HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS

PA 5311: Program Evaluation

Spring Semester 2018
In-Person On-Campus Class Meetings: in Humphrey School room 35 from 8:00am-11:00am on the following Mondays: 1/22, 2/5, 2/19, 3/5, 3/26, 4/9, and 4/23.

In-Person "Lab" times with your Evaluation Group: Every two weeks, at a minimum. Groups can schedule as they would like.

3 credits

Pete Bernardy, Ph.D., Professor

Email: bern0201@umn.edu
Office Location: 35 Humphrey (7:00-8:00am) or 271 Humphrey (11:00am-12:00pm)
Office Hours: 7:00am-8:00am and 11:00am-12:00pm on the following Mondays: 1/22, 2/5, 2/19, 3/5, 3/26, 4/9, and 4/23. Or by appointment.

Carley Matsumoto, Teaching Assistant

Email: matsu115@umn.edu
Office Location: TBD
Office Hours: Thursdays 4:00pm-5:30pm or by appointment

Course Description & Learning Outcomes

This course provides an introductory overview to program evaluation as it is used in public affairs. Through working on a 'real world' project, students will understand the complexities and realities of conducting a program evaluation using a utilization approach.

The course is designed to achieve two primary purposes: 1) provide experience applying frameworks and tools to create a utilization-focused evaluation project, and 2) build understanding of the profession of program evaluation as practiced across the globe. At the end of the term students will:

1. Understand the purposes and uses of program evaluation in public policy and program delivery;
2. Develop familiarity with common program evaluation terminology and professional practices and ethics;
3. Be able to design an evaluation plan for a specific public or nonprofit program or initiative that is focused on engaging primary stakeholders in using the plan to answer important questions;
4. Recognize the cultural and power dynamics at play in evaluation-related efforts.

We will pursue these learning outcomes through project-based learning that allows students to compare and contrast different evaluation projects across the course. We will establish guiding evaluation questions, articulate a clear evaluation purpose, and incorporate the projects' theories of action/change. The customized plan will lay out a data collection and data analysis strategy and it will be presented to the client. The course is offered in a "hybrid format" that

leverages face-to-face and online course elements, using an array of technological tools to learn together even when we are not physically present with each other.

In this hybrid course, we will have seven face-to-face meetings over the course of the semester. These sessions will be opportunities to apply reading and lecture materials, meet with clients, refine our data collection tools, and make final presentations. Throughout the semester, you will work with an *evaluation project team* in your work for a community-based client. We will establish these groups during the first week of class. You should plan to spend about 12 hours per week on course related activities and assignments. For example, you will meet face-to-face or virtually with your project team during weeks we are not meeting as a whole class to make progress on the work for your client.

Means of Learning & Communicating with Each Other

We will draw upon various learning materials to achieve our learning outcomes: readings; multimedia cases; podcasts; field research; voicethread; and project teams. Although this is a course that leverages technology, this does not mean that communication with the teaching team should be more limited. ***If you have questions, concerns, recommendations, or emerging ideas about the course, let us know.*** The sooner the better. We welcome face-to-face or virtual video conversations about the course. If you would like to meet, please send an email directly to set something up. You also can communicate with me through our Moodle site, via phone, email, or in person before or after class.

Hybrid courses are suited to students who are interested in active, self-directed learning. The online delivery of parts of this course gives you the flexibility to arrange your own weekly schedule. However, that flexibility requires that you plan and manage your time efficiently. You are responsible for actively using the online learning material and managing your time to complete assigned reading and online activities before their deadlines.

Work done between face-to-face meetings takes the place of additional class meetings. Depending on your experience and skill level, the online course environment may be unfamiliar to you, and utilizing the online material may take longer than expected. Spend some extra time initially to familiarize yourself with the online course environment.

The Humphrey School's Technology Enhanced Learning team has assembled a toolbox of online resources, including the project management tool Basecamp relevant to your projects, to support our work. Current practice and research suggests students are successful in these types of technology-enriched classes when they are:

- Open minded about sharing work, life, and educational experiences as part of the learning process;
- Able to communicate through writing;
- Willing to communicate with instructors if problems arise;
- Able to think ideas through before responding;
- Self-motivated and self-disciplined;
- Able to establish and maintain boundaries with on-line media (and manage your own expectations of you or me always being available on-line).

Success in the course depends on you learning course content while simultaneously dealing with all of life's other responsibilities. You will need to keep yourself on track because our face-

to-face times will focus on application of key concepts and tools rather than merely description of them.

Technical problems online: While these may occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the online course requirements or to meet deadlines. You are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting the University's computer network, but exceptions will not be made for routine computer problems.

For Technical Support:
- Contact the University's IT department
  - email help@umn.edu
  - phone 612.301.4357 or text 612.548.1191
  - chat online at it.umn.edu/chat
- Contact Moodle Support via email to moodle@umn.edu
  - Include the URL of course Moodle site plus details about your concern
- Post a question to "Ask the Tech Support Lady" on course Moodle site

Course Prerequisites

Must be graduate student or have instructor's consent

Required Materials and Location

All course materials will be accessed through the course Moodle site. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information. If you are not familiar with Moodle, a good way to get started is to watch the "student orientation resources" at http://it.umn.edu/course-management-system-moodle-related/students.

Moodle sites can be accessed on any computer that has an internet connection and a web browser. The UMN Moodle support team recommends using Chrome or Mozilla Firefox, which you can download free at www.google.com/chrome or http://firefox.com.

To access the Moodle course website, go to https://moodle.umn.edu and sign in with your internet ID and password. For questions, you may contact moodle@umn.edu or the course instructor.

Week-by-Week Schedule (next two pages)

Week of	Readings and Other Learning Objects (complete prior to date in the first column)	In-Person Classes and Virtual Lectures (VL)	Deliverables
1/22	**Introduction and Overview** Huey T. Chen (2015), "Fundamentals of Program Evaluation," *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Second Edition), Sage Publications: pg. 3-31. Michael Patton (2012), "Introduction, Overview, and Context" *Essentials of Utilization-Focused Evaluation* Sage: pg. 1-14.	VL: Substantive Introduction **In-person class**	Answer intro questions (by 1/21). Rank projects (by 1/21)
1/29	**Professionalism and working with stakeholders** American Evaluation Association (July 2004). *Guiding Principles for Evaluators*. John M. Bryson, Michael Quinn Patton, and Ruth Bowman (2011). "Working with Evaluation Stakeholders: A Rationale, step-wise approach and toolkit," Evaluation and Program Planning, 34, pg. 1-12. Jean King and Laurie Stevahn (2013). "The Nuts and Bolts of Evaluation Conversations," (Chapter 4) *Interactive Evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Sage: pg. 66-95. Hanife Cakici (2015) "Adapting Evaluation for Local Contexts in a Globalized World" Hubert e-study.	VL: Professionalism and Working with Stakeholders	Reflection paper #1 due (by 1/29)
2/05	**Understanding the program and establishing research questions** Michael Patton (2012), "Determining What Intervention Model or Theory of Change is Being Evaluated," (Chapter 9) Sage Publications: pg. 230-260. Peter H. Rossi, Howard Freeman, & Mark Lipsey, (1999) "Identifying Issues and Formulating Questions (Chapter 3), *Evaluation: A Systematic Approach*, 6th edition. Sage Publications. pg. 79-116. Center for Disease Control (2013). "Good Evaluation Questions: A Checklist to Help Focus Your Evaluation," National Asthma Control Program. Center for Disease Control (2009) "Developing Process Evaluation Questions," Evaluation Briefs #4.	VL: Understanding the program and establishing questions VL: Establishing Questions **In-person class (meet with clients)**	
2/12	**Design for Evaluating Program Impact and Outcome Monitoring** Peter Rossi, Howard Freeman, and Mark Lipsey (1999). "Strategies for Impact Assessment," *Evaluation: A Systematic Approach*, 6th edition. Sage Publications: pg. 235-271. Theodore Poister (2010). "Performance Measurement: Monitoring Program Outcomes," *Handbook of Practical Program Evaluation* (Third Edition), Wholey, J.S., Hatry, H.P., and Newcomer, K.E. Jossey-Bass: pg. 100-124.	VL: Evaluating program impact VL: Design	Draft object description and logic model (by 2/12)
2/19	**Design for Evaluating Process Improvement and System Change** Emil J. Posavac (2011). "Monitoring the Implementation and the Operation of Programs," Program Evaluation Methods and Case Studies, 8th edition. Prentice-Hall, Inc. pg. 125-144. Margaret B. Hargreaves (2010). "Evaluating System Change: A Planning Guide." Method Brief. Mathematica. GovInnovator podcast (2013). "Reducing Fear of Program Evaluation: Interview with Paul Decker"	VL: Process evaluation VL: Evaluating Complex Systems **In-person class**	Reflection paper #2 (by 2/19)
2/26	**Measuring and Gathering Quality Information** Carol H. Weiss (1998). "Measures," *Evaluation*, (Second edition). Prentice Hall: pg. 114-151. Demetra Smith Nightingale and Shelli B. Rossman (2015), "Collecting Data in the Field," *Handbook of Practical Program Evaluation* (Fourth Edition), Newcomer, K.E., Hatry, H.P., Wholey, J.S. Jossey-Bass: pg. 445-473.	VL: Indicators and Measures VL: Sources of Data VL: Sampling	Quiz #1

Week of	Readings and Other Learning Objects (complete prior to date in the first column)	In-Person Classes and Virtual Lectures (VL)	Deliverables
3/05	**Data Analysis** Patricia Rogers and Delwyn Goodrick, (2010). "Qualitative Data Analysis," (Chapter 19) *Handbook of Practical Program Evaluation* (Third Edition), Wholey, J.S., Hatry, H.P., and Newcomer, K.E. Jossey-Bass: pg. 429-453. Kathryn Newcomer and Dylan Conger (2015). "Using Statistics in Evaluation," (Chapter 23) *Handbook of Practical Program Evaluation* (Fourth Edition), Newcomer, K.E., Hatry, H.P., Wholey, J.S. Jossey-Bass: pg. 596-635.	**In-person class** VL: Analytic Approaches	Draft design (by 3/5)
3/12	**Spring Break**		
3/19	**E-case** Stephen Roll, (2016). "Sharpen Your Financial Focus." Hubert e-case.		Sample data collection tool and analysis plan (by 3/19)
3/26	**Use and Applications** Michael Patton (2012), "Simulating Use of Findings," (Chapter 12) *Essentials of Utilization-Focused Evaluation* Sage Publications: pg. 309-322.	**In-person class**	Reflection paper #3
4/02	**Communicating Findings** Stephanie Evergreen & Ann Emery (2014). "Data Visualization Checklist." Gary Miron (2004). "Evaluation Report Checklist."	VL: Communicating the Full Plan	Revised data collection tool and analysis plan (4/02) Draft presentation via voicethread (4/06)
4/09	**Present to Client**	**In-person class**	
4/16	**Project Revisions based on Client Feedback**		Quiz #2
4/23	**Case Studies** Kay E. Sherwood (2005). "Evaluation of the Fighting Back Initiative," New Directions for Evaluation, 105, pg. 15-36. Martha S. Campbell, Michael Quinn Patton, Patricia Patrizi (2005). "Evaluation of the Central Valley Partnership of the James Irvine Foundation," New Directions for Evaluation, 105, pg. 39-54.	**In-person class**	Final evaluation design (by 4/23)
		Peer assessment and reflection paper #4 (by 4/30)	

eReserves

You can access course written materials on eReserves right on the course Moodle site. Alternately, you can log in to the Reserves Direct website with your internet ID and password. (This is the same information you would use to log in to your U of M email.) Or, choose the course from the Library Course Page and click on the Course Reserves tab.

Assignments and Grading

The assignments for this course move you toward achieving the course's learning outcomes related to providing students conceptual frameworks and practical strategies for conducting evaluation projects as well as building understanding of program evaluation as practiced across the globe.

- **Practice Reflection Papers.** You will complete <u>four</u> 2-3 page reflection papers to give you a chance to reflect upon your current and desired knowledge and skills in the context of your group project. Professional practice is improved when people take the time to reflect on what they are doing now, and how they might improve their effectiveness (5% each, total of **20%)**

- *Quizzes.* You will complete <u>two</u> quizzes on the readings, podcasts, lectures and e-studies/e-cases that will document your basic understanding of core technical course concepts. (2.5% each, total of **5%)**

- *Program Evaluation Fieldwork.* Your mastery of knowledge in this course will be demonstrated through the development of a complete program evaluation plan and data collection/analysis strategy for a public or nonprofit client. There will be assignments due related to the following items:
  - Draft Object Description & Logic Model (**10%)**
  - Draft Evaluation Design (**10%**)
  - Sample Data Collection Tool (**5%)**
  - Revised Data Collection Tool & Analysis Plan (**10%**)
  - Draft Presentation (Completed Virtually on Voicethread) (**5%**)
  - Final plan & Presentation for Client (**15%**)

  Additionally, **10%** of your grade in this class will be determined by the peers in your project team and their assessment of your professionalism and contribution to the product.

- *Contribution to collective learning process.* You will contribute to our collective learning process by sharing substantive questions and insights during face-to-face sessions and via discussion on Moodle (**10%**). You are encouraged to contribute a combined average of one or more questions or insights per week of class.

Grades will be assigned as follows: A (94-100%), A- (90-94%), B+ (87-90%), B (83-87%), B- (80-83%) C+ (77-80%), C (73-77%), C- (70-73%) D+ (67-70%), B (63-67%), B- (60-63%) and F (below 60%).

Assignments submitted after the due date will be penalized 5 percentage points for each 24-hour period that they are late. Unless otherwise noted, the assignments will be due at 11 pm on the date noted.

University of Minnesota Policy Statements

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.
For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

For other University policies go to:
http://policy.umn.edu/education/syllabusrequirements-appa