This course covers advanced topics in performance management, monitoring and evaluation for social sector organizations. The assumption is that students will have completed previous work in organizational management and program evaluation. While the focus of the class will be on nonprofits and NGOs, the theory, tools and techniques we will explore are applicable to any mission-based organization, regardless of tax status.

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

- Employ theory of change and design approaches to analyze and improve program design.
- Understand the link between performance management, learning and evaluation
- Understand and employ a variety of approaches to evaluating organizational performance, including impact assessment, collective impact measurement, advocacy evaluation and social impact evaluation.

The class will rely on a mix of in-class case discussion, group exercise and lecture/discussion. Each week we will have 1-2 readings that focus on theory or concepts and several readings that focus on applications.

**Course materials**

There are three sources we will use throughout the course:

1. *The Goldilocks Challenge*, by Mary Kay Gugerty and Dean Karlan, forthcoming from Oxford University press. Chapters will be posted online.

Most of the course readings will be available on the Canvas site. In addition a coursepack will be available through the Harvard Business School; the link with be posted on the classroom Canvas website.

**Missed Class Policy**

If you need to miss class for a professional or personal reason, please let me know in advance. For the day you miss, you should submit a 2-3 page reflection paper on the week’s readings/cases. This does not need to be a highly structured memo, but can be a basic reflection on the week’s readings. What did you find useful about the readings? What new ideas did the readings stimulate? Do you agree with the authors take on a particular issue? If you miss a class and don’t let me know and complete this paper, the missed class will affect your participation grade.
If you are missing class and also planning to do a memo for that week, you should still submit the reflection paper for that week as it substitutes for your presence in class. Ideally your reflection paper will focus on readings or cases you did not get to address in your memo.

**Academic Integrity**
The Evans School and the University of Washington seek to uphold high standards of honesty, respect for others viewpoints and integrity in interactions and academic effort. The topics we cover in this course typically benefit greatly from collaboration and discussion, but for paper assignments the work you turn should be your own. Students working on applied projects will turn in only one paper, but will evaluate each other through the peer evaluation process and are expected to contribute equally to the project. If you are participating in a group project, you may be using existing frameworks to undertake analysis in this class- use of frameworks should be acknowledged but all analysis should be original.

**Needs for Specific Accommodations**
The university will provide reasonable accommodation for academically qualified students with disabilities so those students can participate fully in the university's educational programs. Any student requesting academic accommodation based on disability is required to register with Disability Resources for Students (DRS). Please inform me of your accommodation needs.
Assignments

All students will complete the following:

1. **Classroom participation – 15%**
   Participation includes contributing usefully in large class discussions, contributing in small breakout groups, contributing ideas or articles via the Canvas website, sharing of resources with the group. We will construct together norms for participation on the class. At the end of the quarter, students will also complete a self- and peer-evaluation form in which they will have an opportunity to reflect on their own and others’ participation.

2. **Presentation on an Evaluation Approach – 15%**
   There are many lexicons, philosophies, and approaches in the field of evaluation. Distinguishing between fads and useful methods can be a challenge. Students will review an evaluation approach and critique it in a brief in-class presentation. Options will be given on the Assignment pages and students will be put into small groups depending on their preferences. We’ll devote about 20 minutes to this each week, with two groups going for 10 minutes each. Think of it as a ‘lightening’ presentation.

3. **Two reading response papers – 30% (15% each)**
   You may choose any two weeks that you wish. Specific guidance/questions for the response papers will be given in the study guide for each week, although using these questions to structure your paper is optional.

   Response papers are no more than 2 pages single-spaced. They should analyze the readings and the case for the week (if applicable). They may also reflect on an evaluation situation you have encountered in your work. The main criteria for grading will be synthetic thinking and analysis. By this I mean you demonstrate that you have you digested the readings for the week and can analyze across them. Good writing will of course facilitate strong analysis, but this is not a typical “memo” assignment. Additional guidelines for these papers are posted on Canvas.

4. **Program Design or Evaluation Project – 40%**

   There are three ways to complete this assignment:

   i. **Client-based evaluation or program design project (done in small groups)**
      Students may work in small groups of up to four students on a project for an organization. The ideal size is probably 2-3 people. This project could be a program design, evaluation design or data-oriented performance management issue. The specific details of the project will be worked out between the students and the instructor. I have two projects that students can work on, which I will describe in class.

   ii. **Exploration of a technique or approach to evaluation**
      If you have a particular skill or evaluation area in which you’d like to develop some expertise, you could use the final paper to explore this area in more depth. This could be done in groups of 2-3. For example, suppose you are very interested in qualitative case studies.

   iii. **Program Design or Evaluation Design based on a case.**

   **Option 1: Bridge over Troubled Waters – Implementation case**
Many of you might be familiar with the case “Bridge over Troubled Waters” which deals with a community-based environment and family-planning project in the Philippines. This case is accompanied by a “C” case that provides detailed implementation data on the project. Students may work in groups of up to 3 students to develop an evaluation design based on this information.

Option 2: Team Read
The Team Read case asks you to critique an existing evaluation and developing a new evaluation design for a nonprofit afterschool tutoring program.

The length of the applied project will be somewhere in the vicinity of 15-20 pages, depending on the number of students in the group and the amount of analysis that needs to take place.

Tentative “Check In” Schedule:
Note that these are guidelines so that you can assess your progress. Since each group will be working on a different project and the timelines may differ, I may work out a different set of deliverables with each group.

– Email me by the start of class about how you would like to complete the project. I can help facilitate groups if needed.
April 12 – Brief description of project and/or outline of project. (1 page or so)
May 3  – Detailed outline or overview
May 17 – Rough draft due with as much detail as you have to date.
March – Final project due
PBAF 551 Class Outline and Readings

**PLEASE NOTE:** The ultimate guide to what to read for each week is the weekly study guide posted in the folder for the week. I will likely make changes to the readings over the quarter as we identify areas of particular interest.

**January 3:** Establishing Strategic Frameworks for Program Design and Assessment

**Case:** One Acre Fund


**January 10:** Theory of Change and Theory-Based Evaluation

**Key concepts:**
- Theory of change
- Process tracing
- Contribution Analysis

**Case:** Casa Esperanza


Goldilocks Toolkit: Guiding Your Program to Build a Theory of Change

Howard White, Theory-Based Impact Evaluation: Principles and Practice


**Recommended (especially if you haven’t seen a lot on ToC):**

Aspen Institute, Community Builder’s Guide to Theory of Change

Read through material on program theory on BetterEvaluation.org: [http://betterevaluation.org/plan/define/develop_logic_model](http://betterevaluation.org/plan/define/develop_logic_model)

**January 17**  
**Design Thinking and Feedback Loops**


The Field Guide to Human-Centered Design  

Read the introduction and “Mindsets” sections, then look over the Methods section and select three tools you think you might use in your current work or in your class projects and read them in more details. Read the entire Ideation section but pay particular attention to the first four steps, plus Create Frameworks, Design Principles, and Story Board.


Goldilocks Toolkit, Introduction to Rapid Fire Operational Testing for Social Programs

Beth Kanter, “How can Nonprofits Switch to a Data-Informed Culture?”

**Recommended:**


**January 24**  
**Monitoring and Performance Management  
Process and Implementation Evaluation**

**Cases:** BRAC, Goldilocks Challenge Book  
Acumen, Goldilocks Toolkit

**Readings**

Goldilocks, “The Goldilocks Challenge; Right-Sized Monitoring and Evaluation for NGOs” Chapter 4.


January 31  
**Impact Evaluation & Rapid Impact Evaluation Techniques**  
Contrasting Qualitative and Quantitative Methods


“Which Study Designs are Capable of Producing Valid Evidence about a Program's Effectiveness?” Coalition for Evidence-Based Policy.


Michael Quinn Patton, Qualitative Methods for Evaluation, Chapter 3: Designing Qualitative Evaluations.

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February 7  
**Social Impact Measurement**

**Cases:** Robin Hood Foundation, Harvard Business School Case

[http://www.ssireview.org/articles/entry/unpacking_the_impact_in_impact_investing](http://www.ssireview.org/articles/entry/unpacking_the_impact_in_impact_investing)


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February 14  
**Evaluation and Foundations**

Advancing Evaluation Practices in Philanthropy, Special Issue of SSIR  
(long, but you can skim to get a sense of the different foundation approaches)

Coffman, Beer and Patrizi, “Benchmarking Evaluation in Foundations: Do We Know What we are Doing?”


Kellogg Foundation Evaluation Guide, Chapter 3 – Levels of Evaluation
February 21  Evaluating Advocacy

**Case:** One America, Electronic Hallway

Pathways for Change, 10 Theories to Inform Advocacy and Policy Change Efforts, Organizational Research Services (ORS).


Julia Coffman and Ehren Reed, “Unique Methods in Advocacy Evaluation.”

Optional:
The Elusive Craft of Evaluating Advocacy, SSIR

February 28  Collective Impact & Shared Measurement

Networks & Evaluation

Using Network Analysis for Evaluation, Kimberly Fredericks and Joanne Carman.

FSG, Guide to Evaluating Collective Impact, Parts 1-3

Andrew Beveridge and Jie Shan, Network of Thrones.

March 7  Complexity and evaluation; other topics

Presentation of Final Projects