RPAD 626: EVALUATION OF PUBLIC SECTOR PROGRAMS  
Fall 2016 • Thursdays 5:45 – 9:25 PM • Draper 246

Instructor:  Claudia Miranda-Julian, PhD
Contact:  617-455-1833; cmiranda-julian@albany.edu

The best way to contact me is via email. To ensure that I see your email, write “PAD 626” in the subject line, and sign your full name.

Office Hours:  By appointment

COURSE OBJECTIVES
The primary objective of this class is to provide you with an introduction to the theoretical and practical aspects of program evaluation. We will take on an applied perspective in order to get the most out of our class time, course content, and assignments. This means that we will rely on “real world” programs, existing evaluations and our expertise to better understand program evaluation theory and practice. We will study the design and implementation of evaluations, paying particular attention to the needs, interests, and capacities of programs and their usefulness to constituents.

EDUCATIONAL OBJECTIVES
At the end of the course you can expect to:
- Identify a number of evaluation approaches and appropriateness
- Identify the difference between evaluation and research
- Identify the multiple components that encompass program evaluation
- Critically assess the quality of existing evaluations
- Take all of the above and demonstrate a basic understanding of how to design and plan an evaluation

REQUIRED TEXTS
There is A LOT of reading for this class. Although I would like you to read all assigned material, I understand if that is impossible for all of you, for this reason, I will let you know in class what areas to focus on.

There are two core texts required for this class; both should be available online. If you are having difficulty securing the assigned readings please let me know as soon as you can. There are also two required reports (see links below). Other readings will be assigned throughout the
semester and will be made available via Blackboard. All readings should be completed by their assigned date.

The two required books are:


The two required reports are:


**SYLLABUS CONTRACT**

I will be prepared for class, return graded assignments in a timely fashion (typically by our next class meeting), provide written comments to improve the quality of your work, and make myself available to discuss any questions or concerns. I will notify you in writing of any syllabus modifications. I will also post PPT slides (when available) to Blackboard or email to you by noon on the days we meet.

You are responsible for meeting all course requirements set forth in this syllabus: including, regular class attendance, preparation of assigned readings, and active participation in class discussion and exercises. You are also expected to submit all assignments in a timely fashion.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/1</td>
<td>Introductions</td>
<td>None</td>
<td>Nothing!</td>
</tr>
</tbody>
</table>
| 2    | 9/8    | Review of Research Design and Intro to Program Evaluation | - JWC 1, 3, & 7  
- AF 1  
- Weiss 1 (BB)  
- AEA Principles (BB) | CITI Certification & Reflection by 9AM on 9/16/16 via email |
| 3    | 9/15   | NO CLASS                                                  | - JWC 92-103, 6  
- AF 242-255  
- NHW 12 (BB)  
- Weiss 2 (BB) | Program Description |
| 4    | 9/22   | Evaluation Feasibility                                    | - JWC 8 & 9  
- AF 2  
- Weiss 3 (BB)  
- NHW 1 & 2 (BB) | Literature Review |
| 5    | 9/29   | Evaluation Feasibility                                    | - JWC 2  
- Weiss 4 & 5 (BB)  
- NHW 26 (BB) | Program Description |
| 6    | 10/6   | Conducting an Evaluation and Logic Models                 | - AF 3  
- Weiss 8 & 9 (BB)  
- NHW 3 (BB)  
- Kellogg 1 & 2 (BB) | Literature Review |
| 7    | 10/13  | Data Collection and Logic Models                          | - MHFE1 1, 2  
- Kellogg 3 & 4 (BB)  
- AF 4 & 5  
- Weiss 7 (BB) | Literature Review |
| 8    | 10/20  | Case Study: Healthy Families Process Evaluation           | - MHFE1 3, 4, 5  
- NHW 13, 14, 19 & 20 (BB) | Project Outline |
| 9    | 10/27  | Case Study: Healthy Families RCT                          | - MHFE1 6, 7, 8, 9  
- NHW 7 (BB) | Group Lit Review |
| 10   | 11/3   | Case Study: Healthy Families RCT                          | - MHFE2 Intro, 1, 2, 3, 4, 5 | Project Outline |
| 11   | 11/10  | Developing Measures and Data Collection Plans (Team Meetings with CMJ) | - AF 6 & 7  
- Weiss 6 (BB) | Group Lit Review |
| 12   | 11/17  | Developing Measures and Data Collection Plans (Team Meetings with CMJ) | | |
| 13   | 11/24  | NO CLASS – THANKSGIVING BREAK 😊                          | | |

**SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS**
ASSIGNMENTS and GRADING

A total of 100 points will be awarded for each of the following activities:

- **20 Points** – In-class participation and exercises
- **5 Points** - CITI certification (choose group 3) [http://www.albany.edu/orrc/irb-training.php](http://www.albany.edu/orrc/irb-training.php)
- **20 Points** – Literature Review
- **40 Points** – Evaluation Proposal (Group Assignment)*
  o Program Description – 5 points
  o Project Outline – 5 points
  o Literature Review – 5 points
  o Data Collection Instrument and Protocol – 5 points
  o Final Evaluation Proposal – 20 points
- **15 Points** – Class Presentation (Group Assignment)*

*25% of the grade for each group assignment will be determined by your colleagues.

This course will be graded using the standard “A-E” scale established by the University at Albany. Note that for graduate studies grades below ‘C’ are considered to be failing and may not be used as credit toward a degree.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Credit Points</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
<td>&lt;73</td>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Participation**

Participation is based on consistent, high-quality contributions to class discussions. You are graded on whether you are a civil and active contributor. You are not expected to always provide the “right” answer, but should be able to discuss and synthesize the course material.
and readings. Be prepared and generally enthusiastic about engaging in discussions and activities. Respond to other students’ points and challenge your classmates by offering suggestions that may be counter to the majority opinion. Be prepared for class by doing the readings in advance. I value quality over content – students who provide occasional insightful comments will receive higher participation scores than vocal students whose comments have little substance.

Attendance is required. If you attend class 90% of the time, your maximum participation score (if you have excellent contributions to class discussions) is 90%. Being consistently late to class will reduce your participation score. However, if you attend all class sessions but have minimal participation, do not expect a high grade. Sitting quietly in class is worth an 80% (B-).

Attendance is factored into the participation grade. If you will be absent from class, you are still responsible for submitting your assignments. Email them to me before the start of class. You will not have an opportunity to make-up a quiz if you are absent the date it is given out. An absence will not be considered “excused” without supporting written documentation.

CITI
Complete the University at Albany’s online human subjects training module for “Group 3: Graduate Students” and submit a hard copy of the certificate of completion. This will count as one of your graded assignments, with full credit (100%) for submitting the certificate. You must do this training once during your academic career (with occasional refreshers), and it is required for you to be a research assistant on faculty projects and conduct your own research with human subjects.
To access the online course, go to the Office of Regulatory Research Compliance (ORRC) website below and follow the links to the Collaborative Institutional Training Initiative (CITI) course. This will take you to an outside website where you will do the training. Contact ORRC (orr@albany.edu) for questions about how to complete the module and print the certificate. [http://www.albany.edu/orrc/compliance-training.php](http://www.albany.edu/orrc/compliance-training.php)

**Literature Review, Evaluation Proposal, Presentation**
Detailed instructions for each assignment can be found on Blackboard.

**ACADEMIC POLICIES**
All students are expected to adhere to the Standards of Academic Integrity as set forth by the University at Albany and Rockefeller College. In short, this means zero tolerance for any form of dishonesty such as plagiarism, cheating, forgery, falsification, or unauthorized collaboration.
Late assignments
All late assignments will be docked 10 percentage points, or one full letter grade, for every 24 hours they are late (e.g. B+ will be reduced to C+). The one exception is the final evaluation proposal, which must be submitted to my mailbox by 12:00 pm (NOON) on Friday, December 10th with no exceptions. Papers emailed to me after class are late. If you are absent, you are responsible for ensuring that your assignments are submitted prior to the start of class (before 5:45 pm). Computer crashes, printer failures, rush-hour traffic, work conflicts, heavy workloads in other courses, sleep deprivation, and planned conference travel are not acceptable excuses for late assignments. Plan ahead!

Excused absences
I will not grant extensions on assignments. However, I do appreciate that you may experience truly extenuating circumstances which would prevent attending class or preparing an assignment by the deadline. In these cases, speak with me as soon as possible, provide written documentation, and we will make alternate arrangements. Out of fairness to the rest of the class, I cannot adjust individual students’ deadlines without supporting documentation.

Electronics
Please turn off all cell phones, instant messengers, and email. If you are environmentally conscious and prefer to take electronic notes and save the Blackboard readings to your laptop or tablet, then it is okay to bring those to class as long as you are using your electronic gadgets for course-related purposes.

Creature comforts
You are welcome to bring any food and beverage to class. We will take a 10-minute stretch break halfway through class.

Citations and academic honesty
I take academic honesty very seriously. Cheating in any form will not be tolerated. You are required to be familiar with the university’s academic honesty policies; ignorance is not an excuse. In all cases of cheating, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean. Additional penalties may include some combination of the following: revision and re-submission of the assignment, reduction of the grade or failure of the assignment, reduction of the course grade or failure of the course, filing of a case with the Office of Conflict Resolution and Civic Responsibility, or expulsion.

The standards are at the website below:
http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity
Avoid plagiarism by properly acknowledging material and ideas taken from other sources. The University of Albany Library offers a useful tutorial on plagiarism and how to avoid it.
http://library.albany.edu/usered/plagiarism/index.html
If you cite a source (such as a class reading, lecture note, or outside sources), you must document it. Restate ideas in your own words or else use quotation marks around the relevant passages. In all instances, insert a footnote or endnote with the reference. I have no preference for how you format your references (e.g. APA style versus Chicago style), but select one standard style and be consistent. If you cite something from the PowerPoint slides, include the date and slide number. If you cite something from class discussion, include the date.

Grading and appeals for grade change
If you are dissatisfied with your grade or think I made an error, you may make a written appeal describing why you think your grade should be changed. This appeal should be typed and be delivered to me (in person or by email) within 48 hours of receiving your assignment. Your grade may be lowered, increased, or remain the same. I will not consider a grade appeal that is delivered orally or after this deadline; you must submit your typed appeal within 48 hours.

Disability statement
Please see me if you have a disability documented by the Office of Disabled Student Services (in the Department of Student Life) to request accommodations.

Incompletes
I will not grant an incomplete except in the case of truly extenuating circumstances with written documentation. Be forewarned that if we mutually agree on an incomplete grade, I will likely still require you to attend class. If you need to request an incomplete, speak with me as soon as possible.

Course feedback
I genuinely want to make this the best educational experience it can be for you and future students. I am receptive to and grateful for all suggestions about the course. If you are not comfortable providing me feedback in person, then you can put anonymous suggestions in my faculty mailbox on the first floor of Milne. At the start of the semester we will appoint a student ombudsman who you can contact confidentially with any course concerns.

PLEASE REACH OUT TO ME IF YOU HAVE ANY QUESTIONS OR CONCERNS REGARDING ANY COMPONENT OF THIS SYLLABUS