Course Description
This course introduces students to policy and program evaluation. Topics include understanding the nature and rationale of, and the need for program evaluation; assessing program theory and design; assessing program process and implementation; measuring and monitoring program outcomes; understanding the effects of impact evaluation, comparison group designs, and designs with strict controls; detecting, interpreting, and exploring program effects; assessing the economic efficiency of program; planning an evaluation; and understanding the social and political context of evaluation. The final project will be a program evaluation synthesis of a (a) federal, (b) state, (c) county, or (d) municipal program based on the student’s choice.

Learning Outcomes
At the conclusion of this course, students should
- be knowledgeable about the general fundamental concepts of policy and program evaluation;
- be knowledgeable about select data utilized in select policy and program evaluations;
- be knowledgeable about select methods utilized in select policy and program evaluations;
- possess the skills needed to interpret results of select policy and program evaluations; and
- possess the skills needed to communicate and present research questions/goals, data, methods, and findings of select policy and program evaluations to public policy makers and other non-technical audiences in a way understandable to them.
Class Website
This class uses Blackboard in order to enhance the online learning experience of students. This website contains the class syllabus, worksheets, and lecture slides. Source: https://mymasonportal.gmu.edu/ -> courses

Course Materials
Required Readings:

Course Requirements:
Prerequisite
Students who have not yet taken POGO 511, PUBP 511, PUBP 704, or an equivalent class need permission of the instructor.

Class Attendance/Participation/Behavior
Students are required to attend class. Many studies have shown a high causation between class participation and high grades. If students have to miss class for professional, i.e., a time conflict at work, or a medical reason they are expected to notify the instructor in advance and to familiarize themselves with the materials missed in class. Students are expected to prepare for class by studying the reading assignments before class, arrive on time, and to participate in class discussions.

Writing Assignments/Final Paper/Deadlines
The final project will be a program evaluation synthesis of six (6) evaluations of a (a) federal, (b) state, (c) county, or (d) municipal program based on the student’s choice. Class grades will be based on
- a first draft of the introduction of the synthesis of six (6) evaluations of the chosen policy or program (15% of the grade):
  - Microsoft Word document;
  - name of student;
  - title with name of discussed program and the term “synthesis;”
  - one page minimum, five pages maximum;
  - double spaced;
  - 12 pt. font;
  - document page number(s);
  - direct quotes need a page number; if there are no page numbers state “n.p;”
  - references in reference section in alphabetical order by last name;
  - American Psychological Association (APA) style https://www.apastyle.org/;
  - to be submitted to kanacker@gmu.edu by February 17th, 7:20 pm;
• a second draft of the introduction and a first draft of the data and methods sections of the synthesis of six (6) evaluations of the chosen policy or program (15% of the grade):
  o Microsoft Word document;
  o name of student;
  o title with name of discussed program and the term “synthesis;”
  o two pages minimum, ten pages maximum;
  o double spaced;
  o 12 pt. font;
  o document page numbers;
  o direct quotes need a page number; if there are no page numbers state “n.p;”
  o references in reference section in alphabetical order by last name;
  o American Psychological Association (APA) style https://www.apastyle.org/;
  o to be submitted to kanacker@gmu.edu by March 9th, 7:20 pm;

• a final presentation (10 minutes minimum; 15 minutes maximum, prezi; 25% of the grade);

• a final paper, i.e., a program evaluation synthesis (i.e.,
  o introduction;
  o background/literature\(^1\) review;
  o data;
  o methods;
  o results;
  o public policy;
  o conclusion)
  of the six (6) evaluations of the chosen policy or program; 7045% of the grade)
  o Microsoft Word document;
  o name of student;
  o title with name of discussed program and the term “synthesis;”
  o ten pages minimum, thirty pages maximum;
  o double spaced;
  o 12 pt. font;
  o document page numbers;
  o direct quotes need a page number; if there are no page numbers state “n.p;”
  o references in reference section in alphabetical order by last name;
  o American Psychological Association (APA) style https://www.apastyle.org/;
  o to be submitted as a hard copy in person right after the presentation).

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\(^1\)“The literature”, i.e., what others, not the author/s of a study, have done/found.
Assignment Submission, Late or Missing Assignments

Drafts are due as an e-mail submission to the instructor (kanacker@gmu.edu) at the beginning of class. A draft that was submitted after the deadline is considered late. Students will lose 20 (out of 100) points every 24 hours after the deadline. After five days assignments will not be evaluated by the instructor (i.e., zero grade). Final papers are due as an e-mail submission to the instructor (kanacker@gmu.edu) hard copy (paper) submission to the instructor at the end of the presentation on the signed up day at 10 pm. On the first day of class a sign up list for the final presentations will be made available. On presentation day, students are expected to arrive at the beginning of class, i.e., students are discouraged from arriving at the presentation time predicted by them. A presentation that was not held in person, i.e., in absence, is not considered a presentation (i.e., zero grade). A final paper that was submitted after the deadline is considered late. Students will lose 20 (out of 100) points every 24 hours after the deadline. After five days assignments will not be evaluated by the instructor (i.e., zero grade). Students will lose 5 (out of 100) points for not submitting the final paper as a hard copy (paper) submission to the instructor at the end of the presentation.

Appeals on the paper grade must be made in writing within 72 hours after grades have been posted on patriotweb.gmu.edu. Final class grades are non-negotiable.

Academic Accommodation for a Disability
Students with a disability or who need academic accommodations are encouraged to see the instructor and contact the Office of Disability Services. All academic accommodations must be arranged through Disability Services (http://ds.gmu.edu).

GMU/Schar School Policy on Plagiarism
The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus, any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School. It constitutes a serious breach of professional ethics and it is unacceptable. Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the Schar School takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For international students who are on a
university-sponsored visa (e.g., F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. http://schar.gmu.edu/current-students/masters-advising/academic-policies-forms/

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a Responsible Employee and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (703.380.1434) or Counseling and Psychological Services (CAPS) (703.993.2380). You may also seek assistance from Mason’s Title IX Coordinator by calling 703.993.8730 or e-mailing cde@gmu.edu.

**Resources:**
Mason Writing Center Arlington http://writingcenter.gmu.edu/
Mason Libraries Arlington http://library.gmu.edu/
Mason Libraries Arlington POGO646: infoguides.gmu.edu/evaluation
University Life Arlington https://ularlington.gmu.edu/
Mason Patriot Pantry https://ssac.gmu.edu/patriot-pantry/
Mason Student Health Services Arlington https://shs.gmu.edu/
Mason Counseling and Psychological Services Arlington http://caps.gmu.edu/
YMCA Arlington https://www.ymcadc.org/locations/ymca-arlington/?bid=03
($2 per visit w/ Mason student ID)
Mason Emergency Preparedness Guides
https://ehs.gmu.edu/emergencymanagement/plans-guides/

**Course Outline**
January 20  Martin Luther King Day – university closed

January 27  Topic: Introduction to Class, Introduction to Policy and Program Evaluation

**Study Assignment for January 27th:**
Assignment (due February 3rd):
Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to talk about your final paper in class.

February 3  Topic: What is Program Evaluation and Why is it Needed?

Study Assignments for February 3rd:


Please bring the worksheet “Wolf et al. (2013)” to class, available on Blackboard.

Class visit Kimberly MacVaugh, Policy and Government Librarian (8:30 pm). Please bring a laptop or other large device to class.

Assignment (due February 10th):
Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to talk about your final paper in class.

February 10  Topic: Social Problems and Assessing the Need for a Program

Study Assignments for February 10th:


Please bring the worksheet “Pacula et al. (2015)” to class, available on Blackboard.
Assignment (due February 17th, 7:20 pm):
Prepare a first draft of the introduction of the synthesis of the chosen policy or program. Submit this draft to kanacker@gmu.edu.

February 17  Topic: Assessing Program Theory and Design
Study Assignments for February 17th:


Please bring the worksheet “Bowen et al. (2014)” to class, available on Blackboard.

Assignment (due February 24th):
Be prepared to talk about your final paper in class.

February 24  Topic: Assessment of Program Process
Study Assignments for February 24th:


Please bring the worksheet “Browne & LaLumia (2014)” to class, available on Blackboard.

Assignment (due March 2nd):
Be prepared to talk about your final paper in class.
March 2

Topic: Measuring and Monitoring Program Outcomes

Study Assignments for March 2nd:


Please bring the worksheet “Heinrich et al. (2014)” to class, available on Blackboard.

Assignment (due March 9th, 7:20 pm):
Prepare a second draft of the introduction and a first draft of the data and methods sections of the synthesis. Submit this draft to kanacker@gmu.edu.

March 9 (class meets!)

Topic: Impact Evaluation: Isolating the Effects of Social Programs in the Real World

Study Assignments for March 9th:


Please bring the worksheet “Hemelt & Marcotte (2013)” to class, available on Blackboard.

March 16

Extended spring break (see e-mail from President Holton, 03/11/20, 8:26 pm)

Assignment (due March ):
Be prepared to talk about your final paper in class.
March 23 Topic: Impact Evaluation: Comparison Group Design via Blackboard Collaborate Ultra

Study Assignments for March 23rd:


Please bring the worksheet “Bennear et al. (2013)” to class, available on Blackboard.

Assignment (due March 23):
Be prepared to talk about your final paper in class.

March 30 Topic: Evaluating Program Impact: Designs with Strict Controls on Program Access via Blackboard Collaborate Ultra

Study Assignments for March 30th:


Please bring the worksheet “Leos-Urbel (2014)” to class, available on Blackboard.

Assignment (due):
Be prepared to talk about your final paper in class.

April 6 Topic: Detecting, Interpreting, and Exploring Program Effects via Blackboard Collaborate Ultra

Study Assignments for April 6th:


Please bring the worksheet “Figlio et al. (2014)” to class, available on Blackboard.

note: April 3rd to April 4th instructor at academic conference of the Urban Affairs Association (UAA) in Washington, DC—intermittent access to e-mail—apologies for delay in responding university-wide travel ban on domestic and international travel

note: April 5th to April 11th instructor at academic conference of the Association of American Geographers (AAG) in Denver, CO—intermittent access to e-mail—apologies for delay in responding university-wide travel ban on domestic and international travel

April 6 ——— No class — class met March 9th

Assignment (due April 13th):
Be prepared to talk about your final paper in class.

April 13

Topic: Assessing the Economic Efficiency of Programs; In-class presentations of final project
via Blackboard Collaborate Ultra

Study Assignment for April 13th:


Please bring the worksheet “Sabol & Chase-Lansdale (2015)” to class, available on Blackboard.

Assignment (due April 20th):
Be prepared to talk about your final paper in class.

### April 20

**Topic:** Planning an Evaluation; In-class presentations of final project

**via Blackboard Collaborate Ultra**

**Study Assignment for April 20th:**


Please bring the worksheet “Fox et al. (2015)” to class, available on Blackboard.

### Assignment (due April 27th):

Be prepared to talk about your final paper in class.

### April 27

**Topic:** The Social and Political Context of Evaluation; In-class presentations of final project

**Study Assignment for April 27th:**


### May 4

Reading Day – regular classes or exams may not be held.

### May 11

**Topic:** In-class presentations of final project

### April 27

Deadline for select papers – see modified table

### May 4

Deadline for select papers – see modified table

### May 11

Deadline for select papers – see modified table

### May 18

Deadline for select papers – see modified table

Grades will be posted on patriotweb.gmu.edu after May 2013th, 10pm.

Graded finals will be available after May 1320th, 10 pm. Contact kanacker@gmu.edu.