



PAPP 5345 001
Evaluation Research and Policy Analysis
Fall 2017

Department of Public Affairs
College of Architecture, Planning, and Public Affairs
University of Texas at Arlington

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

Office: CAPPA 320

Phone: 817-272- 0727

Email: bezborua@uta.edu (preferred mode of communication)

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

Office hours: Mondays 3:00 pm to 5:30 pm and by appointment

Course Duration: August 24, 2017 – December 6, 2017

Class Time: Monday 6:00 pm to 8:50 pm.

Classroom: CAPPA 330

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 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 research design, 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:

Kathryn Newcomer, Harry Hatry, and Joseph Wholey, eds. *Handbook of Practical Program Evaluation*, 2015. John Wiley & Sons. ISBN 978-1-118-89360-9

(Referred to as Newcomer)

Assignments	Number of Deliverables	Points	Dates
Classroom Discussions	Varies	10	Throughout the course
Brief (1 page) critiques	4 (5 points each)	20	Sept 18; Oct 2; Oct 30; Nov 13
Midterm	1	35	Oct 16
Final Project	1	30	Dec 04
Final Project Presentation	1	05	Nov 27
Total		100	

Grading Criteria:

Grades, in this course, are earned not given. Students can earn a maximum of 100 points based on their performance on the assignments. The points are distributed as:

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.

Descriptions of Major Assignments:

Attendance & Participation in Classroom Discussions: Students are expected complete the readings assigned for each class be prepared to discuss them with peers. This course is designed to be interactive, and therefore, students must come prepared for class after completing all required readings. I will go over the readings but students will also be asked to lead discussions or work collaboratively in small group discussions or review case studies related to the class. I will be assigning additional short evaluations or cases throughout the semester that may not posted on the syllabus. Full and active participation in these discussions is expected.

Brief Critiques: These are short evaluations of the topics discussed that week. Students will complete the assigned readings and evaluate and reflect on them by not only summarizing the essential idea behind the readings, but also extract deep understanding of the topics. Each critique will be one page long (12 point roman font) that reflects on what you learned and thought about the readings. Must include a short summary of the topic, but most of the critique will contain your original thoughts about the paper and what you learned. State the strength(s)

and weakness(s) of the readings as they relate to the weekly topic and course in 1-3 sentences. Your discussion can also include - what questions are not answered or what is missing, ideas or thoughts they provoked, how does it relate to practical research, Be sure to cite your sources.

Grading: 3 points for summary, strengths, weaknesses, and analytical discussion; 1 point for grammar, punctuation, clear writing, and organized narrative; and 1 point for deep analysis and/or surprising me with a really interesting idea.

Submission: Please submit on Blackboard by 6pm on the day its due.

Midterm: It will be on Blackboard and will cover concepts discussed till October 9, 2017. It will have the following: true/false and multiple choice questions to assess your understanding of the material; and short essay questions to assess your interpretation and application of concepts.

Final Evaluation Project: This project requires students to select a social program in a public or nonprofit agency, and then conduct an evaluation assessment. Students can choose their own organization as long as they are okay with reporting the results (outcome) to their colleagues. The outcome is to inform program 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 expected to create a logic model that describes inputs, activities, outputs, and potential or actual outcomes (initial, intermediate, and long-term). *You will conduct the scoping activities but will only propose the evaluation; you are not expected to conduct the actual evaluation itself.* 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 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 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 program or similar programs, or on the social problem, or on the need for your program (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. Cite your sources in-text as well as in the references.
5. 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
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; & how will you encourage the use of the evaluation assessment information by the clients?
 - 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 them here with appropriate reference in-text.

Presentation: Students are expected to present their project using visual media (PowerPoint or any other presentation tool). A total of 5 *points* is allotted to the presentation. Please bring a printed copy of the presentation for the instructor. Additionally, upload the presentation on Blackboard by 6pm of the day its due.

Final Project Proposal: A short proposal outlining the specific of your project (name of the organization, program where you will conduct the evaluation feasibility study, methodology to be adopted; and any potential findings), must be submitted in order to receive a passing grade in this project.

Formatting of the Report: Follow the APA style of writing and formatting with appropriate titles and Reference section. The report 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. Grading rubric provided on Blackboard.

Other Requirements: Students are expected to find literature/ peer-reviewed journal articles and reports using UTA's e-library contents.

Technical Requirements: In order to succeed in this course, some technical skills are needed. These include:

- 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>
- Using email and other forms of electronic communication
- Creating files in commonly used word processing program formats such as MSWord.
- Submitting an assignment. For help with Blackboard assignments, watch the video: <https://www.youtube.com/watch?v=7ZuZW9-KAjY&index=2&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
- Using presentation programs (For e.g., MS PowerPoint) to create a presentation.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this course, I allow students prepare for class at their own discretion while meeting course expectations. Participation in class discussions is encouraged and this requires preparation. Regular participation in course related activities will ensure timely completion of readings and assignments allowing students to keep pace with the coursework.

Expectations for Out-of-Class Study: Beyond the time required to read, review, and comprehend weekly class materials and completing required readings, students enrolled in this course should expect to spend at least an additional 3-4 hours per week of their own time in course-related activities, such as 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:

- UTA Manuscript Preparation using the APA Manual 6th edition: <http://libguides.uta.edu/apa>
- 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.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*

Course Policies:

Instructor Response Time: 24 hours

Assignments Due: Due by 6 pm Central of the day they are due, i.e., Monday (unless otherwise noted)

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

Q&A w/ Instructor: In-class; Email; and appointments.

Communication Decorum: UTA requires that all email communications be sent to UTA email. So, please check that regularly for updates. I treat my students with respect and expect similar treatment. Therefore, for email queries, be sure to use language appropriate in a professional communication.

Make-up exams/ assignments: None

Extra credit: None

Late submissions: Late assignments are not accepted unless prior arrangements have been made. Late assignment grades are reduced by 1 point per day after 6 pm Central of the due date. Last assignments will not be accepted if they are submitted more than 7 days late. In case of emergencies, notify the instructor immediately via email, and provide evidence of emergencies and make appropriate arrangements to submit your work.

Grade Appeals: If you believe your paper was graded in error, you may appeal it by typing a note explaining why you believe your grade is incorrect and attaching it to your original graded document (via email).

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.

Plagiarism: I take plagiarism seriously, and therefore, check submissions carefully for any plagiarized material. 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. 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.

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

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

Librarian to contact: Mitch Stepanovich. Phone: 817-272-2945; Email: 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, <http://catalog.uta.edu/academicregulations/grades/#graduatetext>

For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>

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/ses/fao>).

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 on the basis of 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 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.

Counseling and Psychological Services, (CAPS) 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.

Title IX: 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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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, or visiting 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>.

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 [insert a description of the nearest exit/emergency 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 individuals with disabilities. Emergency/Fire Evacuation Procedures (<http://www.uta.edu/police/EvacuationProcedures.pdf>)

Please subscribe to the MavAlert system that will send information in case of an emergency to your cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minutes 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/.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20, 40, or 60-minutes face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com> . Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>

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)

Important Notes:

1. All assignments must be submitted in the forums created on Blackboard by Monday @ 6 pm, unless noted otherwise.
2. Email submissions will NOT be accepted. There are forums created for every assignment – please submit on Blackboard.

Course Schedule:

	Date	Topics	Readings	Activities	Assignments
1	8/28	Introduction: What is Program Evaluation (PE)? Why do we study PE?	<ul style="list-style-type: none"> Newcomer Chapter 30 	<ul style="list-style-type: none"> Course overview Introductions Team formation Lecture 	<ul style="list-style-type: none"> Course pre-test (Blackboard)
2	09/04	Labor Day – No Class			
3	09/11	Evaluation Planning: Why is planning needed for evaluation? Who are the stakeholders?	<ul style="list-style-type: none"> Newcomer: Chaps 1, 2, P.H. Rossi, J.D. Wright, and S. R. Wright, (1978). The Theory and Practice of Applied Social Research. <i>Evaluation Review</i> 2, 1978: 171-191. Mancini, J., Marek, L., Byrne, R., & Huebner, A. (2004). Community-based program research: context, program readiness, and evaluation usefulness. <i>Journal of Community Practice</i>, 12(1/2), 7-21. 	<ul style="list-style-type: none"> IRB Presentation Lecture Group discussions 	
4	09/18	Techniques of designing evaluation: How are evaluations designed? Why?	<ul style="list-style-type: none"> Newcomer: Chap 10, 11, 12 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/assets/260/251562.pdf GAO. (2012). Designing Evaluations. Assessed online at http://www.gao.gov/products/GAO-12-208G 	<ul style="list-style-type: none"> Lecture Group discussions 	<ul style="list-style-type: none"> Critique 1

5	09/25	Program theory/Logic Models: What is the method of developing an evaluation's rationale and purpose? How can logic models be useful for stakeholders?	<ul style="list-style-type: none"> Newcomer Chap 3 W.K. Kellogg Foundation. (2004). Logic Model Development Guide (pgs. 1-48) https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf 	<ul style="list-style-type: none"> Lecture Group discussions 	
6	10/02	Research Design: Process, Implementation, Formative evaluations. At what stages of a program can evaluation be conducted? Does it matter?	<ul style="list-style-type: none"> Newcomer Chap 4 Tim Weston (2004). Formative evaluation for implementation: Evaluating educational technology applications and lessons. <i>American Journal of Evaluation</i>, 25(1), 51-64. doi:10.1016/j.ameval.2003.11.004 Intro to Impact Evaluation (only Chap 1): https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf Story, M., Lytle, L. A., Birnbaum, A. S., & Perry, C. L. (2002). Peer led, school based nutrition education for young adolescents: Feasibility and process evaluation of the TEENS study. <i>Journal of School Health</i>, 72(3), 121-127. doi:10.1111/j.1746-1561.2002.tb06529.x Berube, A., Lafantaisie, V., Dubeau, D., Coutu, S., Caron, J., & Devault, A. (2014). Using implementation evaluation to uncover a child neglect prevention program. <i>Evaluation and Program Planning</i>, 45, 1-8. doi:10.1016/j.evalprogplan.2014.03.001 	<ul style="list-style-type: none"> Lecture Discussions 	<ul style="list-style-type: none"> Critique 2
7	10/09	Research Design – Experimental & Non-Experimental Approaches: What the	<ul style="list-style-type: none"> Newcomer Chapters 6, 7, 8, 9. Oakley, Ann. (1998). Experimentation and Social Interventions: A Forgotten but important History. <i>British Medical Journal</i> 317, 10: 1239-1242. 	<ul style="list-style-type: none"> Lecture Discussions 	<ul style="list-style-type: none"> Final Paper proposal due.

		different methods to evaluate a program or conduct research?	<ul style="list-style-type: none"> • Campbell, Donald T. (1969). Reforms as Experiments. <i>American Psychologist</i>, 24, 4:409-429. • Fitz-Gibbon, Carol. (2004). Editorial: The Need for Randomized Trials in Social Research. <i>Journal of the Royal Statistical Society. Series A - Statistics in Society</i>, 167, 1: 1-4. • Wolf et al (2000). School Choice in Washington DC: An Evaluation After One Year. https://sites.hks.harvard.edu/pepg/PDF/Papers/dc00r.pdf 		
8	10/16	• Midterm (on Blackboard)			
9	10/23	Data Collection: How to collect data from multiple sources such as interviews, surveys, focus groups and field data?	<ul style="list-style-type: none"> • Newcomer Chapters 13, 14, 15, 16, 17, 18, 19. • Creative - The Survey System: Survey Design. Assessed: http://www.surveysystem.com/sdesign.htm • Deakin: Questionnaire design Principles of Questionnaire Construction. Assessed online at http://www.analytictech.com/mb313/principl.htm 	<ul style="list-style-type: none"> • Lecture • Group discussions 	
10	10/30	Data Collection & Analysis: What are the various ways of analyzing data? How do they vary with the type of data?	<ul style="list-style-type: none"> • Newcomer Chapters 20, 21, 22, 23, 24, 25. • Ginsberg, Gary. 1994. "A cost-benefit analysis of legislation for bicycle safety helmets in Israel." <i>American Journal of Public Health</i> 84: 653-656. 	<ul style="list-style-type: none"> • Lecture • Discussions 	• Critique 3
11	11/06	Performance Measurement: How can managers integrate data to assess performance of programs?	<ul style="list-style-type: none"> • Newcomer: 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. <i>Journal of Policy Analysis and Management</i>, 22 (4), 551-575. • Glaser, M. (1991). Tailoring Performance Measurement to Fit the Organization: From Generic to Germane. <i>Public Productivity & Management Review</i>, 14 (3); 303-319. • Julnes, G. (2007). Promoting 	<ul style="list-style-type: none"> • Lecture • Group discussions 	

			<p>Evidence-Informed Governance: Lessons from Evaluation. <i>Public Performance & Management Review</i>, 30(4), 550-573.</p> <ul style="list-style-type: none"> • Thomson, D. (2011). Role of Funders in Driving Nonprofit Performance Measurement and Use in Strategic Planning. <i>Public Performance & Management Review</i>, 35, (1), 54-78 • ICC. (2003). Toolkit for Evaluating Initiatives to Improve Child Care Quality. 		
12	11/13	Evaluation in Application: How can evaluation inform decision-making? How to write impactful reports?	<ul style="list-style-type: none"> • Chapters 26, 27, 28, 29, 31. 	<ul style="list-style-type: none"> • Lecture • Discussions 	<ul style="list-style-type: none"> • Critique 4
13	11/20	<ul style="list-style-type: none"> • Project work 			
14	11/27	<ul style="list-style-type: none"> • In class student Presentations • Student feedback survey • Course post test (Blackboard) 			
15	12/04	<ul style="list-style-type: none"> • Final Paper Submission (Blackboard) 			

Happy Holidays!