The Trachtenberg School of Public Policy and Public Administration
Fall 2022
(As of: 8/27/22)

Basic Course Information

Course Number: PPPA 6016-10; Tuesday Section

Course Title: Public and Non-Profit Program Evaluation

Class Time: 6:10 – 8:00 p.m.

Class Location: MPA Room 305, (805 21 Street, NW)

Course Description:
This course is intended to give the student an appreciation of the contributions and limitations of public and non-profit program evaluation, as well as a familiarity with the basic skills needed to conduct evaluations. The tasks involved in conducting evaluations for program improvement will be discussed, from developing a logic model and evaluation questions to presenting data and offering recommendations. Emphasis will be given to coping with the conceptual, methodological, organizational, political, and ethical problems which face evaluators. An overview of the role for evaluation in evidence-based policymaking and issues related to evaluation capacity and practice will be discussed. The specific issues addressed in class sessions are noted on the attached class schedule.

Prerequisites:
Preferably PPPA 6002 or an equivalent basic course on research design.

Professor:
Yvonne M. Watson, PhD
Telephone: 703-560-7175 (cell)
Email: ywatson@gwu.edu

Office hours: By appointment.
NOTE: I work full time outside of GWU. However, I welcome meetings outside of class by phone or virtually. Please call, text, or email me to arrange meetings about assignments outside of class.

As of August 2022. Syllabus subject to change.

Course Approach and Expectations

Student Learning Objectives:
Through course discussions, readings, and assignments, students will develop knowledge and skills to enable them to:
1. develop program logic models;
2. develop evaluation questions;
3. understand the difference between process/implementation, outcome, and impact evaluations;
4. recognize useful performance measures and performance measurement systems;
5. understand key elements of data collection instruments for an evaluation;
6. identify pertinent professional standards and ethical principles affecting specific dilemmas confronting evaluators in the field;
7. critically assess the soundness and quality of evaluation methods and
8. recognize useful recommendations based on evaluation findings.
9. develop knowledge of culturally responsive evaluation; and
10. understand the key elements of user-oriented reports;

Method of Instruction:
The tasks and constraints facing professionals involved in the design and implementation of program evaluations are explored by class participation in both in-class and written exercises. Questions and problems facing both evaluators and managers of programs being evaluated are examined.

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. At the same time, higher education 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. Your suggestions on how to help me succeed with this are encouraged and appreciated.

General Content Warning:
The content and discussion throughout this course will often engage with difficult to hear content. You may find that examples of programs and issues that I use – or that other students use because of their policy content area – are emotionally and intellectually challenging for you to engage with.

I will do my best to make this classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content. I respect and understand that you may have individual needs for self-care. If you find that there are strategies that I may have overlooked that can help the class in this regard, please let me know about them.

Grade Scale

A	94+	B+	87 - 89.9	C+	77 - 79.9
A-	90 - 93.9	B	84 - 86.9	C	74 - 76.9
		B-	80 - 83.9	C-	70 - 73.9

Grading

1. Participation and Readings: **10%**
2. Logic Model, Evaluation Questions, Blog, Threats to Validity: **20%**
3. Evaluation Critique: **20%**
4. Applied Evaluation Design Project: **30%**
5. Take Home Exam: **20%**

Assignment Descriptions

Attendance is required for successful completion of this course and class should be expected to run until 8pm

1. <u>**Class Participation and Reading (10%):**</u>
   a. **Students are expected to have completed required readings prior to the class meeting for which they are listed. Participation includes engagement during class discussions based on assigned readings.** Participation in class discussion on the required readings will affect course grades, especially in borderline cases.
   b. Assigned readings are selected to give students a representative sample of the professional evaluation literature, as well as to expose them to the sorts of issues which arise in the context of real life evaluation.
   c. Comments made to Evaluation Blog posts will also be factored into the final grade.
   d. Class exercises will be held throughout the semester to reinforce concepts learned and facilitate application. Student participation will be considered and factored into the final grade.

- **Required Readings:**
  - NOTE: **All readings are on Blackboard.**
- PRIMARY READING
  - Chapters from Kathryn Newcomer, Harry Hatry, and Joseph Wholey, <u>The Handbook of Practical Program Evaluation</u>, Jossey-Bass, 4th Edition, 2015
- Readings by a diverse set of authors are also provided by the instructor on Blackboard.

- **ALL written assignments must be submitted in electronic copy through Blackboard on or before the due date**. Please note that all assignments have an "Expiration Date/Time" in Blackboard after which the assignment will not be available for submission. **Assignments submitted after their expiration date will receive a lower grade.**

- **Written Assignment submission requirements:** Please follow the specifications below:
  - Add your name at the top of the document ON EACH PAGE in the header
  - Include **page numbers**

2. **Various Assignments (20%):**

   a. **Logic Model (5%)** - Students will develop a logic model for a program of their choice. Students will use the Logic Model Sign-Up Wiki to identify a date to present their logic model to the class.

   b. **Evaluation Questions (5%)** – Students will develop evaluation questions in response to a pre-selected topic and the logic model developed in item "a." above.

   c. **Evaluation Blog (5%)** – Students will write a **600**-word blog focusing on an evaluation topic identified on the syllabus. The student will explain the topic, share a cool tip, trick, resource or lesson learned related to the topic. **Students will sign up using the Evaluation Blog Wiki. During the class session, the student will contribute to the discussion based on their assigned reading/blog topic.**

   d. **Threats to Validity (5%)** – Students will explain threats to validity in plain language and may supplement the explanation using graphics/cartoons.

3. **Evaluation Critique (20%):**
   Students will select an evaluation of their choice and conduct a critique highlighting the threats to validity. The evaluation report to be critiqued must present results from a **process/ implementation, outcome or impact evaluation** of an existing program for a governmental agency or non-profit organization. **Instructor approval of the selected report is required before initiating the critique. Please send a link to the evaluation report selected.**

- It may <u>not be</u> an article about how to conduct surveys or research or performance measurement, or a literature review.
- The evaluation must be published (or commissioned) by a non-auditing government Agency/unit, non-profit, or a non-governmental organization.
- **NOTE:**
  - A research journal article will not be deemed acceptable for critique.
  - Auditing agency reports, i.e., GAO or Inspector General report often do not qualify as an evaluation.
  - If the report or research study you critique does not qualify as an evaluation you will receive a "0" grade.

CRITIQUE: " a detailed analysis and assessment of something"…, especially a literary, philosophical, or political theory.

The three to five-page single-spaced critique of the evaluation should use the following outline:
   I.   The formal title, authors, and citation of the document

II. Summarize evaluation and key findings
III. Key evaluation questions: are the questions clearly stated; to what extent are the questions addressed by the evaluation?
IV. Research design: summarize briefly— was it adequately described?
V. Data: briefly summarize main data sources —were data and data collection adequately described?
VI. Threats to validity: Did the evaluation identify and address any threats? What other internal, external, and measurement threats have you identified and how might they be addressed?
   a. a table that contains a systematic list of threats to: measurement validity, measurement reliability, internal validity, external validity, and statistical conclusion validity. **NOTE:** The threats should be clearly presented, for example do not simply state "Hawthorne Effect," but clarify how/why that threat occurred; AND
   b. the threats should be labeled as: those the authors acknowledged and addressed; threats the authors acknowledged but did not address; and those the authors did not acknowledge.
   c. The table must be formatted so that it is easy to read.
VII. Policy/Program implementation relevance: Explain whether: a) the evaluators made appropriate policy and/or program implementation recommendations; and b) the recommendations made were warranted by the analysis
VIII. Suggestions on how the evaluation could be improved: methodological and report organization
IX. Summarize **your** critique: what do you think of the evaluation's methodological quality and the presentation (e.g., report organization, data visualization)?

Please see an example on Blackboard – *the example is there as a guide to quality, clarity and format, but it may not have all of the elements required above.*

4. Take Home Exam (20%):
A take-home, open-book exam covering the readings, content of the course and concepts applied during class exercises will contribute to 20% of the course grade. Students will be expected to demonstrate knowledge gained throughout the semester in their responses. **Note, the take home exam is based on the course readings. Course readings MUST be referenced as part of the exam.**

5. Applied Evaluation Design Project (30%):
All students must prepare a written program evaluation design report for an impact evaluation. This assignment is intended to provide you with an applied experience in preparing the key components of an evaluation plan. You will only propose the evaluation; you are not expected to conduct the actual evaluation itself. Further details will be discussed in class before you begin. All projects must be approved by the instructor before proceeding.

The written report/plan should have **ALL** of the components identified below:

- *Executive Summary:* Describe key attributes of your program evaluation (1-page summary).
- *Introduction and Background:* A description of the scoping activities, including a brief description of the program, and a synthesis of relevant past research and evaluation findings; also, cite relevant literature on the program, which will likely require original research.
- *Logic Model:* Develop and include a logic model that identifies resources, activities, outputs, short, intermediate, and long-term outcomes, external influences and assumptions. A **logic model** of the program/policy must be developed and presented in the body of the report with an appropriate introduction and explanation of key features.

- *Evaluation Questions:* The issues that have been identified and the specific questions that are addressed, or should be addressed, must be provided. Explain the usefulness of the questions. Be sure to clearly identify the impact and outcome evaluation questions.
- *Evaluation Design:* The design(s) under taken, or to be undertaken, including the concepts and variables. Explain what type of approach, why it is most appropriate, and how it answers the evaluation questions.
- *Data Collection Plan:* The sources of data available, measures used to address the evaluation questions, and data collection methods should be discussed.
- *Data Analysis Plan:* Proposed analytic strategies should be discussed and explain how you are answering the evaluation questions with the analysis.
- *Reports and Products that will be Delivered:* The proposed presentation and utilization plan (e.g., how the evaluation findings will be presented): Strategies for presenting the results to key stakeholders and decision-makers and strategies for facilitating use should be provided.
- *Potential Problems and Fall-back Strategies:* Identify the potential problems that may arise in conducting the evaluation and the strategies that will be used to either avoid the problem or deal with its occurrence.
- *Threats to Validity:* There should be a **table** of limitations to validity and reliability, an assessment of the issues and types of threats posed, as well as actions undertaken in your proposal to reduce the impact of the limitations identified.
- *Conclusion:* A brief conclusion should be provided.

Key Dates

Date/ Due	Course Topic/Assignment
August 30	**Session 1:** Introduction to the Course and Overview of the Field of Program Evaluation
September 1	Logic Model Presentation & Evaluation Blog Sign Up
September 6	**Session 2:** Scoping Evaluations: Establishing Objectives for Evaluation Work
September 8	Blog Posted, 11:59 p.m.
September 13	**Session 3:** Strategies for Engaging Stakeholders
September 15	**Logic Models Due, 11:59 p.m.**
	Blog Posted, 11:59 p.m.
September 20	**Session 4:** Ethical and Legal Dilemmas
	Logic Model Presentations
September 22	**Evaluation Questions Due, 11:59 p.m.**
	Blog Posted, 11:59 p.m.
September 27	**Session 5:** Evaluating Implementation and Process, and Anticipating Pitfalls in Evaluation Work Readings
	Logic Model Presentations
September 29	**Threats to Validity Due, 11:59 p.m.**
	Blog Posted, 11:59 p.m.
October 4	**No In-person Class – Review required Content**
October 6	Blog Posted, 11:59 p.m.
October 11	**Session 6:** Outcome and Impact Evaluation
	Logic Model Presentations
October 13	Blog Posted, 11:59 p.m.
October 18	**Session 7:** An Overview of Evaluation in the Non-profit Sector: Conducting Evaluations in Non-profit Agencies and Expectations of Foundations and Other Funders
	Logic Model Presentations
October 20	**Evaluation Critique Due, 11:59 p.m.** Blog Posted, 11:59 p.m.
Fall Break	**October 24 – 25, 2022**
October 27	Blog Posted, 11:59 p.m.
November 1	**Session 8:** Data Collection and Measurement Issues in Program Evaluation Role of Cultural Competence in Data Collection and Measurement
	Logic Model Presentations
November 3	Blog Posted, 11:59 p.m.
November 8	**Session 9:** Data Collection Instrument Design and Qualitative Data Analysis
	Logic Model Presentations
November 10	Blog Posted, 11:59 p.m.
November 15	**Session 10:** Performance Measurement and Performance Management
	Logic Model Presentations
November 17	Blog Posted, 11:59 p.m. ***Take Home Exam Available***
November 22	**Session 11:** "Evidence-based Decision-making": Assessing Evidence, Meta-Evaluation and Systematic Reviews
	Logic Model Presentations

	Take Home Exam Due, 11:59 p.m.
	Blog Posted, 11:59 p.m.
Thanksgiving Break	**November 23 – 25, 2022**
November 29	**Session 12:** The Institutional Context for Evaluation and Evaluation Capacity Building
	Logic Model Presentations
December 1	Blog Posted, 11:59 p.m.
December 6	**Session 13:** Analyzing and Reporting Data &
	Session 14: Session 14A: Understanding and Managing Factors that Affect Evaluation Use
	Logic Model Presentations
December 8	Blog Posted, 11:59 p.m.
December 22	**Applied Evaluation Design Project Due, 11:59 p.m.**

Session Outlines

Date	Session Topic	Reading and Questions to Consider
August 30	**Session 1: Introduction to the Course and Overview of the Field of Program Evaluation** **Readings:** • Handbook of Practical Program Evaluation: Chapter 1: Planning and Designing Useful Evaluations by Kathryn E. Newcomer, Harry P. Hatry, Joseph S. Wholey (Skim) **Questions to Consider:** *Theory* • What is program evaluation? What types of studies and analytical support fall under this concept? • How does program evaluation differ from other forms of analysis? • What are the different approaches to evaluation? • How did the field of evaluation evolve? • Where does evaluation take place and who conducts evaluations? • What are some of the more critical issues that face the evaluation profession? • Who are "professional evaluators?"	
September 6	**Session 2: Scoping Evaluations: Establishing Objectives for Evaluation Work** **Readings:** • Handbook of Practical Program Evaluation: Chapter 3: Using Logic Models, John A. McLaughlin, Gretchen B. Jordan • A Failed Logic Model by Chris Lovato • American Evaluation Association Evaluation Guiding Principles (2018) **Questions to Consider:** *Theory* • What role can the evaluator play in program development and design? • What pre-design steps are desirable for the evaluator to take? • What is the program theory? How can it be developed and refined? • How might logic models guide evaluation? • What are complex, adaptive systems? And what are the key concepts relevant to program evaluation from systems thinking? *Practice* • What should be contained in a Statement of Work (SOW)? • What is logic modeling? • How does a Theory of Change differ from a traditional logic model?	
September 13	**Session 3: Strategies for Engaging Stakeholders** **Readings:** • Handbook of Practical Program Evaluation: Chapter 2: Analyzing and Engaging Stakeholders, John M. Bryson, Michael Quinn Patton • Preskill and Catsambas, Introductory sections and pp. 1-74 (Skim) **Questions to Consider:** *Theory* • What role do stakeholders play in evaluation? • How might stakeholders be most fruitfully engaged?	

	• What is appreciative inquiry, and when is it helpful and when is it not as applicable? ***Practice*** • How do you know when a program/organization is ready to engage in evaluation?

September 20	**Session 4:** **Ethical and Legal Dilemmas**
	 Readings:
	 • The Good, the Bad, and the Evaluator: 25 Years of AJE Ethics
	
	 Questions to Consider:
	    Theory
	 • What protections should be given to participants in an evaluation?
	 • What are Institutional Review Boards and why are they important?
	 • What is the ethical role of evaluator as policy advocate?
	 • What is feminist evaluation?
	
	    Practice
	 • What procedures are possible in ensuring confidentiality?
	 • What procedures can be developed for maintaining the credibility and fairness of the evaluation?
	 • What are the essential elements and desired format for informed consent agreements?

September 27	**Session 5:** **Evaluating Implementation and Process, and Anticipating Pitfalls in Evaluation Work**
	 Readings:
	 • Handbook of Practical Program Evaluation: Chapter 4: Exploratory Evaluation, Joseph S. Wholey
	 • Process Evaluation: Research to Results Brief
	 • "Threats to Validity and Reliability" by Newcomer
	
	 Questions to Consider:
	    Theory
	 • How should formative evaluations be designed?
	 • How do you measure program implementation?
	 • How should feedback be incorporated in an implementation study?
	 • What is a process/implementation evaluation?
	 • What are the most common threats to measurement validity and measurement reliability, and to internal, external, and statistical conclusion validity?
	
	    Practice
	 • What is evaluability assessment?
	 • What are the steps?
	 • How can it be used to guide evaluation?
	 • How can it be used as a management tool?

October 4	**NO CLASS**
October 11	**Session 6:** **Outcome and Impact Evaluation** **Readings:** • Handbook of Practical Program Evaluation: Chapter 6: Comparison Group Designs, Gary T. Henry • Handbook of Practical Program Evaluation: Chapter 7: Randomized Controlled Trials, Carole J. Torgerson, David J. Torgerson, Celia A. Taylor • "Program Evaluation: A Variety of Rigorous Methods Can Help Identify Effective Interventions" (GAO -10-30) (Skim) • Congress and Program Evaluation- An Overview of Randomized Controlled Trials and Related Issues (Skim) **Questions to Consider:** ***Theory*** • What are the commonly used designs to measure program outcomes?

	- What are the considerations in selecting a design to evaluate program impact? - How do the evaluators weigh the tradeoffs in various designs? - What strategies are available for controlling or ruling out various rival explanations?
October 18	**Session 7: An Overview of Evaluation in the Non-profit Sector: Conducting Evaluations in Non-profit Agencies and Expectations of Foundations and Other Funders** **Readings:** - Handbook of Practical Program Evaluation: Chapter 11: Evaluating Community Change Programs, Brett Theodos, Joseph Firschein - Dealing with Complexity in Development Evaluation, Chapter 2 - **"**Randomistas" set of two articles on Blackboard - State of Evaluation 2016 (Skim) - Benchmarking Foundation Evaluation Practices 2020 (Skim) **Questions to Consider:** *Theory* - What information is sought? - What do stakeholders do with the findings? - What are the challenges of applying evaluation in the sector? - In what ways can evaluation be useful to nonprofits? - What are the various models or approaches used in the sector? - What are the arguments, pro and con, of the use of RCTs in the international context? *Practice* - What/who drives evaluation in the nonprofit sector? Who funds it? - How do funders approach the evaluation process? - Who conducts evaluation in the nonprofit sector? - What is the state of practice of evaluation in international development? - What are expectations of funders of capacity building in developing countries? And how realistic are they? - What are challenges facing nonprofit agencies in developing countries in monitoring and evaluation?
November 1	**Session 8: Data Collection, Measurement and the Role of Cultural Competence in Program Evaluation** **Readings:** - Ross on Unconscious Bias - Handbook of Practical Program Evaluation: Chapter 12: Culturally Responsive Evaluation, Stafford Hood, Rodney K. Hopson, Karen E. Kirkhart - AEA Statement on Cultural Competence in Evaluation - Toldson Chapters 1, 2 and 3 - Raising the Bar – Integrating Cultural Competence and Equity: Equitable Evaluation, Jara Dean-Coffey, Jill Casey, Leon D. Caldwell - What's Race Got to Do With It?: Equity and Philanthropic Evaluation Practice, Jara Dean-Coffey **Questions to Consider:** *Theory* - What is the role of cultural competency in data collection, analysis, and delivering results? - What are "multi-method" evaluations and what purpose do they serve? *Practice* - How do we ensure more cultural competency in our evaluation work? - What is involved in planning culturally responsive data collection and analysis?

	• What procedures can enhance multicultural validity and reliability in measurement?
Fall Break	**SPRING BREAK – NO CLASS**

November 8	<u>Session 9</u>: **Data Collection Instrument Design and Qualitative Data Analysis**
	
	Readings:
	• Handbook of Practical Program Evaluation: Chapter 14: Using Surveys, Kathryn E. Newcomer, Timothy Triplett
	• Handbook of Practical Program Evaluation: Chapter 20: Focus Group Interviewing, Richard A. Krueger, Mary Anne Casey
	• Handbook of Practical Program Evaluation: Chapter 22: Qualitative Data Analysis, Delwyn Goodrick, Patricia J. Rogers
	
	Questions to Consider:
	    Theory
	• What are the relative advantages of qualitative and quantitative data collection methods?
	• What are the considerations in using existing data?
	• What design characteristics bolster the validity of survey instruments?
	• When are focus groups most helpful?
	
	    Practice
	• How are program participants most effectively surveyed?
	• How should focus groups be designed and implemented?
	• What are useful strategies for analyzing "qualitative" data?

November 15	<u>Session 10</u>: **Performance Measurement and Performance Management**
	
	Readings:
	• Handbook of Practical Program Evaluation: Chapter 5: Performance Measurement, Theodore H. Poister
	• The Seven Big Errors of PerformanceStat by Behn (Skim)
	
	Questions to Consider:
	    Theory
	• What is performance measurement?
	• What is program monitoring?
	• What is meant by performance management?
	• What is outcome monitoring?
	• Why is selecting (or changing) what to measure about performance difficult in any organizational culture that has been shaped over many years?
	
	    Practice
	• How might performance measurement and program evaluation be effectively coordinated?
	• What are the challenges to measuring performance?
	• What are challenges to "PerformanceStat"-like processes in government?

November 22	<u>Session 11</u>: **"Evidence-based Decision-making": Behavioral Insights, Meta-Evaluation and Systematic Reviews** **Readings:** • Handbook of Practical Program Evaluation: Meta-Analyses, Systematic Reviews, and Evaluation Syntheses, Robert Boruch, Anthony Petrosino, Claire Morgan Burkhardt, et. al. • U.S. Commission on Evidence-Based Policymaking Final Report "The Promise of Evidence-Based Policymaking." Chapter 1 and Chapter 6 (Skim) • Means, et. Al • Pew and MacArthur Guide to Evidence-based Policymaking (Skim)

	Questions to Consider:
	    Theory
	 • What is meta-evaluation and how is it best conducted?
	 • What are systematic reviews?
	 • What is "evidence-based" policy/management/practice?
	 • Why is it difficult to transfer evaluation and research findings into practice?
	 • What is practice-based evidence?
	
	    Practice
	 • Is the model proposed to support evidence-policymaking proposed by the Pew and MacArthur foundations feasible for states to implement?
	 • When are findings from evaluations sufficient to constitute such "Evidence?"

November 29	**Session 12: The Institutional Context for Evaluation and Evaluation Capacity Building**
	
	 Readings:
	 • U.S. Commission on Evidence-Based Policymaking Final Report "The Promise of Evidence-Based Policymaking." Chapter 5
	 • American Evaluation Association Evaluation Roadmap
	 • An Evaluation Culture and Collaborative Partnerships Help Build Agency Capacity (GAO-03-454) (Skim)
	 • Do You Want a Performance Audit or a Program Evaluation? Davis (Skim)
	
	 Questions to Consider:
	    Theory
	 • What is evaluation capacity-building?
	 • What is the difference between Audit and Evaluation?
	 • What difference does the source of evaluation expertise make in approach, methods and use?
	 • How do auditors (Inspector General offices) approach evaluation?
	 • What skills are required for effective evaluation practice and for oversight of contracted evaluation work?
	
	    Practice
	 • What does the AEA recommend in terms of institutionalizing evaluation?
	 Videos: Watch and prepare to discuss
	 https://www.c-span.org/video/?472407-4/washington-journal-kathryn-newcomer-discusses-role-inspectors-general
	
	 https://www.c-span.org/video/?472319-3/washington-journal-danielle-brian-discusses-role-inspectors-general

December 6	**Session 13:** **Analyzing and Reporting Data** **Readings:** • Handbook of Practical Program Evaluation: Chapter 27: Providing Recommendations, Suggestions, and Options for Improvement, George F. Grob • Handbook of Practical Program Evaluation: Chapter 28: Writing for Impact, George F. Grob • One Pagers: Simple and Engaging Reporting, Emma Perk and Lyssa Wilson Becho • Data Visualization Checklist, by Stephanie Evergreen & Ann K. Emery **Questions to Consider:** *Theory* • What are characteristics of effective data presentation? • What are rigorous procedures for analyzing and presenting qualitative data?

	• How should results be displayed? • How are "null results" most appropriately reported? • What do useful recommendations look like? **Practice** • What are alternative report formats? • How should evaluators choose the right graphics?
	Session 14: Understanding and Managing Factors that Affect Evaluation Use **Readings:** • Handbook of Practical Program Evaluation: Chapter 31: Evaluation Challenges, Issues, and Trends Harry P. Hatry, Kathryn E. Newcomer, Joseph S. Wholey (Skim) **Questions to Consider:** *Theory* • What factors influence utilization of evaluation results? • What are the various types of utilization? • What can be done during evaluation design and implementation to enhance utilization? • What are emerging and continuing significant issues in the evaluation profession? • What are the characteristics of effective data presentation? *Practice* • How can you help to build an evaluation and performance-friendly culture?

Policies in the Trachtenberg School Courses

1. <u>Incompletes:</u> 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. <u>Submission of Written Work Products Outside of the Classroom:</u> It is the responsibility of the student to ensure that an instructor receives each written assignment. Students must submit written work electronically.

3. <u>Submission of Written Work Products after Due Date: Policy on Late Work:</u> 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. <u>Academic Honesty</u>: 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. <u>Changing Grades after Completion of Course</u>: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. <u>The Syllabus</u>: 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. <u>Out of Class Learning</u>: 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 100 minutes of out-of- class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week.

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

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

Support for Students Outside of 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/