PADP 8640
Program Evaluation
Spring 2026

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

Course Meeting Time and Location

Location: Baldwin Hall, Room 307
Time: Mondays, 7:00-9:50 pm

Instructor Information

Professor: Amanda J. Abraham, Ph.D.
Contact Information: aabraham@uga.edu
Office Location: 280F Baldwin Hall, 355 South Jackson Street
Office hours: Mondays, 4:30pm-5:30pm and by appointment
Website: *https://spia.uga.edu/faculty-member/amanda-abraham*

Note: Dr. Abraham can be reached by email and will try to respond within 48 hours, excluding weekends. Students in need of consultation should schedule with the professor in advance.

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 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) Develop evaluation question(s) and conduct literature reviews
4) Identify and understand how to measure program outcomes
5) Understand the types of evaluation design and data collection methods commonly used in impact evaluation
6) Develop an evaluation plan to assess the impact of a program

Required Course Materials

Newcomer, K. E., Hatry, H. P., & Wholey, J. S., (2015). Handbook of Practical Program Evaluation (4th ed.). John Wiley & Sons, Inc.

Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. J. (2016). Impact Evaluation in Practice (2nd ed.). International Bank for Reconstruction and Development/The World Bank Group.

Other 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.

*Note that all course materials are available on eLC.

MPA Competencies

This course will aid students in the development of at least one MPA competency:

To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Course Assignments and Grading Policy

ASSIGNMENTS

Students will develop an evaluation plan over the course of the semester. Students are strongly encouraged to partner with a local organization and work with them to produce an evaluation plan that meets the needs of their program (*I= Individual Assignment; G= Group Assignment*).

1. Program Statement (G): Each group will provide a short description of their selected program and describe the problem addressed by the program, the intended beneficiaries/targets of the program, and the intended benefits of the program. Groups will also identify and describe the program's key stakeholders. Additional details of this assignment will be provided separately on eLC. **(5 points)**

2. Logic Model (G): Each group will develop the logic model underlying their program. Additional details of this assignment will be provided separately on eLC. **(5 points)**

3. Evaluation Question(s) and Literature Review (G): Each group will develop evaluation question(s) that will be addressed in their evaluation plan and summarize the existing literature on the proposed evaluation topic. **(10 points)**

4. Evaluation Design and Hypotheses (G): Each group will describe the evaluation design that will be used to address their evaluation questions, including the major strengths and weaknesses of the proposed evaluation design. Groups will also develop evaluation hypotheses. Additional details of this assignment will be provided separately on eLC. **(10 points)**

5. Data Collection and Measurement (G): Each group will describe the data collection method(s) that will be used to evaluate their program. Groups will also specify the measurement of all variables that will be included in their evaluation plan. Students will also identify overall strengths and weaknesses related to their choice of data collection and measurement of variables. Additional details of this assignment will be provided separately on eLC. **(10 points)**

6. Class discussion (G): Each group will be responsible for leading class discussion (approximately 15 minutes) on a data collection method commonly used in program evaluation. Groups will prepare a PowerPoint presentation to help guide the class discussion. Additional details of this assignment will be provided separately on eLC. **(10 points)**

7. Evaluation Plan Presentation (G): Each group will give a ten (10) 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. **(10 points)**

8. Final Evaluation Plan (G): Each group will prepare a final evaluation plan based on feedback provided by the instructor and peers throughout the semester. Additional details of this assignment will be provided separately on eLC. **(30 points)**

9. Group evaluation (I): Each student will evaluate the performance of the members of their group members. Additional details of this assignment will be provided separately on eLC. **(5 points)**

ASSIGNMENT SUBMISSIONS

All assignments must be submitted via Assignment Dropbox on eLC unless otherwise noted. Formatting requirements for each assignment are specified in the instructions provided for each assignment.

KEY DUE DATES

Assignment 1	Program Statement	2/2
Assignment 2	Logic Model	2/9
Assignment 3	Evaluation Question(s) and Literature Review	2/23
Assignment 4	Evaluation Design and Hypotheses	3/16
Assignment 5	Data Collection and Measurement	4/13
Assignment 6	Class Discussion of Data Collection Methods	Weeks of 3/23 and 3/30
Assignment 7	Evaluation Plan Presentation	Weeks of 4/20 and 4/27
Assignment 8	Final Evaluation Plan	May 4
Assignment 9	Group Evaluation	May 4

GRADING

Grades will be calculated based on the following:

	Points
Assignment 1: Program Statement	5
Assignment 2: Logic Model	5
Assignment 3: Evaluation Question(s) and Literature Review	10
Assignment 4: Evaluation Design and Hypotheses	10
Assignment 5: Data Collection and Measurement	10
Assignment 6: Class Discussion of Data Collection Methods	10
Assignment 7: Evaluation Plan Presentation	10
Assignment 8: Final Evaluation Plan	30
Assignment 9: Group Evaluation	5
Class Participation	5
Total Points	**100**

Class Attendance, Class Participation and Class Etiquette

CLASS ATTENDANCE & CLASS PARTICIPATION

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. In addition, students are expected to actively participate in class. Attendance is necessary to receive **full credit** for class participation.

Note that students must inform the instructor **in advance** if they are unable to attend class.

CLASS ETTIQUETTE

All electronic devices and other extraneous materials must be 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 while the instructor or other students are presenting material
- turn off or silence all electronic devices
- refrain from using cellphones or other electronic devices for any activity that is not directly related to class

**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.

PROHIBITION ON RECORDING LECTURES

In the absence of written authorization from the UGA Disability Resource Center, students may **not** make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

USE OF AI IN THIS COURSE

UGA's policy is that the use of AI for coursework is not permitted unless explicitly authorized by me (your course instructor) ahead of time. In this course, the use of Generative AI (GAI) tools is not permitted. If you are uncertain about using a particular tool to support your work, please consult with me before using it. Please note that you may not represent output generated by a GAI tool as your own work.

PREFERRED NAME AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I can make appropriate changes to my records.

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

"*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others*." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu.

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 Honesty and Student Appeals.

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, please register with the *Accessibility & Testing*. The office can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting accessibility.uga.edu. If you have a letter from *Accessibility & Testing* 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.

Well-Being Resources

UGA Well-Being Resources promotes student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-Being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/Fontaine Center: healthpromotion.uga.edu
- Accessibility & Testing: accessibility.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting well-being.uga.edu.

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	Readings
WEEK 1 1/12	Introduction to Course	Review syllabus and lecture notes on eLC.
WEEK 2 1/19	Martin Luther King Jr. Day (No Class)	

WEEK 3 1/26	Introduction to Program Evaluation ***Select Group & Program to Evaluate**	Chapters 1 and 2, Newcomer, Hatry, & Wholey Chapter 1, World Bank
WEEK 4 2/2	Frameworks for Program Evaluation & Logic Models **Assignment 1 Due: Program Statement**	Chapter 3, Newcomer, Hatry, & Wholey Chapter 2, World Bank Review PE framework and logic model materials on eLC. See additional readings on eLC.
WEEK 5 2/9	Evaluation Questions & Literature Reviews **Assignment 2 Due: Logic Model**	Review literature review materials on eLC. See additional readings on eLC.
WEEK 6 2/16	Evaluation Design: Experimental Design	Chapter 7, Newcomer, Hatry, & Wholey Chapters 3 and 4, World Bank See additional readings on eLC.
WEEK 7 2/23	Evaluation Design: Quasi-Experimental Design **Assignment 3 Due: Evaluation Question(s) and Literature Review**	Chapter 6, Newcomer, Hatry, & Wholey Chapters 5-8 & 11, World Bank See additional readings on eLC.
WEEK 8 3/2	Evaluation Design: Quasi-Experimental Design & Non-Experimental Design	Chapter 8 & 9, Newcomer, Hatry, & Wholey See additional readings on eLC.
WEEK 9 3/9	SPRING BREAK (No Class)	
WEEK 10 3/16	Ethnics in Program Evaluation **Assignment 4 Due: Evaluation Design**	Blustein, 2005 AEA Guiding Principals Chapter 13, World Bank See additional readings on eLC.

WEEK 11 3/23	Data Collection Methods **Assignment 6 Due: Class Discussion**	Chapters 13-21, Newcomer, Hatry, & Wholey Chapters 15 and 16, World Bank
WEEK 12 3/30	Data Collection Methods **Assignment 6 Due: Class Discussion**	Chapters 13-21, Newcomer, Hatry, & Wholey Chapters 15 and 16, World Bank
WEEK 13 4/6	Measurement	Chapters 5 and 23, Newcomer, Hatry, & Wholey See additional readings on eLC.
WEEK 14 4/13	Writing and Dissemination **Assignment 5 Due: Data Collection & Measurement**	Chapters 26-28 and 30, Newcomer, Hatry, & Wholey Chapters 14 and 17, World Bank See additional readings on eLC.
WEEK 15 4/20	**Assignment 7 Due: Evaluation Plan Presentations**	See additional readings on eLC.
WEEK 16 4/27	Course Review **Assignment 7 Due: Evaluation Plan Presentations**	Chapter 31, Newcomer, Hatry, & Wholey See additional readings on eLC.
5/4	**Assignments 8 Due: Final Evaluation Plan** **Assignment 9 Due: Group Evaluation**	