

# SYLLABUS

## 1. Information about the program

|   |   |
|---|---|
| 1.1 Higher education institution          | Babeş-Bolyai University   |
| 1.2 Faculty                               | Faculty of Political, Administrative and Communication Sciences |
| 1.3 Departament                           | Public Administration and Management                            |
| 1.4 Field of study                        | Administrative Sciences   |
| 1.5 Study cycle                           | Graduate  |
| 1.6 The program of study / specialization | Management of Public Services and NGO Management                |

## 2. Discipline data

|                                  |                |              |   |                         |          |                       |           |
|----------------------------------|----------------|--------------|---|-------------------------|----------|-----------------------|-----------|
| 2.1 Course title                 | Evaluation     |              |   |                         |          |                       |           |
| 2.2 The discipline holder        | Raluca Antonie |              |   |                         |          |                       |           |
| 2.3 Holder of seminar activities | Raluca Antonie |              |   |                         |          |                       |           |
| 2.4 Year of study                | 2              | 2.5 Semester | 2 | 2.6. Type of evaluation | Oral Ex. | 2.7 Discipline regime | Mandatory |

## 3. Specific skills acquired

|                         |   |
|-------------------------|---|
| Professional skills     | <p>C1. Use of the basic concepts and principles concerning the organization and functioning of the public sector;</p> <p>C2. Development of civic competence and civic activism;</p> <p>C3. Identification and use of strategies, methods, and techniques of public and organizational communication;</p> <p>C4. Drafting and implementation of strategies and policies specific to the field;</p> <p>C5. Leadership applied to field-specific activities;</p> <p>C6. Identifying, analyzing, and solving public sector issues;</p>   |
| Transversal competences | <p>CT1. Accomplishment of professional tasks in time and in a rigorous, effective, and responsible manner, in compliance with the principles of professional ethics;</p> <p>CT2. Making use of group interaction techniques, acquiring and playing specific roles within work teams through the development of interpersonal communication skills;</p> <p>CT3. Self-evaluation of professional training needs, as well as identification of resources and arrangements for training and, respectively, individual and professional development, for the purpose of insertion into and adaptation to the requirements of the labor market;</p> |

## 4. Course objectives (based on accumulated skills grid)

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|--------------------------|---|
| 4.1 General objective of | Familiarizes students in different types of program evaluation, including |
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| the discipline          | needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, analysis of computerized service statistics, and development of an evaluation plan to measure impact. Covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each.   |
| 4.2 Specific objectives | <p>By the end of the semester, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the major concepts in program evaluation: <ul style="list-style-type: none"> <li>• Types of evaluation and their purpose</li> <li>• Levels of measurement: population-based vs. program-based</li> <li>• Sources of data</li> <li>• Study designs, including randomized control trials, and threats to validity</li> </ul> </li> <li>2. Perform skills required in conducting program evaluation: <ul style="list-style-type: none"> <li>• Design of a conceptual framework</li> <li>• Develop objectives and indicators</li> <li>• Conduct of a focus group</li> <li>• Pretest of a communication</li> <li>• Processing of service statistics</li> <li>• Use of participatory evaluation techniques</li> </ul> </li> <li>3. Write an evaluation plan</li> </ol> |

## 5. Contents

| Course  | Teaching methods                    | Observations   |
|---|-------------------------------------|--|
| <b>1. Overview of Evaluation Concepts. Course requirements and expectations. Evaluation methods</b> | Presentation.<br>Discussions        | <p>The introductory course consists in communicating the fundamentals of evaluation, course requirements, content, schedule of the course, methods of evaluation and getting feedback from students about these topics.</p> <p>Topics to cover:</p> <p>Objectives of course,<br/>Assignments, readings, grading<br/>Why, what and when to evaluate</p> |
| <b>2. Evaluation types, methods and models</b>  | Presentation.<br>Discussion, debate | Discussions about the most used assessment   |

|   |                                      |  |
|---|--------------------------------------|--|
|   |                                      | types, methods and models  |
| <b>3. Developing a Conceptual Framework, and Introduction to Formative Assessment</b> | Presentation.<br>Discussion, debate. | Topics to cover:<br>Importance of a conceptual framework<br>Examples of conceptual frameworks<br>In-class group discussion on CFs<br>Introduction to formative Assessment          |
| <b>4. Needs Assessment : An Overview</b>  | Presentation.<br>Discussion, debate. | Topics to cover:<br>Needs assessment as applied to development programmes<br>Analytic and political process<br>Monitoring  |
| <b>5. Development of Indicators and Participatory Evaluation Models</b>               | Presentation.<br>Discussion, debate. | Topics to cover<br>Characteristics of a good indicator<br>How to select indicators<br>In class exercise on indicators<br>Overview of participatory models<br>Examples of their use |
| <b>6. Process Evaluation</b>  | Presentation.<br>Discussion, debate  | Topics to cover<br>Where are we?<br>Quick review:<br>Formative research<br>Participatory models  |
| <b>7. Data collection methods</b>   | Presentation.<br>Discussion, debate  | Topics to cover:<br>Qualitative and quantitative research methods  |
| <b>8. Using Qualitative Methods for Monitoring and Evaluation</b>                     | Presentation.<br>Discussion, debate  | Topics to cover:<br>The use of interview and observation   |
| <b>9. Monitoring Outputs and Outcomes and Introduction to Impact assessment</b>       | Presentation.<br>Discussion, debate. | Topics to cover<br>Tools to monitor outputs and outcomes<br>Use of surveys to monitor outcomes<br>Threats to validity<br>Intro to “impact”   |
| <b>10. Experimental, Non-experimental and Quasi-Experimental Designs</b>              | Presentation.<br>Discussion, debate. | Topics to cover:<br>Study designs to measure impact<br>Non-experimental designs<br>Experimental designs<br>Quasi-experimental  |

|   |                                     |  |
|---|-------------------------------------|--|
|   |                                     | designs<br>Observational studies with advanced multivariate analysis   |
| <b>11. Randomized Trials</b>                      | Presentation.<br>Discussion, debate | Topics to cover:<br>What are randomized controlled trials (RCTs)?<br>Why do randomized trials?<br>Types of trials<br>Individual versus community RCTs<br>Design of trials (number and type of comparisons)<br>Sample size<br>Eligibility and enrollment<br>Consent<br>Randomization<br>Follow up<br>Endpoints Analyses<br>Stopping rules |
| <b>12. Monitoring and evaluation case studies</b> | Presentation.<br>Discussion, debate | Case studies   |
| <b>13. Social Impact Assessment</b>               | Presentation.<br>Discussion, debate | Topics to cover: SIA principles and models   |
| <b>14. Course review</b>                          | Presentation.<br>Discussion, debate | Review of all topics under discussin along the semester  |

#### Bibliography

1. ANTONIE R. – PROGRAM EVALUATION FOR PUBLIC AND NON-PROFIT ORGANIZATIONS (ON MOODLE)
2. CHELIMSKI, E., W.R. Shadish (Editori), 1997, *Evaluation for the 21<sup>st</sup> Century*, SAGE Publications Inc.,
3. FITZPATRICK, J.L., Sanders, J.R., și Worthen, B.R., 2004, *Program Evaluation*. (3<sup>rd</sup> Edition) Boston: Pearson
4. HANSEN, Hanne Foss, 2005, *Choosing Evaluation Models, A Discussion on Evaluation Design*, in *Evaluation*, Vol. 11, No. 4, p. 447-462, SAGE Publication
5. INNES DE NEUFVILLE, J., 1975, *Social Indicators and Public Policy: Interactive Processes of Design and Application* (New Brunswick, NJ: Transaction).
6. PATTON, Michael Quinn, 1997, *Utilization-Focused Evaluation: The New Century Text*, 3<sup>rd</sup> ed., Beverly Hills: Sage Publications
7. ROSSI, Peter, Howard Freeman, Mark Lypsey, 1999, *Evaluation, A Systematic Approach*, 6th ed., SAGE Publication
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9. SCRIVEN, M., 1991, *The evaluation thesaurus* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

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**6.** Corroborating course content with the expectations of epistemic community representatives, professional associations and employers representative for the program

The Evaluation course is constructed as a course on why and how to use Evaluation in public organizations and NGOs. Evaluation is somewhat a new field of practice in Romanian Public Administration. New knowledge and instruments can be of great use for practitioners but also researchers interested in this field.

## 7. Evaluation

| Activity type                                    | 10.1 Evaluation Criteria | 10.2 Evaluation Methods     | 10.3 Proportion of final grade |
|--|--------------------------|-----------------------------|--------------------------------|
| 10.4 Course                                      | Final Project            | Written project/final paper | 100%                           |
|  |                          |                             |                                |
|  |                          |                             |                                |
| 10.6 Minimum performance standard                |                          |                             |                                |
| <b>Minimum grade for passing the course is 5</b> |                          |                             |                                |

Date

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Signature course holder



Signature of the holder of seminar



Date of approval in the department

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Signature of Department Director

