

PADM615

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : PADM615 **Title :** Program Appraisal

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is designed to develop fundamental skills essential for students to evaluate public programs. Knowledge of the policy process and research methods is brought together in the ethical assessment of program needs, processes, and outcomes.

Course Scope:

Program appraisal and evaluation is essential for public and nonprofit agencies that are required to demonstrate the effectiveness and efficiency of their programs. As an advanced course in methods and practice, "Program Appraisal," PADM 615, develops the broad set of activities essential for designing, implementing, and appraising the utility of public programs. Special attention is given to the demands of proper evaluation design, stakeholder inclusion and the importance of the final report. This course will walk the student through the life cycle of a program evaluation and culminate in the preparation of an evaluation presentation for a program chosen by the student.

Objectives

After successfully completing this course, you will be able to:

1. Evaluate the role of program appraisal and evaluation in public administration.
2. Critique the basic models of program evaluation.
3. Evaluate appraisal and evaluation methods as they relate to a given problem.
4. Appraise the different project cycle phases.
5. Analyze the professional standards and ethical issues involved in conducting program evaluations.
6. Assess how data is collected and analyzed.
7. Compare and contrast the use of quantitative and qualitative research methods in evaluating public programs.
8. Design a survey and evaluation plan for a real world example.
9. Produce an evaluation presentation that would serve public program administrators.

Outline

Week 1:

Topic

Overview and Key Concepts of Program Evaluation

Learning Objectives

Evaluate the growing importance of program appraisal and evaluation in public administration.

Critique the basic models of program evaluation.

Evaluate the professional standards and ethical issues involved in conducting program evaluations.

Readings

Please see the materials section below for weekly readings.

K Kellogg Foundation Evaluation Handbook Part 1, Chapters 1-3 <http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx>

TB Program Evaluation Handbook

http://www.cdc.gov/tb/programs/evaluation/TBEvaluationHandbook_tagged.pdf

Assignment

Self-Introduction

Forum Question #1

Week 2:

Topic

Assessing Program Need

Choosing an Evaluation Method

Learning Objectives

Evaluate the appraisal and evaluation methods as they relate to a given problem.

Appraise the different project cycle phases.

Evaluate the appraisal and evaluation methods as they relate to a given problem.

Readings

Please see the materials section below for weekly readings.

Program Evaluation and Analysis: A Technical Guide for State and Local Governments

<https://www.bja.gov/evaluation/guide/documents/documenttb.html>

Assignment

Forum Question #2

Week 3:

Topic

Data Sources

Data Analysis

Sampling and Surveys

Learning Objectives

Assess how data is collected and analyzed.

Compare and contrast the use of quantitative and qualitative research methods in evaluating public programs.

Design a survey and evaluation plan for a real world example.

Readings

Please see the materials section below for weekly readings.

K Kellogg Foundation Evaluation Handbook Part 2, Chapter 5 <http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx>

Assignment

Forum Question #3

Assignment #1 Survey Draft

Week 4:

Topic

Reporting the Results

Learning Objectives

Assess how data is collected and analyzed.

Compare and contrast the use of quantitative and qualitative research methods in evaluating public programs.

Design a survey and evaluation plan for a real world example.

Readings

Please see the materials section below for weekly readings.

Center for Disease Control and Prevention at <http://www.cdc.gov/healthyouth/evaluation/pdf/brief11.pdf>

DOD IG Report on the Approach to Workplace Violence <http://www.dodig.mil/pubs/documents/DODIG-2016-002.pdf>

(copy and paste the links into your browser)

Assignment

Forum Question #4

Assignment #2 Survey Peer Review

Week 5:

Topic

Logic Models

Learning Objectives

Assess how data is collected and analyzed.

Design a survey and evaluation plan for a real world example.

Readings

Please see the materials section below for weekly readings.

WK Kellogg Foundation Logic Model Development Guide at <http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>

K Kellogg Foundation Evaluation Handbook Part 2, Chapter 4 <http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx>

Assignment

Forum Question #5

Week 6:

Topic

Writing the Report

Presenting Findings to Stakeholders

Learning Objectives

Produce an evaluation presentation that would serve public program administrators.

Readings

Please see the materials section below for weekly readings.

Mesa Verde Visitor Survey
http://www.nps.gov/meve/learn/management/upload/uofi_meve_visitor_study_2012.pdf

State of Evaluation http://www.innonet.org/client_docs/innonet-state-of-evaluation-2012.pdf

Assignment

Forum Question #6

Assignment #4 Evaluation Presentation

Week 7:

Topic

Student Projects

Learning Objectives

Produce an evaluation presentation that would serve public program administrators.

Readings

Please review previous readings to better inform your project!

Assignment

Forum Question #7

Assignment #5 Evaluation Poster

Week 8:

Topic

Student Projects

Learning Objectives

Analyze the professional standards and ethical issues involved in conducting program evaluations.

Readings

Please see the materials section below for weekly readings.

Mesa Verde Economic Impact

http://www.nps.gov/meve/learn/management/upload/uofi_meve_local_economy_2012.pdf

Assignment

Forum Question #8

Evaluation

Forum Questions

Post your initial response to each forum by 11:55 pm ET on Thursday. Your initial post should be at least 500 words. This course is geared toward a practical application of the concepts we are studying so the forums may or may not be supplemented with scholarly sources. It is more important they are original and documented with interview contacts and detailed responses to the question. If you reference a scholarly source or website, please do so in APA format.

Reply to at least two of your classmates in each forum by 11:55 pm ET on Sunday. Replies to classmates should be at least 250 words. Responses to classmates are informative and contribute to advancing knowledge of the topic and improving their evaluation product.

*The Forum Rubric is listed under the intro forum.

Assignments

Assignment #1 Survey Draft

This week we start by designing a survey. For the purposes of this class you have already chosen the National Park that you would like to evaluate and have reviewed the lesson that contains an example of the visitor survey the National Parks actually use. I have used that as my model for my examples but you do not need to ask those same questions. Design your survey to measure what you want to measure about the Park. If it is visitor count that would be fine, if it is something else like the use of maintenance vehicles per Park employee, the appropriate number of campsites per acre, etc. please feel free. If the results are not available, you are welcome to make up hypothetical results for the purpose of this class. For the first part of this assignment you are to create a word document survey using the knowledge gained from the readings and lessons so far. You may find more help at <https://www.surveymonkey.com/mp/how-to-create-surveys/>. In reality you would use a site like Survey Monkey to create and disseminate the survey but for our purposes you will do a very rough draft in Word. It should contain the basic format and questions. Please save that document. Please submit your survey to the students identified in the assignment. Please also submit it to the assignment tab for my comment. (I am evaluating the survey in this assignment.)

Assignment #2 Survey Peer Review

Once you have the draft from your classmate, please comment on the survey instrument. Did the student ask pertinent questions? Do they get to the result intended by the survey? Is the information useful? How would you feel as a consumer taking the survey? Too long? Not worth your time? Makes you feel like a contributing member of the organization? Are there questions that should be there that are not? Once you have commented please send this back to your classmate. Please upload the survey with your comments to the assignment (I am evaluating the comments in this assignment)

Assignment #4 – Evaluation Presentation

For this assignment you will create a presentation of your findings. Consider that you were a consultant asked to do this evaluation and now you are presenting your results to the Park staff and local community. If the stats are available for your Park on the Visitor Use stats site <https://irma.nps.gov/Stats/> incorporate those if they are relevant. If they are not you will need to generate hypothetical results for your survey in order to complete this assignment. You can choose to do this in many different ways. Attached is an example of my presentation of the Dayton Aviation Heritage National Park done in Adobe Premier Pro. You may use Adobe Apps, Knovio, iMovie or any other application that allows for a multimedia presentation. It has to contain at least voice and at least one image. You can use multiple images like those I took and uploaded to Adobe Premier Pro in the example or it can be simply an image of you sitting in front of your webcam giving the report as if you were in front of a crowd. It could be an animated image if you are extremely good with these apps but I will be looking for something that the class can view so it can't be in program we can't view. If you create the report in Knovio, you will provide a link for me to view it. If you create it in something that creates a movie, you need to export it in a file that can be uploaded to Kaltura under the video option so we can view it. Remember, as a public administrator you should be concerned not only with your presentation (between 5 - 8 minutes generally) and its content, but also that it is accessible and ADA compliant. In order to insure that it is, you should have a transcript along with your presentation.

Assignment #5 - Program Evaluation Poster

It is important that the results of an evaluation are clearly and simply portrayed to the funder/requesting organization and your target audience. Develop a poster for the Park with which you have been working. Presume you have been asked to present your evaluation at the American Evaluation Association annual conference. If you are not familiar with poster sessions, see their guidelines at <http://www.eval.org/p/cm/ld/fid=172>. A poster is just a visual display of your evaluation, highlighting the important points so that someone walking by can visually understand your findings. Examples of posters and the process of a poster competition can be found [here](#). More information can be found at <http://www.uhd.edu/academic/colleges/sciences/scholars/files/workshop-poster.pdf> and <http://colinpurrington.com/tips/academic/posterdesign>. I am not looking for a professional graphic design but some of the tips in these websites will help you create a clear, concise presentation of your findings. The

“poster” should be on one page. You can create it in word, power point, or any of the adobe creative cloud applications (inDesign and Illustrator would work well for this project). If you create it using other programs, please save it as a pdf before submitting.

- **The assignment rubric is attached to each assignment in the assignment section of the classroom.**

Grading:

Name	Grade %
Forum Questions	30.00 %
Forum Question 1	0.37 %
Forum 1.2	3.70 %
Forum Question 2	3.70 %
Forum Question 3	3.70 %
Forum Question 4	3.70 %
Forum Question 5	3.70 %
Forum Question 6	3.70 %
Forum Question 7	3.70 %
Forum Question 8	3.70 %
Assignments	40.00 %
Evaluation Presentation	20.00 %
Evaluation Poster	20.00 %
Survey Peer Review	10.00 %
Survey Peer Review	10.00 %
Survey Draft	20.00 %
Survey Draft	20.00 %

Materials

Book Title: The ABCs of Evaluation: Timeless Techniques for Program and Project Managers, 3rd ed.

Author: Boulmetis, J. and Dutwin, P.

Publication Info: Wiley (Jossey-Bass)

ISBN: 9780470873540

Book Title: Course Materials will change for October registrations & beyond. Please email booklist@apus.edu for the updated book list.

Author:

Publication Info: Open Web Sources

ISBN: APUPOT4

Required Readings

Week One – Program Evaluation Overview

Benchmarking Foundation Evaluation Practices. Center for Effective Philanthropy.

Retrieved from

<http://www.evaluationinnovation.org/sites/default/files/Benchmarking-Foundation-Evaluation-Practices.pdf>

State of Evaluation 2016 Evaluation Practice and Capacity in the nonprofit sector. Innovation Network. Retrieved from https://www.innonet.org/media/2016-State_of_Evaluation.pdf

American Evaluation Association. AEA 365. A Tip A Day for Evaluators. Retrieved from <http://aea365.org/blog/>

Review several times a week throughout the class.

USAID Evaluation Toolkit. Learning Lab. Retrieved from <https://usaidlearninglab.org/evaluation?tab=1>

Review all tabs

Free Management Library. Basic Guide to Program Evaluation. Retrieved from <http://managementhelp.org/evaluation/program-evaluation-guide.htm>

Review all tabs

Li, W., & Mauerhofer, V. (2016). Behavioral patterns of environmental performance evaluation programs. *Journal of Environmental Management*, 182, 429-435. doi:10.1016/j.jenvman.2016.07.085

[Gargani, J., Miller, R. L., & Spiegelman, D. \(2016\). WHAT IS PROGRAM EVALUATION?/SPIEGELMAN RESPONDS. *American Journal of Public Health*, 106\(6\), E13-E14. doi:http://dx.doi.org.ezproxy2.apus.edu/10.2105/AJPH.2016.303159](http://dx.doi.org.ezproxy2.apus.edu/10.2105/AJPH.2016.303159)

Huckel Schneider, C., Milat, A. J., & Moore, G. (2016). Barriers and facilitators to evaluation of health policies and programs: Policymaker and researcher perspectives. *Evaluation and Program Planning*, 58, 208-215. doi:10.1016/j.evalprogplan.2016.06.011

Hall, J. L. (2017). PERFORMANCE MANAGEMENT: CONFRONTING THE CHALLENGES FOR LOCAL GOVERNMENT. *Public Administration Quarterly*, 41(1), 43-66. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1871486263?accountid=8289>

Week Two – Assessing Program Need

Altschuld, J. W., & Watkins, R. (2014). A primer on needs assessment: More than 40 years of research and practice. *New Directions for Evaluation*, 2014(144), 5-18. doi:10.1002/ev.20099

Engle, M., & Altschuld, J. W. (2014). Needs Assessment: The Perspective From the Public Sector. *New Directions For Evaluation*, 2014(144), 33-45. doi:10.1002/ev.20101

Lubejko, B. G. (2016). Developing a program evaluation plan: Options and opportunities. *Journal of Continuing Education in Nursing*, 47(9), 388 - 389. doi:10.3928/00220124-20160817-02

Watkins, R., & Altschuld, J. W. (2014). A Final Note About Improving Needs Assessment Research and Practice. *New Directions For Evaluation*, 2014(144), 105-114. doi:10.1002/ev.20106

Wedman, J. (2014). Needs Assessments in the Private Sector. *New Directions For Evaluation*, 2014(144), 47-60. doi:10.1002/ev.20102

Energy.gov. Program Evaluation. Why, What and When to Evaluate. Retrieved from <https://energy.gov/eere/analysis/program-evaluation-why-what-and-when-evaluate>

Please review all links.

Center for Disease Controls and Prevention. Program Performance and Evaluation Office. Retrieved from <https://www.cdc.gov/eval/index.htm>

Review all tabs.

Week Three - Data Source and Analysis/Sampling and Surveys

Carr, K. M., & Bradley-Levine, J. S. (2016). Translational research design: Collaborating with stakeholders for program evaluation. *The Qualitative Report*, 21(1), 44 - 58.

Mojtahed, R., Nunes, M. B., Martins, J. T., & Peng, A. (2014). Equipping the constructivist researcher: The combined use of semi-structured interviews and decision-making maps. *Electronic Journal of Business Research Methods*, 12(2), 87 - 95.

Wageman, R., Hackman, J. R., & Lehman, E. (2005). Team diagnostic survey: Development of an instrument. *The Journal of Applied Behavioral Science*, 41(4), 373-398. doi:10.1177/0021886305281984

McIver, D., & Wang, X. ". (2016). Measuring knowledge in organizations: A knowledge-in-practice approach. *Journal of Knowledge Management*, 20(4), 637-652. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1826809475?accountid=8289>

Couper, M. P., & Peterson, G. J. (2017). Why do web surveys take longer on smartphones? *Social Science Computer Review*, 35(3), 357-377. doi:10.1177/0894439316629932

Conrad, F., Tourangeau, R., Couper, M., & Zhang, C. (2017). Reducing speeding in web surveys by providing immediate feedback. *Survey Research Methods*, 11(1), 45-61. doi:10.18148/srm/2017.v11i1.6304

Vaughn, P., & Turner, C. (2016). Decoding via coding: Analyzing qualitative text data through thematic coding and survey methodologies. *Journal of Library Administration*, 56(1), 41-51. doi:10.1080/01930826.2015.1105035

Willits, F. K., Theodori, G. L., & Luloff, A. (2016). another look at likert scales. *Journal of Rural Social Sciences*, 31(3), 126 - 139.

Week Four – Reporting the Results

Schmitt, C. L., Glasgow, L., Lavinghouze, S. R., Rieker, P. P., Fulmer, E., McAleer, K., & Rogers, T. (2016). Measuring infrastructure: A key step in program evaluation and planning. *Evaluation and Program Planning*, 56, 50-55. doi:10.1016/j.evalprogplan.2016.03.007

Ebener, Patricia et al. (2017) Rand Corporation. Getting to Outcomes Guide for Community Emergency Preparedness. Retrieved from <https://www.rand.org/pubs/tools/TL259.html>

Download or read the Guide online.

Emery, Ann K. (2014) How to Present Data When you are Presenting: Storyboarding your Data...Retrieved from <http://annkemery.com/storyboarding/> . Please read the short article and watch the 2 videos.

Emery, Ann K. (2015) When Pie Charts are OK. Retrieved from <http://annkemery.com/pie-chart-guidelines/> .

Week Five – Logic Models

Drayton, V. L., Caleb, Walker, D. K., Ball, S. W., Donahue, S. M., A., & Fink, R. V. (2015). Selected findings from the cross-site evaluation of the federal healthy start program. *Maternal and Child Health Journal*, 19(6), 1292-1305. doi:http://dx.doi.org.ezproxy1.apus.edu/10.1007/s10995-014-1635-4

Claes, C., Ferket, N., Vandeveld, S., Verlet, D., & De Maeyer, J. (2017). Disability policy evaluation: Combining logic models and systems thinking. *Intellectual and Developmental Disabilities*, 55(4), 247-

257,276,278. doi:<http://dx.doi.org.ezproxy2.apus.edu/10.1352/1934-9556-55.4.247>

Developing a Logic Model to Guide Evaluation: SAMHSA's Center for the Application of Prevention Technologies. Retrieved from

<https://www.samhsa.gov/capt/sites/default/files/resources/developing-logic-model-guide.pdf>

Innovation Network. Logic Model Workbook. Retrieved from

http://www.pointk.org/client_docs/File/logic_model_workbook.pdf

Week Six – Writing the Report and Presenting Your Findings

Program Evaluation: Some Agencies Reported that Networking, Hiring and Involving Program Staff Help Build Capacity. (2014)

Retrieved from <https://www.gao.gov/assets/670/666893.pdf>

Assessment and Evaluation. OPM. Retrieved from <https://www.opm.gov/services-for-agencies/assessment-evaluation/>

Review all links under each tab on the left under the topic.

Week Seven – Student Projects

Please review readings on how to conduct an evaluation and how to report on it to better inform your project this week.

Week Eight – Student Projects (analyze professional standards/ethics in conducting evaluations)

Place, K. R. (2015). Exploring the role of ethics in public relations program evaluation. *Journal of Public Relations Research*, 27(2), 118 - 135. doi:10.1080/1062726X.2014.976825

Morris, M. (2015). Research on Evaluation Ethics: Reflections and an Agenda. *New Directions For Evaluation*, 2015(148), 31-42. doi:10.1002/ev.20155

American Evaluation Association. American Evaluation Association Guiding Principles for Evaluators. Retrieved from <http://www.eval.org/p/cm/ld/fid=51>

Gill, Sarah et al. (2016) National Center for Biotechnology Information. Through a Culturally Competent Lens: Why the Program Evaluation Standards Matter. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5137503/> .

Additional Resources

Web Sites

The APUS library offers a fabulous resource, the Library Course Guide! You can find the Guide for this course at <http://apus.campusguides.com/content.php?pid=313913> .

Please explore all the tabs. The Articles Tab contains many of the Public Administration Journal links and the web resources are extensive.

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

<http://www.cdc.gov/EVAL/resources/index.htm>

<http://www.eval.org>

<http://managementhelp.org/evaluation/program-evaluation-guide.htm>

<http://web.undp.org/evaluation/>

<http://www.innonet.org>

<http://www.data.gov>

http://www.cdc.gov/tb/programs/evaluation/TBEvaluationHandbook_tagged.pdf

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general,

standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.