**PUBPL 6563/PADMIN 6563/FCS 6563**

**Program and Policy Evaluation**

Spring 2019

**INSTRUCTOR:** Cathleen D. Zick, Ph.D.

**CLASS TIME:** Mondays: 6:00-9:00pm

**Location:** Room: 340 AEB

**CONTACT INFO:** Phone: 801-581-3147 or 801-581-8620

Email: [zick@fcs.utah.edu](mailto:zick@fcs.utah.edu)

**OFFICE HOURS:** Room 240 AEB, M 4:30-6:00pm, or by appointment

**Course Overview:**

This course provides an introduction to program and policy evaluation as a basis for accountability. Emphasis is placed on strategies for quantitative impact assessment (including randomized and non-randomized designs), measuring efficiency, examining short-term and long-term consequences, identifying both intended and unintended impacts, and the social, political, and ethical context of evaluation. Students undertake an evaluation group project as part of the course work. **Prerequisites:** [PADMN/PUBPL 6290](https://catalog.utah.edu/#/courses/4Jg0zI1BR-?bc=true&bcCurrent=Applied%20Quantitative%20Methods%20in%20Public%20Policy&bcItemType=Courses) or the equivalent graduate level statistics course.

**Course Objectives:**

* To become a critical consumer of evaluation research
* To learn the purposes and techniques of evaluation and assessment
* To apply appropriate research design techniques to “real world” policies and programs
* To learn how to do professional level policy/programmatic research
* To learn how to prepare a professionally written report and deliver clear, concise oral presentations

**Required Textbook:**

Rossi, PH, MW Lipsey, and GT Henry. 2019 *Evaluation – A Systematic Approach, eighth edition*. Sage Publishing. **[NOTE: Publication Date is December 26, 2018.]**

*Other required readings listed on the course outline are available via links on the syllabus.*

**Teaching and Learning Methods**

Class meeting time will be a mixture of traditional lecturing, discussion, small group activities, and student presentations. I believe that students “learn best by doing.” Consequently, there are several hands-on assignments in this course where students will have the opportunity to apply the concepts that have been presented in the lectures and readings. I also believe that it is vitally important that individuals working in the area of program and policy evaluation have strong research translation skills. Thus, class assignments will provide students with the opportunity to translate technical quantitative analyses into written and oral reports targeted at lay audiences.

**Student Responsibilities:**

* 1. Spend a *minimum* of 3 hours per credit hour in preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit-hour graduate course, you should plan to spend at least 9 hours per week in preparation for this course in addition to class time.
  2. Complete required reading assignments in a timely manner.
  3. Complete written assignments on time, or make alternate arrangements for completing assigned work with the instructor in advance of the due date. Twenty percent will be taken off for each day an assignment is late. After five days, the assignment will receive no credit**. Assignments must be turned in via Canvas the day they are due one hour before class begins.**
  4. Attend class and participate in class activities and discussions.
  5. Arrive on time for class and stay the entire class period – arriving late and/or leaving early will be disruptive to group work and class discussions.
  6. Treat one another, the instructor, campus staff, and the classroom with respect.
  7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
  8. Refer to the syllabus and the class webpage for important information pertaining to exams, assignments, and class policies.
  9. Be responsible for finding out what was covered in a class you missed.
  10. Students’ tests and papers will be kept for two months after the end of the semester in the instructor’s office. After that time, they will be destroyed. Any student who wishes to pick up her/his exams or papers should do so before July 1, 2018.
  11. For the full list of student rights and responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

**Faculty Members’ Responsibilities:**

1. Being prepared for class.
2. Arriving on time or early for class and having all equipment set up.
3. Using a variety of teaching methods, including lecture, group work, discussion, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
4. Providing feedback on assignments in a timely manner.
5. Being available for individual consultation during office hours or by appointment.
6. Replying to email within 48 hours, not including weekends or holidays.
7. Following all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
8. Complying with the final exam schedule by making the final papers/presentations (in place of exams) due during final exam week.
9. Not canceling classes – in an emergency situation, efforts will be made to inform students.
10. Treating students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students. For the full list of faculty responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>.

**ADA Policy:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to arrange accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

**Accommodation Policy:**

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: [www.admin.utah.edu/facdev/accommodations-policy.pdf](http://www.admin.utah.edu/facdev/accommodations-policy.pdf)

**Wellness:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

**Student Assignments:**

1. Translational Skill-Building: (20% of class grade)

On the first day of class, students will sign up to do a 15-minute presentation on an example of one of the following key components of evaluation research: (a) needs assessment, (b) a logic model, (c) randomized field experiment, (d) quasi-experiment, (e) outcome validity, (f) assessing impact, or (g) meta-analyses. Each student will select an application from the reading list to present. The presentation should begin with a description of the application and then turn to a discussion of both the positive and negative attributes of the application. Each student will develop a Powerpoint or Prezi slide show that describes the application and highlights the salient critique points. **The slide show will be turned in via Canvas by 5pm on the date of the student’s class presentation.**

1. Class Attendance and Participation (10% of class grade)

It is important that students attend each class and actively participate. Open and critical discussion associated with the course material is welcomed and encouraged. Indeed, class discussion is a key part of this course. As a consequence, to incentivize attendance and participation, 10% of the final grade in the course will be allocated to these activities**.**

1. Exams (40%)

**There will be two in-class exams.** The exams will be part essay and part short answer. Example questions will be given in a review sheet posted on the class website a week before each exam.

1. Group Evaluation Project: (30% of class grade)

Students will participate in one of four evaluation projects. (Descriptions of each evaluation project will be handed out before the first day of class and sign-ups will occur that night.) These evaluation projects will involve working with real-world clients (i.e., stakeholders) to undertake a piece of **quantitative** policy/program evaluation research. Projects will be done in teams of ~5 students. The final products will be: (a) an oral report, and (b) a written report. Both will be delivered to the client(s).

Student teams will set up initial meetings with the client(s) that the instructor will attend. The purpose of this first meeting will be to clarify the evaluation question(s) and agree upon the approaches and data that will be used to answer the questions. A time line for completing the project along with a date/time for the final presentation will also be agreed upon at that meeting. Students may schedule subsequent meetings with various stakeholders as needed. There will periodically be some time in class for students to meet in their groups. However, students are also encouraged to set up regular group meeting times outside of class.

Student groups will be responsible for dividing the tasks and insuring that each project moves forward at an appropriate pace. Each student group will also be required to submit two progress reports to the instructor. **The first is due Feb. 28th and the second is due Mar. 25th. Both reports should be submitted online.** These reports should be 1-2 pages long, typed, double-spaced and should provide the reader with information about project accomplishments to date, current challenges, and an updated time line for completion of specific tasks. **On April 15th, student groups will turn in a draft written report to the instructor via Canvas by the beginning of class that day. On April 22nd, student groups will do a draft presentation of the evaluation results for the class.** Student groups will revise both the written report and the oral presentation in light of feedback. Final reports and presentations to clients will be made **April 26-May 1**. Final grades are based on a curve relative to the highest point total in the class.

**CLASS WEBPAGE:**

The class webpage can be found on Canvas (linked to “my classes” on the university home page through the CIS). The class webpage will be used to post syllabi, grades, and important announcements. Students should also turn in assignments through Canvas.

**Grading:**

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| --- | --- | --- |
| **Assignment** | **Percentage** | **Points** |
| Translational Skill Building Assignment | 20% | 40 |
| Exams (2@20% each) | 40% | 80 |
| Attendance and Participation | 10% | 20 |
| Group Evaluation Project: |  |  |
| Progress Reports (2@2% each) | 4% | 8 |
| First draft written report | 5% | 10 |
| First draft oral presentation | 5% | 10 |
| Final written report and oral presentation | 16% | 32 |
| Total Grade: | 100% | 200 |

Final grades are based on a curve relative to the highest point total in the class (e.g., 92-100% of the high point total would earn an A, 90-91.9% of the high point total would earn an A-, 88-89.9% would earn a B+, etc.)

**tentative course schedule:**

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| --- | --- |
| **January 7** | **Overview of Policy / Program Evaluation**  **How Much Does Public Policy Research Really Matter? Who conducts public policy research?/ Evaluation Projects Group Meeting Time** |
|  | Readings: Rossi, Lipsey, and Henry, Chapter 1 |
| **January 14** | **Needs Assessments** |
|  | Readings:   1. Rossi, Lipsey, and Henry, Chapter 2 2. [Gardner, AK., V. Waters, RJ McLaughlin (2017). What do Faculty in Health Professions Need to be Competent Educations? Results from a School-Wide Needs Assessment. *Journal of Allied Health*, 46(4): e77-e80.](https://www.ingentaconnect.com/contentone/asahp/jah/2017/00000046/00000004/art00018?crawler=true&mimetype=application/pdf) 3. [Bridges, A. J., Andrews III, A. R. & Deen, T. L. (2012). Mental Health Needs and Service Utilization by Hispanic Immigrants Residing in Mid-Southern United States. *Journal of Transcultural Nursing*, 23(4), 359-368.](https://journals.sagepub.com/doi/pdf/10.1177/1043659612451259) |
| **January 21** | **MLK Day – No Class** |
| **January 28** | **Program & Policy Theory and Process Evaluations** |
|  | Readings:   1. Rossi, Lipsey, and Henry, Chapter 3 & 4 2. [Munter, C. Cobb, P. & Shekell, C. (2015). The Role of Program Theory in Evaluation Research: A Consideration of the What Works Clearinghouse Standards in the Case of Mathematics Education. American Journal of Evaluation, 37(1), 7-26.](https://journals.sagepub.com/doi/pdf/10.1177/1098214015571122) 3. [Jago, R., E. Rawlins, RR Kipping, S Wells, C Chittleborough, TJ Peters, J Mytton, DA Lawlor, and R Campbell. (2015). Lessons Learned from the AFLY5 RCT Process Evaluation: Implicatons for the Design of Physical Activity and Nutrition Interventions in Schools. BMC Public Health. 15:946.](https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-015-2293-1) 4. [Lachman, J. M., Kelly, J., Cluver, L., Ward, C. L., Hutchings, J., & Gardner, F. (2016). Process Evaluation of a Parenting Program for Low-Income Families in South Africa. Research on Social Work Practice, 28(2), 188-202.](https://journals.sagepub.com/doi/pdf/10.1177/1049731516645665)   Student Presentations: Program/Policy Theory and Process Evaluations |
| **February 4** | **Measuring Program/Policy Outcomes** |
|  | Readings: Rossi, Lipsey, and Henry, Chapter 5   1. [Jackson, J. L., Kay, C., & Frank, M. (2015). The validity and reliability of attending evaluations of medicine residents. SAGE Open Medicine, 3](https://journals.sagepub.com/doi/pdf/10.1177/2050312115589648). 2. [Anderson, K. A., Geboy, L., Jarrott, S. E., Missaelides, L., Ogletree, A. M., Peters-Beumer, L. & Zarit, S. H. (2018). Developing a Set of Uniform Outcome Measures for Adult Day Services. Journal of Applied Gerontology](https://journals.sagepub.com/doi/pdf/10.1177/0733464818782130) 3. [Cafiero, C., HR Melgar-Quinonex, TJ Ballard, and AW Kepple. (2014). Validity and Reliability of Food Security Measures. Annals of the New York Academy of Sciences. 1331(1): 230-248.](https://nyaspubs.onlinelibrary.wiley.com/doi/epdf/10.1111/nyas.12594)   Student Presentations: Measuring Program/Policy Outcomes |
| **February 11** | **Designing Quantitative Evaluation Studies – Impact Evaluation** |
|  | Readings: Rossi, Lipsey, and Henry, Chapter 6 |
| **February 18** | **Presidents’ Day – No Class** |
| **February 25** | **Exam 1 / Evaluation Project Group Meeting Time** |
| **March 4** | **Designing Quantitative Evaluation Studies – Quasi-Experiments & Non-Experimental Evaluations** |
|  | Readings: Rossi, Lipsey, and Henry, Chapter 7   1. [Diener, ML, CD Zick, S McVicar, J Boettger, A Park. Outcomes from a hearing-targeted cytomegalovirus screening program. 2017. *Pediatrics* 139(2).](http://pediatrics.aappublications.org/content/pediatrics/early/2017/01/20/peds.2016-0789.full.pdf) 2. [Amuedo-Dorantes, C. and E. Arenas-Arroyo. (2019). Immigration Enforcement and Children’s Living Arrangements. Journal of Policy analysis and Management 38(`1):11-40.](https://onlinelibrary.wiley.com/doi/epdf/10.1002/pam.22106) 3. [Houston, DJ and LE Richardson. 2006. Reducing traffic fatalities in the American states by upgrading seat belt use laws to primary enforcement. *Journal of Policy Analysis and Management* 25(3):645-659.](http://www.jstor.org/stable/30162745?seq=1#page_scan_tab_contents) 4. [Sayago-Gomez, J., Piras, G., Jackson, R., & Lacombe, D. (2017). Impact evaluation of investments in the Appalachian Region: A reappraisal. International Regional Science Review, 41(6), 601-629](https://journals.sagepub.com/doi/pdf/10.1177/0160017617713822). 5. Student Presentations: Quasi-Experiments |
| **March 11** | **Spring Break – No Class** |
| **March 18** | **Designing Quantitative Evaluation Studies – Randomized Field Experiments** |
|  | Readings: Rossi, Lipsey, and Henry, Chapter 8   1. [Bertrand, M and S Mullainathan. 2004. Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review* 94(4): 991-1013.](http://www.jstor.org/stable/3592802?seq=1#page_scan_tab_contents) 2. [Costa, DL and ME Kahn. 2013. Energy conservation “nudges” and environmentalist ideology: Evidence from a randomized residential field experiment. *Journal of the European Economics Association* 11: 680-702.](https://pdfs.semanticscholar.org/691c/31703fc86a79b) 3. [Chiang, HS, MA Clark, and S McConnell. (2016). Supplying Disadvantages Schools with Effective Teachers: Experimental Evidence on Secondary Math Teachers from Teach for America. Journal of Policy Analysis and Management. 36(1): 97-125](https://onlinelibrary.wiley.com/doi/epdf/10.1002/pam.21958).   Student Presentations: Randomized Field Experiments |
| **Mar. 25** | **Program Effects & Meta Analyses** |
|  | ***Progress Report #2 due at the beginning of class.***  Readings: Rossi, Lipsey, and Henry, Chapter 9   1. [Long, MW, DK Tobias, AL Cradock, H Batchelder, SL Gortmaker. (2015). Systematic review and meta-analysis of the impact of restaurant menu calorie labeling. *American Journal of Public Health*](http://search.proquest.com/openview/f00fdb3802244610fa8961b25e5b13f4/1.pdf?pq-origsite=gscholar)105(5):e11-e24. 2. [Durlak, JA, RP Weissberg, M Pachan. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*](http://link.springer.com/article/10.1007/s10464-010-9300-6/fulltext.html) 45: 294-309.   Student Presentations: Meta Analyses |
| **April 1** | **Measuring Efficiency: Cost-Effectiveness and Cost-Benefit Analyses** |
|  | Readings: Rossi, Lipsey, and Henry, Chapters 10 & 12   1. [Bergevin, A, CD Zick, SB McVicar, and AH Park. 2015. Cost-benefit analysis of targeted hearing directed early testing for congenital cytomegalovirus infection. *International Journal of Pediatric Otorhinolaryngology*, 79(12): 2090-2093.](http://www.sciencedirect.com/science/article/pii/S0165587615004668) 2. [Dalziel, K. M., Halliday, D., & Segal, L. (2015). Assessment of the Cost–Benefit Literature on Early Childhood Education for Vulnerable Children: What the Findings Mean for Policy. SAGE Open, 5(1)](https://journals.sagepub.com/doi/pdf/10.1177/2158244015571637) 3. [Buder, I, Zick, CD, Waitzman, N. Simonsen, S, and Digre, K. 2018. It Takes a Village Coach: Cost-Effectiveness of an Intervention to Improve Diet and Physical Activity Among Minority Women. *Journal of Physical Activity & Health*, 15(11): 819-826.](https://journals.humankinetics.com/doi/pdf/10.1123/jpah.2017-0285)   Student Presentations: Cost Benefit/Effectiveness Analyses |
| **April 8** | **Exam 2/ Evaluation Project Group Project Meeting Time** |
| **April 15** | **Translating Evaluation Research for Stakeholders / Evaluation Project Meeting Time** |
|  | ***First draft of written report to stakeholders due at the beginning of class.*** |
| **April 22** | **Draft Evaluation Project Presentations** |
| **April 26-May 1** | **Evaluation Oral Presentations to Stakeholders** |
|  | Day/Time/Locations: TBA  ***Final written report due at the time of the presentation to stakeholders.*** |

NOTE: The syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

EMERGENCY ACTION PLAN:



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|  | | **BUILDING EVACUATION**  EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap> | |
|  | **CAMPUS RESOURCES**  **U Heads Up App:** There’s an app for that. Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:   * **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus. * **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911! * **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can a call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location. | |