

Humphrey School of Public Affairs
 PA5311: Program Evaluation, Fall 2015
 Wednesdays, 6pm-8:45pm, Humphrey Center 15

	Instructor	TA
Name	Leah Goldstein Moses	Mark Carlson
Email	leah@theimprovetgroup.com	carl4548@umn.edu
Phone	651-315-8916	612-432-4000
Office hours	Wednesdays, 4-5:30, or by appointment Please email or call in advance if you would like to meet so I can arrange to be on campus	Tuesdays, 1:00-3:00, or by appointment Please email or call in advance if you would like to meet so I can arrange to be on campus

Course Information

This course provides an overview to program evaluation in public affairs. It explores the complexities and realities of conducting program evaluation studies in community-based settings, such as public agencies, schools, non-profit organizations, and collaborative initiatives. The goals of the course align with the Humphrey School's MPP student learning outcomes:

Humphrey School's Learning Outcomes (summarized)	PA5311 goals
Lead & manage in governance across sectors	Understand the purposes and use of evaluation
Participate in problem-solving, policy-making, and institutional and social change	Identify ways to encourage primary stakeholders to use the results
Analyze, synthesize and address problems with quantitative, qualitative and other methods	Be familiar with evaluation terms and approaches
Understand conceptions of the common good	Design an evaluation plan, including a logic model, that articulates the contributions of a program
Communicate and interact with individuals in diverse and changing communities	Understand the ethics and standards that guide evaluation practice
Articulate the role of public institutions and democratic values & Understand global interdependencies	Recognize cultural and power dynamics that affect evaluations

Humphrey School of Public Affairs
PA5311: Program Evaluation, Fall 2015
Wednesdays, 6pm-8:45pm, Humphrey Center 15

We will use readings, lectures, class activities and student assignments to achieve these goals. The largest assignment over the semester will be to design and develop a comprehensive evaluation plan for a selected client.

Textbook & Readings

All readings should be complete before class.

Our primary textbook for the class is *Fitzpatrick, Sanders and Worthen. Program Evaluation: Alternative Approaches and Practical Guidelines, 4th Edition.*

Other readings are also assigned and detailed in the course schedule below.

Course Requirements/Grading

Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures. Unless noted otherwise, major assignments are due by 4:00pm before class and should be submitted using the course Moodle site. Assignments submitted after the due date will be penalized 5 points for each 24-hour period that they are late. Assignments are scored on the basis of accuracy and comprehensiveness of responses and clarity of communication of ideas.

Requirement	Description	Possible Points
Presence and active participation	Active and respectful listening, perspective taking, perspective sharing, informed inquiry, and participatory learning are expected in full class and small group discussions. Attendance is expected unless prior notice is given to instructor. This part of your grade will also include participation in course feedback.	10
Topic engagement	Students will be assigned a week to work in a group to facilitate a participatory exercise to further explore the week's topics.	15
Public sector evaluation analysis	Each student will review and analyze an evaluation report that has been published and discussed in the media.	10
Methodological recommendation memo	Students will identify data needed from a specific stakeholder for their field work assignment. They will discuss the pros and cons of different methods and recommend a method to be used.	10
Program evaluation fieldwork	Teams of students will work with a client to develop an evaluation plan. There are five distinct deliverables for this project; each with specific point values and due dates: <ul style="list-style-type: none">• Object Description (5 pts)• Logic Model (10 pts)	50

	<ul style="list-style-type: none">• Evaluation Questions & Plan (10 pts)• Sample data collection instrument (10 pts)• Final document, presentation to client, and revisions (10 pts)• Peer evaluation of fieldwork process (5 pts)	
--	---	--

Additional extra credit opportunities may be available to students. These will be announced in class and via the Moodle site.

You can access the Moodle course site by going to <http://moodle.umn.edu>. Once logged in, you will see links to the sites to which you have access. For additional questions, you may contact moodle@umn.edu or the instructor.

Classroom policies

Use of Personal Electronic Devices in the Classroom. Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Please turn your cell phone off before class begins. **For this course, use of electronics in the classroom must be directly related to coursework during class.**

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 or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at very short notice to address any concerns you have and provide further resources within the University. **Humphrey Student Services, HHH 280, [612-624-3800](tel:612-624-3800)**

Disability Accommodations. The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) 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 the instructor early in the semester to review how the accommodations will be applied in the course.

Humphrey School of Public Affairs
PA5311: Program Evaluation, Fall 2015
Wednesdays, 6pm-8:45pm, Humphrey Center 15

Additional policies. We will adhere to the University of Minnesota's policies, available at <http://policy.umn.edu/education/syllabusrequirements-appa>, in the following areas:

- Grade definitions from the Administrative Policy
- Scholastic Dishonesty
- Makeup Work for Legitimate Absences
- Appropriate Student Use of Class Notes and Course Materials
- Student Conduct Code
- Sexual Harassment
- Equity, Diversity, Equal Employment Opportunity, and Affirmative Action
- Academic Freedom and Responsibility: For courses that do not involve students in research

Session number & Date	Topic	Read/Watch Before Class	Due Before Class	In-Class Activities
Session 1 9-Sep-15	Overview of the course What is evaluation When does evaluation happen, and by whom? Why is evaluation important in public affairs?	Syllabus		Assignments, syllabus and grading Activity: evaluation in public affairs Snack & presentation group sign-ups
Session 2 16-Sep-15	Grounding an evaluation: <ul style="list-style-type: none"> • Theory of change • Logic models • Benchmarks Process, outcome and impact evaluation	Program Evaluation, Chapters 1, 6-7, 12 pages 18-35, 153-188, 286-311		Logic model activity Theory of change activity Case study
Session 3 23-Sep-15	Creating an evaluation plan	Program Evaluation, Chapters 13-14, pages 314-376 Planning for Community-based Evaluation Rhonda Cockerill, Ted Myers, and Dan Allman; American Journal of Evaluation September 2000 21: 351-	Client preference form [DUE ON SUNDAY, Sept. 20]	Activity: Meet in groups to develop agenda for client Co-create evaluation plan template

		357, doi:10.1177/109821400002100306 http://aje.sagepub.com/content/21/3/351.full.pdf+html		
Session 4 30-Sep-15	Evaluation stakeholders and considerations	Complicity Revisited: Balancing Stakeholder Input and Roles in Evaluation Use Keith M. Sturges, American Journal of Evaluation 1098214015583329, first published on April 27, 2015 doi:10.1177/1098214015583329 http://aje.sagepub.com/content/early/2015/04/27/1098214015583329.full Review p. 316-321		Evaluation stakeholders Cultural competency Meet the clients
Session 5 7-Oct-15	Evaluation designs <ul style="list-style-type: none"> • Descriptive • Causal • Cost analysis 	Program Evaluation, Chapter 15 pages 381-417	Client project: Program description and logic model	Case study Topic engagement group 1
Session 6 14-Oct-15	Sources of data in evaluation Traditional Participatory	Program Evaluation, Chapter 16 (partial) pages 418-444 Handbook for Participatory Action Research, Planning and Evaluation	Methodological recommendation memo	Topic engagement group 2

		<p>(through introduction, plus 39-53)</p> <p>Chevalier, J and Buckles, D. SAS2Dialogue, Ottawa</p> <p>http://www.participatoryactionresearch.net/sites/default/files/sites/all/files/manager/Toolkit En March7 2013-S.pdf</p>		
<p>Session 7 21-Oct-15</p>	<p>Client check-in Trouble-shooting Client management, agency and power in evaluation</p>	<p>Utilization-Focused Evaluation (U-FE) Checklist</p> <p>Patton, Michael Q</p> <p>https://www.wmich.edu/sites/default/files/attachments/u350/2014/UFE_checklist_2013.pdf</p> <p>Encouraging Clients to Think Evaluatively to Strengthen their Programs</p> <p>Lewandowski, Holly</p> <p>http://aea365.org/blog/chi-week-holly-lewandowski-on-encouraging-clients-to-think-evaluatively-to-strengthen-their-programs/</p>		<p>Mid-point check-in Case study</p>
<p>Session 8 28-Oct-15</p>	<p>Managing data in evaluation Preparing data for analysis Matching analysis to purpose</p>	<p>Program Evaluation, Chapter 16 (partial) pages 444-452</p>		<p>Topic engagement group 3</p>

Humphrey School of Public Affairs
 PA5311: Program Evaluation, Fall 2015
 Wednesdays, 6pm-8:45pm, Humphrey Center 15

<p>Session 9 4-Nov-15</p>	<p>Political and social context in evaluation</p>	<p>Program Evaluation, Chapter 3 (partial), p. 64-78</p> <p>Making Evaluation Matter: Writings from South Asia (page 161-175)</p> <p>Hay and Kumar-Range (eds); Singh, S., Dasgupta, S. and Singh, Y. (authors). The Importance of Understanding Context and Structures in Programme Evaluation. Sage Publications.</p> <p>http://idl-bnc.idrc.ca/dspace/bitstream/10625/53204/1/IDL-53204.pdf</p>	<p>Public Sector Evaluation Analysis</p>	<p>Case study</p> <p>Topic engagement group 4</p>
<p>Session 10 11-Nov-15</p>	<p>Panel on careers in evaluation</p> <p>Peer to peer learning; client check-ins</p>	<p>Essential Competencies for Effective Qualitative Evaluators</p> <p>Stevahn and King</p> <p>AEA365</p> <p>http://aea365.org/blog/qual-eval-week-laurie-stevahn-and-jean-king-on-essential-competencies-for-effective-qualitative-evaluators/</p> <p>Competencies for Canadian Evaluation Practice</p> <p>Canadian Evaluation Society</p> <p>http://old.evaluationcanada.ca/site.cgi?s=50&ss=8&lang=en</p>		<p>Presentation and questions for the panel</p>

Humphrey School of Public Affairs
 PA5311: Program Evaluation, Fall 2015
 Wednesdays, 6pm-8:45pm, Humphrey Center 15

<p>Session 11 18-Nov-15</p>	<p>Communication and reporting in evaluation</p>	<p>Program Evaluation, Chapter 17, p. 453-487</p> <p>The Data Visualization Checklist</p> <p>Emery and Evergreen</p> <p>AEA 365</p> <p>http://aea365.org/blog/?s=evergreen&submit=Go</p> <p>Evaluation Report Checklist</p> <p>Miron, G</p> <p>https://www.wmich.edu/sites/default/files/attachments/u350/2014/evaluation-reports.pdf</p> <p>Letting Pixar's rules of storytelling influence your reporting</p> <p>Lysy, C.</p> <p>Freshspectrum</p> <p>http://freshspectrum.com/interesting-for-them/</p>		<p>Topic engagement group 5</p>
<p>Session 12 25-Nov-15</p>	<p>Evaluation theories and ethics Schools of thought in evaluation</p>	<p>Program Evaluation, appendix, p. 499-504</p> <p>Evaluation Theory or What Are Evaluation Methods for?</p> <p>Mark, M.</p>	<p>Client Project: Evaluation plan and data collection instrument</p>	<p>Topic engagement group 6</p>

		<p>The Evaluation Exchange, Harvard Family Research Project</p> <p>http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/evaluation-theory-or-what-are-evaluation-methods-for</p> <p>An Evaluation Theory Tree, p. 12-19</p> <p>Alkin, M. and Christie, C.</p> <p>p</p> <p>http://www.corwin.com/upm-data/5074_Alkin_Chapter_2.pdf</p>		
<p>Session 13 2-Dec-15</p>	<p>Real-world evaluation:</p> <ul style="list-style-type: none"> • Challenges • Opportunities • Roles • Resources 	<p>Real World Evaluation: A condensed Summary Overview</p> <p>page 1-20</p> <p>Bamberger, M., Rugh, J. and Mabry, L.</p> <p>http://www.corwin.com/upm-data/5074_Alkin_Chapter_2.pdf</p>		<p>Case study and activity</p>
<p>Session 14 9-Dec-15</p>	<p>Client meeting and presentation; reflection</p>	<p>Want to Make Better Products? Start by Trusting Your Client</p> <p>Sukis, J. and Jenkins, C.</p> <p>FastCompany</p> <p>http://www.fastcodesign.com/3046626/want-to-make-better-products-</p>	<p>Client Project: Final plan and presentation</p>	<p>Final client presentation</p>

Humphrey School of Public Affairs
PA5311: Program Evaluation, Fall 2015
Wednesdays, 6pm-8:45pm, Humphrey Center 15

		start-by-trusting-your-client		
Session 15	Class evaluation		Client Project: Revisions	Client project presentations
16-Dec-15	Peer evaluation			
	Speed presentations			