The Trachtenberg School of Public Policy and Public Administration
Fall 2018

Course Number: PPPA 8164

Course Title: Seminar on Program Evaluation

Course
Description: Doctoral seminar on theory and practice in public and nonprofit program evaluation. The broad range of approaches undertaken, current controversies in the field, and the political and ethical context for evaluators are addressed.

Prerequisites: None

Professor: Dr. Kathryn Newcomer
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E-mail: newcomer@gwu.edu
Office hours: Monday 2pm to 5pm, Tuesday 2pm to 6pm
and by appointment
NOTE: I am here everyday, so please feel free to drop by anytime or email me to tell me when you want to drop by.

Required
Textbooks:

Alkin, M. C. (ed) (2013) *Evaluation Roots: A Wider Perspective of Theorists' Views and Influences, 2nd Edition*. Thousand Oaks, CA: Sage Publications, Inc.

Dahler-Larsen, Peter. (2012) *The Evaluation Society*. Stanford, CA: Stanford University Press.

Green, Jennifer. (2007) *Mixed Methods in Social Inquiry Jossey-Bass, 2007.*

Patton, M. Q. (2008). *Utilization-Focused Evaluation. 4th Edition*. Thousand Oaks, CA: Sage Publications, Inc.

Patton, M. Q. (2011) *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. Guilford Press.

Patton, M. Q. (2018) *Princples-Focused Evaluation*. Guilford Press.

Pawson, Ray(2013) *The Science of Evaluation: A Realist Manifesto..* Thousand Oaks, CA: Sage Publications, Inc.

Shadish, W.R., Cook, T.D. & Leviton, L.C. (1991). *Foundations of Program Evaluation: Theories of Practice*. Newbury Park, CA: Sage Publications, Inc.

Williams, Bob and Richard Hummelbrunner (2011) *Systems Concepts in Action: A Practitioner's Toolkit*. Stanford, CA: Stanford University Press.

And additional readings that are placed on blackboard.

Student Learning Objectives:

Course content and requirements are designed to develop students' knowledge and skills in:

1. Understanding the diversity of ontological and epistemological preferences promoted and applied in program evaluation theory and practice;
2. Understanding the various theoretical approaches underlying evaluation practice;
3. Framing and developing good evaluations approaches;
4. Designing evaluations to provide appropriate comparisons to address useful evaluation questions;

Classroom Expectations:

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process and works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

Respect for Diversity:

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions on how to help me succeed with this are encouraged and appreciated.

Course Requirements:

1. <u>Class participation</u>. The class is a doctoral seminar, relying on active participation by all students. I expect students to attend every class, complete all readings, and participate fully in class discussion (15% of grade).

2. <u>Written Assignments (</u> NOTE: I intend for all of the written assignments to become part of a portfolio that all students will take away from the course. For example, we will divide up all of the theorists so you will each write up a brief on "yours" to share. I will also ask for volunteers to lead the discussion each week- so we will divide up the work. I appreciate that there is a lot of reading, but this is the focus for about 40% of your field exam and they are all books you should have on your shelf)<u>:</u>

   a. Summary of one Theorist's Approach and Influence (30%)
   b. Briefing on articles related to readings on weeks noted in syllabus (20%)
   b. Research Paper: Students are asked to prepare a research paper on a specific line of evaluation theory or new trends in evaluation practice. (35% of grade). NOTE: An outline of your paper is due Oct. 2, and you are asked to provide an oral briefing of 15 minutes on Dec. 4. All students should meet with the instructor well ahead of finalizing the paper topics.

Class Schedule and Assignments

<u>Session 1 (Aug. 28)</u>

Introduction to the Course and Overview of Evaluation Practice

Readings:
       Dahler-Larsen text
       House Article on metaphors
       Patton article on metaphors

<u>Session 2 (Sept. 4)</u>

Evaluation Theories and Models

Readings:
       Shadish,Cook,& Leviton text, chapters 1-?
       Alkin text, Chapters 1-?

<u>Session 3 (Sept. 11)</u>

Evaluation Theories and Models, continued

Readings:
       Shadish,Cook,& Leviton text
       Alkin text
       Carden and Alkin article

<u>Session 4 (Sept. 18)</u>

Evaluation Theories and Models, continued

Readings:
       Shadish,Cook,& Leviton text
       Alkin text

<u>Session 5 (Sept. 25)</u>

Evaluation Theories and Models, continued

Readings:

Shadish,Cook,& Leviton text
Alkin text

Sessions 6 (Oct. 2) and Session 7 (Oct. 16) (No class on October 9)

Complexity and Systems Applications in Evaluation

Readings:
Patton, *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*.
Williams and Hummelbrunner text

Session 8 (Oct. 23) (No Class on October 30)

Realist Evaluation

Readings:
Pawson

Session 9 (Nov. 6) and Session 10 (Nov. 13)

Utilization–focused Evaluation

Readings:
Patton, *Utilization-Focused Evaluation. 4ᵗʰ Edition*

Session 11 (Nov. 20)

Mixed Methods in Evaluation

Readings:
Green, *Mixed Methods in Social Inquiry.*

Session 12 (Nov. 27)

Evaluation and Monitoring in International Development

Readings:

an Article Chosen by Each Student - for ideas see
http://www.3ieimpact.org/database_of_impact_evaluations.html

Session 13 (Dec. 4)

Evaluation Capacity Building, and Theory-Based Evaluation

Student Presentations
 and Course Overview

Reading: Patton, *Principles-Focused Evaluation*

Final Papers Due Dec. 18th.

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.

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, modify content and requirements during the semester.

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