

**Humphrey School of Public Affairs**  
**PA 5311 Program Evaluation**

**Fall Semester 2020**

*On-line Zoom class synchronous meetings: 9/14, 9/28, 10/12, 10/26, 11/9, 11/23, 12/7*

*“Lab” times with your Evaluation Group: Every two weeks, at a minimum. Groups can schedule as they like.*

*3 credits*

**Instructor:** Emily Kalnicky, Ph.D. She/Her

**Email:** kaln0003@umn.edu

**Cell phone:** 608-335-8069

**Office hours:** I will do individualized and group coaching during the facilitated class times. If a group or individual has more pressing questions, please email or call to schedule a virtual meeting in addition to classroom time.

**Course Description:**

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. Through working on an applied project, students will understand the complexities and realities of conducting a program evaluation shaped by 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 for a client, and 2) build understanding of the profession of program evaluation as practiced across the globe.

This course is offered in a “blended format” that leverages synchronous online and asynchronous online course elements, using an array of technological tools to learn together even when we are not physically present with each other. The synchronous online meetings will be opportunities to apply reading and lecture materials, meet with clients, refine data collection tools, and make presentations.

Throughout the semester you will work with an evaluation project team in your work for a 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 virtually with your project team during weeks we are not meeting as a whole class in order to make progress on the work for your client, as well as watching recorded lectures and do readings.

## Learning Objectives:

1. Understand the purposes and uses of program evaluation in public policy and program delivery.
2. Be familiar with common program evaluation terminology, professional practices and ethics.
3. Be able to design an evaluation plan for a specific public or non-profit program or initiative. Use and employ a logic model, apply appropriate research strategies, and engage primary stakeholders in using products developed.
4. Recognize and navigate 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 evaluation plan will lay out a data collection and data analysis strategy and it will be presented to the 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; and project teams. Although this is a course that leverages technology, this does not mean that communication with the instructor should be more limited. **If you have questions, concerns, recommendations, or emerging ideas about the course, please let me know.** The sooner the better. I welcome virtual video or phone conversations about the course. If you would like to meet, please send an email to set something up. You also can communicate with me through our Canvas site or via phone. My office hours will be held directly after class or by appointment.

Blended hybrid courses are suited to students who are interested in active, self-directed learning. The online asynchronous 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 synchronous online 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. Current practice and research suggests students are successful in these types of technology- enriched classes when they are:

- Open minded about sharing experiences as part of the learning process
- Able to communicate through writing
- Willing to communicate with the instructor if problems arise
- Able to think ideas through before responding

*Technical problems online:* Technical problems 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 an 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.

## **Course Prerequisites**

Must be graduate student or have instructor's consent

## **Canvas:**

All course materials will be accessed through the course Canvas site. Find the site at [canvas.umn.edu](https://canvas.umn.edu), or go to "Key Links" on [my.umn.edu](https://my.umn.edu) and scroll down to Canvas. For help with Canvas, go to <https://z.umn.edu/CanvasHelpandSetup> or click the "Canvas Help" link on our course Canvas site.

## **Set Your Canvas Notification Preferences**

This course depends upon your ability to receive communications from your instructor and/or about the class. It's important that you set up your Canvas "notification preferences" to choose how and when you'd like to receive messages via text, email, or both. Find easy-to-follow instructions at "How do I set my Canvas notification preferences as a student?": <https://community.canvaslms.com/docs/DOC-10624-4212710344>.

**It is strongly recommended** that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don't risk missing important class communication. For assistance, please contact [help@umn.edu](mailto:help@umn.edu) or your instructor.

## **Zoom:**

All synchronous course meetings will take place in our Zoom classroom. The link can be found on our Canvas site.

## **Other Technical Support:**

Contact the University's IT department: email- [help@umn.edu](mailto:help@umn.edu) ; phone: 612-301-4357 or via 24/7 chat at: <http://chat.it.umn.edu>.

## **eReserves:**

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

## Access to readings and materials after semester:

Students may lose access to Canvas sites and course reserves at the end of the semester. If you would like to download class material (depending on copyright), or your own work for personal use, please do so during the semester.

## Session Schedule:

Success in this course is dependent on successfully completing the readings and assignments, as well as meeting regularly with your team. Online classes and asynchronous lectures will focus on application of key concepts and tools rather than merely a description of them.

Week of	Readings (to be completed before the date in first column)	Online Synchronous Class & Asynchronous Lectures (AL)	Deliverables (due 6:00 pm, unless otherwise noted)
9-14	<b>Introduction &amp; Overview</b> <i>Readings:</i> AEA (2018); Chen (2015)  <i>Podcast:</i> GovInnovator Podcast, Decker (2013)	<b>Online Synchronous:</b> Introductions and initial meeting with groups  <b>AL:</b> Course overview	Answer survey to inform which project you work on <b>(9/9)</b>
9-21	<b>Effective Evaluation</b> <i>Readings:</i> Alkin (2011); King & Stevahn (2013); Patton, chapter 1 (2012)	<i>Arrange time to meet with clients during this week</i>  <b>AL:</b> Ethics, utilization, purpose of evaluation	Reflection paper #1 <b>(9/25)</b>
9-28	<b>Shaping Evaluation Questions</b> <i>Readings:</i> CDC (2013); Gugerty & Karlan, chapter 2 (2018); McLaughlin & Jordan (2015); Patton, chapter 9 (2012); Rossi, Freeman & Lipsey, chapter 3 (1999)	<b>Online Synchronous:</b> Program theory, logic models, object descriptions, evaluation questions	Draft object description & logic model <b>(10-4)</b>
10-5	<b>Evaluation Design &amp; Planning</b> <i>Readings:</i> Bryson, Patton, & Bowman (2011); Lupton (2020); Rossi, Freeman & Lipsey, chapter 7 (1999)  <i>Podcast:</i> GovInnovator podcast, Hurley, 2013	<b>AL:</b> Introduction to evaluation design and planning, design matrices	

10-12	<b>Assessing Impact</b> <i>Readings:</i> Hargreaves (2010); Poister (2015); Posavac (2011)	<b>Online Synchronous:</b> Connecting design to outcomes and measuring impact	Draft design matrix <b>(10-18)</b>
10-19	<b>Gathering Quality Data</b> <i>Readings:</i> Fink (2015); Gugerty & Karlan, chapter 4 & 7 (2018); Mitchell (2014)	<b>AL:</b> Data sources, sampling, indicators and measures	Draft design <b>(10-25)</b>
10-26	<b>Analyzing Data</b> <i>Readings:</i> Goodrick & Rogers (2015); Newcomer & Conger (2015); Weiss (1998)	<b>Online Synchronous:</b> Analytic approaches  Workshop draft tools and analysis plans	Draft data collection tool and analysis plan <b>(10-26)</b>
11-2	<b>Evaluation Power &amp; Culture</b> <i>Readings:</i> Hood, Hopson, Kirkhart (2015); Sturges (2015)	<b>AL:</b> Evaluator role and biases	Revised data collection tool and analysis plans <b>(11-6)</b>
11-9	<b>Use and Applications</b> <i>Readings:</i> Campbell, Patton, & Patrizi (2005); Denver Cultural Org (2020); Patton, chapter 13 (2012); Sherwood (2005)  <i>Podcast:</i> GovInnovator, Yokum (2017)	<b>Online Synchronous:</b> Case Study analysis	Exam <b>(available 11-9 through 11-13)</b>
11-16	<b>Communicating Findings</b> <i>Readings:</i> Evergreen & Emery (2018); Miron (2004)	<b>AL:</b> Communication planning, evaluation plan	Reflection paper #2 <b>(11-20)</b>
11-23	<b>Reflecting on Practice</b> <i>Readings:</i> Smith et al. (2015)	<b>Online Synchronous:</b> Evaluator growth	Draft results <b>(11-24)</b>
11-30	<b>Report refinement</b>		Draft presentation <b>(12-7)</b>
12-7	<b>Final Presentation of Project with your Team</b>	<b>Online Synchronous:</b> Presentations for peers  <i>Arrange time to meet with clients during this week, after online presentation for peers and instructor, send time and date information to instructor</i>	Final Deliverables <b>(12-13)</b>  Client Presentation <b>(12-13)</b>  Peer Assessment of Contribution <b>(12-14)</b>

## Assignments and Grading:

The assignments for this course are designed to help you achieve the course's learning outcomes.

- **Reflection papers:** You will complete two, 2-3 page (double-spaced, 12 pt font) reflection papers to give you a chance to reflect upon your current knowledge and skills related to your evaluation project and course readings. Reflecting on practice is a key component to continuously improving and improved professional practice (5% each, total of **10% of final grade**).
- **Exam:** You will complete one exam on the readings, podcasts, lectures, and example case studies that will document your basic understanding of core technical course concepts (**10%**).
- **Program Evaluation Field Work:** Your mastery of knowledge in this course will be largely 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 specific items (**40% of final grade total**):
  - Draft Object Description and Logic Model (**10%**)
  - Draft Evaluation Design, including Design Matrix (**10%**)
  - Revised Data Collection Tool & Analysis Plan (**10%**)
  - Draft Results (**5%**)
  - Draft Presentation (**5%**)
- **Written report and presentation:** The final report and presentation represents the culmination of your knowledge and experience with Program Evaluation. The final written report and presentation account for **35% of your final grade**, and will include the following components:
  - Peer assessment of professionalism and contribution to project (15%)
  - Client assessment of overall product (5%)
  - Final plan and presentation for class (15%)
- **Contribution to collective learning process:** You will contribute to our collective learning process by sharing substantive questions and insights during synchronous online sessions and via discussion on Canvas (completed before the class period ends). You are expected to contribute one or more questions, summaries of readings, connections to your evaluation project, or other insights per week of class (**5% of final grade**).

*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 6 pm by the date noted.*

Grades will be assigned as follows: A (90-100%), B (80-89.9%), C (70-79.9%), D (60-69.9%), F (below 60%).

### **Full List of Readings/Journal Articles/Podcasts (Alphabetical):**

- AEA (American Evaluation Association) (2018). AEA Guiding Principles (2018 Update).
- Alkin, M. C. (2011). What Is Evaluation? In *Evaluation Essentials from A to Z* (pp. 5–15). Guilford.
- Bryson, J. M., Quinn, M., & Bowman, R. A. (2011). Working with evaluation stakeholders : A rationale , step-wise approach and toolkit. *Evaluation and Program Planning*, 34(1), 1–12.  
<https://doi.org/10.1016/j.evalprogplan.2010.07.001>
- Campbell, M. S., Patton, M. Q., & Patrizi, P. (2005). Evaluation of the Central Valley Partnership of the James Irvine Foundation. *New Directions for Evaluation*, (105), 39–54.
- Chen, H. T. (2015). Fundamentals of Program Evaluation, *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (2<sup>nd</sup> ed, pp. 3-31). Sage.
- CDC -Center for Disease Control (2013). *Good Evaluation Questions : A Checklist to Help Focus Your Evaluation*.
- Denver Cultural Organizations (2020). *Community-wide survey to assess perceptions , intentions, and attitudes on safety & visitation during covid19*.
- Evergreen, S., & Emery, A. K. (2018). Data Visualization Checklist.
- Fink, A. (2015). Chapter 5: Collecting Information, *Evaluation Fundamentals: Insights into Program Effectiveness, Quality & Values* (pp. 119-144). Sage.
- Goodrick, D., & Rogers, P. J. (2015). Qualitative Data Analysis. In J. S. Wholey, H. P. Hatry, & B. K. E. Newcomer (Eds.), *Handbook of Practical Program Evaluation* (4th ed., pp. 561–595). Jossey-Bass.
- GovInnovator, Decker (2013): “Reducing fear of program evaluation: Interview with Paul Decker”: <https://govinnovator.com/pauldecker/>
- GovInnovator, Hurley (2013): “A providers perspective on random assignment evaluation: Interview with Sarah Hurley, Youth Villages”: [https://govinnovator.com/sarah\\_hurley/](https://govinnovator.com/sarah_hurley/)
- GovInnovator, Yokum (2017): “Launching an applied research team within city government”: [https://govinnovator.com/david\\_yokum/](https://govinnovator.com/david_yokum/)

- Gugerty, M. K., Karlan, D., & Karlan, D. (2018). Chapter 2: Introducing the CART Principles. In *The Goldilocks Challenge : Right-Fit Evidence for the Social Sector* (pp. 15–29). <https://doi.org/10.1093/oso/9780199366088.001.0001>
- Gugerty, M. K., Karlan, D., & Karlan, D. (2018). Chapter 4: The CART Principles in More Detail. In *The Goldilocks Challenge : Right-Fit Evidence for the Social Sector* (pp. 49–65). <https://doi.org/10.1093/oso/9780199366088.001.0001>
- Gugerty, M. K., Karlan, D., & Karlan, D. (2018). Chapter 7: Collecting High-Quality Data. In *The Goldilocks Challenge : Right-Fit Evidence for the Social Sector Collecting High-Quality Data* (pp. 118–143). <https://doi.org/10.1093/oso/9780199366088.001.0001>
- Hargreaves, M. B. (2010). *Evaluating System Change: A Planning Guide. Mathematica.*
- Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally Responsive Evaluation: Theory, Practice, and Future Implications. In B. K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of Practical Program Evaluation* (4th ed., pp. 281–317).
- King, B. J. A., & Stevahn, L. (2013). The Nuts and Bolts of Evaluation Conversations. In *Interactive Evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation* (pp. 66–95). Thousand Oaks: Sage.
- Lupton, D. (2020). *Doing fieldwork in a pandemic (crowd-sourced document).*
- Mclaughlin, J. A., & Jordan, G. B. (2015). Using Logic Models. In B. K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of Practical Program Evaluation* (4th ed., pp. 62–87).
- Miron, G. (2004). Evaluation report checklist, (September).
- Mitchell, G. E. (2014). Why Will We Ever Learn ? Measurement and Evaluation in International Development NGOs. *Public Performanc & Management Review*, 37(4), 605–631. <https://doi.org/10.2753/PMR1530-9576370404>
- Newcomer, K. E., & Conger, D. (2015). Using Statistics in Evaluation. In *Handbook of Practical Program Evaluation* (4th ed.).
- Patton, M. Q. (2012). Chapter 1: Introduction, Overview, and Context. In *Essentials of Utilization-Focused Evaluation* (pp. 1–14). Sage.
- Patton, M. Q. (2012). Chapter 9: Determine What Intervention Model or Theory of Change Is Being Evaluated. In *Essentials of Utilization-Focused Evaluation* (pp. 230–262).
- Patton, M. Q. (2012). Chapter 13: Gather Data With Ongoing Attention to Use. In *Essentials of Utilization-Focused Evaluation* (pp. 323–335). Sage.

Poister, T. H. (2015). Performance Measurement. In B. K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of Practical Program Evaluation* (4th ed., pp. 108–136).

Posavac, E. J. (2011). Monitoring the Implementation and the Operation of Programs, *Program Evaluation Methods & Case Studies* (8<sup>th</sup> ed, pp. 125-144). Prentice-Hall.

Rossi, P. H., Freeman, H., & Lipsey, M. (1999). Chapter 7: Strategies for Impact Assessment. In *Evaluation: A Systematic Approach* (6th ed., pp. 235–276).

Rossi, P., Freeman, H., & Lipsey, M. (1999). Chapter 3: Identifying Issues and Formulating Questions. In *Evaluation: A Systematic Approach* (6th ed., pp. 67–99). Sage.

Sherwood, K. E. (2005). Evaluation of the Fighting Back Initiative. *New Directions for Evaluation*, (105), 15–36.

Smith, T. L., Barlow, P. B., Peters, J. M., & Skolits, G. J. (2015). Demystifying reflective practice : Using the DATA model to enhance evaluators ’ professional activities. *Evaluation and Program Planning*, 52, 142–147. <https://doi.org/10.1016/j.evalprogplan.2015.04.004>

Sturges, K. M. (2015). Complicity Revisited : Balancing Stakeholder Input and Roles in Evaluation Use. *American Journal of Evaluation*, 36(4), 461–469. <https://doi.org/10.1177/1098214015583329>

Weiss, C. H. (1998). Measures. In *Evaluation* (2<sup>nd</sup> ed., pp. 114-151). Prentice Hall.

**University and Humphrey School Policies:**

The University of Minnesota and the Humphrey School have a variety of policies focused on student conduct, grade definitions, use of personal electronic devices in the classroom, makeup work for legitimate absences, scholastic dishonesty, appropriate student use of class notes and course materials, sexual harassment, equity, diversity, and equal employment opportunity and affirmative action, and more. To view the policies, please go to: <https://z.umn.edu/PolicyStatements>.

<b>Universal Competencies of the Network of Schools of Public Policy, Affairs, and Administration</b> <i>Students who graduate from an accredited program will be able to:</i>	<b>Competencies of the Humphrey School of Public Affairs</b> <i>Studies who graduate with the Master of Public Policy degree from the Humphrey School will be able to:</i>	<b>Learning Objectives for PA 5311 (Program Evaluation)</b> <i>Students who complete this course will be able to:</i>
Participate in and contribute to the public policy process	Participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments.	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.
Analyze, synthesize, think critically, solve problems and make decisions	Analyze, synthesize, think critically, solve complex problems, and make decisions informed by quantitative, qualitative, economic, and other methods.	Understand the purposes and uses of program evaluation in public policy and program delivery. Be familiar with common program evaluation terminology and professional practices and ethics.
Articulate and apply a public service perspective	Articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services. Understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice.	Grapple with ethnics in program evaluation design and engagement of diverse stakeholder group in shaping plans.
Communicate and interact productively with a diverse and	Communicate and interact productively with individuals in diverse and changing cultures and communities.	Work effectively with your project client.

### **Name and Pronoun Usage**

Class rosters should be provided to the instructor with the student's legal name, unless a preferred' name has been entered into a student's OneStop account. Visit this link for more information -- [https://onestop.umn.edu/howto/set\\_name.html](https://onestop.umn.edu/howto/set_name.html).

Note: it usually takes 24 hours for your information to change. Also, 'preferred' name will show up on class rosters but not on class waitlists.

I will happily honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

### **Mental Health and Stress Management Services:**

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 a student's 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 the Student Mental Health Website at <http://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 short notice to address any concerns you have and provide further resources within the University. **Humphrey Student Services, HHH 280, (612) 624-8162.**

### **Disability Accommodations:**

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).
- Additional information is available at <https://diversity.umn.edu/disability/> or by e-mail at [drc@umn.edu](mailto:drc@umn.edu).