Texas A&M University, Corpus Christi
PADM 5335 -001
Program Evaluation
Spring 2012      Tues. 7:00-9:30p.m.      Bay Hall: 201
Josie Gatti, Assistant Professor
Phone: 361-825-5511        Office: Bay Hall 3.03
Email: Josie.Gatti@tamucc.edu
Office Hours: Monday 4:00pm –7:00pm, Tuesday & Thursday 3:30pm -5:30pm
*never hesitate to email!

Course Description

What is a public programs’ objective and how do we know the program is successfully achieving that objective? Is the program efficient, effective or equitable? These questions are fundamental to government administration and management. However, these are not easy questions to answer. Public programs are initiated, implemented and evaluated in complex environments with limited resources. This course will identify the many limitations to public program evaluation and provide methods and skills to overcome them.

This course incorporates lecture, discussion, skills based activities and student prepared evaluations. The course is conducted as a web-enhanced course. A web-enhanced course is one that uses Blackboard 9.1 in order to facilitate and enhance learning that is done in the classroom.

In addition to course content this course should:

- Encourage critical inquiry by promoting skepticism and providing a scientific method to seek truth.
- Develop lifelong learning by demonstrating that you can answer empirical questions yourself.
- Promote meaningful service by providing the skills to solve real world problems.

Course Goals

This course is an introduction to evaluation and a practicum, designed to hone marketable skills that will help you in your professional life. Students will explore a range of public problems, identify issues in evaluating them and develop plans to evaluate them. Students will become familiar with different types of program evaluation, including: needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. We will cover experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. In addition we will focus on the issues of evaluation in one particular policy arena in depth, affordable urban housing. The course concludes with each student designing an evaluation of a public program of their choosing.
**Student Learning Objectives**

- Explain and explore the need to evaluate public programs
- Understand the effects of social and cultural factors on program evaluation
- Study methodologies for program evaluation and apply them to real programs
- Develop experimental and quasi-experimental program evaluation designs
- Identify elements of a logic model in a range of public problems
- Construct program theories
- Select or develop appropriate measurement tools
- Practice writing performance measures for a range of public programs
- Identify consequences of poor measures in performance measurement
- Understand methods to enhance utilization of evaluation
- Practice presenting evaluations
- Have a critical grasp of ethical issues at each stage of the evaluation process

**Required Texts**


2. Emison, Gerald (2007). Getting From Ideas to Outcomes Practical Program Evaluations. CQ Press


**Additional Resources**

- (AEA) American Evaluator Association [www.eval.org](http://www.eval.org)
- (GAO) Government Accountability Office [www.GAO.org](http://www.GAO.org)
- (GPRA) Government Performance and Results Act
Course Requirements

Focused Reading Notes (Barkley, 2010)

Students will create and submit focused reading notes, or written summaries of readings, before the scheduled lecture (turned in by Sunday at noon the day before a scheduled lecture via Blackboard 9.1). Summaries should clarify main points. Summaries should be approximately 300 words per chapter assigned and should be in an outline format. You may also want to write down any questions or clarifications that you would like me to address in the lecture. I will read the summaries before the lecture.

- Summaries will develop reading comprehension and improves students' ability to translate technical information into their own words. They will also serve to prepare the class for in-class discussion and later assignments.

Late summaries will not be accepted. The lowest summary grade will be dropped from your final grade.

Activities

Four activities are assigned throughout the semester. Further information bout the activities will be provided on the first day of class. Activities include:

1. Identify the major parts, concepts and issues in a current public program evaluation
   Due: Feb. 19 at noon
2. Identify elements of the logic model in a current public program - construct a program theory
   Due: March 4 at noon
3. Describe the concept, measure and data being used in a current public program
   Due: April 1 at noon
4. Write performance measures and how data will be collected for a current public program
   Due: April 19 at noon

- Activities will prepare students to identify and solve issues in program evaluations.

Activities submitted between 1 and 3 days late will be marked down by one letter grade. After three days the Activity will be marked down a letter grade per day.

Evaluation plan

Students will identify a current public program of interest. They will prepare a plan to evaluate the program. More information will be provided the first day of class. Essentially,
the Plan will include: background, stated objectives, stakeholders, political and cultural influences, program theory, research design, measurement and data.

- The purpose of the Plan is to apply skills developed during the course to evaluating a current public program

Late evaluation plans will be marked down a letter grade per day.

Extra Credit

As this is a skills based course I believe practice makes perfect. Students may turn in up to five additional, Activity One, for five different public programs. For each well done Activity you can receive up to 5 points added to your final grade for a total of 25 additional points available. All extra credit must be submitted by April 30, 2012.

Grading

<table>
<thead>
<tr>
<th></th>
<th>10 points each/ lowest is dropped</th>
<th>80 points</th>
<th>28%</th>
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<tbody>
<tr>
<td>Reading Summaries</td>
<td></td>
<td>80 points</td>
<td>28%</td>
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<tr>
<td>Activities</td>
<td>30 points each</td>
<td>120 points</td>
<td>44%</td>
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<tr>
<td>Evaluation Plan</td>
<td>80 points</td>
<td>80 points</td>
<td>28%</td>
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<td>280 points</td>
<td>100%</td>
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A – 252 and above
B – 224
C – 196
D – 168
F – 140 and below

*changes to grade structure are at the discretion of the professor

ANY SYLLABUS REVISION IS AT THE DISCRETION OF THE PROFESSOR BUT WILL BE PRECEDED BY REASONABLE NOTICE TO THE STUDENTS. CHECK BLACKBOARD, @TAMUCC.EDU EMAIL AND WITH PEERS OFTEN.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan. 23</td>
<td>Introduction and Requirements Explained</td>
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<tr>
<td>Jan. 30</td>
<td>The Landscape of Program Evaluation</td>
<td>Emison 1-3 Goetz 1</td>
<td>Summary due Jan. 29 at noon</td>
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<tr>
<td>Feb. 6</td>
<td>Key Concepts in Program Evaluation</td>
<td>McDavid &amp; Hawthorn 1</td>
<td>Summary due Feb. 5 at noon</td>
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<td>Feb. 13</td>
<td>Cont.</td>
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<tr>
<td>Feb. 20</td>
<td>Logic Models</td>
<td>McDavid &amp; Hawthorn 2</td>
<td>Summary due Feb. 19 at noon</td>
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<tr>
<td>Feb. 27</td>
<td>Cont.</td>
<td>Goetz 2 – 4</td>
<td>Discussion Leaders 1</td>
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<tr>
<td>March 5</td>
<td>Research Design</td>
<td>McDavid &amp; Hawthorn 3</td>
<td>Summary due March 4 at noon</td>
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<tr>
<td>March 12</td>
<td>SPRING BREAK</td>
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<td>March 19</td>
<td>Cont.</td>
<td></td>
<td></td>
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<td>March 26</td>
<td>Measurement</td>
<td>McDavid &amp; Hawthorn 4</td>
<td>Summary due March 25 at noon</td>
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<tr>
<td>April 2</td>
<td>Qualitative Evaluation</td>
<td>McDavid &amp; Hawthorn 5</td>
<td>Summary due April 1 at noon</td>
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<td>April 9</td>
<td>Cont.</td>
<td>Goetz 5-7</td>
<td>Discussion Leaders 2</td>
</tr>
<tr>
<td>April 16</td>
<td>Needs Assessments</td>
<td>McDavid &amp; Hawthorn 6</td>
<td>Summary due April 15 at noon</td>
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<td>April 23</td>
<td>Performance Measurement and Economic Analysis</td>
<td>McDavid &amp; Hawthorn 7-10</td>
<td>Summary due April 22 at noon</td>
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<td>April 30</td>
<td>Being an Evaluator</td>
<td>McDavid &amp; Hawthorn 11 &amp; 12</td>
<td>Summary due April 19 at noon</td>
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<td>May 7</td>
<td>Cont.</td>
<td>Goetz 8-9</td>
<td>Discussion Leaders 3</td>
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Course Policies

Classroom Conduct:

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Teacher Student Communications should be: in-person during office hours, through @tamucc email, or through BlackBoard messaging feature. You can expect a 24 hour response.

Writing:
Do your best to complete assignments and answer questions completely within the designated length guidelines. All assignments must be well-edited. Please use title pages, page numbers, one-inch margins, double space and use headings and subheadings when appropriate.
Use the in-text and works cited format provide by the America Psychological Association (APA).
Please review the links below for specific guidelines on use of APA style:
http://www.library.unlv.edu/help/style.html
http://www.library.unlv.edu/inst/apapdf.pdf
http://owl.english.purdue.edu/owl/resource/560/01/

If I find your basic writing skills to be substandard I will ask you to seek guidance at the TAMUCC writing center. Please do so promptly. http://casa.tamucc.edu/wc.php

Academic Misconduct
Academic integrity is a great concern for me and should be for you! Your work should be your own! When appropriate properly attribute using proper citation and formatting. This is not only my policy it the policy of Texas A & M University, Corpus Christi as noted in the Student Code of Conduct. Students who violate any aspect of the Student Code of Conduct, including cheating or plagiarizing are subject to receiving a zero on the assignment, and being reported to the Department of Student Affairs. If you have questions about how to avoid penalization PLEASE ASK!

*Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.
**ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

*** Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.