



PAPP 5345 001 ~ Program Evaluation ~ Fall 2018
Department of Public Affairs
College of Architecture, Planning, and Public Affairs (CAPPA)
University of Texas at Arlington

Professor: Kay Godbey, Ph.D.

601 West Nedderman Drive, Suite 203

UTA Profile: <http://mentis.uta.edu/explore/profile/helen-godbey>

Email: kay.godbey@uta.edu

Adjunct Office 214 - By Appointment

Course Duration: August 22 – December 4, 2018

Classes held CAPPA Building, Room ARCH 304, Monday 6:00-8:50 P.M.

Access Course Information via Blackboard: <https://elearn.uta.edu> with your UTA ID and Password

Course Description

Evaluating programs is a routine activity at all levels of government and nongovernmental organizations throughout the world. This course introduces various analytical methods that are applied in evaluating programs and policies of public and nonprofit organizations. These include the full range of evaluation research activities used in designing a social program and assessing its implementation, effectiveness, and efficiency.

The major themes of this course are designing a program evaluation, collecting data, analyzing collected data, and implementation of programs. Topics covered are: fundamental and critical design issues, logic models, collection of reliable data, various evaluative techniques and procedures, and the challenges involved in evaluation, implementation, and reporting of results. In addition, this course looks at the feasibility of social science program evaluation techniques and procedures.

Course Objectives

This course is not about statistical methods but rather to prepare students of public administration in the following:

- Purposes and uses of program evaluation
- Evaluation methods and approaches
- Methods for collecting and analyzing qualitative and quantitative data.
- Methods for developing options and recommendations based on evaluation findings and communicating these findings.
- Evaluation guidelines and standards
- Problems affecting the usefulness, feasibility, propriety, and accuracy of evaluation; and practical ways to overcome those problems.

Learning Outcomes

- Understand the various components of program design and evaluation in different environments and contexts
- Be familiar with program evaluation procedures and techniques and their feasibility in public and nonprofit organizations
- Exhibit sound knowledge and understanding in the application of basic methodological concepts and components of evaluation, such as designing of programs, and planning and organizing the data collection procedures
- Be able to independently design and evaluate current or planned social or economic programs

Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Competencies

The five universal competencies (domains) required by NASPAA (www.naspaa.org) for students graduating from all accredited MPA programs are addressed in this course.

1. Domain: To lead and manage in public governance
 - a. Manage projects
2. Domain: The ability to participate in and contribute to the policy process
 - b. Identify and explain the policymaking process, including problem definition, agenda setting, policy formulation, implementation, and evaluation
3. Domain: The ability to analyze, synthesize, think critically, solve problems and make decisions
 - a. Plan, design, and implement evaluation strategies to improve a program or project
 - b. Differentiate among goals, measurable objectives, related tasks, and outcomes for a program or project
 - h. Use analytical tools and techniques--including collecting, analyzing, presenting, and interpreting data--to help policy makers make public decisions
 - i. Think critically as demonstrated by giving careful and unbiased consideration to relevant evidence, to contextual factors of the question at hand, and to fair standards for making a decision
4. Domain: The ability to communicate and interact productively with a diverse and changing workforce and citizenry
 - c. Demonstrate written communications proficiency: Write concise reports based on sound research and analysis to help public decision making
 - d. Use information technology to collect, store, and manage data
5. Domain: The ability to articulate and apply a public service perspective
 - b. Be ethically responsible when conducting research

Course Pre-Requisite. PAPP 5302- Foundations of Urban Research and Analysis.

Course Calendar. Located on the final two pages of the syllabus.

Two Required Texts

(1) Program Evaluation: An Introduction to an Evidenced-Based Approach, 6th Edition © 2016

Authors: David Royse, Bruce A. Thyer, and Deborah K. Padgett

ISBN-10: 1 305101960 ISBN-13: 9781305101

Sources: UTA Bookstore, Cengage Learning; VitalSource Bookshelf; Amazon; Kindle

(2) Program Evaluation: A Step-by-Step Guide (Revised Edition), 2015

by Nancy F. Barrett, EdD. Springfield, IL, Sunnycrest Press. ISBN: 978-0-9883948-9-6

Sources: UTA Bookstore, Amazon; Kindle

Course Grading Policy

Grades are calculated according to the following criteria:

Assignments	Possible Percent (%)	Cumulative Percent (%)	Earned Cumulative Percent (%)	Final Grade
Pre-Test	5	5	90 or more	A
Quizzes	30	35	80 to 89	B
Program Evaluation Report	30	65	70 to 79	C
Program Evaluation Presentation	30	95	60 to 69	D
Post-Test	5	100	Below 60	F

Amendments to the Syllabus

This syllabus may be amended. If so, amendments will be posted on Blackboard under the Syllabus tab, and course announcements will be made alerting students to those amendments. Announcements also sent out via MavMail. Check your MavMail often.

Blackboard Participation

All assignments are submitted and graded on Blackboard. Email submissions will not be accepted unless specifically stated, or permission granted otherwise.

Quizzes are taken on Blackboard by 11:59 p.m. on the posted due date (See Course Calendar).

Other course materials, information, and interaction among your professor and fellow students may take place on Blackboard.

Classroom Activities

Please notice on your Course Calendar that required readings take place **before** the following Monday class when that material will be discussed. I will not give you a lecture on the chapters – we will discuss the chapters you have already read, with your active participation in class. You should not only read the chapters, but also preview the related PowerPoint(s) for those chapters – posted on Blackboard under Course Materials weekly tabs. The Week tabs will correspond with the Course Calendar weeks. Week One is a partial week.

Descriptions of Graded Assignments

(1) Pre-test and Post-tests.

See the course calendar for due dates on pre- and post-tests. These are graded; however, no matter what grade you make on the pre-test, it will be converted to 100 after the due date. Your post-test actual grade will be recorded. These tests are taken on Blackboard, by 11:59 p.m. on the due dates listed on your Course Calendar.

(2) Quizzes.

There are quizzes on the chapters from the Royse et al textbook. The quizzes provide emphasis for important learning points and assess students' understanding of the material. Each quiz will have 5 or 6 questions, worth one point each, totaling 100 points for the course. All quizzes are taken on Blackboard and due by 11:59 p.m., on the posted due date (See Course Calendar).

(3) Program Evaluation Project (Report and Presentation).

Report. The program evaluation project requires students to select a program in a public or nonprofit agency, and then construct a report regarding the program. Students can choose their own organization if they are okay with reporting to their classmates. This exercise will include several planning phases for the program evaluation project that will take place as the course develops. In other words, students will create a design for a program evaluation and construct a thorough program evaluation plan. The design and formal plan will change and mature as the course proceeds, culminating in the final written report and presentation. The final Program Evaluation Report and Presentation will ultimately be a complete, thorough, well thought out program evaluation design and planning document for an actual program evaluation.

The final report will consist of a maximum of 10 pages (*excluding* Executive Summary, Table of Contents, References and Appendices) must follow these guidelines.

1. Project title, submittal date, and your name.
2. Executive summary, briefly summarizing sections 5(a), 6, 7, and 8 from below.
3. Introduction & Background: Include information on the context around the program, information on your primary client and stakeholders, and the *purpose* of your program evaluation project. Draw a logic model representing the program theory and/or describe/depict the causal model.
4. Literature Review: Findings from the literature on your evaluation report (at least *five* relevant reports, articles, books, or other sources), with complete references. Emphasis should be on scholarly

reports, books, and articles, and not on magazines and newspapers. In addition to the minimum five scholarly resources, you may also include research on what other public, private, or nonprofit organizations are doing relative to the topic. These sources may come from Internet sites, professional trade journals, or reports and other documents produced by those organizations, with proper citing.

5. Objectives, scope, and methodology (Research Design):

- (a) Questions to be answered by the program evaluation, including at least one question focusing on policy or program outcomes;
- (b) Data to be collected to answer each question;
- (c) Data sources;
- (d) Data collection procedures;
- (e) Evidence as to the validity, reliability, and credibility of the data;
- (f) Data analysis methods used to answer each question; and
- (g) A statement or paragraph of how your program evaluation report research and/or findings will fit within the policy process.

6. Findings in detail, including relevant tables, charts, or graphs. Also include: Limitations of evaluating the program? How can you overcome these limitations?

7. Recommendations (including likely costs and consequences of implementing the evaluation).

8. Conclusion:

- (a) Communication of the findings and any recommendations to the primary client and other stakeholders
- (b) Discussion on the likely or actual uses of the evaluation information.
- (c) Discussions on lessons learned from this exercise; overall experience; knowledge gained (should be included in the presentation).

9. References

10. Appendices

Appendix A - Copies of data collection instruments used in your project.

Appendix B: Anything else that you would include in your report (diagrams; tables; etc.) but due to space limitations you are including here with appropriate reference in-text.

Presentation. Students will submit both the program evaluation report and the presentation on Blackboard at the appropriate submittal links. Presentations may be created with PowerPoint, Kaltura media, or any other media of choice. The last two class meetings are reserved for presentations before fellow students. The presentation should have a section reflecting how this program evaluation report relates to the public policy process.

Formatting.

Follow the APA 6th Edition style of writing and formatting with appropriate titles and Reference section. **Please note that Dr. Godbey does require page numbers, or other locators, with cites.** The report must be in double-spaced, 12-point Times New Roman font, one-inch margins on all sides, 10 pages maximum length (excluding title page, executive summary, table of contents, references, and appendices).

Citations & References: Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. This includes material downloaded online from websites. For example, material from an organization's website should be cited. When in doubt, include a citation.

APA Style Resources for Writing Papers:

- UTA Manuscript Preparation using the APA Manual 6th edition: <http://libguides.uta.edu/apa>
- OWL (Purdue Online Writing Lab): <http://owl.english.purdue.edu/owl/resource/560/01/>

American Psychological Association Style: <http://www.apastyle.org/>

Grading Rubrics.

Rubrics for both the written report and the presentation are available on Blackboard under the "Program Evaluation Project" navigation sidebar.

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**Diversity, Inclusiveness, and Climate Statement.** Public administration at its core requires diversity of thought and perspectives towards effective and representative government. To quote our mission:

*The mission of the Master of Public Administration program is to strengthen public decision making and the delivery of public services in a globalized and diverse society by educating students to lead and manage organizations at all levels of government and nonprofit institutions ethically, democratically, and effectively.*

The MPA program embraces diversity among its students, staff, faculty, and administration. Diversity is essential in the achievement of our academic mission. Diversity means sustaining an intellectual, ethical, cultural and sociological environment that embraces and fosters academic freedom without prejudice, intimidation, intolerance, or discrimination. We promote an environment that accepts and appreciates every individual's uniqueness and characteristics regardless of race, gender, gender identity, language, age, ethnicity, physical abilities, sexual orientation, spirituality, socioeconomic status, or national origin.

Students are encouraged to review our principles of community and diversity plan at [mpa.uta.edu/diversity.php](http://mpa.uta.edu/diversity.php). We welcome feedback and suggestions.

**Classroom and Online Discussion Decorum.** Civility and politeness are mandatory.

- Practice and exhibit public civility.
- Respect others and their opinions. Disagree respectfully.

## OTHER HELPFUL INFORMATION

**Technical Requirements of the Course:**

1. Using the learning management system, Blackboard Learn. For help, visit UTA's student section of Blackboard Resources: <http://www.uta.edu/blackboard/students/index.php>
2. Using your student MavMail.

3. Creating and responding to discussion threads. For help with Blackboard discussion boards, watch the video: <https://www.youtube.com/watch?v=UxjOU5sXmns&feature=youtu.be>
4. Creating files in commonly used word processing program formats such as MSWord.
5. Submitting assignments and taking tests on Blackboard.  
<https://www.youtube.com/watch?v=7ZuZW9-KAjY&index=2&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
6. Using presentation programs (PowerPoint, Kaltura Media)  
<http://www.uta.edu/blackboard/students/kaltura-mashups.php>

### Web Sites

- American Evaluation Association: <http://www.eval.org>
- Governmental Accounting Standards Board: <http://www.gasb.org>
- Kellogg Foundation: <http://www.wkkf.org>
- U. S. Department of Education, What Works Clearinghouse: <http://www.w-w-c.org>
- U. S. Department of Justice: <http://www.bja.evaluationwebsite.org>
- U. S. General Accounting Office: <http://www.gao.gov>
- U. S. Office of Management and Budget: <http://www.whitehouse.gov/omb>
- United Way of America: <http://www.unitedway.org/outcomes>
- World Bank: <http://www.worldbank.org>

### Periodicals

- *American Journal of Evaluation*
- *Evaluation and Program Planning*
- *Evaluation Review*
- *Journal of Policy Analysis and Management*

Note: As students discover other useful information, sites, and resources, you are encouraged to post and share those on the Blackboard Discussion Board. Your efforts will enhance the course and enrich the learning experience for the class.

## UT ARLINGTON POLICIES AND STUDENT RESOURCES

### Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).



## Attendance

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a grade of F to a student, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

## Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems, and make positive changes in their lives.

## Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

## Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex



in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

### **Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the

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|--------------------------------|
| <b>UT Arlington Honor Code</b> |
|--------------------------------|

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.</i></p> |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.</i></p> |
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UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

### **Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

### **Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS).

Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

### **Final Review Week**

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

### **Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left as you leave the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

### **Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-610, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**PAPP 5345 001 - COURSE CALENDAR – PAGE ONE OF TWO**

| <b>Weeks</b>                                           | <b>Required Readings</b>                                                                                                       | <b>Assignments &amp; Activities</b>                                                                                                                                                  | <b>Due Dates</b>                                                                   |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Week 1</b><br>Aug 22 to 26<br>(Note – partial week) | Read: Program Evaluation: A Step-by-Step Guide by Barrett (entire book – 53 pages)                                             | Sign on to Blackboard and review introduction materials Home Page, Announcements, Course Materials Week 1<br><b>Take the Pre-Test on Blackboard</b>                                  | August 25<br><br><b>Aug 25 by 11:59pm</b>                                          |
| <b>Week 2</b><br>August 27-Sept 2                      | Program Evaluation: An Introduction to an Evidence-Based Approach by Royse, et al, Chap. 1 Introduction and related PowerPoint | Attend 1 <sup>st</sup> Class - discussion of course expectations, student projects, and Barrett’s Step-by-Step Guide<br><br><b>Take Quiz 1 on Blackboard</b>                         | 1 <sup>st</sup> Class Meets Monday Aug 27 6-8:50pm<br><br><b>Sept 2 by 11:59pm</b> |
| <b>Week 3</b><br>Sept 3-9<br><br>Labor Day 9/3         | Royse et al – Chapter 2 Ethical Issues and related PowerPoint                                                                  | <i>Submit your project selection to me by Sept 9<sup>th</sup> via MavMail to: <a href="mailto:kay.godbey@uta.edu">kay.godbey@uta.edu</a></i><br><br><b>Take Quiz 2 on Blackboard</b> | No Class On Sept 3 [Labor Day]<br><br><b>Sept 9 by 11:59pm</b>                     |
| <b>Week 4</b><br>Sept 10-16                            | Royse et al – Chapter 3 Needs Assessment and related PowerPoint                                                                | Discussion of Royse Chapters 1 and 2 and your project selections<br><b>Take Quiz 3 on Blackboard</b>                                                                                 | Class Meets Sept 10<br><br><b>Sept 16, 11:59</b>                                   |
| <b>Week 5</b><br>Sept 17-23                            | Royse et al – Chapter 4 Qualitative and Mixed Methods in Evaluation and related PowerPoint                                     | Discussion of Chapter 3 and discuss Barrett’s Step-by-Step Guide<br><b>Take Quiz 4 on Blackboard</b>                                                                                 | Class Meets Sept 17<br><br><b>Sept 23, 11:59</b>                                   |
| <b>Week 6</b><br>Sept 24-30                            | Royse et al – Chapter 5 What are Formative and Process Evaluation? And related PowerPoint                                      | Discussion of Chapter 5 And student projects<br><b>Take Quiz 5 on Blackboard</b>                                                                                                     | Class Meets Sept 24<br><b>Sept 30, 11:59</b>                                       |
| <b>Week 7</b><br>Oct 1-7                               | Royse et al – Chapter 6 Single System Research Designs and PowerPoint                                                          | Discussion of Chapter 6 and class discussion<br><b>Take Quiz 6 on Blackboard</b>                                                                                                     | Class Meets Oct 1<br><b>Oct 7, 11:59</b>                                           |
| <b>Week 8</b><br>Oct 8-14                              | Royse et al – Chapter 7 Client Satisfaction and related PowerPoint                                                             | Discussion of Chapter 7 and student projects<br><b>Take Quiz 7 on Blackboard</b>                                                                                                     | Class Meets Oct 8<br><b>Oct 14, 11:59</b>                                          |
| <b>Week 9</b><br>Oct 15-21                             | Royse et al – Chapter 8 Sampling and related PowerPoint                                                                        | Discussion of Chapter 8 and student projects<br><br><b>Take Quiz 8 on Blackboard</b>                                                                                                 | Class Meets Oct 15<br><br><b>Oct 21, 11:59</b>                                     |

**PAPP 5345 001 - COURSE CALENDAR – PAGE TWO OF TWO**

| <b>Week</b>                    | <b>Readings</b>                                                                                                                                                         | <b>Assignments</b>                                                                                                                                                           | <b>Classes &amp; Due Dates</b>                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Week 10</b><br>Oct 22-28    | Royse et al – Chapter 9<br>Group Research Designs<br>& Royse et al – Chapter 10<br>Cost-Effectiveness and<br>Cost Analysis and related<br>PowerPoints                   | Discussion of Chapters 9 & 10<br><br><b>Take Quizzes 9 and 10 on Blackboard</b>                                                                                              | Class Meets<br>Oct 22<br><br><b>Oct 28 by 11:59</b>                                    |
| <b>Week 11</b><br>Oct 29-Nov 4 | Royse et al – Chapter 11<br>Measurement Tools and<br>Strategies & Chapter 12<br>Selecting the Best<br>Evaluation Measure for<br>Your Project and related<br>PowerPoints | Discussion of Chapters 11 and<br>12<br><br><b>Take Quizzes 11 and 12 on Blackboard</b>                                                                                       | Class Meets<br>Oct 29<br><br><b>Nov 4 by 11:59</b>                                     |
| <b>Week 12</b><br>Nov 5-11     | Royse et al – Chapter 13<br>Pragmatic Issues and<br>related PowerPoints                                                                                                 | Discussion of Chapter 13 and<br>class discussion<br><br><b>Take Quiz 13 on Blackboard</b>                                                                                    | Class Meets<br>Nov 5<br><br><b>Nov 11 by 11:59</b>                                     |
| <b>Week 13</b><br>Nov 12-18    | Royse et al – Chapter 14<br>Writing Evaluation<br>Proposals, Reports, and<br>Journal Articles and related<br>PowerPoints                                                | Discussion of Chapter 14 and<br>class discussion<br><br><b>Take Quiz 14 on Blackboard</b>                                                                                    | Class Meets<br>Nov 12<br><br><b>Nov 18 by 11:59</b>                                    |
| <b>Week 14</b><br>Nov 19-25    | <b>UTA</b><br><b>Thanksgiving Holiday</b><br><b>Nov 21-22-23</b>                                                                                                        | Discussion of projects and/or<br>Class Presentations<br><br>Program Evaluation Project<br>documents due Nov 25 by<br>11:59 pm<br><br><b>Take the Post-Test on Blackboard</b> | Class Meets<br>Nov 19<br><br><b>Nov 25 by 11:59pm</b><br><br><b>Nov 25 by 11:59 pm</b> |
| <b>Week 15</b><br>Nov 26-Dec 2 |                                                                                                                                                                         | Class Presentations Nov 26                                                                                                                                                   | Class Meets<br>Nov 26                                                                  |
| <b>Week 16</b><br>Dec 3-4      | Last Class<br><br><i>Please take the voluntary<br/>Student Feedback Survey<br/>accessed from your Blackboard<br/>landing page (upper right-hand<br/>corner).</i>        | Class Presentations Dec 3                                                                                                                                                    | Last Class<br>Meets Dec 3                                                              |
|                                |                                                                                                                                                                         |                                                                                                                                                                              |                                                                                        |