University of North Texas at Dallas
Fall Semester 2016
SYLLABUS for Distance Learning

PADM 5550: Program Evaluation 3 Credit Hours

Department of	Public Leadership	School of	Liberal Arts & Science

Instructor Name:	Dr. Janiece Upshaw		
Office Location:			
Office Phone:			
Email Address:			

Office Hours:	Tuesday – 3:00 – 5:50 Wednesday – 3:00 – 5:50 Thursday 2:00 – 4:00

Classroom Location:	Building 1 Room 236
Class Meeting Days & Times:	Tuesdays 6:00 – 8:50 p.m.

Course Catalog Description:	Advanced course in evaluation, performance measurement, and monitoring in the management of government programs. Uses methods of social science to evaluate the effectiveness of government services.

Prerequisites:	PADM 5510
Required Text:	**Alternative Approaches & Practical Guidelines** by Jody L. Fitzpatrick; James R. Sanders; Blaine R. Worthen	ISBN: 9780205579358	Publication Date: 2010-09-27 **Impact Evaluation in Practice** by Paul J. Gertler; World Bank Staff (Contribution by); Sebastian Martinez; Patrick Premand; Laura B. Rawlings; Christel M. J. Vermeersch ISBN: 9780821385418	Publication Date: 2010-12-13
Suggested Texts:	**W.W. Kellogg Foundation Evaluation Handbook: https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook** **W.W. Kellogg Foundation Logic Model Development Guide: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide** **United Way of Metropolitan Dallas: Logic Model Training PDF: https://unitedwaydallas.org/wp-content/uploads/2015/06/Logic-Model-Training-2015-FOR-WEBSITE.pdf**

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-1616
	     web: http://www.untdallas.edu/library
	     email: library@untdallas.edu
	 UNT Dallas Bookstore:
	     phone: (972) 780-3652
	     web: http://www.untdallas.edu/bookstore
	     e-mail: untdallas@bkstr.com

Additional Online Resources	*ICAAP: Resources for Methods* http://gsociology.icaap.org/methods *Online Evaluation Resource Library* http://oerl.sri.com/ *Research Methods Knowledge Base* http://www.socialresearchmethods.net/kb/index.php *American Evaluation Association*: http://www.eval.org/

	Canadian International Development Agency: http://documents.reflectlearn.org/Offline%20Docs%20for%20Your%20Introductory%20Guide%20to%20OA/OA%20Guide-E.pdf

Course Goals or Overview: The goals of this course are as follows -
1. to introduce students to the field of program evaluation – its methods, and professional standards; its role in nonprofit and public agencies; and 2. to provide students with practical experience in performing a program evaluation within the community.

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Describe the role and application of program evaluations
2	Execute an internal performance assessment.
3	Develop a Logic Model
4	Propose an appropriate evaluation plan to assess the implementation/effectiveness of a program.
5	Collect data using a variety of methods.
6	Read evaluation research critically.
7	Communicate evaluation results effectively to build sustainable programming.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Topic	Activities	Due Date
Aug 23 (Class)	Introduction & Purpose of Evaluation; Role of Evaluator	Fitzpatrick: Chapter 1, 2, 3 Case Studies: To Fund or Not to Fund	
Aug 30 (Class)	Theory of Logic Models Performance Assessment	Fitzpatrick: Chapter 4 Gertier: United Way of Metropolitan Dallas Logic Model Exercise	Public/Nonprofit Agency Team Selection Form 8/30/16 6 p.m.
Sept 6 (Online)	Consumer-Oriented Evaluations Impact Evaluations	Canadian International Org. Assessment Workbook Gertler: Chapter 1 **Replace Discussion #1 with Outline**	Performance Assessment Outline Due 9/11/16 11:59 p.m.
Sept 13 (Class)	Program-Oriented Evaluations/Decision-Oriented Approaches	Fitzpatrick: Chapter 5 & 6	Logic Model 9/13/16 6 p.m.
Sept 20 (Online)	Participant-Oriented Approaches	Fitzpatrick: Chapter 7 & 8	Online Discussion #2 Due 9/25/16 11:59 p.m.
Sept 27 (Class)	Comparative Analysis of Approaches	Fitzpatrick: Chapter 10	Performance Assessment 9/27/16 6 p.m.
Oct 4 (Online)	Practical Guidelines for Planning the Evaluation	Fitzpatrick: Chapter 11 & 12 Gertier:Chapter 10	Online Discussion #3 Due 10/9/16 11:59 p.m.

Oct 11 (Class)	Identifying & Selecting Evaluation Criteria	Fitzpatrick: Chapter 13 Gertler: Chapter 2	
Oct 18 (Class)	Planning the Evaluation	Fitzpatrick: Chapter 14 Gertier:	Evaluation Proposal 10/18/16 6 p.m.
Oct 25 (Online)	Collecting Evaluative Information	Fitzpatrick: Chapter 15 & 16 Gertler: Chapter 11 & 12	Online Discussion #4 Due 10/30/16 11:59 p.m.
Nov 1 (Online)	Collecting Evaluative Information (continued)	Fitzpatrick: Chapter 15 & 16 (cont'd) Gertler: Chapter 11 & 12 (cont'd)	Data Collection Plan/Analysis Due 11/1/16 11:59 p.m.
Nov 8 (Class)	Reporting Evaluation Results	Fitzpatrick: Chapter 17 Gertler: Chapter 13	Evaluation Plan 11/8/16
Nov 15 (Online)	Capacity Building & the Future of Evaluations	Fitzpatrick: Chapter 9 & 18	Online Discussion #5 Due 11/20/16 11:59 p.m.
Nov 22 (Online)			Student Presentations Due 11/22/16 Critiques Due 11/27/16 11:59 p.m.
Nov 29 (Online)			Student Presentations Due 11/29/16 Critiques Due 12/4/16 11:59 p.m.
Dec 6 (Dead Day)			
Dec 13 (Class)	**Final**		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. All assignments must be submitted electronically by due date and time as stated in syllabus.

Discussion Posts

Five Discussion Posts will be available on Blackboard. Discussions are based upon reading assignments, so prepare for each discussion by reading the chapters assigned.
#1 Fitzpatrick, Chapter **5 (Discussion #1 has been replaced with Performance Assessment Outline – see Blackboard)**

1. How have you incorporated your understanding of the political and interpersonal relationships to impact your ethical decisions as a leader and evaluator in an organization? (Review Chapter 3)

2. In understanding the key principles of both the expertise and consumer-oriented approaches, how would you incorporate these concepts in evaluation practices of your selected organization?

#2 Fitzpatrick, Chapter 6,7,8

1. Decision-oriented evaluation approaches are focused on a system as "stage oriented" and people oriented." How do these factors influence your leadership in effectively finding solutions for change in an organization?

2. How would you as a leader provide a non-biased approach in building organizational capacity using the participant-oriented evaluation?

#3 Fitzpatrick, Chapter 11 & 12

1. How would you differentiate the role and selection of the evaluator for your organization? What approach would be used to consider selecting an evaluator?

2. How would you analyze the evaluation context in setting the boundaries and approaches that would be used in determining whether to proceed with the evaluation?

#4 Fitzpatrick, Chapter 15 & 16

1. How can evaluators consider the appropriate means of collecting the information specified in the evaluation questions in the context of the program being evaluated?

2. How does analysis differ from interpretation? Why is interpretation so important?

#5 Fitzpatrick, Chapter 9 & 18

1. How would you as a leader provide a culturally competent organization that builds the capacity for learning and social equity?

2. In what ways can you as a leader draw practical implications using these alternative evaluation approaches in your profession? (May help to review Chapter 10)

3. In reviewing the relevant evaluation standards on pg. 488, how would you ensure that these standards are followed in reporting your evaluation results?

Projects:

Organization Selection Form: Student may group themselves in teams of 2 or 3 to develop the Evaluation Plan that consists of several components. Once your team has selected an organization with which to work, you may complete the Organization Selection Form (on Blackboard) and submit for approval. You may select an organization provided by the instructor or an organization with which you have connections that will enable you to work well with them in collecting the information you need.

Logic Model: Use the United Way of Metropolitan Dallas training module to help format the Logic Model. We will review this model in class and develop several samples which will help you define each section. The Logic Model is one of the components of the final Evaluation Plan.

Performance Assessment: (1500 words plus graphs/tables as needed) Utilizing the Canadian International Development Agency's *Organization Assessment Guide* as a tool, you will perform a performance assessment on your selected organization. You should begin the performance assessment as soon as you select the organization as it will require the 4 weeks allowed to complete.

Evaluation Proposal: This should include sections I (150 words) and II (450 words) of the Evaluation Plan. It addition it will detail the types of evaluation your team has selected for the evaluation plan. Your team should identify the selected methods and describe why these plans were selected as well as defend why you did not select the other plans outlines in class/reading texts. (1000 words) This will allow the course instructor to help determine if your team is on target for the Evaluation Plan.

<u>Data Collection/Analysis</u>: (1200 words) Detailed description the type of evaluation proposed, goals/objectives on which the assessment will be based, measures and methods of data collection/production you plan to use, and how you intend to do it all with respect to:

> - processes: actions that the program undertakes to reach its stated goals/objectives; and/or
> - outcomes: the short-, medium- and long-term goals/objectives that the program aims for.
> - outline of proposed quantitative and/or qualitative method(s) to analyze the collected data

The Evaluation Plan:

The main assignment is preparation and presentation of an Evaluation Plan (EP) of the Organization your team selected.. The previous class projects should be incorporated into the EP. It is very important to select a workable program or project. The selected program/project must meet the following criteria:

1. It must be *evaluable.* Your team must determine if the program or project of the organization is one that can provide a meaningful evaluation. Remember you want to have a solid program upon which to build a thorough evaluation – after all it is how you will be graded.

2. It must be *doable.* You must be able to get a lot of basic information within a very short time period, including information directly from program staff.

3. It must be *connected.* General policies or programs that do not have specific lines connecting design, implementation and outcome are not applicable to evaluation methods outlined in this course.

You may elect to identify at least two programs to evaluate and discuss with the course instructor if you would like some guidance. It is important that you are clear with the selected organization that you are <u>designing </u>an EP for purposes of this course, not actually performing an evaluation.

The EP has the following structure:

I. Introduction: 150 words

> Brief lead-in on the problem(s)/issue(s) that the program addresses

II. Program Description/ - *450 words*

> An overview that conveys to the reader a proper understanding of the program's:

> > - origins and evolution, mission/vision, size, organizational structure, comparability with similar programs elsewhere, and theoretical/conceptual underpinnings; and

> > - goals/objectives, criteria and methods in current use to assess progress in achieving them, and comparison with criteria and methods used by similar programs elsewhere.

III. Performance Assessment: 1500 words; include graphics/tables as needed.

IV. Data Collection Design/Analysis – 1200-- words

> Detailed description the type of evaluation proposed, goals/objectives on which the assessment will be based, measures and methods of data collection/production you plan to use, and how you intend to do it all with respect to:

> > - processes: actions that the program undertakes to reach its stated goals/objectives; and/or
> > - outcomes: the short-, medium- and long-term goals/objectives that the program aims for.
> > - outline of proposed quantitative and/or qualitative method(s) to analyze the collected data
> > -

V. Appendices (e.g. notes, reference, questionnaire designs, etc.)

The complete EP is to be submitted online. In addition each team will prepare a 15' online presentation to be viewed and critiqued by peers. The last two class periods are dedicated to watching and responding to each of the

presentations by your colleagues. The presentation and critiques will comprise 50% of your Final Exam Grade

Exams

Students will be given a Final Essay Exam in which they may select 2 questions (from 3) to answer. These 2 questions will comprise 50% of your Final Exam grade.

Grading Matrix:

Activities/Assignments	Value (percentages)
Discussion Posts (5)	25%
Logic Model	5%
Performance Assessment	5%
Evaluation Proposal	5%
Data Collection/Analysis	5%
Evaluation Plan	5%
Student Presentation	30%
Final: Presentations/Peer Critiques/Essay Questions	20%
Total:	**100%**

Grade Determination
A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge

content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to
http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html