

School of Public and Environmental Affairs  
Indiana University  
V562 Public Program Evaluation

**LAURA LITTLEPAGE**

Spring 2006  
5:45-8:25, Wednesday  
Section: 25301  
Room: IT 167

Office Hours: By appointment

Phone: 261-3061 (office)  
888-8470 (home)  
Office fax: 261-3050  
Office: Room 305, Emelie Bldg.  
342 N. Senate  
E-mail: llittlep@iupui.edu

### Course Overview and Objectives

Measuring program outcomes is currently a major focus of governmental and nonprofit agencies. (For-profit firms measure their outcomes by profit and market share). Funders and the public are increasingly calling for evidence that the resources that are expended are providing benefits to people. Outcomes are the benefits or changes for individuals or populations during or after participating in program activities. Measuring outcomes helps agencies to track what happens to people who receive their services. This course will prepare you to develop a system for measuring program outcomes and use the results. Specifically, the course objectives are:

- To identify the terminology, processes, limitations, and uses of measuring program outcomes.
- To interpret the major issues and concerns associated with measuring program outcomes.
- To develop a performance measurement plan.

### Required Text

Hatry, H. (1999). Performance Measurement: Getting Results. Washington, DC: Urban Institute Press.

### Course guidelines

It is *your responsibility* to do the following:

- Be prepared to contribute each week to the discussions
- Complete assignments on time

- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is *my responsibility* to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns

## Course requirements

### Cases/Exercises

*Twenty percent* of your final grade will be determined by written assignments. All work is to be submitted on the due date assigned. The written assignments are designated in the course schedule. Each assignment should be typed and double-spaced. The length of each assignment will vary according to the nature of the assignment.

### Group Exercises/Participation

Participation is extremely important in this class and accounts for *twenty percent* of your grade. Your participation grade will depend upon the quantity *and* quality of your contributions to discussions. Most of the discussions will be organized in groups by topic for a given week. Participation is also measured by your attendance, especially at each other's oral presentations.

### Client work

The class will be working with a small nonprofit agency, Interfaith Hospitality Network and conducting a process evaluation for them. Each group will be responsible for a different part of the project.

### Midterm

A midterm, which is *twenty percent* of your grade, will be given on March 1, 2006 in class. The test will be primarily essay and short answer.

## Performance Measurement Plan

The major assignment for the term will be developing a plan for an actual performance measurement system for an existing nonprofit or governmental organization. This project accounts for *forty percent* of your course grade. The written plan (25 pages maximum) should include the following sections:

- i. Executive Summary. (1 page -- *although this appears first, you will obviously write it last*)
- ii. Introduction -- the mission and objectives of the organization, who the stakeholders are, and how the performance measurement system will be valuable to the organization. (1 - 2 pages)
- iii. Literature review -- What relevant information, substantive and/or methodological, is already known from prior research that can help you plan the performance measurement system? (2 - 4 pages)
- iv. Logic Model. (1 page)
- v. Methods: select specific indicators for measuring the outputs and outcomes; identify appropriate data sources for each indicator and the specific data collection procedures needed to obtain the data; identify the specific breakouts needed for each indicator; identify appropriate benchmarks against which to compare program results. (3 - 5 pages)
- vi. Identify the key participants in the performance measurement system: staff, program partners, and so on. (1/2 - 1 page)
- vii. Proposed timeline and schedule for implementation of performance measurement plan. (1 - 2 pages)
- viii. Identify the uses of the performance information by organizational personnel—consider chapters 11 and 12 in text. (1 - 2 pages)
- ix. Bibliography. (1 page)
- x. Process Supplement (very important) -- from your experience and class materials, what obstacles to the conduct of the proposed plan do you anticipate? How might the organization deal with these obstacles? Beyond what you wrote in the body of the plan, what are some other possible outcomes of the proposed system? Who would "win" and who would "lose" under various hypothetical outcomes? How can the evaluators maximize the utility of the potential findings under various outcome scenarios? This is the place to reflect upon your experience in developing this proposal. What have you learned from it? (3 - 5 pages)

Section page lengths are suggestions, not rigid limits, except that the Executive Summary may not exceed one page and the total paper may not exceed 25

pages. The Executive Summary and references may be single-spaced; the rest double-spaced.

### Feedback

You will receive feedback on each portion of the project paper that you submit. These sections do not count; they just give you an idea of how you're doing so far. The grade given to your **final revised paper** is the only one that will count. In other words, you can improve your grade by paying attention to the feedback and revising your work accordingly.

### Oral presentation

Each student will be required to make an oral presentation of their Performance Measurement plan. Your oral presentation should summarize your Performance Measurement plan but need not be an exact representation of the **written report to be submitted no later than May 3**. Assume that your audience is a panel of reviewers who must decide whether or not to approve your proposal. Use whatever presentation techniques and audio-visual devices necessary to present your project. Your presentation will be limited to 10 minutes with 5 minutes of discussion. Following your presentation, the audience and the instructor will critique your presentation. Your final grade on the project will reflect how well you incorporate suggestions and respond to criticisms of the instructor and the audience.

### Requirements for Written Work

All written assignments should be clearly written and well organized. They are to be typed, double spaced, and proofread. All assignments are expected to be submitted by the date due. If you cannot attend class, you may submit your assignments as an attachment to an e-mail to me. I **strongly** encourage you to keep a copy of what you submit (either by e-mail or in class) in case the original does not arrive or gets lost.

### Grading

The evaluation criteria will be weighted in the proportions below to derive the final grade:

Written assignments	20%
Performance measurement plan	30%
Midterm	20%
Participation (includes contributions to discussions and group exercises )	20%
Client work	10%

### **Academic Misconduct**

In keeping with the high academic and moral standards of both Indiana University and SPEA, instances of academic dishonesty (including plagiarism and cheating defined below) will not be tolerated. Individuals found committing such practices may expect to suffer severe sanctions, which at a minimum include an "F" in the course with a written explanation in the individual's transcription concerning the violation.

**Cheating** - "Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists." - IUPUI Academic Handbook

**Plagiarism** - "Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism." - IUPUI Academic Handbook

### **Evaluation of Course**

Consistent with School and University policy, at the end of the semester, students will have an opportunity to complete anonymous evaluations of the course and instructor. You are also invited to submit anonymous feedback at any time, or contact me personally with suggestions and comments.

### Course Schedule and Assignments

Date	Topic	Readings (to be completed BEFORE class)	Assignment Due
1/11	Introduction: Why Measure Outcomes?		
1/18	Program evaluation and impact evaluation in contrast to outcome measurement	Hatry Chapter 1 First part of Trochim distributed week 1 Two articles (distributed week 1)	Group project
1/25	Beginning to measure outcomes	Hatry Chapter 2 and 3	Program description for performance measurement plan Written assignment # 1
2/1	Mission and Objectives	Hatry Chapter 4	Written assignment #2
2/8	Program logic model,	Hatry Chapter 5; plus reading	Written assignment # 3 Group project
2/15	Identifying outcomes indicators/ Data Collection	Chapter 6 plus NJ case study Chapter 7 plus reading	Literature review for your topic due Group project
2/22	Conducting surveys	Chapter 4 of Trochim, distributed week 1	Written assignment # 4 Group project
3/1		<b>MIDTERM</b>	
3/8	Making Outcome Information Useful	Hatry Chapters 8 and 9	Evaluation Plan, etc. due Group project- posted
3/15	<b>SPRING BREAK!!</b>		
3/22	Analysis and Reporting	Hatry Chapter 10	Written assignment #5
3/29	Uses of Performance Measures	Hatry Chapter 11	Key participants and timeline due
4/5	Results Based Budgeting	Hatry Chapter 12	Group project-
4/12	Issues in Performance Measurement	Hatry Chapter 14-15 <b>Begin Class presentations</b>	
4/19		<b>Class Presentations</b>	
4/26		<b>Class Presentations</b>	
5/3		<b>Client Presentation</b> <b>Final project due no later than May 3</b>	

### Written Assignment # 1

Can each of the statements below be considered objectives? Yes or no, explain why.

*Remember, an objective is a broad statement describing a desired outcome for an organization or its programs*

- 1) To eliminate the backlog of applications for reimbursement and reduce the deficit.
- 2) Utilize Total Quality Management principles in all that the program does.
- 3) To increase the use of motor vehicle occupant restraints.
- 4) To ensure that gas and electric utility companies provide adequate and reliable service to their customers
- 5) To process promptly and accurately all taxpayers' transactions
- 6) To develop and implement a statewide mental health plan according to legislative directives.
- 7) To purchase quality, affordable, accessible health care for low income, underinsured, and uninsured families and individuals while containing public costs.
- 8) To ensure that employees work in a safe and healthy environment by preventing accidents, illnesses and diseases.
- 9) To administer an educational and certification program to county veterans service officers.
- 10) To increase the number of listed opening in target occupations and industries by 10 percent.

### Written Assignment # 2

Choose a nonprofit or government program you are familiar with and then do the following:

- A. Briefly describe it, including its mission
- B. Write at least one program goal
- C. Write three specific program objectives

Briefly identify at least one outcome for each program objectives

### Written Assignment # 3

Develop a program logic model for each of the three objectives of the program you chose in written assignment two. Discuss any problems in identifying intermediate and end outcomes

### Written Assignment # 4

Survey Exercise (distributed in class)

### Written Assignment # 5

How are Indiana's kids doing according to KidsCount?

<http://www.aecf.org/kidscount/databook/>

How did you arrive at your answer? What did you compare to determine your answer?

Be sure to include data to support your argument. Are there other indicators that might be important that are not included?