to understand and describe sociological knowledge and concepts in a variety of occupational settings.

Fair

(C+, C, C-) Fair evidence for the ability to understand and describe the sociological knowledge in a variety of occupational settings.

Marginal

(D) Limited evidence for the ability to understand and describe the sociological knowledge and concepts, in a variety of occupational settings.

Failure

(F) Insufficient evidence for the ability to understand and describe the sociological knowledge and concepts in a variety of occupational settings.

Assessment Task

1. Individual Paper (25%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

It assesses the content, organization and fluency of the papers. Students should demonstrate the analytical ability and skilful application of theoretical and methodological concepts in the program evaluation.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, ability to integrate and apply various theoretical and methodological concepts;
- Being able to show the understanding of various concepts;
- Exact and fluent expression of original opinions;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas.

Good

(B+, B) Some evidence of:

- Rich content, ability to integrate and apply various theoretical and methodological concepts;
- Being able to show the understanding of various concepts;
- Exact and fluent expression of original opinions;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas.

Marginal

(B-, C+, C)

- Adequate content
- Limited or irrelevant use of theoretical and methodological concepts;
- Inadequate understanding of various concepts;
- Loose organization;
- Sentence fluency and articulation is merely acceptable;
- Inadequate creative, insightful, and original ideas.

Failure

(F)

- Vague and devoid of content, weak ability to integrate and apply various theoretical and methodological concepts;
- Not being able to show the understanding of various concepts;
- Loose organization of composition;
- Unsystematic expression of ideas;
- Seriously insufficient/no reference.

Assessment Task

2. Group Presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

It assesses students' ability to explain with rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; rigorous organization, coherent structure; original ideas; creative use of presentation methods.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic;
- Being able to show the understanding of theoretical and methodological concepts;
- Rigorous organization, coherent structure;
- 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 time-management.

Good

(B+, B) Some evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic;
- Being able to show the understanding of theoretical and methodological concepts;
- Rigorous organization, coherent structure;
- Insightful ideas and analysis of the topic;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact time-management.

Marginal

(B-, C+, C)

- Loose organization, merely acceptable identified content;
- Inadequate grasp of the relevant theories and concepts;
- Inadequate understanding of theoretical and methodological concepts;
- Simple and unilateral ideas, without clear explanation;
- Merely acceptable articulation and expression of ideas; merely acceptable presentation skills.

Failure

(F)

- Poor grasp of relevant theories and concepts;
 - Limited familiarity with the topic; - not being able to show the understanding of theoretical and methodological concepts;
 - Loose organization;
 - Unsystematic ideas which cannot express the topic;
 - Devoid of personal ideas and opinions;
 - Unclear expression of ideas, poor time management.
-

Assessment Task

3. Class Assignments (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to apply relevant concepts and skills related to program design and evaluation.

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

4. Closed Book in-class test (35%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to understand and apply the sociological knowledge and concepts in a variety of occupational settings.

Excellent

(A+, A, A-) Strong evidence for the ability to understand and describe the sociological knowledge and concepts in a variety of occupational settings.

Good

(B+, B) Good evidence for the ability to understand and describe sociological knowledge and concepts in a variety of occupational settings.

Marginal

(B-, C+, C) Fair evidence for the ability to understand and describe the sociological knowledge in a variety of occupational settings.

Failure

(F) Insufficient evidence for the ability to understand and describe the sociological knowledge and concepts in a variety of occupational settings.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
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.

Additional Readings

Title	
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 10th 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, 8th Ed. NJ: Prentice Hall.
11	Rossi, P. H., Freeman, H. E., & Wright, S. R. (2004) Evaluation: A Systematic Approach, 4th Ed. London: Sage Publications.
12	Royse, D. Bruce A. T. & Padgett D. K. (2010) Program Evaluation: An Introduction 5th Ed. Belmont, C. A.: Wadsworth.
13	Schallock, R. L. (2001) Outcome-based Evaluation 2nd 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(4th Ed) [electronic resource]. Oxford; New York: Oxford University Press.
----	---