



**URPA 5345 500**  
**Evaluation Research and Policy Analysis**  
**Fall 2014**  
School of Urban and Public Affairs  
University of Texas at Arlington

Instructor: **Karabi C. Bezboruah, Ph.D.**

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Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/4128/>

Office hours: On-campus: By appointment

Online: Blackboard Collaborate & IM sessions: Tuesday 11:45am – 12:45pm

Course Duration: October 20-December 12, 2014

Academic Coach: TBD

### **Course Description**

Evaluating programs is a routine activity at all levels of government throughout the world, as well as in nongovernmental organizations. 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 four major themes of this course are designing a program, collecting data processes, data analysis, 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 and management involved in evaluation, implementation and reporting of results. In addition, this course also looks at the feasibility of social science program evaluation techniques and procedures.

**Course Objectives:** This course is not about statistical methods but to prepare students of public administration in the following-

- Purposes and uses of program evaluation
- Evaluation methods and approaches, including logic modeling, evaluation assessment, performance monitoring (performance measurement), implementation evaluation, quasi-experiments, randomized experiments, cost-effectiveness analysis, cost-benefit analysis, and evaluation synthesis (meta-analysis)
- 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, including the standards promulgated by the Joint Committee on Standards for Educational Evaluation
- Problems affecting the usefulness, feasibility, propriety, and accuracy of evaluation; practical ways to overcome those problems

### **Learning Outcomes:**

- Understand the various components of program design and evaluation in different phases, 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

### **NASPAA Competencies**

The five universal competencies required by NASPAA for students graduating from all accredited MPA programs are addressed in this course. These are:

1. Domain: To lead and manage in public governance
  - d. Manage teams by fostering joint commitment, open communications, conflict resolution, and trust
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
  - f. Prepare a cost-benefit analysis
  - h. Use analytical tools and techniques--including collecting, analyzing, presenting, and interpreting data--to help policy makers make public decisions;
4. Domain: The ability to communicate and interact productively with a diverse and changing workforce and citizenry
  - a. Demonstrate written communications proficiency: Writes concise reports based on sound research and analysis to help public decision making;
  - c. Demonstrate ability to negotiate, manage conflict, and work productively as a team member
  - d. Use information technology to collect, storage, and manage data
5. Domain: The ability to articulate and apply a public service perspective
  - b. Be ethically responsible when conducting research

**Course Pre-Requisites:** Completion of URPA 5302

### **Required Text:**

Joseph Wholey, Harry Hatry, and Kathryn Newcomer, eds. *Handbook of Practical Program Evaluation*, 3rd ed. 2010. Jossey-Bass. ISBN 978-0-470-52247-9

*(Referred to as WHN)*

### **Recommended Books:**

1. Peter Rossi, Mark Lipsey, and Howard Freeman, *Evaluation: A Systematic Approach*, 7<sup>th</sup> ed. Sage Publications. 2004.
2. McDavid, J., Huse, I., Hawthorn, L. *Program Evaluation and Performance Measurement: An Introduction to Practice*. 2<sup>nd</sup> ed. Sage. 2013

**Grading Criteria:**

Grades, in this course, are earned not given. Students can earn a maximum of 100 points based on their performance on participation in discussions, evaluation design analysis paper, and quizzes. The points are distributed as:

Assignments	Number of Deliverables	Points	Total Points	Due On Weeks
Weekly Threaded Discussions	5	5 each	25	Weeks: 1, 2, 3, 4, 6
Quizzes/ short exams	5	6	30	Weeks: 2,3, 4, 6, 7
Critical Review Paper & Presentation	1	15+5	20	Week 5
Group Project & Presentation Peer Evaluation	1	15+5+5	25	Week 8
<b>Total</b>			<b>100</b>	

**Grades Breakdown**

A = 100–90%   B = 89–80%   C = 79–70%   D = 69–60%   F = 59% below

**Note:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Graduate students are responsible for their work, and are expected to take ownership of their work.

**Course Assignments:****1. Weekly Threaded Discussions:**

The ultimate success of this course depends on the participation and engagement of the students in online threaded discussions on concepts related to evaluating programs. Students will read the assigned readings and discuss and answer questions/case posted by the instructor after each module. These comments should be pertinent to the discussion topic and include the readings as well as the broad literature specific to the discussion. Grades for these assignments will depend on a student's active and relevant participation. Grading rubric provided on Blackboard.

**2. Quizzes**

On specific weeks (see schedule), there will be quizzes on the topics relevant to the weekly lecture/readings. These quizzes (True/ False) will primarily assess students' understanding of the materials.

**3. Critical Reflection Paper**

The midterm assessment will be a critical review of an evaluation implemented. Students may select the evaluation using academic journals or agency websites. The critique (900 +/- 100 words) of the evaluation should be prepared in the following format:

- 1) A brief description of the article/ evaluation and its focus and findings;
- 2) Identification of the key evaluation questions addressed;
- 3) A brief summary of the research design and data collection methods used;
- 4) A systematic list of threats to the: measurement validity, measurement reliability, internal validity, external validity, and statistical conclusion validity. Note that the threats should be clearly presented, for

example do not simply state “Hawthorne Effect,” but clarify how/why that threat occurred (you may use diagrams or tables or graphs for this part) ; and,

5) The threats should be labeled as: those that the authors acknowledged and addressed; threats the authors acknowledged but did not address; and those the authors did not acknowledge.

6) Your summary observations of methodological issues in evaluation from this exercise.

7) Reflection on learning points and their potential application.

8) Citation list

NOTE: The evaluation report to be critiqued must present results about an impact or outcome evaluation of an existing program, not an article about how to conduct surveys or research, nor a formative evaluation.

Students can critique an article reporting on an evaluation from the Evaluation Review (or another journal of greater interest to the student); or compare across 2 or more peer-reviewed articles in Journals; or select an evaluation report available on agency websites. Please be sure to submit the article/s or evaluation reports along with your critique. The citations are not included in the word limit.

Grading will be based on how well students are able to understand the concepts of reliability and validity; identify the issues based on textual references (where applicable), draw conclusions based on in-depth analysis of the evaluation, and connecting these to lessons learnt.

Submission: The critique must be submitted through the Assignment space created on Blackboard as well as through Safe Assignment.

Presentation (5 points): Students can present their material either through voiced-over PowerPoint presentation; or any other visual media of their choice of not more than 5 minutes. Presentations must be uploaded in the assignment space created on Blackboard. However, presentations cannot be uploaded on SafeAssignment. Detailed grading rubric available on Blackboard.

#### **4. Evaluation Group Project:**

For this assignment, students will be assigned to groups created randomly. This project requires each group to select a social problem/ program in a public or nonprofit agency, and then conduct an evaluation assessment. The outcome is to inform managers and stakeholders whether the results of the evaluation assessment support a decision to proceed with an actual evaluation. For example, some problems may be best addressed through a needs assessment while others might suggest a demonstration project. You will decide upon the appropriate type of evaluation (through informed reading, of course), then present in a report format, results from past studies (literature review), the suggested evaluation strategy and reasons for it. You must defend your methodology, but also recognize and critique the potential disadvantages and flaws. Please keep in mind that you are designing a proposal for evaluating a program, therefore, you are expected to follow the protocols of designing a proposal. Your results might indicate that more work is necessary before an evaluation can be conducted, and therefore, your proposal must demonstrate that through research and appropriate strategies. You are also encouraged to create a logic model that describes inputs, activities, outputs, and potential or actual outcomes (initial, intermediate, and long-term). Some guidelines that you might consider:

1. Clients for the evaluation? Stakeholders?
2. Questions and issues driving the evaluation?
3. Resources available?
4. Logic of the program?
5. Environmental issues?
6. Feasible research design?
7. Data available?
8. Evaluation strategy?
9. Should the evaluation be undertaken? Why?
10. Detailed recommendations.

The final report of 10-11 pages max (excluding Executive Summary, Content Table, References and Appendices) must follow these guidelines:

1. Project title.
2. Executive summary, briefly summarizing sections 6(a), 7, 8, and 11.
3. Table of contents (including page numbers).
4. Background: Include information on the context around the program, information on your primary client and stakeholders, and the *purpose* of your project. Draw a logic model representing the program theory and/or describe/depict the causal model.
5. Findings from the literature on your program or similar programs, or on the social problem, or on the need for your program (at least *seven* 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.
6. Objectives, scope, and methodology (Research Design):
  - (a) Questions answered by the evaluation assessment study, including at least one question focusing on policy or program outcomes;
  - (b) The data collected to answer each question;
  - (c) The data sources
  - (d) Data collection procedures
  - (e) Evidence as to the validity, reliability, and credibility of the data; and
  - (f) The data analysis methods used to answer each question (for example, content analysis, disaggregating performance data by client characteristics or other factors, summarizing information in tables or graphs, or regression analysis).
7. Findings in detail, including relevant tables, charts, or graphs.
8. Recommendations (including likely costs and consequences of implementing them).
9. How the findings and any recommendations will be communicated to the primary client and other stakeholders; how use of the evaluation assessment information will be encouraged?
10. Likely or actual uses of the evaluation information.
11. Limitations? How can you overcome these limitations?
14. Lessons learned; overall experience; knowledge gained. (should be included in the presentation)
15. References
16. Appendices:

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

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

**Presentation:** Each group is expected to present their project using visual media, and post/ upload their presentations on Blackboard. A total of 5 points is allotted to the presentation. You can use any of the following to create your presentations - Blackboard Collaborate; Kaltura media; voiced-over PowerPoint; or any other media of your choice. It must be in the form of a video with voice narrative. Students have the flexibility to use any video tool that is mutually convenient.

**Formatting:** Follow the APA style of writing and formatting with appropriate titles and Reference section. The papers (one report for each group) must be in 12 point Times New Roman font, 1 inch margins on all sides, 10-11 pages in length (excluding title page, executive summary, content table, references, and appendices), should you decide to attach your paper to the Assignment tool. Alternatively, you can also copy and paste the paper to the Assignment tool.  
Grading rubric provided on Blackboard.

**Other Requirements:** Being a graduate class that involves experiential learning, students must expect some out-of-class meetings (via email or Blackboard collaborate tools) with group members for their group project. Students are also expected to find literature/ peer-reviewed journal articles using UTA's e-library contents.

**Group Activity Requirements:** In this course, you will work individually as well as in a team. The intent of teamwork is to encourage dialogue and debate so that you will discuss issues in greater depth than postings to the threaded discussion allow. Learning can be enhanced when collaboratively constructing knowledge. When working in a team, it is helpful to establish certain ground rules and expectations at the very beginning of the term. Here are a few points you may wish to discuss as you organize your working relationship with your team members.

1. *Modes of communication* – Email/ Blackboard Collaborate/ Group Resources available for each group.
2. *Sharing of responsibilities* – Plan an outline of the project and divide sections of the assignment equitably among team members. Additionally, you are responsible for the final assignment and not just your sections. So, remember to edit and submit a version of your assignment that all of you agree on. If there are disagreements, each team must try to solve the issue before submission.
3. *Accountability*. Think about what you value in terms of team participation. How will each of you be accountable? Promptness of response, notification of when a delay is inevitable, quality of contribution, and whether a team member participated in the team assignment might be some issues to consider. How will you assess your own participation?

Your instructor is available and very willing to help. Please ask for assistance, feedback, or support as needed.

**Technical Requirements:** In order to succeed in this course, there are some technical skills you must have. These include:

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> or contact Blackboard Help directly by phone, chat, or submit a ticket: <http://bbsupport.uta.edu/ics/support/default.asp?deptID=8568>
2. Using email and other forms of electronic communication
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 journal entries. For help with Blackboard journals, watch the video: <https://www.youtube.com/watch?v=IvrzuPqYrkE&feature=youtu.be>
5. Creating and editing wiki pages. For help with Blackboard wikis, watch the video: <https://www.youtube.com/watch?v=vvy7LgC4MXA&index=11&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
6. Creating and commenting on blogs. For help with Blackboard blogs, watch the video: <https://www.youtube.com/watch?v=OBTsn60Qm-I&index=9&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
7. Creating files in commonly used word processing program formats.
8. Submitting an assignment. For help with Blackboard assignments, watch the video: <https://www.youtube.com/watch?v=7ZuZW9-KAjY&index=2&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
9. Using presentation programs to create a presentation.
10. Recording a presentation with Kaltura Media.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 1-2 hours per week of their own time in course-related activities, including reading required materials, and completing assignments.

**Grading Criteria:** The criteria used to judge each research paper will heavily depend on the following:

- The accuracy, extent, and comprehensiveness of your research. (It should be clear that you spent a great deal of effort on this assignment.)
- The extent to which you synthesize the research and offer insights into the case.
- The logical organization, professionalism, and effectiveness of the overall presentation.

### **APA Style for Writing Papers:**

- Hints for Manuscript Preparation using the APA Manual 6<sup>th</sup> 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/>

### **Web Sites**

- American Evaluation Association: <http://www.eval.org>
- Centers for Disease Control and Prevention: <http://www.cdc.gov/eval>
- Governmental Accounting Standards Board: <http://www.gasb.org>
- Kellogg Foundation: <http://www.wkcf.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*
- *New Directions for Evaluation*
- *Evaluation and Program Planning*
- *Evaluation Review*
- *Journal of Policy Analysis and Management*

### **Course Policies:**

**Instructor Response Time:** 24 hours

**Assignment Feedback Time:** 72 hours minimum (varies with assignment)

**Q&A w/ Instructor:** Blackboard Collaborate, IM & Email

**Make-up exams/ assignments:** None

**Extra credit:** None

**Late submissions:** 1 point deducted for each day overdue

**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 the nonprofit organization's website and/or other promotional material should be noted as such through footnotes or endnotes. When in doubt, include a citation.

**Online Discussion Decorum:** Civility and Politeness appreciated. Please refer to the following netiquette guidelines:

- Review your work before you post. Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as J (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

### **Blackboard Communication tools (Collaborate & IM):**

To download Blackboard IM, follow this link and enter your Blackboard username and password:

<https://www.blackboardim.com>.

Before participating in a Blackboard Collaborate session, complete a system check to verify your computer meets the system requirements:

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473>

Additionally, you can watch this brief tutorial on using Collaborate:

<http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0>

To participate in a Blackboard Collaborate session, click the Collaborate link in the course menu

**Library Home Page** <http://www.uta.edu/library>

**Connecting from Off-Campus** <http://libguides.uta.edu/offcampus>

**Resources needed by students in online courses:** <http://www.uta.edu/library/services/distance.php>.

**Librarian to contact:** Mitch Stepanovich. Phone: 817-272-2945; Email: [stepanovich@uta.edu](mailto:stepanovich@uta.edu)

## OTHER INFORMATION AND UNIVERSITY POLICIES

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. For graduate courses, see [http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade\\_grievances](http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade_grievances)

**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://www.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at 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)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** : Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*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 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.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) 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.

**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 contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

**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>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**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. 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 handicapped individuals.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops they offer, scheduling a classroom visit, and descriptions of the services for students and faculty members, please visit [www.uta.edu/owl/](http://www.uta.edu/owl/).

## **Syllabus and Course Calendar**

(As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course – Karabi C. Bezboruah)

### **Week 1: Oct 20 – Oct 27: (Module 1) Introduction to Program Evaluation, Planning, and Design:**

Identify stakeholders; clarify the purpose of the evaluation; specify evaluation questions and how to answer them; discuss program theory and logic modeling.

Readings:

- WHN: Chaps 1, 2, 3, 4

Recommended Readings:

- P.H. Rossi, J.D. Wright, and S. R. Wright, "The Theory and Practice of Applied Social Research," *Evaluation Review* 2, 1978: 171-191.
- Mancini, J., Marek, L., Byrne, R., & Huebner, A. (2004). Community-based program research: context, program readiness, and evaluation usefulness. *Journal of Community Practice*, 12(1/2), 7-21.
- Brooks, F., Russell, D., & Fisher, R. (2006). ACORN'S accelerated income redistribution project: a program evaluation. *Research on Social Work Practice*, 16(4), 369-381.
- GAO 1991: Designing Evaluations. Assessed online at [http://www.gao.gov/special.pubs/10\\_1\\_4.pdf](http://www.gao.gov/special.pubs/10_1_4.pdf)
- W.K. Kellogg Foundation. 2004. Logic Model Development Guide (pgs. 1-48)

### **Assignments due by Oct 27 at 11:59pm:**

- Threaded Discussion 1
- Self-Introduction
- Un-graded Pretest

**Week 2: Oct 27-Nov 3: (Module 2) Techniques of Designing Evaluation of Programs:** Discuss what experimental and quasi-experimental design looks like in program evaluation; Significance of planning in evaluating programs.

Readings:

- WHN: Chaps 6, 7, 8, 9, 10
- U.S. Government Accountability Office, 2006. Human Service Programs: Demonstration Projects Could Identify Ways to Simplify Policies and Facilitate Technology Enhancements to Reduce Administrative Costs. GAO-06-942, Washington, DC, September, at <http://www.gao.gov/new.items/d06942.pdf>.
- Oakley, Ann, 1998. "Experimentation and Social Interventions: A Forgotten but important History." *British Medical Journal* 317, 10: 1239-1242.
- Campbell, Donald T., 1969. "Reforms as Experiments." *American Psychologist*, 24, 4:409-429.
- Fitz-Gibbon, Carol, 2004. "Editorial: The Need for Randomized Trials in Social Research." *Journal of the Royal Statistical Society. Series A - Statistics in Society*, 167, 1: 1-4.
- Unrau, Y. & Coleman, H. (2006). Evaluating program outcomes as event histories. *Administration in Social Work*, 30(1), 45-65.

### **Assignments due Nov 3 at 11:59 pm:**

- Threaded Discussion 2
- Quiz 1

**Week 3: Nov 3-Nov 10: (Module 3) Implementation and Performance Assessment:** Discuss the relationship between performance measurement and program evaluation and their challenges; understand program and outcome monitoring.

Readings:

- WHN Chap 5
- Bloom, H., Hill, C., and Riccio, J. (2003). Linking Program Implementation and Effectiveness: Lessons from a Pooled Sample of Welfare-to-Work Experiments. *Journal of Policy Analysis and Management*, 22 (4), 551-575.
- Glaser, M. (1991). Tailoring Performance Measurement to Fit the Organization: From Generic to Germane. *Public Productivity & Management Review*, 14 (3); 303-319.
- Julnes, G. (2007). Promoting Evidence-Informed Governance: Lessons from Evaluation. *Public Performance & Management Review*, 30(4), 550-573.
- Thomson, D. (2011). Role of Funders in Driving Nonprofit Performance Measurement and Use in Strategic Planning. *Public Performance & Management Review*, 35, (1), 54-78
- ICCRC. (2003). Toolkit for Evaluating Initiatives to Improve Child Care Quality.

**Assignments due Nov 10 at 11:59pm:**

- Threaded Discussion 3
- Quiz 2

**Week 4: Nov 10-Nov 17: (Module 4) Practical Data Collection Procedures:** Discussion on the various processes/ methods of collecting qualitative and quantitative data, and the challenges involved in it for methodological rigor.

Readings:

- WHN Part 2
- GAO. 1991: Using Structured Interviewing Techniques  
<http://www.census.gov/srd/papers/pdf/rsm2006-13.pdf>
- Questionnaire design; Principles of Questionnaire Construction.  
<http://www.analytictech.com/mb313/principi.htm>

**Assignments due Nov 17 at 11:59pm:**

- Threaded Discussion 4
- Quiz 3

**Week 5 Nov 17 – Nov 24: Critical Reflection Paper & Presentations due by Nov 24 at 11:59 pm**

**Week 6 Nov 24 - Dec 1: (Module 5) Data Analysis:** Discussion on the various processes/ methods for analyzing qualitative and quantitative data; and the tools and challenges involved with each method.

Readings:

- WHN Part 3

**Assignments due by Dec 1 at 11:59 pm:**

- Threaded Discussion 5
- Quiz 4

**Week 7: Dec 1- Dec 8: (Module 6) Evaluation in Application:** A discussion of the factors influencing utilization of evaluation results; discussion of the emerging and continuing significant issues in the evaluation profession; Designing useful recommendations.

Readings:

- WHN Part 4

**Assignment due by Dec 8 at 11:59pm:**

- Quiz 5

**Week 8: Dec 8 - Dec 12: Final Project and Presentation due by Dec 12 at 11:59 pm.**

*Happy Holidays and a Very Happy New Year!*