

**University of North Texas at Dallas**  
**Fall Fall 2018**  
**SYLLABUS for Distance Learning**

**PADM 5550: Program Evaluation**  
**3 Credit Hours**

<b>Department of</b>		<b>Public Leadership</b>	<b>School of</b>		<b>Liberal Arts &amp; Science</b>
<b>Instructor Name:</b>		Dr. Janiece Upshaw			
<b>Office Location:</b>		FH 259			
<b>Office Phone:</b>		972.338.1538			
<b>Email Address:</b>		Janiece.upshaw@untdallas.edu			
<b>Office Hours:</b>		<b>Monday: 2:00 – 5:00</b> <b>Tuesday – 3:00 – 5:00</b> <b>Wednesday – 2:00 – 5:00</b>			
<b>Classroom Location:</b>		DAL 1 Room 248			
<b>Class Meeting Days &amp; Times:</b>		Tuesdays 6:00 – 8:50 p.m.			
<b>Course Catalog Description:</b>		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.			
<b>Prerequisites:</b>		PADM 5510			
<b>Required Text:</b>		Newcomer, K.E., Hatry, H.P., Wholey, J.S. (Eds.). (2015). <i>Handbook of Practical Program Evaluation</i> . Hoboken, NJ: John Wiley & Sons, Inc. DOI: 10.1002/9781119171386			
<b>Suggested Texts:</b>		<b>W.W. Kellogg Foundation Evaluation Handbook:</b> <a href="https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook">https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook</a>  <b>W.W. Kellogg Foundation Logic Model Development Guide:</b> <a href="https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</a>  <b>United Way of Metropolitan Dallas: Logic Model Training PDF:</b> <a href="https://unitedwaydallas.org/wp-content/uploads/2015/06/Logic-Model-Training-2015-FOR-WEBSITE.pdf">https://unitedwaydallas.org/wp-content/uploads/2015/06/Logic-Model-Training-2015-FOR-WEBSITE.pdf</a>			
<b>Access to Learning Resources:</b>		UNT Dallas Library: phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> email: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a> UNT Dallas Bookstore: phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>			
<b>Additional Online Resources</b>		<i>ICAAP: Resources for Methods</i> <a href="http://gsociology.icaap.org/methods">http://gsociology.icaap.org/methods</a> <i>Online Evaluation Resource Library</i> <a href="http://oerl.sri.com/">http://oerl.sri.com/</a> <i>Research Methods Knowledge Base</i> <a href="http://www.socialresearchmethods.net/kb/index.php">http://www.socialresearchmethods.net/kb/index.php</a> <i>American Evaluation Association:</i> <a href="http://www.eval.org/">http://www.eval.org/</a>			

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 | Explore various evaluation methods  |
| 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
Week 1 Aug 27 (Class)	Introduction & Purpose of Evaluation; Role of Evaluator	Case Studies: To Fund or Not to Fund	
Week 2 Sept 4 (Online)	Planning/Designing Engaging Stakeholders Using Logic Models	Newcomer: Chapter 1, 2, 3	Public/Nonprofit Agency Team Selection Form Sept 4, 11:59 p.m
Week 3 Sept 11 (Class)	Exploratory Evaluation	Newcomer: Chapter 4 United Way of Metropolitan Dallas Logic Model Exercise	.
Week 4 Sept 18 (Online)	Comparison Group Designs Randomized Controlled Trials	Newcomer: Chapter 4, 6, & 7	Online Discussion #1 Original Post Due 9/18 11:59 p.m. Second Post due 9/23 11:59 p.m.
Week 5 Sept 25 (Class)	Conducting Case Studies Recruitment/Retention of Study Participants	Newcomer: Chapter 8 & 9	Logic Model 9/25 6 p.m.
Week 6 Oct 2 (Online)	Evaluating Community Change Culturally Responsive Evaluation	Newcomer: Chapter 11 & 12	Online Discussion #2 Due 10/2 11:59 p.m.
Week 7 Oct 9 (Class)	Using Surveys	Newcomer: Chapter 14	

Week 8 Oct 16 (Online)	Using Agency Records Collecting Data in the Field Using the Internet	Newcomer: Chapter 13, 17 & 18	Online Discussion #3 Due 10/16 11:59 p.m.
Week 9 Oct 23 (Class)	Conducting Semi- Structured Interviews Focus Group Interviewing Using Stories	Newcomer: Chapter 19, 20 & 21	Evaluation Proposal 10/23 6:00 p.m.
Week 10 Oct 30 (Online)	Qualitative Data Analysis Using Statistics	Newcomer: Chapter 22 & 23	Online Discussion #4 Due 10/30 11:59 p.m.
Week 11 Nov 6 (Class)	Cost-Effectiveness & Cost- Benefit Analysis Meta-Analyses, Systematic Reviews, and Evaluation Syntheses	Newcomer: Chapter 24 & 25	Data Collection Plan 11/6 11:59 p.m.
Week 12 Nov 13 (Online)	Pitfalls in Evaluation Providing Recommendations, Suggestions, & Option for Improvement	Newcomer: Chapter 26 & 27	Online Discussion #5 Due 11/13
Week 13 Nov 20 (Online)	Writing for Impact	Newcomer: Chapter 28	
Week 14 Nov 27 (Class)	Use of Evaluation in Government Evaluation Challenges, Issues, and Trends	Newcomer: Chapter 30 & 31 (Optional)	Evaluation Plan 11/27 11:59 p.m.
Week 15 Dec 4	<b>Presentations</b>		Student Presentations Due 11/27 Critiques Due 12/4 11:59 p.m.
Week 16 Dec 11 (Online)	<b>Final</b>		

## 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/Exercise Posts will be available on Blackboard. Discussions are based upon reading assignments, so prepare for each discussion by reading the chapters assigned. See Blackboard for instructions.

### 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.

Evaluation Proposal: This should include sections I (150 words) II (450 words) and III (1500 words) of the Evaluation Plan. In 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 outlined 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.

Data Collection/Analysis: (1200 words) Detailed description of the 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 designing 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. *Evaluation Design*: 1500 words; Detailed description of the type of evaluation proposed, goals/objectives on which the assessment will be based, *include graphics/tables as needed*.

IV. *Data Collection Design/Analysis* – 1200—words Detailed description of the 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:**

<b>Activities/Assignments</b>	<b>Points</b>	<b>Value (percentages)</b>
Discussion Posts (5)	100	25%
Organization Selection Form	20	5%
Logic Model	40	10%
Evaluation Proposal	20	5%
Data Collection/Analysis	20	5%
Team Work	20	5%
Evaluation Plan	100	25%
Final: Essay Questions	80	20%
<b>Total:</b>	<b>400</b>	<b>100%</b>

**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](mailto: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](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](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)