

Monitoring and Evaluation for High Impact Social Mission Organizations

January 6 - March 2, 2013

(Offered through University of the Pacific's CPCE and Global Center for Social Entrepreneurship)

Instructor: Martin Burt
mburt@pacific.edu

Course Description

The purpose of this course is to guide students in understanding the theories, methods, and applications of monitoring and evaluation for high impact social mission organizations, with special emphasis on organizations that practice *social entrepreneurship*.¹

This course will:

- Review monitoring and evaluation theory for social mission organizations
- Describe methods of monitoring and evaluation of social initiatives
- Provide opportunities for students to analyze applications of evaluation in the field
- Allow students to demonstrate their mastery of the material through the design of an outcomes assessment (end of course project).

Introduction

This 8-week online course provides the student with an introduction to the monitoring and evaluation of high impact social mission organizations and initiatives, with a focus on organizations that practice social entrepreneurship.

The field of social entrepreneurship has grown in importance in the last decade as international development organizations, bilateral actors and private companies/entrepreneurs have learned that systemic, urgent, and sustainable answers are needed to solve intractable global problems such as poverty, global warming, and AIDS. A growing number of talented, ambitious, and courageous individuals, known as social entrepreneurs,² are creating initiatives designed to mitigate many of the world's difficult

¹ Social Entrepreneurship is the art of (1) identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own; (2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony; and (3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium, ensuring a better future for the targeted group and even society at large. Source: Martin, Roger and Osberg, Sally (Spring 2007). "Social Entrepreneurship: The Case for Definition," *Stanford Social Innovation Review*, 34-35.

² Social Entrepreneur: Someone who targets an unfortunate but stable equilibrium that causes the neglect, marginalization, or suffering of a segment of humanity; who brings to bear on this situation his or her inspiration, direct action, creativity, courage, and fortitude; and who aims for and ultimately affects the establishment of a new stable equilibrium that secures permanent benefit for the targeted group and society at large. (Definition formulated by Martin, Roger and Osberg, Sally (Spring 2007). "Social Entrepreneurship: The Case for Definition," *Stanford Social Innovation Review*, 29-39.)

social and environmental problems on a scale—and with far more ambition—than ever seen before. Their organizations are creating new models for social impact that are being advanced across the globe in what has come to be known as social entrepreneurship. In this course, we will explore in depth how evaluators (whether they are the organization's stakeholders or outside evaluators) assess the outcomes and the impact of these organizations.

The course covers monitoring and evaluation theory (including needs assessment, program theory assessment, evaluating the processes of a social initiative, outcomes assessment, impact assessment, and assessing the efficiency of a social initiative). The course also discusses the formulation of evaluation questions, data collection, analysis and reporting, and provides students with the opportunity to analyze case studies of actual assessments of social mission initiatives carried out in the field. Finally, the end of course project allows students to demonstrate mastery of the general concepts presented in the course, with a special emphasis on outcomes assessment design.

Learning Objectives

At the end of this course, students should be able to:

- ✓ explain the concepts that support the design of different types of assessments used in social mission organizations
- ✓ describe the methods used in the design and implementation of monitoring and evaluation in high impact social mission organizations.
- ✓ design evaluation questions for different types of evaluations, including needs assessment, program theory assessment, process assessment, outcomes assessments, impact assessment, and efficiency assessment.
- ✓ analyze case studies of real assessments carried out on social initiatives, and make judgments about the quality of these assessments.
- ✓ demonstrate their mastery of the material through the design of an outcomes assessment (end of course project).

Learning Materials

- **Class Material** – Online text, written by social entrepreneur and Visiting Professor Martin Burt, covers the main course topics and concepts.
- **End of Chapter Questions** – Multiple Choice Quizzes follow each online chapter to help students focus on the main points and demonstrate mastery and analysis of material.
- **Short papers** – Two short papers will be assigned during the course (Week 3 and Week 6). Each short paper is weighted equally and their total constitutes 25% of the grade. Short papers are assigned to give the student the opportunity to analyze and reflect on the main concepts being discussed in the course. (Short papers should be short—or long—enough to treat the assigned topic with thoughtful reflection and critical analysis. They should be single-spaced and not exceed 3 pages).

- **Videos** – Videos presented throughout the online text give students the opportunity to view expert opinions on monitoring and evaluation of social mission organizations, as well as witness practitioners discussing monitoring and evaluation of their organizations. The learning gleaned from these videos will be assessed in the end of chapter questions.
- **Case Studies** – Actual evaluations of social mission organizations are presented in the course. Students will analyze and assess these evaluations.
- **End of Course Project** – Students will demonstrate their understanding of the theory and methods covered in the course by developing an outcomes assessment for a real or imaginary social initiative. In doing so, students will first develop a target social problem, intended outcome statement, and key target outcomes for a real or imaginary social initiative, and place these into a Logical Framework. Then students will describe step by step how to carry out an outcomes assessment on this initiative. (For more information see the End of Course Project section at the end of this syllabus.)
- **Additional Required Readings:**
 1. An example of a needs assessment: Future Harvest Consortium to Rebuild Agriculture in Afghanistan Needs Assessment Reports: see "Needs Assessment Reports" at <http://www.icarda.org/afghanistan/Need.htm> and "Needs Assessment on Horticulture in Afghanistan" at http://afghanag.ucdavis.edu/other-topic/markets/marketing-reports/Needs_Assess_on_Hort_ICARDA_1.pdf. (Also found in Appendix 1 of the online course.)
 2. An example of a program theory assessment for Project Superwomen at http://theoryofchange.org/pdf/Superwomen_Example.pdf. (Also found in Appendix 2 of online course.)
 3. An example of an outcomes assessment for the Girl Scouts: "Third Year Evaluation of Girl Scouts Beyond Bars Final Report" at http://www.girlscouts.org/research/pdf/gsbb_report.pdf. (Also found in Appendix 3 of online course.)
 4. Although the textbook below is not required in order to complete the online course work, any student who works in or plans on working in the social sector should have a copy of it; it is the guiding source for this course:

Rossi, P.H., Lipsey, M.W., and Freeman, H.E. (2004). *Evaluation: A Systematic Approach*. Sage. ISBN# 978-0-7619-0894. (This book can be purchased used at www.abebooks.com and www.amazon.com.)

Assessment and Grading Policy

Students will be assessed in the following ways:

1. Responses to online end-of-chapter quizzes. Each of these assignments is weighted equally and their total constitutes 40% of the grade.
2. Short papers requiring analysis of assigned readings in the context of concepts and topics presented in the course. Each short paper is weighted equally and their total constitutes 25% of the grade.

3. End of course project: Students will demonstrate their understanding of the theory and methods covered in the course by developing an outcomes assessment for a real or imaginary social initiative. In doing so, students will first develop a target social problem, intended outcome statement, and key target outcomes for a real or imaginary social initiative, and place these into a logical framework. Then students will describe step-by-step how to carry out an outcomes assessment on this initiative. The project constitutes 35% of the course grade. (For more information see the End of Course Project section at the end of this syllabus.)

Grading Scale:

A+	97 – 100	C+	77 – 79
A	93 – 96	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
		F	59 and below

Honor Code

Students are expected to maintain the principles of the University Honor Code, which is intended to maintain and preserve the high standards of personal character and integrity vital in academic pursuits. The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. A violation of the Honor Code may occur in one of the following areas:

- Giving or receiving information from another student during an examination.
- Using unauthorized sources for answers during an examination.
- Illegally obtained test questions before the test.
- Any and all forms of plagiarism (plagiarism is the misrepresentation of another person's work as one's own)
- The destruction and/or confiscation of school and/or personal property.

Course Content

<p>Week 1: Jan 6 – Jan 12</p>	<p>Class Content:</p> <p>Students will:</p> <ul style="list-style-type: none">• analyze why it is important for social mission organizations to measure their social value• review the specific benefits of monitoring and evaluation for social mission organizations.• learn how to formulate appropriate and relevant evaluation questions• review common performance criteria used by social mission organizations• identify the six principal types of evaluation used in social mission organization• learn how to narrow in on the most important evaluation questions <p>Assigned Reading in online course:</p> <ul style="list-style-type: none">• Preface• Acknowledgements• Introduction• Chapter 1: Formulating Evaluation Questions—The Heart of the Evaluation Process <p>Assessment:</p> <ul style="list-style-type: none">• Chapter 1 Multiple Choice Questions (these questions cover concepts addressed in both the Introduction and Chapter 1) due January 12.
<p>Week 2: Jan 13 – Jan 19</p>	<p>Class content:</p> <p>Students will:</p> <ul style="list-style-type: none">• learn what needs assessments are, and why they are necessary for social mission organizations• review the steps to complete a robust needs assessment• consider the importance of taking culture into account when designing and implementing assessments• review a variety of tools used in the needs assessment process

	<ul style="list-style-type: none"> • learn how to effectively communicate the results of a needs assessment to key stakeholders <p>Assigned Reading in online text:</p> <ul style="list-style-type: none"> • Chapter 2: Needs Assessment in Social Mission Organizations <p>Assessment:</p> <ul style="list-style-type: none"> • Chapter 2 Multiple Choice Questions due January 19.
<p>Week 3: Jan 20 – Jan 26</p>	<p>Class Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> • learn what program theory assessment is • analyze under what circumstances conducting a program theory assessment will benefit a social mission organization • analyze how program theory assessment can be used as a monitoring and evaluation tool • identify key questions that must be addressed to assess the program theory of a social initiative, and assess the logic of its strategy for change • learn how to articulate a program theory of an initiative using a Logical Framework <p>Assigned Reading in online text:</p> <ul style="list-style-type: none"> • Chapter 3: Assessing Program Theory in Social Mission Organizations <p>Assessment:</p> <ul style="list-style-type: none"> • Chapter 3 Multiple Choice Questions due January 26.
<p>Week 4: Jan 27 – Feb 2</p>	<p>Class Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> • learn what a process assessment is • identify key questions that should be addressed in a process assessment • assess under what circumstances a process assessment will benefit a social mission organization

	<ul style="list-style-type: none"> • become familiar with potential biases that can occur during process assessments • review the design of a process assessment for a social initiative <p>Assigned Reading in online text:</p> <ul style="list-style-type: none"> • Chapter 4: Process Assessment in Social Mission Organizations <p>Assessments:</p> <ul style="list-style-type: none"> • Chapter 4 Multiple Choice Questions due February 2. • First short paper due February 2: In Chapter 3 you learned about program theory assessment, and how it allows you to ascertain whether the strategy for change of a social initiative is plausible and logical. In Chapter 4 you learned how to assess the implementation processes of an initiative. In a short paper, explain in your own words the link between program theory assessment and process assessment, and their relative importance to a social initiative. Be sure to give evidence and original examples to back up your arguments, and demonstrate original thought and analysis. Be sure to cite your sources carefully, using the guidelines from the University of Pacific Library found at the following link: http://libguides.lib.pacific.edu/content.php?pid=184668&sid=1551663. You will note that in addition to information on avoiding plagiarism, there are other links to more specific information on citing sources and on style manuals. For the purpose of this course, it does not matter which style manual you choose to use for your citations as long as you are consistent. Submit paper to: mburt@pacific.edu.
<p>Week 5:</p> <p>Feb 3 – Feb 9</p>	<p>Class Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyze differences between an outcomes assessment and impact assessment • review the steps in designing an outcomes assessment • identify appropriate indicators to include when designing an outcomes assessment • learn how to choose appropriate evaluation questions for outcomes and impact assessments • review how an impact assessment is designed • become familiar with the appropriate contexts for conducting outcomes and impact assessments • analyze how an organization can make reasonable assertions about its impact without doing an impact assessment

	<p>Assigned Reading in online text:</p> <ul style="list-style-type: none"> • Chapter 5: Outcomes Assessment and Impact Assessment in Social Mission Organizations <p>Assessment:</p> <ul style="list-style-type: none"> • Chapter 5 Multiple Choice Questions due February 9.
<p>Week 6:</p> <p>Feb 10 – Feb 16</p>	<p>Class Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyze what it means to measure organizational efficiency • learn why it is important to do efficiency assessments of social initiatives • calculate basic efficiency measurements and identify how these measurements are used by organizational stakeholders • review why it is important to create and implement an ongoing data collection, analysis and interpretation process in a social mission organization • learn the steps to implement a data collection process • review tools available to help organizations collect and analyze data • explore how to effectively communicate the results of the data collection process, and help organizations learn from assessment findings <p>Assigned Reading in online text:</p> <ul style="list-style-type: none"> • Chapter 6: Efficiency Assessment in Social Mission Organizations • Chapter 7: Data Collection, Analysis & Reporting of Results in the Assessment Process <p>Assessment:</p> <ul style="list-style-type: none"> • Chapter 6 Multiple Choice Questions due February 15. • Chapter 7 Multiple Choice Questions due February 15. • Second short paper due February 16: In a short paper, explain in your own words the importance of assessing the efficiency of a social initiative, and the link between data collection and assessing efficiency. Be sure to give evidence and original examples to back up your arguments, and demonstrate original thought and analysis. Be sure to cite your sources carefully, using the guidelines from the University of Pacific Library found at the following link: http://libguides.lib.pacific.edu/content.php?pid=184668&sid=1551663. You will note that in addition to information on avoiding plagiarism, there are other links to more specific information on citing sources and on style manuals. For the purpose of this course, it does not matter which style manual you choose to use for your citations as long as you are consistent. Submit paper to:

	mburt@pacific.edu.
<p>Week 7: Feb 17 – Feb 23</p>	<p>Class Content: Students will analyze real assessments that have been carried out in the field, and judge the quality of the assessments.</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 8 online text: Analyzing Case Studies of Assessment in Social Mission Organizations. • Choose any 2 of the 3 assessments below, to read: <ul style="list-style-type: none"> • An example of a Needs Assessment: Future Harvest Consortium to Rebuild Agriculture in Afghanistan Needs Assessment Reports: see "Needs Assessment Reports" at http://www.icarda.org/afghanistan/Need.htm and "Needs Assessment on Horticulture in Afghanistan" at http://afghanag.ucdavis.edu/other-topic/markets/marketing-reports/Needs_Assess_on_Hort_ICARDA_1.pdf. (Also found in Appendix 1 of the online course.) • An example of a Program Theory Assessment for Project Superwomen at http://theoryofchange.org/pdf/Superwomen_Example.pdf. (Also found in Appendix 2 of online course.) • An example of an Outcomes Assessment for the Girl Scouts: "Third Year Evaluation of Girl Scouts Beyond Bars Final Report" at http://www.girlscouts.org/research/pdf/gsbb_report.pdf. (Also found in Appendix 3 of online course.) <p>Assessment:</p> <ul style="list-style-type: none"> • Answer the questions embedded in Chapter 8 for any 2 of the 3 assessments reviewed: needs assessment, program theory assessment, or outcomes assessment and send to: mburt@pacific.edu. Due February 23.
<p>Week 8: Feb 24 – Mar 2</p>	<p>Class Content:</p> <p>Students will spend the week finalizing their end-of-course project. The project will provide students with the opportunity to demonstrate their mastery of the main concepts of the course, and in particular their knowledge of outcomes assessment design. The project includes developing an outcomes assessment for a real or imaginary social initiative. (For details see End of Course Project section below.)</p>

	<p>Assignment:</p> <ul style="list-style-type: none"> Students will spend the week finalizing their end of course project. The project should be sent to mburt@pacific.edu. <p>Assessment:</p> <ul style="list-style-type: none"> End of Course Project due March 2.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

End of Course Project

Students should carry out the following steps to complete the end of course project:

Part 1: Pretend that you are a social mission organization developing an initiative to solve a social problem. Please do the following:

1. Develop a target social problem that a real or imaginary social initiative is determined to solve. (See Chapter 2, Needs Assessment, for guidance.)
2. Develop an Intended Outcome Statement for the initiative that includes the target beneficiaries, the activity carried out by the initiative, and the outcome expected. (See Chapter 2, Section 2.4, Step 2: Articulating the Desired Outcomes)
3. Determine key target outcomes for the initiative. (See the Logical Framework for Fundación Paraguaya in Chapter 3 as an example.)
4. Place the Need, Outcomes, and Ultimate Goal, as well as Success Indicators, and Means of Verification of the initiative into a Logical Framework. (See the Logical Framework for Fundación Paraguaya in Chapter 3 as an example.)

Part 2:

Now you will “fast forward,” three years out, and pretend that you are an **outside evaluator** evaluating the fulfillment (or not) of the outcomes of the initiative that you have just placed into the Logical Framework. (Note: For Part 2, you are **not** part of the organization being evaluated). Obviously, the first thing you will ask of the organization (and/or the sponsor of the evaluation) is what outcomes they want measured. Since you have placed the initiative into a Logical Framework (when you were pretending to be the leadership of the organization in the first part of the assignment), you know what the desired outcomes of the initiative are. Before you begin the evaluation, however, you should re-read Chapter 5: Outcomes and Impact Assessments and Chapter 7: Data Collection & Analysis from the online text, as these chapters walk you through the steps of an outcomes analysis, and the steps in data collection and analysis.

Now you have just finished the evaluation process, and will prepare a detailed report to your boss (Mr. Rigorous) at the evaluation organization you belong to, who wants to know about *every detail* of the assessment.

Prepare a report for your boss, **which will include the information from Part 1 points 1 – 4 above, as well as a description, step by step, of how you carried out the assessment, including:**

1. What outcomes (listed in the Logical Framework) you chose to measure, and why.
2. The evaluation questions you formulated, and why.
3. The data collection methods you decided to use, and why.
4. An example of some sample data you collected (obviously, you will make this up).
5. How you analyzed and interpreted the results of the data.
6. How you reported the evaluation results to all appropriate stakeholders.
7. How you encouraged the organization to use the assessment results to learn, and improve its initiative.

In your report to your boss, be sure you are clear about any assumptions you have made, and be sure to show original thought and analysis, so your boss can appreciate the “added-value” you have added to the assessment process. Also be sure to give examples and/or explanations to back up your arguments. If you paraphrase or quote a source, your boss will expect you to cite your source carefully, using the guidelines from the University of Pacific Library found at the following link:

<http://libguides.lib.pacific.edu/content.php?pid=184668&sid=1551663>. You will note that in addition to information on avoiding plagiarism, there are other links to more specific information on citing sources and on style manuals. For the purpose of this course, it does not matter which style manual you choose to use for your citations as long as you are consistent. Your end of course project should be e-mailed to: mburt@pacific.edu.

Good Luck!

Additional Suggested Readings for Course:

CDC Evaluation Working Group (1999). “Framework for Program Evaluation.” Centers for Disease Control and Prevention. *Framework for Program Evaluation in Public Health*. MMWR 1999; 48 (No. RR-11). <http://www.cdc.gov/eval/evalguide.pdf>.

Chen, Huey-tsyh, and Rossi, Peter H. (1992). “Using Theory to Improve Program and Policy Evaluations.” New York, Westport, London: Greenwood.

Dees, J. Gregory (October 31, 1998). “The Meaning of ‘Social Entrepreneurship.’” Stanford University, <http://www.fntc.info/files/documents/The%20meaning%20of%20Social%20Entreneurship.pdf>.

Joint Committee on Standards for Educational Evaluation. “Program Evaluation Standards,” <http://www.wmich.edu/evalctr/jc/PGMSTNDS-SUM.htm>.

Moffitt, Robert (2005). “Remarks on the Analysis of Causal Relationships in Population Research.” *Demography* 42(1): 91-108, <http://muse.jhu.edu/journals/demography/v042/42.1moffitt.pdf>.

Ravallion, Martin (2006). “Evaluating Anti-Poverty Programs.” In T.P. Schultz and John Strauss, eds. *Handbook of Development Economics*. Volume 4. Amsterdam: North-Holland. http://works.bepress.com/cgi/viewcontent.cgi?article=1003&context=martin_ravallion.

Russon, Craig (editor) (May 1, 2000). “The Program Evaluation Standards in International Settings.” The Evaluation Center Occasional Papers Series, <http://www.wmich.edu/evalctr/pubs/ops/ops17.pdf>

Weiss, Carol H. (August 1997). "How Can Theory-Based Evaluation Make Greater Headway?" *Evaluation Review*, Vol. 21 No. 4.
