

**PDAP 4200**  
**Program Evaluation**  
**Fall 2016**

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

**Course Information**

Professor: Amanda J. Abraham, Ph.D.  
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Office Location: 202A Baldwin Hall, 355 South Jackson Street  
Office hours: Wednesdays 1:45-3:00pm and by appointment

**Course Meeting Time and Location**

Location: Sanford Hall, Building # 0058, Room 314  
Time: Monday/Wednesday/Friday 12:20pm-1:10pm

**Textbooks and Other Required Course Material**

**Required Text:** Newcomer, K.E., Hatry, H.P., & Wholey, J.S. 2016. *Handbook Practical Program Evaluation, Fourth Edition*. Hoboken, NJ: Jossey-Bass.

Additional required readings will be 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**

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 *ex post* 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 the evaluation
- 4) Identify and understand how to measure program outcomes
- 5) Understand types of 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**

**ASSIGNMENTS**

**Memo 1: Program Statement Memo (I):** Students will submit a short description of a selected program, indicating the problem addressed by the intervention, the intended beneficiaries/targets of the program, the intended benefits, and the logic model underlying the program. This memo is a preliminary 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 program. Students will also identify the proposed evaluation design and design components, as well as the strengths and weaknesses of the proposed design. 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 including the strengths and weaknesses of the proposed data collection method(s) and analysis technique(s). Additional details of this assignment will be provided separately on eLC.

**Final Presentation (G):** Each group will give a 10-15 minute presentation of their final evaluation plan. Each group 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 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.

**Lead class discussion (G):** Each group will be responsible for leading class discussion (approximately 20 minutes) on one data collection method (See chapters 13-21 of your textbook for examples). Each group will prepare a PowerPoint presentation to help guide the presentation. 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 reference.

## KEY DUE DATES

1	Memo 1: Program Statement Memo	9/9
2	Memo 2: Research Question and Design Memo	10/7
3	Memo 3: Data and Analysis Memo	11/11
5	Lead Class Discussion	Weeks of 10/10-10/14 and 10/17-10/21
6	Final Presentation	Week of 11/28-12/2
7	Final Evaluation Plan	12/5

## GRADING

Grades will be calculated based on the following:

Class participation	10
Lead class discussion	10
Program statement memo	10
Plan and design memo	10
Data and analysis memo	10
Final presentation	10
Final evaluation plan	40
<b>Total</b>	<b>100</b>

### 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 2 (two) class sessions, your final grade will be dropped by 1 (one) letter grade for each additional unexcused absence.**

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 (e.g., work, veterinary appointments, etc.) 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
- 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.

### 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
<b>WEEK 1</b> 8/15-8/19	Introduction to Program Evaluation
<b>WEEK 2</b> 8/22-8/26	The Opioid Epidemic
<b>WEEK 3</b> 8/29-9/2	Logic Models
<b>WEEK 4</b> 9/7-9/9	Overview of Planning and Design *9/5 LABOR DAY (NO CLASS)

<b>WEEK 5</b> 9/12-9/16	Design, Internal and External Validity
<b>WEEK 6</b> 9/19-9/23	Randomized Experimental Design
<b>WEEK 7</b> 9/26-9/30	Quasi-Experimental Design & Comparison Groups
<b>WEEK 8</b> 10/3-10/7	Observational Design
<b>WEEK 9</b> 10/10-10/14	Data Collection Methods *Groups lead class discussion
<b>WEEK 10</b> 10/17-10/21	Data Collection Methods *Groups lead class discussion
<b>WEEK 11</b> 10/24-10/26	Data Analysis *10/28 FALL BREAK (NO CLASS)
<b>WEEK 12</b> 10/31-11/4	Data Analysis
<b>WEEK 13</b> 11/7-11/11	Data Analysis
<b>WEEK 14</b> 11/14-11/18	Writing and Dissemination
<b>WEEK 15</b> 11/21-11/25	THANKSGIVING BREAK
<b>WEEK 16</b> 11/28-12/2	Evaluation Plan Presentations
<b>WEEK 17</b> 12/5	FINAL EVALUATION PLAN DUE