

University of Montana
Baucus Institute Department of Public Administration & Policy
Alexander Blewett III School of Law
PUAD 507: Program Evaluation
Fall 2021: August 30 – December 17
Online
Three (3) Credit Hours

Instructor: Dr. Christina Barsky

Pronouns: She/her/hers

Classroom: Online

Office: LAW 149 or remote

E-Mail: Christina.Barsky@mso.umt.edu

E-mail is the most reliable way to reach me. In general, I reply to messages within 48 hours (or **two business days**) of receipt. Please include **PUAD 507** in the subject line of your message (this increases my reply efficiency).

Office Telephone: 406-243-2871

You must leave a voice message for me to know that I have missed your call.

Office Hours/Meeting Virtually: Wednesdays 1:00-2:00pm & 4:30-5:30pm and Thursdays 12:00-1:00pm (in-person, via telephone, or virtually) or by appointment.

Please visit www.calendly.com/doctorbarsky to schedule a meeting.

To meet outside the available hours, please e-mail me. Include a few days/times you are available and what you would like to discuss.

Privilege

I would like to begin our time together by acknowledging that we, at the University of Montana, are in the traditional lands of Indigenous peoples, including the Séliš, Ksanka, and Qíispé. Many others, including Blackfeet, Nez Perce, Shoshone, Bannock, and Coeur D'Alene, had and continue to have a crucial presence in the area. We acknowledge the role that the governance and legal system has played in the removal of Indigenous peoples from these lands, and, through our commitment to education, service, and scholarship, strive to improve the quality of justice and equitable policy for future generations. Doing so demands respect for tribal sovereignty and Indigenous cultures as well as accountability to the needs and perspectives of Indigenous peoples, who, from time immemorial to the present and until the end of time, protect and remain connected with this land on which we gather, live, learn, and work.

I situate myself as a guest actively working against colonialism and injustice. I thank the people of Turtle Island, the First People, for the privilege of learning in this space.

Inclusion

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will indicate the name you should be called and the pronouns with which you should be addressed. I will do my best to address and refer to all students accordingly and support students in doing so as well. Throughout the semester I will push you to think about inclusivity and how we, as students of public administration, can prepare ourselves to best serve the public.

COVID-Safe Policies

Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department's [COVID Safe FAQ guide](#).

Learning During a Pandemic

I propose the following principles to foster a successful, supportive learning environment:

1. Your health and safety – physical, mental, and emotional – are *the most important*. We will prioritize supporting one another
2. Together, we will encourage intellectual nourishment, social connection, support, understanding, and personal accommodation
3. We will remain flexible and adaptable in these dynamic times

Course Description

Program evaluation is the systematic use of empirical information to assess and improve the efficacy of public (and nonprofit) programs and policies. In this course, students will apply concepts of program evaluation to determine whether public programs achieve their intended goals. In this course students will build the skills necessary for their evaluator toolbox and consider how power and the broader social context informs the practice of evaluation broadly.

Expectations for Student Learning for this Course & the University of Montana's MPA Program

1. Understand the different approaches to program evaluation
2. Apply the principles of research design to evaluation
3. Demonstrate the practical steps for designing and conducting an ethical program evaluation
4. Explore how to incorporate evaluation theory into program and policy practice
5. Critically evaluate the role of power, representation, empathy, prejudgments, diversity, equity, and inclusion in the public (and nonprofit) sectors, advancing our understanding of cultural awareness through self-reflection, readings, discussions, and assignments
6. Demonstrate professional and graduate-level writing, critical thinking, research, analytical, and public speaking skills

Required Course Materials

Books and Readings:

- Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. (8th Ed.). Thousand Oaks: SAGE Publications.
 - **HRL** in the course schedule
- Hutchinson, K. (Ed.). (2018). *Evaluation failures: 22 mistakes made and lessons learned*. Thousand Oaks: SAGE Publications.
 - **KH** in the course schedule
- Moodle required readings (noted with an asterisk in the course schedule, let me know if you experience challenges with the quality of scanned materials)

Additional Materials:

- Weekly (Monday) e-mails (make sure you check your UM e-mail daily)
- Watch weekly lectures
- Watch, listen, and read additional materials as posted (e.g., podcasts, evaluation in the news)

MPA Portfolio

If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. [We ask that you very carefully read the MPA Portfolio requirements listed on our website](#) (e.g., you cannot use outlines or case write-ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects independently. If you have MPA portfolio questions, please contact the MPA Director.

Course Expectations

Using Moodle

Since this is an online course, you are required to visit our Moodle site at least once per day. Participate in Moodle 101 for students if you are unfamiliar with the platform. Visit <http://umonline.umat.edu> to access the class.

Weekly E-mails & Lectures

Every Monday (or, if Monday is a University holiday, the following day) I will send an e-mail to your University of Montana e-mail account providing important updates for the week. Be sure to read each e-mail as soon as you receive it. As well, each week I will post a brief video lecture that provides an overview of the materials for the week and/or highlights of a specific skill, idea, or practice. These videos are organized by week and are embedded in our Moodle Site. Videos **are not** a replacement for the weekly readings. *If video lectures are not already posted, they will be published by 10:00pm Monday (or Tuesday, if Monday is a holiday) each week.*

UM E-Mail

I expect you to use your umontana student e-mail address for all communications and that you will check this account regularly (i.e., at least once per day). [This link](#) provides an overview of UM e-mail.

Professionalism and Communication

E-mail is far and away the best way to reach me, **remembering to include "PUAD 507" in the subject line**. You are welcome to call my office if you have a time-sensitive need, remembering to leave a message if you do not reach me. I am eager to answer your questions; however, ask that you first consult the syllabus, then look at my weekly e-mails and lectures, and then come to me with your requests. Central to our learning environment is professionalism and respect in communications.

Help with Technology

Call UOnline by phone, 406-243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights or weekends. I cannot provide IT support, so please contact the appropriate University staff if an issue arises.

Navigation Information

Links for all course sign-ups, the most recent syllabus, general feedback videos, and other material and resources are housed under the "Resources" tab on our class Moodle page.

Course Feedback, Drafts, & Examples

- Please allow for up to ten (10) full **business days** after the due date to receive assignment feedback
 - I invite you to schedule a meeting with me if you would like additional feedback on an assignment
- I am happy to talk with you about your assignment and/or your assignment outline; however, I will not review draft assignments in this class.
- Students should work with the [UM Public Speaking and Writing Center](#) to review drafts of written work.
- Sample assignments are not provided for graduate-level courses

Guidelines for Written Work

- You are expected to practice professional, graduate-level writing and will be evaluated on content, organization, writing/grammar, and following assignment instructions
- Work must be typed, double-spaced (unless otherwise noted), utilize 12-point font, and have one-inch margins
- You are required to utilize proper and appropriate citations. This means parenthetical (in-text) citations and a reference page (APA is preferred. However, since public administration is multi-disciplinary, any academic style is acceptable). *Notify me as to of what citation style you are using, if not APA.*
- Assignments are due on the date/time listed in the course schedule
- All assignments must be turned in electronically (on Moodle) as a .doc or .docx file (Microsoft Word). If I cannot open the document, you will not receive a grade. E-mail submission of assignments will not be accepted unless specific arrangements have been made
- Student collusion for individual assignments is not allowed and will be treated as an act of plagiarism. Self-plagiarism (e.g., turning in the same assignment in different classes) will be treated as plagiarism. If you have questions, please contact me.

Assessment (Course Grading)

Rather than assign point scores for assignments throughout the term, your assignments will be assessed using the scale below. I will provide written and/or verbal feedback on assignments within 10 business days. My feedback will include identifying strong elements of your work, drawing your attention to areas for improvement or expansion, questions for consideration, and suggestions to improve your knowledge of course competencies. All assignments for this course must be completed and meet expectations to pass the class.

Approaching learning through an expectations-based assessment process is designed to enhance your experience and foster an open conversation, between you and me, about work product, understanding of content, critical thinking, and assessment. This approach demonstrates our department's commitment to cultural awareness and attention to the feedback we receive from practitioners in the field (including the use of performance evaluation and centering initiative, curiosity, and critical thinking with the worker/student).

I use the following scale:

AE = Above Expectations. Above expected product. You contribute thoughtful and productive ideas, producing very high-quality work. You demonstrate synthesis of and critical engagement with material and pay close attention to detail, going above what is expected. Work demonstrates evaluation and creation. You do everything necessary to Meet Expectations, and: 1) receive feedback and critique in a professional manner; 2) demonstrate a commitment to expanding your knowledge; 3) utilize campus resources (research librarians, Public Speaking and Writing Center) to complete high-quality written work; and, 4) create thoughtful, creative, original assignments showcasing how you “connect the dots” and truly do above what is expected.

ME = Meets Expectations. Product produced meets what is expected. You deliver quality work that meets assignment and course criteria. You do what is necessary and adequately engage with the material. You pay attention to detail and adequately complete all elements of an assignment. Work demonstrates application and analysis. To Meet Expectations, you must meet all the stated criteria for assignments (including due dates), actively, consistently, and meaningfully participate in class activities, follow the writing guidelines for all assignments (including careful editing and attention to consistency), complete the mid- and end-of-semester learning assessments, check your UM e-mail and class Moodle site regularly, watch weekly lectures in full (I know if you don't), practice empiricism by using evidence in all work, and demonstrate your knowledge and understanding of course material and its application in the world around us.

NE = Near Expectations. Product approaches or nearly meets expectations. Your work comes close to meeting the expected/necessary criteria. Engagement with course material is lacking or insufficient. Greater attention to detail would improve the product. Work demonstrates understanding. Work that approaches expectations or is near expectations may suffer from grammatical and formatting issues, lack professional polish, be turned-in late, lack substantial evidence, but demonstrates your thoughtful and honest attempt at meeting expectations (above).

DMN = Does Not Meet Expectations. Product does not meet expectations. Work that does not meet expectations reflects minimal effort and poor-quality contributions. These products do not meet minimally-required standards for the course and assignment and fail to demonstrate engagement with the subject or material. Some actions that will fail to meet expectations include: 1) not following assignment guidelines or expectations; 2) rushed, unprofessional, or presentation of sub-graduate-level writing; 3) requiring reminders to sign-up for projects, check the syllabus for information, and participate in class activities; and, 4) lack of engagement.

You should keep track of their feedback along the way – if you receive a plurality of ME, you will receive a B for the course. *I encourage you to meet with me at least once during the semester to discuss your progress (there are weeks set aside around the mid-term mark to help facilitate this process). Meetings are not required but are encouraged as they provide us an opportunity to talk about what's working, what could improve, and how I can further your learning experience.*

Earning an A in this course means that you have produced exceptional work and your performance in all aspects of the course has been outstanding.

Assessment of Subject Mastery (Assignments):

This semester you will be assessed on 1) participation and discussion and 2) Evaluation Primer Project (EPP)

Please see the appendix for details about the assignments and expectations.

The Firing Option

When working in groups, members reserve the right to use the firing option. For members not meeting expectations, the group can seek remedy by first providing a written warning and engaging in consultation with the professor. If performance does not improve, the group can fire the underperforming member. Fired students will then have to conduct an additional research project individually, in addition to completing any remaining course assignments.

Course Schedule

You must stay up with the course readings and assignments in order to maximize your learning experience. Although this is a general outline of readings, the schedule is subject to change as the semester proceeds. You will be notified of any changes or modifications to the course schedule.

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

Date	Topic	Required Readings & Optional Resources	Assignments
Week 1 Aug. 30 – Sept. 5	Introduction Welcome & Overview	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 1 › Ferman* › Sturges* › Mertens: p. 1-7* 	Due: <ul style="list-style-type: none"> › Introduction discussion <ul style="list-style-type: none"> › Discussion closes 9/4 at 10:00pm › Take the “What kind of problem solver are you?” quiz and record your style › Sign-up for: <ul style="list-style-type: none"> › Partner(s) for EPP › Week 11 Zoom documentary discussion › Week 15 evaluator colloquium
		Optional Resources: <ul style="list-style-type: none"> › Birkeland, Murphy-Graham, Weiss* › Rosenbaum & Hanson* 	
Week 2 Sept. 6 – Sept. 12 <i>Labor Day Sept. 6 (University Holiday)</i>	Ethics, Paradigms, & Thinking in Systems	Required Reading: <ul style="list-style-type: none"> › Mertens: p. 9-42* › Kim* › Holm-Hanson* › Nathan* › Stebbings et al.* 	Due: <ul style="list-style-type: none"> › Systems Thinking Discussion <ul style="list-style-type: none"> › Initial post by 9/8 at 10:00pm › Discussion closes 9/11 at 10:00pm › Finalize EPP partner and topic
		Optional Resources: <ul style="list-style-type: none"> › Visit the American Evaluation Association website and read the Guiding Principles › Evaluation and the Framing of Race* 	
Week 3 Sept. 13 – Sept. 19	Social Problems, Social Justice, & Assessing the Need for a Program	Required Reading: <ul style="list-style-type: none"> › HLR: Chapter 2 › Ericson* › Solomon* › Karlsson & Zielinski* 	Due: <ul style="list-style-type: none"> › EPP Assignment 1 due 9/18 by 10:00pm
		Optional Resources: <ul style="list-style-type: none"> › Posavac: Chapter 3* 	

<u>Week 4</u> Sept. 20 – Sept. 26	Program Theory & Program Design	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 3 › Munter, Cobb, & Shekell* › Strosberg & Wholey* Optional Resources: <ul style="list-style-type: none"> › See how the What Works Clearinghouse collects & shares evidence-based best practices (evaluation) for educators 	Due: <ul style="list-style-type: none"> › Work on EPP Assignment 2
<u>Week 5</u> Sept. 27 – Oct. 3	Logic Models & Theories of Change	Required Reading: <ul style="list-style-type: none"> › W. K. Kellogg Logic Model Development Guide* › Mayne* › KH: Chapter 10 Required Listening: <ul style="list-style-type: none"> › <i>Hidden Brain</i> podcast Optional Resources: <ul style="list-style-type: none"> › AEC Foundation Theory of Change tool* › The Logic Model for Program Planning & Evaluation* › Completed Water Quality Program Logic Model* 	Due: <ul style="list-style-type: none"> › Logic Model Discussion <ul style="list-style-type: none"> › Initial post by 9/29 at 10:00pm › Discussion closes 10/2 at 10:00pm
<u>Week 6</u> Oct. 4 – Oct. 10	Program Process & Implementation	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 4 › Chen, Wang, & Lin* › Csiernik, Chaulk, & McQuaid* Required Watching: <ul style="list-style-type: none"> › DPAP Cultural Awareness Video Optional Resources: <ul style="list-style-type: none"> › Executive Summary & Chapter 1 of the U.S. Department of Education student mentoring program impact evaluation* 	Due: <ul style="list-style-type: none"> › Complete mid-semester learning evaluations (sent from Moodle) by 10/9 at 10:00pm › Work on EPP Assignment 2
<u>Week 7</u> Oct. 11 – Oct. 17 <i>Indigenous Peoples Day Oct. 11</i>	Planning Evaluations & Evaluation Design	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 11 › Mertens: p. 43-69* › KH: Chapter 2 & 13 › Orr* Optional Resources:	Due: <ul style="list-style-type: none"> › EPP Evaluation Questions Discussion <ul style="list-style-type: none"> › Initial post by 10/13 at 10:00pm › Discussion closes 10/17 at 10:00pm

		<ul style="list-style-type: none"> › University of Wisconsin Program Development and Evaluation website › AEC Foundation Needs Assessment Tools* 	
Week 8 Oct. 18 – Oct. 24	Measuring & Monitoring Programs	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 5 › Anderson et al.* 	Due: <ul style="list-style-type: none"> › EPP Assignment 2 due 10/23 by 10:00pm
		Optional Reading: <ul style="list-style-type: none"> › Harvard Business Review: It's not just semantics* › United Way: Measuring program outcomes materials › Urban Institute: Building a Common Outcome Framework* (geared towards nonprofit) 	
Week 9 Oct. 25 – Oct. 31	Impact Evaluation	Required Reading: <ul style="list-style-type: none"> › RLH: Chapters 5 & 6 › Sayago-Gomez, Piras, Jackson, & Lacombe* 	Due: <ul style="list-style-type: none"> › Types of Evaluation Discussion <ul style="list-style-type: none"> › Initial post by 10/27 at 10:00pm › Discussion closes 10/30 at 10:00pm
		Optional Resources: <ul style="list-style-type: none"> › Types of Evaluation tip sheet* 	
Week 10 Nov. 1 – Nov. 7 <i>Election Day Nov. 2 VOTE</i>	Impact & Economic Evaluation	Required Reading: <ul style="list-style-type: none"> › RLH: Chapters 8 & 10 › Epstein & Klerman* › Weiss, Jurs, Lesage, & Iverson* › Greenberg: p. 263-276* 	Due: <ul style="list-style-type: none"> › Work on EPP Assignment 3
		Optional Resources: <ul style="list-style-type: none"> › Double bottom line project* › Triple bottom line, what is it?* 	
Week 11 Nov. 8 – Nov. 14 <i>Veterans Day Nov. 11 (University Holiday)</i>	How do we know? Exploring Program Effects	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 9 › Ennet, Tobler, Ringwalt, & Flewelling* › Reichart* 	Due: <ul style="list-style-type: none"> › Documentary Discussion <ul style="list-style-type: none"> › Initial post by 11/10 at 10:00pm › Discussion closes 11/13 at 10:00pm
		Required Watching: <ul style="list-style-type: none"> › <i>Frontline</i> documentary: "Poverty, Politics, and Profit"* 	
		Optional Resources: <ul style="list-style-type: none"> › Evaluating your HUD program guide › CBPP future of public housing 	

Week 12 Nov. 15 – Nov. 21	Playing (in the Data) Field	Required Reading: <ul style="list-style-type: none"> › Taylor-Powell & Steele* › NW Center for Public Health Practice* › KH: Chapters 16 & 17 Optional Resources: <ul style="list-style-type: none"> › Pell Institute and Pathways to College Network: Evaluation toolkit – determining collection method 	Due: <ul style="list-style-type: none"> › Work on EPP Assignment 3
Week 13 Nov. 22 – Nov. 28 <i>Thanksgiving Nov. 25</i> <i>(University Holiday)</i>	Thanksgiving Break		
Week 14 Nov. 29 – Dec. 5	Stakeholders & Sharing	Required Reading: <ul style="list-style-type: none"> › Mathie & Greene* › Bryson, Quinn Patton, & Bowman* › Basics of Good Evaluation Reporting* › KH: Chapters 5, 7, and 11 Optional Resources: <ul style="list-style-type: none"> › Stakeholder mapping* 	Due: <ul style="list-style-type: none"> › EPP Assignment 3 due 12/4 by 10:00pm
Week 15 Dec. 6 – Dec. 12	Social & Political Context of Evaluation Final Work Due	Required Reading: <ul style="list-style-type: none"> › RLH: Chapter 12 › Weiss* › KH: Chapters 15 & 22 Optional Resources: <ul style="list-style-type: none"> › To be or not to be a profession* 	Due: <ul style="list-style-type: none"> › EPP presentations via Zoom (come on the date/time you signed-up for) › Turn in self- and peer-assessment by 12/11 at 10:00pm <i>if you worked with a partner</i> › Complete end-of-semester learning evaluation (sent from Moodle)

Classroom Policies

Extra Credit: I do not offer extra credit for this course.

Make-up Exams: There is no exam in this course.

Classroom Etiquette: Our classroom will be a civil and supportive space. Should anyone fail to act in an appropriate manner, I reserve the right to remove them from course discussions. Recording of any kind is not allowed unless you receive written and/or verbal permission from me.

E-Mail Etiquette: E-mail is an effective tool and a good way for you to reach out to me with questions, but it does not replace speaking “face-to-face.” If you have involved questions about course material, your performance, or simply want to check-in, please set up a time to meet with me via Zoom. Please include **PUAD 507** in the subject line of your e-mails and keep professionalism in mind.

Incompletes or Withdrawals (“W”) from the Course: Please see the University’s add/drop [policies](#).

Late Assignments: I expect you to turn in assignments on time. With this being said, I understand that the lives of the individuals in our DPAP community are dynamic and require flexibility. It is my preference that you reach out to me sooner, rather than later (e.g., **72 hours before an assignment is due**) about adjustments to the course schedule. I respect you – it is OK if you need extra time to complete work. Part of respect is believing you and your autonomy – I do not need you to prove, explain, or answer why – I simply ask that you let me know of your need for extra time, so that I can plan accordingly. All assignments must be completed to receive a grade for the course.

University Attendance Policy: Please review the course participation and attendance policy (above). Students who are registered for this course but do not attend the first two class meetings may be required by the professor to drop the course. This rule allows for early identification of class vacancies to permit students on the course waitlist to add classes. Students not allowed to remain in the course must complete a drop form or drop the course via CyberBear to avoid receiving a failing grade. Students who know they will be absent should contact the professor in advance.

Wikipedia: The “Truth by Consensus” is not reliable (and sometimes not valid). Wikipedia should not be cited in any assignment. Rather, you should become comfortable citing scholarly research and peer-reviewed sources as a graduate student at the University of Montana. Visit the Mansfield Library website and Google Scholar for resources. Reach out to me for further help, if necessary.

Academic Dishonesty (Plagiarism): Students must follow the University’s policies for academic dishonesty. More information can be found in the [Student Code of Conduct](#). All work submitted for this class must be your own. Duplicated work (e.g., work completed for another class) will be considered an act of self-plagiarism. Acts of academic dishonesty will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will be reported to the Academic Court. To avoid plagiarizing, cite each reference or source (direct quotes, paraphrases, *and* ideas and charts/graphs) you use and give proper credit for the ideas, opinions, and findings of others. When using the direct quotes, use quotation marks and appropriate citation (e.g., APA) that include the page number and work’s title. If you’re not sure if it’s plagiarism, err on the side of citation.

Moodle: This course is supported by Moodle. Please refer to the site regularly for additional readings, supplemental material, announcements, grades, assignment submissions, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word .doc or .docx files.

Sensitive Course Materials: Advanced degree programs seek to expand and challenge student assumptions, worldviews, and conceptions. Therefore, we engage with a wide range of material that do not necessarily affirm personal or broadly accepted understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

Disability Assistance: The University of Montana assures equal access to instruction through collaboration between students with disabilities and instructors. For more information, visit [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact DSS in Lommasson Center 154 or call 406/243.2243. As your professor, I will work with DSS to provide an appropriate modification.

Cultural Leave Policy: The University of Montana Cultural and Ceremonial Leave Policy states: Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Food and Housing Assistance: Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources: [UM Food Pantry](#) (or via @pantryUm on Twitter, @UMPantry on Facebook, um_pantry on Instagram). The ASUM Renter Center has compiled a [list of resources](#) for UM students experiencing or at risk of housing instability and food insecurity.

Appendix

Participation & Discussion

We will engage in collaborative discussions, personal reflections, and other practice activities in this course. My discussion expectations and details about discussions are provided below:

Discussion Expectations (Weeks 1, 2, 5, 7, 9, 11, & 15)
My expectations for discussion can be summarized as including: <ul style="list-style-type: none">› <u>Quality over quantity</u> (I do not have a minimum/maximum number of required posts; however, I expect us to engage in a thoughtful and challenging <i>dialogue</i>. Please note the deadlines for initial discussion posts throughout the syllabus.› <u>No “posting and ghosting”</u> (that is, dialogue)› <u>Remain on topic</u>› <u>Utilize evidence (i.e., empiricism)</u> - cite course materials, outside reliable sources› <u>Professionalism and respect</u>› <u>Inclusion, an open mind, and challenging ourselves</u>
Weeks 1, 2, 5, 7, 9, & 11: Online Moodle Discussions
I will provide the discussion prompts and specific expectations. Discussion weeks are designed to connect theory to practice and allow you to explore questions and strategies directly related to your EPP
Discussions will take place in small groups (you will not see every post from every student). Discussions will be Q&A style, you will not see your peers’ responses until you post your own (it can take up to 30 minutes for Moodle to register your response, please plan accordingly and be patient).
Week 15: Evaluator Colloquium Presentations via Zoom (during the date/time for which you signed-up)
Share your work this term with your colleagues
During the final week of class, you will share your evaluation proposal in a polished pitch presentation to your peers
Imagine that you’ve been hired as a consultant to undertake the evaluation you propose in the EPP. Now, you need to pitch your proposal to the executive administrators of your program. Your job is to make the case for your approach; including, the questions, methods, timeline, benefits, and limitations of your proposal. To do this, you will present a: <ul style="list-style-type: none">› Polished, 5-minute presentation› Using visual aids, as appropriate› Pitch that has all members of your team speak (if applicable) Each proposal will be followed with 5-10 minutes of question and answer, be prepared to both ask and answer your colleagues’ inquiries.

Evaluation Primer Project (EPP)

This semester, you will complete a multi-assignment, semester-long project designed to encourage your strategic and holistic thinking about program evaluation. For this project, you will research a public program or policy and devise a proposed [evaluation plan](#). Your evaluation plan will include information about what the evaluation is trying to do (what is to be evaluated, the purposes of the evaluation, and key evaluation questions) and how the evaluation will be done (what data will be collected, how and when, how the data will be analyzed, and how and when results will be reported).

[You may work in teams of two or three for this assignment.](#)

EPP Assignment 1: Program Briefing and Evaluation Memo (Due September 18 by 10:00pm Mountain)

This assignment provides the context for the public program or policy your EPP is focused on, *and* the need and broad purpose for evaluation. You will first need to identify the specific public program or policy you will use for the entire EPP. Then, compose a 4-5-page double-spaced memo that:

In roughly the first half of the memo:	<p>Introduce the history and context of the public program or policy. Extensive research is necessary to provide sufficient background on 1) the <u>need</u> for the program; 2) the <u>origin</u> of the public problem the program is designed to address; and 3) the program or policy <u>efforts</u> designed to ameliorate the situation.</p> <p>The first half of your memo should:</p> <ul style="list-style-type: none">› Describe the program or policy background› Discuss the program or policy purpose› Identify the targeted clients/intended beneficiaries of the policy or program› Articulate a framework or description of how the program or policy works
Then, in the remaining half of the memo:	<p>Make the case for <u>why</u> an evaluation is necessary and what administrators can <u>learn</u> from such an undertaking.</p> <p>The second half of your memo should:</p> <ul style="list-style-type: none">› Include the purpose(s) of your proposed evaluation› Identify the evaluation scope› Articulate 3-5 practical, key questions the evaluation will seek to answer and their importance› Coherently make the case for undertaking a program evaluation
The Nuts and Bolts	<ul style="list-style-type: none">› 4-5 double-spaced pages› At least five scholarly or trusted (i.e., government) sources› Written from the perspective of an evaluation expert› Written for an educated, but non-specialist audience› Follow memo formatting
Help with Memos	Read about writing memos here , here , and here

EPP Assignment 2: Evaluation Design (Due October 23 by 10:00pm Mountain)

For this assignment, you will develop an evaluation plan and logic model based on the program background and evaluation questions from Assignment 1. In 5-7 double-spaced pages, in this assignment you will:

Revise	Include any revisions or improvements to the evaluation questions from Assignment 1 (you will know more about the program or policy and can update them)
Include	After the updated evaluation questions, include: <ul style="list-style-type: none">› A Theory of Change› A complete Logic Model (including outcomes and indicators) You will use a Logic Model template (provided in Moodle) for this assignment. In addition to the template, you will provide commentary about the main components and assumptions of both your Theory of Change and Logic Model
Discuss	The evaluation design, including: <ul style="list-style-type: none">› The strengths of this approach› The limitations of this approach› A detailed evaluation timeline
Nuts and Bolts	<ul style="list-style-type: none">› 4-5 double-spaced pages› At least three scholarly or trusted (i.e., government) sources

EPP Assignment 3: Data Collection, Stakeholders, and Communication (Due December 4 by 10:00pm Mountain)

In this assignment, you will develop a partial data collection plan, identify program stakeholders, and consider how you would disseminate evaluation findings. For Assignment 3, present your EPP in a polished proposal format that includes a cover page, Assignment 1, Assignment 2, and Assignment 3. Assignment 3 will be comprised of 5-7 double-spaced pages that include:

A Data Collection Plan	Include a data collection plan that addresses what data are necessary to know if the program objectives are met (indicators). In this plan, include: <ul style="list-style-type: none">› Strategies for how the data should be collected, including <u>who</u> will collect the data, <u>how</u> they will collect the data, <u>when</u> they will collect the data, and from <u>whom</u> the data will be collected› Links between the data collection strategies and each evaluation question included in Assignment 1. Identify what data collection technique(s) and timing address each of your questions
Stakeholder Map	<ul style="list-style-type: none">› Identify program and evaluation stakeholders, and include a stakeholder power/influencer map› Describe what stakeholders will be involved in the evaluation, how they will be involved, and when
Dissemination	Include a discussion about how you would disseminate the findings of your evaluation <ul style="list-style-type: none">› Identify the audience(s) and communication tools you would engage

	<ul style="list-style-type: none"> › Include a commentary on why you selected these strategies/tools and not others
Limitations and the Future	<p>Limitations exist in all quality research and evaluation. At the end of your EPP</p> <ul style="list-style-type: none"> › Explore the potential challenges, including the social and political context of evaluation, that might encounter if you were to undertake the proposed evaluation › Discuss any data and/or design limitations to your plan › Include strategies that can be employed to overcome or control for identified obstacles › Consider what questions future evaluators should explore
Nuts and Bolts	<ul style="list-style-type: none"> › Approximately 14-20 pages (total) (Assignment 1+ Assignment 2 + Assignment 3) › Cover page › Proposal formatting › Cohesive and coherent flow that includes any updates/revisions to previous assignments