Course Number:  PPPA 6016_11

Course Title:  Public and Nonprofit Program Evaluation

Course Description:
This course is intended to give the student an appreciation of the contributions and limitations of public and nonprofit program evaluation along of a continuum of types and purposes, and a familiarity with the basic skills needed to conduct evaluations and support performance management. Emphasis will be given to coping with the conceptual, methodological, organizational, political, and ethical problems which face evaluators. The various tasks facing evaluators, from developing the questions to presenting the data, will be discussed. The specific issues addressed in class sessions are noted on the attached class schedule.

Instructor:  Teresa Derrick-Mills, PhD, Instructor

Contact Info:  tereder@gwmail.gwu.edu
                Cell: 301-980-2546

Office Hours:
I am committed to finding a time to meet that works for both of us. I am always available to meet 4:45-5:45pm on Mondays, but I don’t have an office space. Email me by 4:15pm and I will meet you somewhere on campus. Otherwise, please send an email with your preferred dates/times to meet in person or by phone at least two business days prior to your preferred meeting date. We will arrange a mutually convenient place/time.

Required Texts:


Evaluation Ethics for Best Practice, edited by Morris, Guilford Press

The professor will provide you with additional class preparation materials throughout the semester.
Student Learning Objectives:

Through course discussions, readings and assignments, students will develop knowledge and skills to enable them to:

1) Understand what program evaluation and perforce management are
2) Understand the uses of program evaluation and performance management, and how they are distinct, but can be complementary
3) Understand common pitfalls in program evaluation and performance management
4) Interpret program evaluation methodologies and the appropriateness for the program and goals of the evaluation
5) Design evaluation questions appropriate to the evaluation goals; select indicators and PM techniques appropriate to goals
6) Develop logic models and understand the value in program evaluation and performance management
7) Understand the continuum of client-evaluator relationships and the implications for ethical, methodologically sound work
8) Understand data collection options
9) Plan for data collection in the field
10) Understand considerations for design of formative, implementation, and impact evaluations
11) Critique evaluations on the appropriateness of their methodologies, findings, and likelihood of use
12) Understand the politics of program evaluation, performance measurement, and use in decision-making

Course Requirements:

How much you learn in this class will be dependent on both your attention to the readings and your level of participation in class. You cannot expect that you will be able to effectively participate in class if you do not perform the readings. Class time will be part lecture and part group exercises. You will engage in both individual and group assignments. The reality of program evaluation is it typically requires numerous interactions with clients, peers, subjects, and intended users; therefore it is important to engage with others during your classroom experience to practice those skills.

A. Class Participation (20%)

This includes both attendance in class and participation in class discussion. You cannot participate if you have not attended. Participation is part of the learning process for both the contributor and the listener. As public administrators you will interact with others inside and outside the workplace who think and understand things differently than you do. Program evaluation and performance measures require conversation with multiple stakeholders to assure a usable product. Classroom discussions provide a practice environment for learning how our thinking relates to others and for debating differences. You get two “gimmes” during the semester for missing class for any reason (e.g. no points deducted); students are expected to get
notes from classmates. You will lose ¼ point for each additional class missed. You can earn points back for class participation such as contributing thoughts, reporting back from your group, etc.

B. Journal Reflections (20%)
You will have four journal reflections during the course of the semester, each worth 5% of your grade. These are called journal reflections because they should be less formal in terms of your writing (you won’t be judged on grammar) and because they are designed to help you wrestle with what you are learning and what it means to you. The professor will provide specific prompts for response on Blackboard about a week before each entry is due, but the general themes are listed below:

- Reflection 1 due to Blackboard by 5:00pm on 10/3/16 (relationship between evaluation and performance management)
- Reflection 2 due to Blackboard by 5:00pm on 10/31/16 (ethics in program evaluation)
- Reflection 3 due to Blackboard by 5:00pm on 11/28/16 (evaluation critique process)
- Reflection 4 due to Blackboard by 5:00pm on 12/5/16 (politics of evaluation and use)

C. Evaluation Critique (35%)
Student Teams will critically review an evaluation selected from a pool of choices provided by the instructor. Students will work together to produce an 8-10 page critique of the evaluation based on principles learned in class. The professor will provide additional information about this assignment and students will form groups on 9/12/16. Assignment due to Blackboard by 5:00pm on 11/21/16.

D. Responding to an Evaluation Solicitation (25%)
Student Teams (different than the teams for the critique) will work together to respond to a solicitation selected from a pool provided by the instructor. Instructor will provide full information and teams will be formed on 10/3/16.

This is a two-part assignment.
- Team solicitation proposal: 15%
- Team presentation of proposal: 10%

Outside Speakers
The professor may bring in speakers during the semester to share their evaluation and performance management experiences.
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<tr>
<th>Wk</th>
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<th>Class Theme</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29/16</td>
<td>Introduction to the Course and Overview of Program Evaluation and Performance Management</td>
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|    |          | No Class Prep  
|    |          | - Go over syllabus and course expectations  
|    |          | - Discuss Olympics success in small groups  |
|    |          | Assignments  
|    |          | - Respond to questions posed by professor  |
| 2  | 9/12/16  | Understanding the Pitfalls and Challenges of Program Evaluation and Performance Management |
|    |          | Class Prep  
|    |          | - Handbook, CH 26  
|    |          | Assignments  
|    |          | None, but tonight we will discuss the Evaluation Critique Assignment and Form Groups |
| 3  | 9/19/16  | Continuum and complementarities of program evaluation and performance management |
|    |          | Class Prep  
|    |          | - Handbook, CH 1 and 5  
|    |          | - Performance Measurement to Evaluation, Peter Tatian, The Urban Institute: http://www.urban.org/research/publication/performance-measurement-evaluation-0  
|    |          | - Forthcoming chapter from Nonprofits & Government: Collaboration and Conflict by Fyffe, Derrick-Mills, and Winkler (see Blackboard)  
|    |          | - How the state of Mississippi uses evidence-based budgeting to increase returns on investment: http://govinnovator.com/toby-barker/  
|    |          | - Using food banks to fight diabetes: http://govinnovator.com/hilary_seligman/  |
|    |          | Assignments  
|    |          | None  |
| 4  | 9/26/16  | Interpreting Program Evaluation Methodologies |
|    |          | Class Prep  
|    |          | - Handbook CH 6, 7, and 8  
|    |          | - DC Commuter Parking RCT: https://www.ncjrs.gov/pdffiles1/nij/grants/236740.pdf (we will return to this one periodically throughout the course)  
### Weekly Class Preparation and Assignments

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<td><strong><a href="http://www.pewtrusts.org/~/media/assets/2015/06/results_first_clearinghouse_database_user_guide.pdf">http://www.pewtrusts.org/~/media/assets/2015/06/results_first_clearinghouse_database_user_guide.pdf</a></strong></td>
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<td><strong>Supplemental Reading</strong>&lt;br&gt;Estimating the Counterfactual:&lt;br&gt;<a href="http://inq.sagepub.com/content/53/0046958016634991.full.pdf+html">http://inq.sagepub.com/content/53/0046958016634991.full.pdf+html</a>&lt;br&gt;Teaching for All? Teach for America’s Effects Across the Distribution (see Blackboard)&lt;br&gt;Year Up Case Study:&lt;br&gt;<a href="http://www.acf.hhs.gov/sites/default/files/opre/cpioscalingupyearup_b508.pdf">http://www.acf.hhs.gov/sites/default/files/opre/cpioscalingupyearup_b508.pdf</a></td>
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<td>5</td>
<td>10/3/16</td>
<td>Developing and using logic models for program evaluation and performance management</td>
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<td>Assignments Due&lt;br&gt;Will discuss the Solicitation Proposal Assignment and Form Groups.&lt;br&gt;Individual reflections on relationship between evaluation and performance management; due 5pm on 10/3/16</td>
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<td>6</td>
<td>10/10/16</td>
<td>Designing evaluation questions appropriate to the evaluation goals</td>
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<td>Class Prep&lt;br&gt;• Instructor will assign</td>
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<td>Assignments Due&lt;br&gt;None</td>
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<td>7</td>
<td>10/17/16</td>
<td>Understanding the Continuum of Client-Evaluator Relationships</td>
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<td>Class Prep&lt;br&gt;• Handbook CH 2 and 12&lt;br&gt;• Test, learn, and adapt:: <a href="http://govinnovator.com/adam-sacarny/">http://govinnovator.com/adam-sacarny/</a>&lt;br&gt;• Evaluation, Not Development Evaluation (Carden, 2013). See Blackboard</td>
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<td>Assignments Due&lt;br&gt;None</td>
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<td>8</td>
<td>10/24/16</td>
<td>No Class – Fall Break</td>
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<td>9</td>
<td>10/31/16</td>
<td>Data Collection and Measurement Issues, Part 1</td>
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<td>Class Prep&lt;br&gt;• Handbook CH 9, 13, an 14 (instructor will divide up readings)&lt;br&gt;• Understanding OMB and IRB criteria (Professor will provide links)&lt;br&gt;• Big data and implications for human subjects:&lt;br&gt;<a href="http://www.nextgov.com/health/2015/09/what-big-data-social-media-and-mobile-tech-mean-federal-research/122099/?oref=govexec_today_nl">http://www.nextgov.com/health/2015/09/what-big-data-social-media-and-mobile-tech-mean-federal-research/122099/?oref=govexec_today_nl</a></td>
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<td>Assignments Due&lt;br&gt;Individual journal reflection on ethics in program evaluation and performance management (need to have read the ethics book before responding to this prompt); due 5pm on 10/31/16</td>
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<td>10</td>
<td>11/7/16</td>
<td><strong>Data Collection and Measurement Issues, Part 2</strong></td>
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| 11 | 11/14/16   | **Analyzing the Data**                                                                                                                       | • Handbook, CH 22 and 23  
• How will we know good qualitative research when we see it? (Devers) See Blackboard.  
• TED Talks: Worst Place to Park in NYC using Big Data [https://www.ted.com/talks/ben_wellington_how_we_found_the_worst_place_to_park_in_new_york_city_using_big_data](https://www.ted.com/talks/ben_wellington_how_we_found_the_worst_place_to_park_in_new_york_city_using_big_data) | None                                      |
| 12 | 11/21/16   | **Understanding the politics of program evaluation and performance management**                                                             | Broadening the Evidence Base [http://ssir.org/articles/entry/broadening_the_evidence_base_without_defining_evidence_down?utm_source=Enews&utm_medium=Email&utm_campaign=SSIR_Now&utm_content=Title](http://ssir.org/articles/entry/broadening_the_evidence_base_without_defining_evidence_down?utm_source=Enews&utm_medium=Email&utm_campaign=SSIR_Now&utm_content=Title) | Group evaluation critique due; 5pm 11/21/16 |
| 13 | 11/28/16   | **Improving evaluation use**                                                                                                                  | • Handbook, CH 27 and 30  
• Evaluation in the practice of development (Ravallion 2008). See Blackboard. | Individual journal reflection on the evaluation critique process; due 5pm on 11/28/16 |
| 14 | 12/5/16    | **Reflecting Back and Looking Forward**                                                                                                | • Handbook, CH 26 and 31  
• Wake County Public Schools: [http://govinnovator.com/matthew-lenard/](http://govinnovator.com/matthew-lenard/)  
  • Review of previously discussed items through new lenses  | Individual journal reflection on politics of evaluation and use; due 5pm on 12/5/16 |
|    | 12/12/16   | **Team Solicitation Presentations and Proposals; submit to BB by 5pm on 12/12/16**                                                             |                                                                                                                                                                                                            |                                          |
Required Textbooks:

Evaluation Ethics for Best Practice, edited by Morris, Guilford Press (Ethics)

Other regular sources of class prep materials:
- Andy Feldman’s GOV Innovator Podcast/Audio Blog (GOVblog): http://govinnovator.com/andy/ (need to have audio access)
- TED Talks
- American Evaluation Association
Policies in The Trachtenberg School Courses:

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit our website for the complete CCAS policy on incompletes.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. Academic Honesty: Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. See the GW Academic Integrity Code (http://www.gwu.edu/~integrity).

5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester. Excused absences will be given for absences due to religious holidays as per the university schedule, but please advise the instructor ahead of time.

7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office. (http://www.gwired.gwu.edu/dss)

University Policies

University Policy on Religious Holidays

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students Outside the Classroom

**Disability Support Services (DSS)**
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

**Mental Health Services 202-994-5300**
The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

**Academic Integrity Code**
Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity