**PDAP 8640**
**Program Evaluation**
**Spring 2017**

**Department of Public Administration and Policy**
**School of Public and International Affairs**
**University of Georgia**

| Course Information |
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| Professor: | Amanda J. Abraham, Ph.D. |
| Contact Information: | 706 542-4705 |
| | aabraham@uga.edu |
| Office Location: | 202A Baldwin Hall, 355 South Jackson Street |
| Office hours: | Thursdays 1:00-3:00pm and by appointment |

| Course Meeting Time and Location |
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Location: Journalism Building, Building # 0062, Room 502
Time: Wednesday 3:35pm-6:35pm

| Textbooks and Other Required Course Material |
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**Required Readings:** Required readings are posted on eLC. Students are responsible for checking eLC prior to each class period for assigned readings and coming to class prepared to participate in discussion.

| Course Description and Objectives |
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The purpose of this course is to give students a broad understanding of program evaluation concepts and methods. Although other types of program evaluation will be discussed, this course will focus primarily on impact evaluation. The core objectives of this course are:
  1) Understand the basic concepts and methods of evaluation research
  2) Understand and develop logic models
  3) Specify research question(s) to be answered by a program evaluation
  4) Identify and understand how to measure program outcomes
  5) Understand types of evaluation design, data collection methods, and data analysis techniques commonly used in impact evaluation
  6) Develop an appropriate evaluation plan to assess the impact of a program

| Course Assignments and Grading Policy |
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**ASSIGNMENTS**

**Memo 1: Program Statement Memo (I):** Students will develop a series of three memos over the course of the semester. In the program statement memo students will provide a short description of the selected program/policy and describe the problem addressed by the program/policy, the intended beneficiaries/targets of the program, and the intended benefits of the program. Students will identify the program's key stakeholders. Finally, students will develop the logic model underlying the program. This memo is the first step in writing the final evaluation plan. Additional details of this assignment will be provided separately on eLC.

**Memo 2: Research Question and Design Memo (I):** Using the logic model developed in the first memo, students will specify the research question(s), operational definitions, and specific outcomes they will use in the evaluation of the selected program/policy. Students will also describe the proposed evaluation

design and design components, as well as the strengths and weaknesses of the proposed design. This memo is the second step in writing the final evaluation plan. Additional details of this assignment will be provided separately on eLC.

**Memo 3: Data and Analysis Memo (I):** Building on the prior two memos, students will specify the type of data collection method(s) and data analysis technique(s) that will be used to evaluate the program/policy including the strengths and weaknesses of the proposed data collection method(s) and analytic technique(s). This memo is the third step in writing the final evaluation plan. Additional details of this assignment will be provided separately on eLC.

**Evaluation Plan Presentation (G):** Each group will give a 10-12 minute presentation of their final evaluation plan. Groups will prepare a PowerPoint presentation to help guide the presentation. Additional details of this assignment will be provided separately on eLC.

**Final Evaluation Plan (G):** Each group will prepare a final evaluation plan based on the first three memos and feedback provided by the instructor and peers throughout the semester. In addition to the components included in the first three memos, the final evaluation plan should include: 1) the practical significance of the proposed evaluation to administrators and/or policy-makers and 2) the relevance and contribution of the proposed evaluation to the extant literature. Additional details of this assignment will be provided separately on eLC.

**Article summaries (I):** Each student will complete five (5) summaries of journal articles over the course of the semester. Each article will feature a program/policy evaluation. Additional details of this assignment will be provided separately on eLC.

**Lead class discussion (G):** Each group will be responsible for leading class discussion (approximately 20 minutes) on a data collection method commonly used in program evaluation. Each group will prepare a PowerPoint presentation to help guide the class discussion. Additional details of this assignment will be provided separately on eLC.

*I= Individual Assignment; G= Group Assignment*

**ASSIGNMENT SUBMISSIONS**

All assignments must be submitted via Assignment Dropbox on eLC unless otherwise noted. All written assignments **must** be submitted as a WORD document. The WORD document must be **single-spaced** and use a **12-point Times New Roman font**. All presentations must be submitted in **PowerPoint** format.

Overall presentation, clarity, and grammar will be considered in the assessment of all assignments.

**Individual assignments:** Your **first and last name** should be included in the **upper right hand corner** of each page of all written assignments.

**Group assignments:** Your **group number** should be included in the **upper right hand corner** of each page of the document. The **names of all group members** should be included in the **upper right hand corner** of the **first page** of all group assignments.

**References:** All references in written assignments should be in **APA style**, unless specified otherwise. See https://owl.english.purdue.edu/owl/section/2/10/ for information on APA style.

**KEY DUE DATES**

| 1 | Memo 1: Program Statement Memo | 2/1 |
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| 2 | Memo 2: Research Question and Design Memo | 3/1 |
| 3 | Memo 3: Data and Analysis Memo | 4/12 |
| 4 | Article Summaries (5) | TBD |
| 5 | Lead Class Discussion | Week of 3/15 |
| 6 | Evaluation Plan Presentation | Week of 4/19 & 4/26 |
| 7 | Final Evaluation Plan | 5/1 |

**GRADING**

Grades will be calculated based on the following:

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| Class participation | 10 |
| Article summaries (5) | 10 |
| Lead class discussion | 10 |
| Memo 1 | 10 |
| Memo 2 | 10 |
| Memo 3 | 10 |
| Evaluation plan presentation | 10 |
| Final evaluation plan | 30 |
| **Total** | **100** |

## Attendance Policy and Class Etiquette

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. **If you miss more than 1 (one) class session, <u>your final grade will be dropped by 1 (one) letter grade for each additional unexcused absence.</u>**

Only medical emergencies (your own medical emergency), a death in the immediate family, personal medical illness accompanied by a doctor's note, official religious holidays and academic related absences (e.g., academic conference attendance) will be considered excused. If you miss class for any other reason you will be considered absent from class and the attendance penalty will be applied to your final grade.

Note that students must inform the instructor **in advance** if they are unable to attend class. This includes sending an email if you are unable to attend class due to a medical illness.

**CLASS ETTIQUETTE**

Make sure that all newspapers, cell phones, and other extraneous materials are put away before class. To make sure that all students feel comfortable, it is expected that all students will follow the following etiquette rules:

• be in your seat and ready to begin class promptly at the official start time
• refrain from talking to your neighbors while someone else is talking
• turn off or put on "vibrate mode" all electronic devices
• put away all electronic devices
• do not bring children or guests to class without prior authorization

**\*\*Unless specifically required for a class activity or by prior approval of the course instructor, students should not use computers, cell phones or other electronic devices during class.**

Students who violate these policies will be asked to leave class immediately. Repeat offenders may be dropped from the class and/or points may be deducted from the student's class participation grade.

## Make-Up Policy

Assignments that are late without advance arrangement will not be accepted and the student will receive 0 (zero) points for the assignment. If personal circumstances will prevent completion of an assignment as scheduled, arrangements for an alternative delivery date must be made **in advance** of the assignment due date with the instructor.

## University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work. All students are expected to abide by the University Honor Code as found in *A Culture of Honest*, which includes the following statement:

> *The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).*

Further details can be found at the following UGA site: (http://www.uga.edu/honesty/ahpd/procedures.html).

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic policy should be directed to the instructor. Any violation will be reported to the Office of Academic Affairs.

## Students with Disabilities

Students with disabilities who require accommodations to participate in course activities or meet course requirements should contact the course instructor during regular office hours or by appointment. To request academic accommodations due to a disability, you can also contact the Disability Resource Center, 114 Clark Howell Hall, 706-542-8719 voice, 706-542-7719 fax, or 706-542-8778. If you have a letter from Disability Services indicating you have a documented disability that requires academic accommodations, please present the letter to me as early as possible so we can discuss the accommodations you might need for class. If we do not meet in person to review the form (which can be found at http://drc.uga.edu) two weeks prior to the exam you will not be assigned any accommodation for the exam.

## Course Outline

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.***

| Date | Topic |
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| **WEEK 1** 1/11 | Introduction to Program Evaluation |

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| **WEEK 2**<br>1/18 | CDC Framework for Program Evaluation |
| **WEEK 3**<br>1/25 | Logic Models |
| **WEEK 4**<br>2/1 | Overview of Planning and Design |
| **WEEK 5**<br>2/8 | Design, Internal and External Validity |
| **WEEK 6**<br>2/15 | Randomized Experimental Design |
| **WEEK 7**<br>2/22 | Quasi-Experimental Design & Non-Experimental Design |
| **WEEK 8**<br>3/1 | Data Collection Methods<br>*Groups lead class discussion |
| **WEEK 9**<br>3/8 | SBRING BREAK |
| **WEEK 10**<br>3/15 | Data Collection Methods<br>*Groups lead class discussion |
| **WEEK 11**<br>3/22 | Data Analysis |
| **WEEK 12**<br>3/29 | Data Analysis |
| **WEEK 13**<br>4/5 | Data Analysis |
| **WEEK 14**<br>4/12 | Ethics & Writing and Dissemination |
| **WEEK 15**<br>4/19 | Writing and Dissemination & Evaluation Plan Presentations |
| **WEEK 16**<br>4/26 | Evaluation Plan Presentations |