PUBPL 6563/PADMIN 6563/FCS 6563
PROGRAM AND POLICY EVALUATION
Spring 2018

INSTRUCTOR:	Cathleen D. Zick, Ph.D.
CLASS TIME:	Mondays: 6:00-9:00pm
LOCATION:	Room: 350 AEB
CONTACT INFO:	Phone: 801-581-3147 or 801-581-8620
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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 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.

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:

Newcomer, KE, HP Hatry, and JS Wholey (editors). 2015. *Handbook of Practical Program Evaluation*, fourth edition. San Francisco: Jossey-Bass.

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.

<u>ADA POLICY:</u>
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/)

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

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; 801-581-7776.

<u>STUDENT ASSIGNMENTS:</u>
(1) <u>Needs Assessment, Logic Model, or Data Source Critique Presentation</u>: (15% 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) a needs assessment, (b) a logic model, or (c) an evaluation data source. Each student will select an application of the tool and develop a critique. The critique 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. Student presentations will be done on the following class dates: January 29th, February 5th, and March 5th.**

(2) <u>Evaluation Reading Critiques </u>(2@10% each)
    In addition to assigned textbook readings, there are a number of required applied readings on the syllabus. To encourage critical examination of actual evaluation studies, students will select two of the applied readings from the "checkmark list" and write 2-3 page (typed, double-spaced) critiques. A critique should begin with a brief (i.e., 1-2 paragraph) description of the purpose of the study and the methods used. The remainder of the paper should focus on identifying the positive and negative attributes of the study using an evaluation lens. References to all published materials should be cited in the text and a bibliography should be included at the end of each critique. **Critiques should be turned in via Canvas no later than 5pm on the day the applied reading is to be discussed in class.**

(3) Exam (35%)

 There will be one in-class exam on April 2ⁿᵈ. The exam 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 the exam.

(4) Community Stakeholder 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 policy/program evaluation research. Projects will be done in teams of 5-6 students. The end 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 (done sometime between April 30 and May 2) 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 up 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. 26ᵗʰ and the second is due Mar. 26ᵗʰ. 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 9ᵗʰ, student groups will turn in a draft written report to the instructor via Canvas by the beginning of class that day. On April 16ᵗʰ 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 19-24**.

 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 and important announcements.

GRADING:

Needs Assessment, Logic Model, or Data Source Critique Presentation	15%
Evaluation Reading Critiques (2 @ 10%)	20%
Exam	35%
Community Partner Evaluation Project:	
Progress Reports (2@2% each)	4%
First draft written report	5%
First draft oral presentation	5%
Final written report and oral presentation	16%
TOTAL GRADE:	100%

TENTATIVE COURSE SCHEDULE:

January 8	**Overview of Policy / Program Evaluation** **How Much Does Public Policy Research Really Matter? Who conducts public policy research?/ Groups Organized & Community Stakeholder Group Project Meeting Time**
	Readings: None
January 15	**MLK Day – No Class**
January 22	**Needs Assessments and Program & Policy Theory/Processes**
	Readings: • Newcomer, Hatry, and Wholey, Chapters 1, 3, and 5 • Utah's Sixth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance, 2017. • Process Evaluation. Community Interventions for Health. Oxford Health Alliance Programme (web page).
January 29	**Student Needs Assessment Presentations**
February 5	**Student Logic Model Presentations**
February 12	**Designing Quantitative Evaluation Studies – Randomized Field Experiments**
	Readings: • Newcomer, Hatry, and Wholey, Chapters 6 and 7. ✓ 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. ✓ 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.
February 19	**Presidents' Day – No Class**
February 26	**Designing Quantitative Evaluation Studies – Quasi-Experiments & Non-Experimental Evals**
	Progress Report #1 due at the beginning of class. Readings: • Newcomer, Hatry, and Wholey, Chapters 6 and 7. ✓ Diener, ML, CD Zick, S McVicar, J Boettger, A Park. Outcomes from a hearing-targeted cytomegalovirus screening program. 2017. *Pediatrics* 139(2). ✓ Mader, EM and CD Zick. 2014. Active transportation: Do current traffic safety policies protect non-motorists? *Accident Analysis & Prevention* 67:7-13. ✓ 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.
March 5	**Student Data Source Presentations**
	Readings: Newcomer, Hatry, and Wholey, Chapter 13-20. (Resources)
March 12	**Program Effects & Meta Analyses / Community Stakeholder Project Meeting Time**

	Readings: • Newcomer, Hatry, and Wholey, Chapter 25. ✓ 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* 105(5):e11-e24. ✓ 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* 45: 294-309.
March 19	**Spring Break – No Class**
Mar. 26	**Measuring Efficiency: Cost-Effectiveness and Cost-Benefit Analyses / Exam Review**
	Progress Report #2 due at the beginning of class. Readings: • Newcomer, Hatry, and Wholey, Chapter 24. ✓ 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. ✓ Buder, I, Waitzman, N, Zick, CD, Simonsen, S, and Digre, K. 2018. "Cost-Effectiveness of the Utah Women and Girls Study." Draft manuscript.
April 2	**Exam / Community Stakeholder Group Project Meeting Time**
April 9	**Translating Evaluation Research for Stakeholders / Community Stakeholder Project Meeting Time**
	First draft of written report to stakeholders due at the beginning of class. Readings: Newcomer, Hatry, and Wholey, Chapters 27-28.
April 16	**Draft Community Stakeholder Group Evaluation Presentations**
April 19-24	**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.