



## Program Evaluation (PADM 5383 §01)

**Professor:** Tom Haase  
**Email:** haase@shsu.edu  
**Office:** CHSS #489

**Classroom:** Online  
**Time:** Online  
**Office Hours:** M&T 11-12; by appointment

### Course Description

In recent years, public and nonprofit organizations have come under increased pressure to systematically evaluate (and justify) their program processes, outputs and outcomes. This course introduces students to the field of program evaluation. In doing so, the course has two objectives. The first objective is to enable students **to gain factual knowledge** about the terminology, history, methods and trends related to program evaluation. To achieve this objective, students will be introduced to a variety of topics. For instance, students will learn about the types of evaluations that are available for program assessment, the questions that need to be answered during the course of an evaluation, the methods (quantitative and qualitative) used to conduct an evaluation, and the challenges associated with evaluation activities. The second objective is to enable students **to apply the course material to improve their thinking** about how to conceptualize and evaluate organizational programs, processes, outputs and outcomes. To achieve this objective, students will be asked to apply the knowledge that they have acquired during the semester to a series of discussions and real-world case study exercises.

### Learning Outcomes

Upon the successful completion of this course, students will be able to:

1. Describe the history of program evaluation as a process of inquiry;
2. Describe the different types of evaluations and their respective designs;
3. Explain how to engage and analyze stakeholders during the evaluation process;
4. Explain how to use a logic models during the evaluation process;
5. Summarize the most common data collection procedures used in program evaluation; and
6. Apply their factual knowledge about program evaluation to develop an evaluation plan for a real-world program managed by a public or nonprofit organization.

### Course Textbook

Wholey, Joseph S., Harry P. Hatry, and Kathryn E. Newcomer. *Handbook of Practical Program Evaluation*. 4<sup>th</sup> ed. San Francisco, CA: Jossey-Bass (the 3<sup>rd</sup> edition also acceptable).

# Course Policies

**Communication:** Email is the best way to reach me. I will do my best to respond to email within 24 hours during the week, and within 48 hours during the weekend.

**Evaluation:** The grade that students will earn in this course will be based upon the following:

Assignment	Weight
Reading Logs	20%
Class Discussions	20%
Exercises	30%
Final Project	30%
<b>Total</b>	<b>100%</b>

**Assignments:** The following is a description of each assignment. A more in-depth description (*sometimes a video*) and a rubric for how I will grade (*where appropriate*) will be posted (*when appropriate*) about each assignment on the assignments section of the class site. I will do my best to complete the grading with 48 hours of the submission deadline.

- **Reading Logs:** Each week, you will post a log of their readings by Tuesday at 11:59 pm. You will use the template provided on Blackboard in the Reading Log section under Course Materials. You can copy and paste your log into the Reading Log. This is not meant to be busy work! Your Reading Log will help you understand what you are reading and highlight where there are questions or misunderstandings of the material. This log will also become your guide to program evaluation when you prepare for your final project and comprehensive exams.

- **Class Discussions:** Every week students will be required to participate in class discussions. Participation in these discussions is essential to your success in this class and requires more than a one-time log in on your part. We expect you to be fully engaged in the class discussions, as it will enable you to share and explore ideas. Feel free to make connections between the course materials and your own experiences. Remember to abide by the principles respect and good taste.

- **Exercises:** You will complete three exercises during the course of the semester. These exercises will draw upon the readings and ask the students to put into practice the concepts that they are learning about. Additional information about the exercises will be posted on Blackboard.

- **Final Project:** You will complete a final project at the end of the semester. The final project will be comprehensive, meaning it will ask students to draw upon all of the readings covered in class, and ask the students to apply their knowledge to a real-world situation. Additional information about the exercises will be posted on Blackboard. The final project will be due on Sunday, December 4<sup>th</sup> at 11:59 pm. Final projects that are submitted late will not be accepted.

**Grade Scale:** This course will be graded on a 100-point scale as follows:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and lower

**Student Conduct:** Students must honor the principles of academic honesty, as expressed by the Sam Houston State University's *Code of Student Conduct and Discipline*. A copy of the *Code* can be found online at: [www.shsu.edu/students/guide](http://www.shsu.edu/students/guide).

**Citation Guidelines:** Students must properly document all sources, including ideas, quotations, and material taken from the internet. This course does not require students to use a particular citation style in their assignments and papers. Students who need help with citations should visit the following website: <http://shslibraryguides.org/citations>.

**Blackboard:** Detailed information about the topics covered during each unit/week of the semester, the flow of unit/weekly activities, and the assignment deadlines can be on Blackboard.

## Course Schedule<sup>1</sup>

UNIT/WEEK	TOPICS AND READINGS	DELIVERABLES
<b>1</b>	<b>Course Introductions</b> – Course Materials	U01 Class Discussion
<b>2</b>	<b>Setting the Scene</b> – Weiss (1998), Chapter 1 – GAO Pamphlet – AEA Guiding Principles – Morris (2011)	U02 Reading Logs U02 Class Discussion
<b>3</b>	<b>History of Program Evaluation</b> – Pawson and Tilley (2010), Chapter 1	U03 Reading Logs U03 Class Discussion
<b>4</b>	<b>Useful and Purposeful Evaluations</b> – Wholey (2015), Chapter 1 {1} – Weiss (1998), Chapter 2	U04 Reading Logs U04 Class Discussion
<b>5</b>	<b>Stakeholder Analysis</b> – Wholey (2015), Chapter 2 {2} – Bryson (2004) – Bryson <i>et al</i> (2011)	U05 Reading Logs U05 Class Discussion <b>U05 First Exercise***</b>
<b>6</b>	<b>Logic Models</b> – Wholey (2015), Chapter 3 {3} – Kellogg Foundation Guide – Savaaya and Waysman (2005)	U06 Reading Logs U06 Class Discussion

<sup>1</sup> For reference, chapter numbers for Wholey (2010) are indicated in brackets, e.g. {1}.

<b>7</b>	<b>Exploratory Evaluations</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 4 {4}</li> <li>– JRSA Report (2003)</li> <li>– Cortell and Carder (2011)</li> </ul>	U07 Reading Logs U07 Class Discussion
<b>8</b>	<b>Performance Evaluations</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 5 {5}</li> <li>– Schreier (2010)</li> </ul>	U08 Reading Logs U08 Class Discussion
<b>9</b>	<b>Evaluation Design</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 6 {6}</li> <li>– Wholey (2015), Chapter 7 {7}</li> <li>– Banberger et al (2004)</li> </ul>	U09 Reading Logs U09 Class Discussion <b>U09 Second Exercise***</b>
<b>10</b>	<b>Quantitative Data</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 13 {11}</li> <li>– Wholey (2015), Chapter 14 {12}</li> <li>– Wholey (2015), Chapter 16 {13}</li> <li>– Wholey (2015), Chapter 17 {14}</li> </ul>	U10 Reading Logs U10 Class Discussion
<b>11</b>	<b>Qualitative Data</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 18 {15}</li> <li>– Wholey (2015), Chapter 19 {16}</li> <li>– Wholey (2015), Chapter 20 {17}</li> <li>– Wholey (2015), Chapter 21 {18}</li> </ul>	U11 Reading Logs U11 Class Discussion
<b>12</b>	<b>Basic Data Analysis</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 23 {20}</li> <li>– O’Sullivan (2011), Chapter 5</li> </ul>	U12 Reading Logs U12 Class Discussion
<b>13</b>	<b>Writing the Evaluation</b> <ul style="list-style-type: none"> <li>– Wholey (2015), Chapter 26 {23}</li> <li>– Wholey (2015), Chapter 27 {24}</li> <li>– Wholey (2015), Chapter 28 {25}</li> <li>– Sridharan and Nakaima (2010)</li> </ul>	U13 Reading Logs U13 Class Discussion <b>U13 Third Exercise***</b>
<b>14</b>	<b>Thanksgiving</b>	Eat Turkey
<b>15</b>	<b>Final Project</b>	<b>Final Project***</b>

# University Policies

**Academic Dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#).

**Student Absences on Religious Holy Days Policy:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the policy, see: [www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf](http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf)

**Students with Disabilities Policy:** It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the Office of Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. **NOTE:** No accommodation can be made until you register. For a complete listing of the university services and policies for students with disabilities, see: <http://www.shsu.edu/dept/disability>.

**Classroom Visitors:** Only registered students may attend class. Exceptions can be made on a case-by-case basis. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.