

**PADP 4660  
Program Evaluation  
Fall 2018**

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

**Course Information**

Professor: Samara Scheckler  
Contact Information: [samaras@uga.edu](mailto:samaras@uga.edu)  
Office Location: Baldwin Hall, 355 South Jackson Street, #415  
Office Hours: T 10:30am-11:30am

**Course Meeting Time and Location**

Location: Journalism, Building #0062, Room 0501  
Time: T/Th 12:30pm-1:45pm

**Textbooks and Other Required Course Materials**

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

Additional required readings will be posted on eLC. Students are responsible for following the readings assigned in the syllabus and checking eLC for assigned readings prior to each class period.

**Course Description and Objectives**

The purpose of this course is to give students a broad understanding of program evaluation and methods. This course will focus primarily on *ex post* evaluation. The core objectives of the course are:

- 1) To understand the basic concepts and methods of evaluation research.
- 2) To understand and develop logic models.
- 3) To specify research questions for the evaluation to answer.
- 4) To identify and understand how to measure program outcomes.
- 5) To understand types of design, data collection methods, and data analysis techniques commonly used in impact evaluation.
- 6) To learn to develop an evaluation plan to assess the impact of a program.

## Course Assignments and Grading Policy

### ASSIGNMENTS

#### *Athens Wellbeing Project*

##### **Complete Training**

Students will attend a data collection training for the Athens Wellbeing Project. An online component will also be completed.

##### **Collect Data**

Students will work with their neighborhood leader to schedule and complete at least four sessions of data collection.

##### **Discuss Experiences**

Students will generate at least one post on eLC about every data collection session (at least five thoughtful sentences per post). Posts will be generated within a week of the data collection event. Students will reply to at least two other posts (writing at least three thoughtful sentences per reply).

#### *Individual Work*

##### **Memo 1: Program Statement:**

Students will select a program of interest to them and submit a short description of the program/policy as well as the problem addressed by the program. The memo should describe the intended benefits of the program and identify the beneficiaries/target of the program as well as key stakeholders. Finally, the logic model of the underlying program should be explained. *See eLC for details.*

##### **Memo 2: Research and Design Memo:**

Using the logic model, specify the research question(s), operational definitions and specific outcomes that will be used in the evaluation of the selected program/policy. Describe the proposed evaluation design as well as the strengths and weaknesses of the proposed design. *See eLC for details.*

##### **Memo 3: Data and Analysis Memo:**

Build on Memos 1 & 2 to specify the data collection method(s) and data analysis technique(s) that will be used to evaluate the program/policy. Include the strengths/weaknesses of the proposed collection methods. *See eLC for details.*

#### *Group Work*

##### **Data Collection Method Discussion:**

Each group will lead a class discussion (about 20 minutes) on one data collection method (examples in textbook chapters 13-21) using a Power Point presentation to guide the discussion.

##### **Evaluation Plan Presentation:**

Each group will give a 10-12 minute presentation of their final evaluation plan. Groups will prepare a Power Point presentation to guide the presentation.

**Final Evaluation Plan:**

Each group will prepare a final evaluation plan based on the first three memos and responding to feedback provided by instructor and peers. In addition, the final evaluation should include the following components: 1) the contribution of individual group members, 2) the practical significance of the proposed evaluation for program administrators and/or policy-makers, 3) a brief literature review, and 4) the relevant contribution of the proposed evaluation to the literature. *See eLC for details.*

*Note: For group assignments, students will describe their own contribution and assess the contribution of each group member to that assignment.*

**ASSIGNMENT SUBMISSION AND DUE DATES**

All assignments should be submitted via Assignment Dropbox on eLC.

	Due
<i>Memo 1: Program Statement Memo</i>	9/4
<i>Memo 2: Research Question(s) and Design Memo</i>	9/27
<i>Memo 3: Data Analysis Memo</i>	11/8
<b>Final Evaluation Plan (group)</b>	12/4
<b>Presentation: Evaluation Plan (group)</b>	<i>To be assigned 11/13-11/15</i>
<b>Presentation: Data Collection Method (group)</b>	<i>To be assigned 10/2-10/11</i>
<i>Athens Wellbeing Project: Training</i>	As scheduled
<i>Athens Wellbeing Project: Data Collection (4)</i>	As scheduled
<i>Athens Wellbeing Project: eLC Discussion (1 per collection: 4 total)</i>	<i>Within 1 week of each data collection</i>
<i>Athens Wellbeing Project: eLC Discussion response (2)</i>	before 11/27

**GRADING**

	Points
Class Participation, Activities & Quizzes	15
<i>Memo 1: Program Statement Memo</i>	10
<i>Memo 2: Research Question(s) and Design Memo</i>	10
<i>Memo 3: Data Analysis Memo</i>	10
Final Evaluation Plan	25
Presentation: Evaluation Plan	5
Presentation: Data Collection Method	5
<i>Athens Wellbeing Project: Training Activities</i>	2
<i>Athens Wellbeing Project: Data Collection</i>	8
<i>Athens Wellbeing Project: Discussion (4)</i>	8
<i>Athens Wellbeing Project: Discussion Replies/Responses (2)</i>	2
<b>Total Points</b>	<b>100</b>

## MAKE-UP POLICY

Assignments are due at the beginning of class on their due date. Assignments that are late without advance arrangement will lose 50% of their points for every late day. If personal circumstances prevent timely completion of an assignment, arrangements for an alternative delivery date must be made with the instructor **in advance** of the assignment due date.

## Attendance and Participation Policy

Students are expected to attend every class, to be on time and to be prepared. **Students who miss more than two classes will lose FIVE points from their final participation grade for every additional unexcused absence.**

This class follows the guidelines of the UGA class attendance policy. By this guidance, only medical emergencies, a death in the immediate family, a medical illness accompanied by a doctor's note, official religious holiday and academic related absence (such as conference attendance) will be excused. Missing class for any other reason (work, veterinary appointments, etc.) are considered absences and will trigger the attendance penalty.

Students who are unable to attend class must inform the instructor **in advance**. This includes sending an email if a medical illness prevents you from attending class.

## PARTICIPATION

### Devices

- Cell phones and other electronic devices should be put away before class begins.
- All devices should be put on "vibrate" mode.

### Guests/visitors

- Obtain prior authorization before bringing children or guests to class.

### Respect

- Be in your seat and ready at the start time of class.
- Refrain from talking out of turn.
- Use respectful languages and tone during class discussions and when interacting with fellow students.
- Ensure respectful and professional engagements with community members when working outside of the classroom.

Students who violate these policies will be asked to leave class. Repeat offenders may be dropped from the course.

## 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 Honesty, 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 who require accommodations to participate in course activities or meet course requirements should contact the course instructor during regular office hours, by email or by appointment. To request academic accommodations due to a special need, 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 a major assignment you will not be assigned any accommodation for the assignment.

<b>Course Outline</b>
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*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

<b>Date</b>	<b>Topic</b>
<b>Week 1</b> 8/14, 8/16	Introduction to Program Evaluation
<b>Week 2</b> 8/21, 8/23	CDC Framework for Program Evaluation
<b>Week 3</b> 8/28, 8/30	Logic Models
<b>Week 4</b> 9/4, 9/6	Design: Overview and Validity <i>Memo 1: Program Statement</i>
<b>Week 5</b> 9/11, 9/13	Randomized Experimental Design
<b>Week 6</b> 9/18, 9/20	Quasi-Experimental Design & Non-Experimental Design
<b>Week 7</b> 9/25, 9/27	Data Collection Methods <b>Student led discussion</b> <i>Memo 2: Research Question and Design</i>
<b>Week 8</b> 10/2, 10/4	Data Collection Methods <b>Student led discussion</b>
<b>Week 9</b> 10/9, 10/11	Data Analysis: Univariate
<b>Week 10</b> 10/16, 10/18	Data Analysis: Bivariate
<b>Week 11</b> 10/23, 10/25	Data Analysis: Multivariate & Qualitative
<b>Week 12</b> 10/30, 11/1	Pitfalls in Evaluations, Writing & Dissemination
<b>Week 13</b> 11/6	<b>Evaluation proposal presentations</b> <i>Memo 3: Data Analysis</i>
<b>Week 14</b> 11/13	<b>Evaluation proposal presentations</b>
<b>Week 15</b> 11/20, 11/22	THANKSGIVING BREAK
<b>Week 16</b> 11/27, 11/29	Athens Wellbeing Project, Ethics
<b>Week 17</b> 12/4	<i>Final Evaluation Plan</i>