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Pub Ad 522
Program Evaluation
Course Syllabus

I. Introduction

A. Purpose

The purpose of this course is to present students with an overview of basic approaches used to understand and assess public programs. All public programs, however clearly stated, have goals and serve citizens, clients, or recipients. Program evaluation aims to determine whether public programs achieve their intended goals or contribute to those they serve and how to improve their effectiveness. As an academic practice program evaluation contributes to social science research as well by testing ideas and generating knowledge. Moreover, there are several different ways to assess the extent to which programs are being carried out, operating, achieving goals, and producing desirable changes and benefits.

This course is a detailed introduction to the models, methods, and practices that are used to study the performance of public programs; that is, ongoing, publically funded, and executed activities that are intended to carry out legislatively adopted public policies as distinct from educational, medical, business evaluation. The course will look at public program evaluation from a conceptual and analytical point of view and review the numerous ways of understanding and assessing program effectiveness. In addition, the course will be guided by a humanistic viewpoint that recognizes that evaluations examine programs and take place in organizations that are run by human beings. The ability to interact effectively with these human beings will have a substantial effect on the ultimate ability of an evaluation to improve a program.

B. Module Goals and Topic Learning Objectives

To accomplish the purpose outlined above, the course is divided into four main Modules. Each Module has Topics within it, the first and third Modules have two Topics each and the second and fourth each have four for a total of twelve Topics. Each Module has its own Learning Goals which it aims to achieve; likewise, each Topic has a set of Learning Objectives which set out behavioral gains for students to achieve the Module Goals. The Learning Objectives are supported by individual and group activities in which students engage to gain knowledge, abilities, and skills. The Module Goals, Topic Learning Objectives, and Activities provide structure for the course. They can be found below in the chart *IX* *Module Learning Goals, Topic Learning Objectives, and Supporting Activities at the end of this syllabus.*

C. Note on Prerequisite Knowledge,

Although they are not formal prerequisites for the course, students taking this course are expected to have a working knowledge of public policy and management of the sort laid out in Public Administration 500 and of public organizations as encountered in Public Administration 521. In addition, for students it is assumed that students will have the basic familiarity with statistics at the level of those admitted to the MPA.

D. Technical Skills and Requirements

▪ Technical Skills

To participate and be successful in this class students are expected to have mastered the basic technical tasks listed below:

- Use email – including attaching files, opening files, downloading attachments
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Create, update, and upload MS Word and MS Word readable documents (Microsoft Office products are available free for all UNM students at UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)
- Create, update, and upload MS PowerPoint and MS PowerPoint readable presentations
- Download, annotate, save and upload PDF files
- Download and install applications or plug ins required for viewing course videos in Kaltura Media Tools and other applications

▪ Technical Requirements

To participate and be successful in this class students should have the basic technical tools listed below:

- A high-speed Internet connection (highly recommended)
- A supported browser (these include: Chrome, Internet Explorer, Firefox, and Safari; detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>)
- A computer capable of running a recently updated web browser (processor speed, amount of RAM and Internet connection speed can greatly affect performance; [UNM's Computer Pods](#) offer free high-speed Internet access)
- Latest versions of [Java](#), and [Flash](#) for using the Kaltura Media Tools Inside Learn

II. Texts and Other Readings and Course Materials

A. Texts

There are three required texts for the course. The required texts have been ordered for purchase at the UNM bookstore. Also, they may be purchased on-line from the publisher or another source. In addition, two of the three required texts are available for electronic purchase and use at CourseSmart, a digital textbook service.

▪ Required Texts

P. H Rossi, M. W. Lipsey, & H. E. Freeman, (2004). **Evaluation: A Systematic Approach** (7th Ed.), Thousand Oaks, CA: Sage

- CourseSmart <http://www.coursesmart.com/evaluation-a-systematic-approach-seventh/peter-h-rossi/dp/9780761908944>

Ronald D. Sylvia, Kathleen M. Sylvia, (2008). **Program Planning and Evaluation for the Public Manager** (4th Ed.), Oak Grove, ILL: Waveland Press

- CourseSmart http://www.coursesmart.com/IR/2103271/9781577667780?_hdv=6.8

▪ Recommended Text

James C. McDavid, Irene Huse, Laura R.L. Hawthorn, (2013) **Program Evaluation and Performance Measurement** (2nd Ed), Thousand Oaks, CA: Sage

- CourseSmart http://www.coursesmart.com/IR/2103271/9781412978316?_hdv=6.8

B. Other Readings and Course Materials

▪ Journal Articles

Students will be expected to read several articles from academic journals as part of their course work. These readings will be necessary to complete course assignments. All assigned articles are available on-line in full-text, PDF files as part of the UNM Learn course website in a folder in the corresponding course module. Also they are available through the UNM library <http://library.unm.edu/> in full-text, PDF files. Students may choose to download these articles or read them on-line. Full citations for these articles are included in the course schedule below under Readings.

▪ Slides

Microsoft Power Point Slides will be posted for all topics on the UNM Learn course site <https://learn.unm.edu/>. These slides will cover some of the assigned reading, provide considerable additional information relevant to the topic not found in the reading, and will present any assignments that are to be completed by students. Students are expected to review these slides and understand the content in them for application to and completion of course assignments.

III. Activities and Assignments

A. Concept Acquisition and Application Activities

Students will be expected to review all posted material and participate in class activities using the UNM Learn course site <https://learn.unm.edu/>. As indicated in the course schedule below, activities are divided into “acquisition activities” which are aimed at helping students acquire concepts from the Slides, Readings, and other posted audio and video explications, and “application activities” or exercises which endeavor to have the student apply the concepts covered to instances and cases both for practice and feedback as well as for submission as assigned coursework. These course activities may be supplemented by others, but initially they will consist in the following:

- **Slide Lecture Review** – as indicated above, slides will be posted with lecture-style information on topics for students to review; slides will be posted for assignments and other items as well
- **Audio-Video Viewing** – to help explain important topics and show and provide practice for the application of concepts, short video clips or audio with picture clips are be posted for students to view. These include short video lectures for each topic.
- **Discussion Questions** – as indicated above, the instructor will post questions on the course discussion board for students to respond as well as offer comments on the responses of others
- **Group Assignments** – both as concept acquisition and concept application practice as well as building the important skill of working on evaluation in teams, students will complete short assignments in assigned groups and will post them for presentation to and feedback from the instructor and other students
- **Individual Assignments** – as indicated below, students will complete and post individual assignments and the instructor will assign points and provide feedback to students individually

B. Assignments

There will be no graded tests. Students are asked to take an ungraded pre-test at the course’s beginning and an ungraded post-test at the courses end. The pretest and post-test are for comparison purposes so that students can evaluate their knowledge gains during the life of the course. For a grade, students will complete four individual assignments, three group exercises and eight on-line class discussions. These will be completed in the order indicated on the course schedule (extensions to submit assignments are not given, but students may turn in assignments after they are due and should expect a deduction of

points for lateness; discussion must be completed in the time they are open for posting). No extra credit or make-up assignments will be given. Each assignment is fully explained in instructions posted on-line for that assignment. All assignments are posted to the UNM Learn site for the course. Class discussions will take place on the UNM Learn site and respond to instructor-posted questions. Discussions are completed by each student posting responses and comments to the website. Brief explanations of the assignments, turnaround time for grades (when students can expect grades to be posted) and important comments on how to complete them successfully follow:

- **Discussions** (10 points x 8 = 80 points; as assigned on the schedule; turnaround time = 72 hours from close, not counting holidays, unless otherwise advised in course message)

Each student is expected to participate fully and enthusiastically in the on-line Discussions outlined above. This will be accomplished by first posting a response to a Discussion question posed on-line on the discussion board by the instructor and then commenting on the postings and comments of other students in a virtual Discussion. The purpose of the Discussions is for students to demonstrate their understanding of key concepts in these on-line forums and to get feedback from and help other students understand them as well. Each Discussions will have a limited period for posting responses and comments: opening and closing dates and times will be included in each Discussion's instructions.

For each discussion, students will be expected to post an initial response that will be worth a maximum of six (6) points. This initial response must 1.) Directly answer the question posted; 2.) Show knowledge of the assigned material found in the slides, readings and other posted materials; 3.) Provided examples of points being made.

After the initial posting students are expected to post *a minimum* of two (2) additional comments on the postings of other students worth two (2) points each. These comments must 1.) Be supported by reference to posted course materials and readings; 2.) Be critical (agreement or disagreement) and fully explain why using posted course materials and readings. The keys to successful discussion postings are:

- 1.) Do not wait until close to the time that a discussion closes to make an initial posting
- 2.) Fully address the discussion question in the initial posting
- 3.) Write clearly and precisely in both postings and comments
- 4.) Be specific and clear and use examples
- 5.) Refer to course materials and readings (without citation or quotation)
- 6.) Apply, explain, and show knowledge of course materials and readings
- 7.) Do not express personal opinions or feelings about the postings of others in comments
- 8.) Support all comments with course materials and readings (without citation or quotation)

The six (6) points for the initial post and the two (2) points for each comment result in a total of ten (10) possible points for each discussion. A rubric will be used in grading to indicate the desirable features of good quality responses and comments.

- **Individual Assignments** (25 points x 4 = 100 points; due as assigned on schedule; turnaround time = 1 hours from close, not counting weekend or holidays, unless otherwise advised in course message)

A set of key abilities that must be developed in both public administration and program evaluation is the understanding of program purposes and the measurement of how well those purposes are being achieved. To help develop these abilities, students are expected to complete individual assignments and submit them to through UNM Learn to the instructor for grading. The keys to successful completion of individual assignments are:

- 1.) Follow the assignment instructions
- 2.) Answer any assignment questions and carry out required tasks
- 3.) Use any provided materials and frameworks to submit assignments
- 4.) Fully develop responses and write clearly, concisely, and grammatically
- 5.) Apply course materials to complete assignments
- 6.) Submit assignments on-time

Students will complete four (4) assignments individually applying concepts from posted materials to short cases and projects worth twenty-five (25) points each for a total of one hundred (100) points. Each student is expected to develop their own work, but may consult with the instructor, other students, or their group members if desired. The four (4) individual assignments are:

1. Program Goals and Objectives
2. Evaluation Research Questions
3. Data Collection Plan
4. Data Analysis Plan

- **Group Assignments** (10 points x 3 = 30 points; due as assigned on schedule; *turnaround time* = 1 hours from close, not counting weekend or holidays, unless otherwise advised in course message)

One key capacity in both public administration and in evaluation is the ability to work in teams. To help develop this capacity, students will be assigned groups and must work in them to complete the group assignments. Group members will be able to communicate asynchronously using course messaging and in real time using the chat, discussion, and other conferencing tools built into the UNM Learn site software. In addition, students should collaborate through the site will be able to post their work there. The keys to successful group work are:

- 1.) Make sure to communicate in a timely way with group members
- 2.) Copy all group members on items of general interest or collaboration
- 3.) Make sure to use the UNM Learn group site for communication and for developing materials
- 4.) Divide the work into smaller tasks and assign them to individuals or teams
- 5.) Rotate the group leadership, if desirable
- 6.) Set time frames for completion of tasks that allow time for review of a final product by all
- 7.) Let the instructor know, if members are not participating
- 8.) Make oneself available during the time group assignments are open as one would in any class

Groups will complete four (3) assignments applying class concepts to a short project worth ten (10) points each for a total for forty (30) points. Each student is expected to participate fully in activities and group work. After discussion with the instructor and at the instructor's discretion, students not participating in group assignments may have up to ten (10) points deducted from their total score. The three (3) group assignments are:

1. Social System Assessment
2. Program Logic Development
3. Assessing Flawed Designs

▪ **On-Line Course Evaluation (2 points)**

At the end of the course, students are given an opportunity to evaluate the course on-line by Learn as indicated on the Syllabus. Given that this is a course in evaluation, students are expected to complete this evaluation and will receive two (2) points for doing so. Each student should receive an email indicating when the evaluation is available on-line and must send a course message to the instructor after completing it in order to receive the two (2) points credit.

IV. Grading

Points earned for completing course requirements will provide the basis for course grades. The value of each requirement is detailed above. Grades will be assigned on the basis of cumulative points earned. A grading scale is presented below. It presents the grades earned for levels of accumulated points.

Grading Scale

Grade	Points
A+	210
A	209-200
A-	199-190
B+	189-180
B	179-170
B-	169-160
C+	159-150
C	149-140
etc.	

V. Course Communications

Course communications will take place in three main ways. First, through postings to the UNM Learn course site. Second, communications are handled through the Course Messaging function available as part of the UNM Learn site. The instructor attempts to respond to all Course Messages within forty-eight hours. Therefore, students should closely monitor the course web page and the course messages for updates, changes, and information. Third, communication can occur through teleconferences or appointment consultations arranged with the instructor. Students are encouraged to phone the instructor at any time, but are reminded that to leave a message with call back information.

VI. Incomplete Grades

The grade of Incomplete MUST be requested in writing (electronic mail is acceptable) from the instructor. The grade of incomplete will not be assigned unless so requested. The request must state a reason appropriate to the UNM Office of Graduate Studies guidelines for incomplete grades. Per these guidelines..."the grade of "I" is given only when circumstances beyond the student's control have prevented completion of the course work within the official dates of a session."

VII. Plagiarism

The policy on plagiarism in this class follows the definitions used in the UNM Faculty Handbook. Plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit. It is done intentionally. Ideas and quotations from others must be cited

appropriately. This includes all sources even the author's own work used elsewhere. Such work in the course will not be accepted to complete any assignment

VIII. Additional Notes: Title IX; Netiquette; ARC

A. Title IX

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

B. Netiquette

In accord with the UNM Student Handbook, it is expected that students will show respect to fellow students and to the instructor when interacting in person or on-line in this course. Netiquette suggestions should be taken seriously. All course posts should demonstrate respect for others and for their views and those that do not will be taken down immediately. The UNM Learn Netiquette document can be found at <http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf>

C. ADA Accommodation

In keeping with the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, the University is committed to providing equal access to educational opportunities for qualified students with disabilities. The University provides reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Further information about accommodation and contact with the University's Accessibility Resource Center (ARC) can be found by reviewing Policy 2310 at <https://policy.unm.edu/university-policies/2000/2310.html>

IX. Module Learning Goals, Topic Learning Objectives, Related Activities

Module Learning Goals [Aims of the Module = “this module will...”]	Student Learning Objectives [Aims of the Topic Objectives = “at the end of this topic students will be able to...”]	Related Course Activities
Module 1 – Introduction		
Topic 1 – Overview: Course Introduction		
<ul style="list-style-type: none"> • Explain the Course Design, Goals, and Requirements 	<ul style="list-style-type: none"> • Summarize the course requirements • Associate their personal experience with that of the instructor and other students • Assess their knowledge with the pretest 	<ul style="list-style-type: none"> • View <i>Welcome to the Course</i> Video • Review <i>Course Introduction</i> Slides • View <i>Course Orientation</i> Video • Participate in <i>Class Introductions</i> Discussion Board • Complete the Pretest
Topic 2 – Programs in the Public Sector		
<ul style="list-style-type: none"> • Examine the Significance of and Differences in Program Notions used in Public Administration • Present the Purpose, History, Development and Types of Public Program Evaluation 	<ul style="list-style-type: none"> • Explain the Concepts of Program used in Public Administration • Recognize the Importance of Public Sector Programs • Explain the General Model of Social Programs (Gap Model) • Identify the Various Roles of Evaluators • Distinguish Between Program Evaluation and Evaluation Research 	<ul style="list-style-type: none"> • Review <i>Programs in the Public-Sector</i> Slides • View <i>Programs</i> Lecture Video • View Whiteboard <i>Gap Model</i> • Participate in Programs and Program Evaluation Discussion Board • Review Assigned Text and Articles
Module 2 – Understanding Program Purpose and Context		
Topic 3 – Overview: Program Background and Aims		
<ul style="list-style-type: none"> • Examine the Role, Importance, and Identification of Stakeholders as Sources of Program Knowledge and Program Purpose and Aims • Analyze the Structure of and the Information Necessary for Preparing 	<ul style="list-style-type: none"> • Identify Reasons for Including Stakeholders in Evaluations • Name Methods and Techniques to Identify, Involve, and Engage Stakeholders in Program Evaluations 	<ul style="list-style-type: none"> • Review <i>Program Background and Aims</i> Slides • View <i>Identifying and Engaging Stakeholders</i> Lecture Video • Review Assigned Text and Articles • Participate in <i>Stakeholders</i> Discussion Board • View Practice: <i>Writing Goals and Objectives</i> Lecture Video • Review Practice: <i>Writing Goals and Objectives</i> Slides

Statements about Program Purpose	<ul style="list-style-type: none"> • Recognize the Elements of Good Mission Statements, Goal Statements, and Good Objective Statements • Develop Goals and Objectives from Mission Statements 	<ul style="list-style-type: none"> • Complete Individual Assignment 1 <i>Writing Goals and Objectives</i>
	Topic 4 – Overview: Programs in the Social Context	
<ul style="list-style-type: none"> • Present the Essential Concepts of Social Systems Environments and their Importance for Understanding Public Programs 	<ul style="list-style-type: none"> • Distinguish between the Task and Social Environments of Programs • Recognize the Role of Public Programs in Changing Social Conditions in Target Populations • Demonstrate the Ability to Analyze and Depict Programs as Focus Systems • Demonstrate the ability to structure and work in evaluation teams (groups) 	<ul style="list-style-type: none"> • Review <i>Programs in Social Context</i> Slides • Participate in <i>Social Systems</i> Discussion Board • Review Assigned Text and Articles • Complete Group Assignment 1 <i>Social System Assessment</i>
	Topic 5 – Overview: Programs in the Production Context	
<ul style="list-style-type: none"> • Present the Essential Concepts of Production Systems Environments and their Importance for Understanding Public Programs 	<ul style="list-style-type: none"> • Explain Operating Systems as Focus Systems in the Program Evaluation General System Environment • Recognize the Utility of Production System, Operating System, And Capacity Analysis Concepts for Process Evaluation • Discuss Production Systems and Capacity Analysis as Part of Process Evaluation • Apply Flow Charting to Analyze and Solve Production System Problems 	<ul style="list-style-type: none"> • Review Programs in the Production Context Slides • View <i>Production Systems Concepts</i> Lecture Video • View Whiteboard <i>Production Process</i> • Review Assigned Text and Articles • Participate in <i>Capacity</i> Discussion Board
	Topic 6 – Overview: Programs in the Action Context	
<ul style="list-style-type: none"> • Examine the Similarities and Differences between Evaluating Ongoing Social Programs and Designing Them 	<ul style="list-style-type: none"> • Recognize How Program Logic and Theory Apply to Social Program Evaluation and Design • Identify the Uses of Evaluability Assessment Concepts including Service Delivery Concepts 	<ul style="list-style-type: none"> • Review <i>Programs in the Action Context</i> Slides • View <i>Program Service Assessment</i> Lecture Video • Participate in <i>Evaluability</i> Discussion Board

	for Social Program Evaluation <ul style="list-style-type: none"> • Apply an Evaluability Assessment Checklist 	
Module 3 – Overview: Focusing the Program Evaluation		
	Topic 7 – Overview: Program Theory and Logic	
<ul style="list-style-type: none"> • Present and Apply the Key Concepts of Program Theory and Logic 	<ul style="list-style-type: none"> • Distinguish Between Program Effects and Causes and Their Roles in Program Theory and Logic • Demonstrate Skills in Analyzing and Interpreting Program Logic • Employ Representational Tools to Develop a Logic Model in Groups 	<ul style="list-style-type: none"> • Review <i>Program Logic</i> Slides • Review Assigned Text and Articles • Participate in Program Logic Discussion Board • View <i>Depicting Program Logic</i> Lecture Video • Complete Group Assignment 2 <i>Program Logic</i>
	Topic 8 – Overview: Designing Evaluation Research	
<ul style="list-style-type: none"> • Examine the Role and Importance of Evaluation Questions • Present Techniques for Developing Evaluation Questions 	<ul style="list-style-type: none"> • Identify Approaches to and Types of Program Evaluation Research • Develop Program Evaluation Research Questions Based on a Refined Logic Model in the Evaluation Question Assignment • Develop Constructs from Key Evaluation Question • Apply the Process and Tools for Generating Refined, Prioritized, Evaluation Questions 	<ul style="list-style-type: none"> • Review <i>Program Research Design</i> Slides • Review Assigned Text and Articles • Participate in <i>Program Logic</i> Discussion Board • View <i>Depicting Evaluation Questions</i> Lecture Video • Complete Individual Assignment 2 <i>Evaluation Questions</i>

Module 4 – Overview: Thinking about Program Evaluation Data		
	Topic 9 – Overview: Data Collection	
<ul style="list-style-type: none"> • Present the Phases of and Elements in the Process of Data collection for Program Evaluation Research 	<ul style="list-style-type: none"> • Recount the Roles of Key Concepts, Constructs, and Measures in Program Evaluation Research • Develop A Plan to Specify, Source, And Instrument Data, For Program Evaluation Research in a Data Collection Plan (The First Part of a Complete Measurement Plan) • Identify Measurement and Sampling Considerations as Part of the Data Collection Plan 	<ul style="list-style-type: none"> • Review <i>Data Collection Slides</i> • View <i>Data Collection Lecture Video</i> • Review Assigned Text and Articles • Participate in <i>Measurement Discussion Board</i> • Complete Individual Assignment 3 <i>Data Collection Plan</i>
	Topic 10 – Overview: Data Analysis	
<ul style="list-style-type: none"> • Present the Uses of Quantitative and Qualitative Data for Program Evaluation Research 	<ul style="list-style-type: none"> • Recount Data Analysis Approaches including Distinguishing Between Quantitative and Qualitative Analysis Procedures in Program Evaluation Research • Formulate a Plan to Prepare, Manage, Analyze, Summarize, and Present Data for Program Evaluation Research in a Data Analysis Plan (The Second Part of a Complete Measurement Plan) • Demonstrate How Planning for Data Collection Fits with Planning for Data Analysis by Building on the Data Collection Plan 	<ul style="list-style-type: none"> • Review <i>Data Analysis Slides</i> • View <i>Data Analysis Lecture Video</i> • Review <i>Assigned Text and Articles</i> • Participate in <i>Data Discussion Board</i> • Complete Individual Assignment 4 <i>Data Analysis Plan</i>
	Topic 11 – Overview: Threats to the Validity of Data	
<ul style="list-style-type: none"> • Explain How to Make the Findings of Program Evaluation Research Valid and Defensible 	<ul style="list-style-type: none"> • Recognize the Difference Between Experiments and Quasi-Experiments and their Roles in Designing Program Evaluation Research • Identify Threats to the Validity of Program 	<ul style="list-style-type: none"> • Review <i>Threats to Validity of Data Slides</i> • View <i>Threats to Validity of Data Lecture Video</i> • Review <i>Assigned Text and Articles</i> • Complete Group Assignment 3 <i>Flawed Designs</i>

	<p>Evaluation Research Claims and How to Prevent Them</p> <ul style="list-style-type: none"> • Recognize Flaws in the Design of Program Evaluation Research and the Threats to Validity of its Findings 	
	Topic 12 – Overview: Data Use	
<ul style="list-style-type: none"> • Present Methods for Reporting Program Evaluation Research Findings for Use by Stakeholders 	<ul style="list-style-type: none"> • Identify the factors affecting utilization of reported evaluation findings • Describe techniques to increase the utilization of evaluation findings and options for reporting them • Recognize different evaluation report outlines and contents and their uses 	<ul style="list-style-type: none"> • Review <i>Data Use Slides</i> • View <i>Reporting Lecture Video</i> • Review <i>Assigned Text and Articles</i> • Take <i>Post-test</i>

X. Course Schedule

MODULE 1 INTRODUCTION TO PROGRAM EVALUATION	Aug. 21 – Sept. 10		
TOPICS	ACQUISITION ACTIVITIES	APPLICATION PRACTICE ACTIVITIES	READING
Topic 1: Course Introduction	Aug. 21 – 27		
<ul style="list-style-type: none"> • Syllabus and Requirements • Course Organization 	<ul style="list-style-type: none"> • Review Module 1 Overview: Introduction • View Welcome to the Course Video • Review Topic 1 Overview: Course Introduction • Review Topic 1 Course Introduction Lecture Slides • View Orientation to the Course Video • Discussion: Introductions 	<ul style="list-style-type: none"> • Pre-Test – <i>Closes Aug. 29</i> 	
Topic 2: Programs in the Public Sector	Aug. 28 – Sept. 10		
<ul style="list-style-type: none"> • Centrality of Public Programs <ul style="list-style-type: none"> ○ Definitions of Programs ○ Characteristics of Program Evaluation • Purpose and Practice of Program Evaluation <ul style="list-style-type: none"> ○ Evaluation and Evaluation Research ○ Role of the Evaluator 	<ul style="list-style-type: none"> • Review Topic 2 Overview: Programs in the Public Sector • Review Topic 2 Programs in the Public-Sector Lecture Slides • View Topic 2 Public Programs and Public Program Evaluation Video Lecture • View Topic 2 General Model of Social Programs Whiteboard Video • Discussion: Programs and Program Evaluation 		<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 3-28; 369-419 • Sylvia and Sylvia, pages 118-19 • McDavid and Hawthorn, pages 15-34; 401-429 • Modarresi, Newman & Abolafia, Academic evaluators versus practitioners: alternative experiences of professionalism, <i>Program Planning & Evaluation</i> 24 (2001) 1-11 • Lewis & Zarb, Federal Program Evaluation from the OMB Perspective <i>Public Administration Review</i>, Vol. 34, No. 4 (Jul. - Aug., 1974), pp. 308-317 • Poland, Program Evaluation and Administrative Theory <i>Public Administration Review</i>, 34 (4) 1974 333-338 • Davis, Do You Want a Performance Audit or a Program Evaluation? <i>Public Administration Review</i>, 50 (1) 1990 35-41

MODULE 2 UNDERSTANDING PROGRAM PURPOSE & CONTEXT	Sept. 11 – Oct. 8		
TOPICS	ACQUISITION ACTIVITIES	APPLICATION PRACTICE ACTIVITIES	READING
Topic 3: Program Background and Aims	Sept. 11 – 17		
<ul style="list-style-type: none"> • Identifying Stakeholders <ul style="list-style-type: none"> ○ Engaging the Stakeholders ○ Stakeholder Participation and Communication • Goals & Objectives 	<ul style="list-style-type: none"> • Review Module 2 Overview: Understanding Program Purpose and Context • Review Topic 3 Overview: Program Background and Aims • Review Topic 3 Program Background and Aims Lecture Slides • View Topic 3 Identifying and Engaging Stakeholders Video Lecture • View Topic 3 Writing Goals and Objectives Practice Video • Discussion: Stakeholders 	<ul style="list-style-type: none"> • Individual Assignment 1: Writing Goals & Objectives – <i>Due Sept. 24</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 41-44; 48-52 • Sylvia and Sylvia, pages 31-32; 38-41; 121-127 • Jung, Developing and Validating New Concepts and Measures of Program Goal Ambiguity Administration & Society 44(6) 2012 675 –701 • Geist, Using the Delphi method to engage stakeholders-A comparison of two studies, Evaluation & Program Planning 33 (2010) 147–154 • Bryson, Patton & Quinn Working with evaluation stakeholders-A rationale, step-wise approach and toolkit, Evaluation & Program Planning 34 (2011) 1–12 • Khakee, Reading Plans as an Exercise in Evaluation, Evaluation 6 (2) 2000 119–136
Topic 4: Programs in the Social Context	Sept. 18 – 24		
<ul style="list-style-type: none"> • Social Systems Concepts <ul style="list-style-type: none"> ○ Purpose and General Systems Concepts ○ Task and Social Environments of Programs • Programs as Social Change Entities <ul style="list-style-type: none"> ○ Need Analysis ○ Program Service Analysis • Flow Charting Social Environment 	<ul style="list-style-type: none"> • Review Topic 4 Overview: Programs in the Social Context • Review Topic 4 Programs in the Social Context Lecture Slides • View Topic 4 Systems Thinking Video Lecture • Discussion: Social Systems 	<ul style="list-style-type: none"> • Group Assignment 1: Social System Assessment – <i>Due Oct. 8</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 54-55; 101-130 • Sylvia and Sylvia, pages 3-23 • McDavid and Hawthorn, pages 39-69; 201-229 • Bridgeforth, Toward a General Theory of Social Systems, Int'l. Journal of Sociology and Social Policy 25 (10-11) 2005 54-81 • Johnson, Applying Social Capital Theory to Needs Assessment, Administrative Theory & Praxis, 21 (1) 1999: 12-21

Topic 5: Programs in the Production Context	Sept. 25 – Oct. 1		
<ul style="list-style-type: none"> • Programs as Productive Operating Entities <ul style="list-style-type: none"> ○ Production Systems Concepts ○ Processes and Capacity • Flow Charting Production and Problems 	<ul style="list-style-type: none"> • Review Topic 5 Overview: Programs in the Production Context Lecture Slides • Review Topic 5 Programs in the Production Context Lecture Slides • View Topic 5 Production Systems Concepts Video Lecture • View Topic 5 Production Process Whiteboard Video • Discussion: Capacity 		<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 169-199 • Sylvia and Sylvia, pages 56-74 • McDavid and Hawthorn, pages 281-302 • Brown Enhancing and Measuring Organizational Capacity Public Administration Review 76 (4) 2012504-515 • Maher et al, Methodology Matters, Tropical Medicine & Int'l Health 17 (30) 2012 264–271 • Bendoly, Donohue & Schultz, Behavior in Operations Management Journal of Operations Management 24 (2006) 737–752
Topic 6: Programs In the Action Context	Oct. 2 – Oct. 8		
<ul style="list-style-type: none"> • Programs as Parts of Ongoing Organizations • Evaluability Analysis 	<ul style="list-style-type: none"> • Review Topic 6 Overview: Programs in the Action Context • Review Topic 6 Programs in the Action Context Lecture Slides • View Topic 6 Programs in the Action Context Video Lecture • Discussion: Evaluability 		<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 136-138; 331-366 • Sylvia and Sylvia, pages 75-89; 91-111 • McDavid and Hawthorn, pages 376-393 • Thurston & Potvin, Evaluability Assessment as a Tool for Incorporating Evaluation in Social Change Programs Evaluation 2003, 453-69

MODULE 3 FOCUSING THE PROGRAM EVALUATION	Oct. 9 – 22*		
TOPICS	ACQUISITION ACTIVITIES	APPLICATION PRACTICE ACTIVITIES	READING
Topic 7: Program Logic	Oct. 9 -15		
<ul style="list-style-type: none"> • Program Theory <ul style="list-style-type: none"> ○ Cause and Effect Chain ○ Effects Logic • Program Logic <ul style="list-style-type: none"> ○ Depicting the Cause and Effect Chain 	<ul style="list-style-type: none"> • Review Module 3 Overview: Focusing the Program Evaluation • Review Topic 7 Overview: Program Logic • Review Topic 7 Program Logic Lecture Slides • View Topic 7 Focus and Effects Video Lecture • View Topic 7 Logic Model Practice Whiteboard Video • Discussion: Program Logic 	<ul style="list-style-type: none"> • Group Assignment 2: Program Theory and Logic – <i>Due Oct. 15</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 93-96; 139-166; 301-317 • Sylvia and Sylvia, pages 115-119 • McDavid and Hawthorn, pages 39-69; 118-124 • Byrne, Evaluating complex social interventions in a complex world <i>Evaluation</i> 19 (3) 2013 217-28 • Hill & Thies, Program theory and logic model <i>Evaluation & Program Planning</i> 33 (2010) 356–364 • Millar, Simeone & Carnevale, Logic models- a systems tool for performance management <i>Evaluation & Program Planning</i> 24 (2001) 73-81 • Cobigo, Morin, Mercier, Logic Model for Behavior Disorder, <i>Jo of Dev Disabilities</i> 18 (1) 2012 87-95 • Crane, Using Qualitative Data to Refine a Logic Model, <i>Qualitative Report</i> 15 (4) 2010 899-931
Topic 8: Program Research Design	Oct. 16 – 22		
<ul style="list-style-type: none"> • Selecting an Evaluation Approach and Type • Developing Program Evaluation Questions <ul style="list-style-type: none"> ○ Evaluation Questions ○ Evaluation Questions, Concepts, and Constructs 	<ul style="list-style-type: none"> • Review Topic 8 Overview: Designing Evaluation Research • Review Topic 8 Program Research Design Lecture Slides • View Topic 8 Evaluation Program Evaluation Approaches and Questions Video Lecture 	<ul style="list-style-type: none"> • Individual Assignment 2: Project Upstream Evaluation Questions – <i>Due Oct. 29</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 33-47; 67-97; 203-213 • Sylvia and Sylvia, pages 125-130 • McDavid and Hawthorn, pages 305-333 • Oakley, Strange & Stephenson, Evaluating Processes, <i>Evaluation</i> Vol 10(4) 2004 440-62 • Havens, Program Evaluation and Program Management <i>Public Administration Review</i>, 41 (4) 1981), 480-485 • Schalock, Bonham & Verdugo, The conceptualization and measurement of quality of life, <i>Evaluation & Program Planning</i> 31 (2008) 181–190 • Epstein & Klerman, When is a Program Ready for a Rigorous Impact Evaluation? the Role of a Logic Model, <i>Evaluation Review</i> 36 (5) 2013 75-401

MODULE 4 THINKING ABOUT PROGRAM EVALUATION DATA	Oct. 30 – Dec. 17		
TOPICS	ACQUISITION ACTIVITIES	APPLICATION PRACTICE ACTIVITIES	READING
Topic 9: Data Collection	Oct. 30 – Nov. 5		
<ul style="list-style-type: none"> • Turning Constructs into Measures • Developing Measures • Levels of Measurement • Sampling Considerations • Data Collection 	<ul style="list-style-type: none"> • Review Module 4 Overview: Thinking About Program Evaluation Data • Review Topic 9 Overview: Data Collection • Review Topic 9 Data Collection Lecture Slides • View Topic 9 Planning for Data Collection Video Lecture • Discussion: Measurement 	<ul style="list-style-type: none"> • Individual Assignment 3: Data Collection Plan – <i>Due Nov. 19</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 113-118 • McDavid and Hawthorn, pages 146-160 • Stipak, Citizen Satisfaction with Urban Services Potential Misuse as a Performance Indicator PAR 1979 Vol. 39, No. 1 (Jan. - Feb., 1979), pp. 46-52 • Coker & Friedel, The Data Collection Matrix Model, A Tool for Functional Area and Program Evaluation Research, 32, (1) 1991. 71-81 • Wellisch & Jordan, Sampling and Data Collection in Natl Nutrition, Am J Clin Nutr 40 1984 368-381 • Lichtenberger & Ogle, The Collection of Post-Release Outcome Data for the Evaluation of Correctional Education Programs Jo of Correctional Ed 57 (3) 2006 230-238
Topic 10: Data Analysis	Nov. 6 – 12		
<ul style="list-style-type: none"> • Quantitative Analysis • Qualitative Analysis 	<ul style="list-style-type: none"> • Review Topic 10 Overview: Data Analysis • Review Topic 10 Data Analysis Lecture Slides • View Topic 10 Planning for Data Analysis Video Lecture • Discussion: Data 	<ul style="list-style-type: none"> • Individual Assignment 4: Data Analysis Plan – <i>Due Dec. 3</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 233-236 • Sylvia and Sylvia, pages 168-170 • McDavid and Hawthorn, pages 129-145; 165-296 • Wistow & Byrne, Using Qualitative Comparative Analysis to understand complex policy problems Evaluation 19 (2) 2013 126 –140 • USGAO, Quantitative Data Analysis 1992 • Strauss & Corbin, Grounded Theory Research Procedures, Canons, and Evaluative Criteria Qualitative Sociology 3 (1) 1999 2-21 • Corden & Sainsbury, Exploring Quality-Research Participants' Perspectives on Verbatim Quotations Int. Jo of Soc Res Methodology 9 (2) 2006 97-110 • Choi & Li, Qualitative case studies in operations management Trends, research outcomes Journal of Operations Management 29 (2011) 329–342

Topic 11: Threats to the Validity of Data	Nov. 13 – 19		
<ul style="list-style-type: none"> • Experimental & Quasi-Experimental Models • Strengthening Claims 	<ul style="list-style-type: none"> • Review Topic 11 Overview: Threats to the Validity of Data • Review Topic 11 Threats to Validity Lecture Slides • View Topic 11 Experimental Thinking Video Lecture 	<ul style="list-style-type: none"> • Group Assignment 3: Flawed Designs – <i>Due Dec. 10</i> 	<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 239-297 • Sylvia and Sylvia, pages 141-167 • McDavid and Hawthorn, pages 79-120 • LeBaron & Wallace, Design Down & Up An argument-based approach to validity in evaluation, <i>Evaluation</i> 17 (3) 2011-233-46
Topic 12: Data Use	Nov. 20 – Dec. 10		
<ul style="list-style-type: none"> • Reporting Evaluation Results <ul style="list-style-type: none"> ○ Improving Utilization ○ Dissemination and Reporting • Course Evaluation 	<ul style="list-style-type: none"> • Review Topic 12 Overview: Data Use • Review Topic 12 Data Use Lecture Slides • View Topic 12 Reporting Evaluation Results and Utilization Video Lecture 		<ul style="list-style-type: none"> • Rossi, Lipsey and Freeman, pages 413-419 • Neuman, et al, Evaluation Utilization Research, <i>Evaluation & Program Planning</i> 36 (2013) 64–70 • Andrews, Start at the end: empowerment evaluation product planning, <i>Evaluation & Program Planning</i> 27 (2004) 275–285
Topic 13: Course Close	Dec. 11–17		
		<ul style="list-style-type: none"> • Post Test – <i>Closes Dec. 17</i> • On-Line Course Evaluation 	