The Trachtenberg School of Public Policy and Public Administration
Fall 2020

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: I am available everyday, so please feel free to email me to
tell me when you want to chat.

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.

Kendi, Ibram X. (2019) *How to be An Antiracist*. New York: One World.

Patton, M. Q. (any of more recent editions). *Utilization-Focused*
Evaluation. Thousand Oaks, CA: Sage Publications, Inc.

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

(See alibris.com for great buys on books)

<u>Student Learning Objectives:</u> 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;

<u>Classroom Expectations</u>:

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. Class participation. 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. Written Assignments. 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):

   a. Summary of one Theorist's Approach and Influence (30%)
   b. Briefings on 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. 5, and you are asked to provide an oral briefing of 15 minutes on Nov. 30. All students should meet/chat with the instructor well ahead of finalizing the paper topics.

Class Schedule and Assignments

Session 1 (Aug. 24)

Introduction to Course and Addressing Racism in Evaluation Policy and Practice

Readings:

      Kendi book
      Urban Institute Paper

Session 2 (Aug. 31) **NOTE: We meet on Labor Day this year!**

An Overview of Evaluation Practice

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

Session 3 (Sept. 7)

Evaluation Theories and Models

Readings to be Spread over 3 sessions:
      Shadish,Cook,& Leviton text
      Alkin text
      Carden and Alkin article

Session 4 (Sept. 14)

Evaluation Theories and Models, continued

Readings:
      See above

Session 5 (Sept. 21)

Evaluation Theories and Models, continued

Readings:

See above

Sessions 6 (Sept. 28) and Session 7 (Oct. 5)

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. 12)

Realist Evaluation

Readings:
 Pawson

Session 9 (Oct. 19) and Session 10 (Oct. 26)

Utilization–focused Evaluation

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

Session 11 (Nov. 2)

Mixed Methods in Evaluation

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

Session 12 (Nov. 9)

Evaluation and Monitoring in International Development

Readings: Chapter by Bamberger, Vaessen and Raimondo on Blackboard

Plus an evaluation chosen by each Student - for ideas see
    http://www.3ieimpact.org/database_of_impact_evaluations.html

<u>Session 13 (Nov. 16)</u>

Evaluation Capacity Building

Readings: Cousins et al. on BB

<u>Session 14 (Nov. 23)</u>

Student Presentations

No Readings

<u>Session 15 (Nov. 30)</u>

Class Overview

Readings: TBA

<u>Final Papers Due Dec. 14<u>th</u>.</u>

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.

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 policy on observance of religious holidays

In accordance with University policy, 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. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

Support for students outside the classroom

Virtual academic support

A full range of academic support is offered virtually in fall 2020. See coronavirus.gwu.edu/top-faqs for updates.

Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help

Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support

8

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning

Writing Center

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See gwu.mywconline.

Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services to establish eligibility and to coordinate reasonable accommodations. disabilitysupport.gwu.edu

Counseling and Psychological Services 202-994-5300

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services

Safety and Security

- In an emergency: call GWPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook
- In an active violence situation: Get Out, Hide Out, or Take Out. See go.gwu.edu/shooterpret
- Stay informed: safety.gwu.edu/stay-informed

9

Out of Class Learning
Average minimum amount of independent, out-of- class, learning expected per week: In a 15 week semester, including exam week, students are expected to spend a minimum of 5.5 hours of out-of- class work in addition to each class meeting, for a total of 112.5 hours total (counting the 2 hour class meetings).