

PUBP713-003 — Policy and Program Evaluation

SYLLABUS

Credit Hours:	3
CRN	12803
Date/Time:	Monday 7:20 pm – 10:00 pm
Classroom:	Arlington Campus, Founders Hall 476
Website:	http://mymasonportal.gmu.edu
Instructor:	Katrin B. Anacker, Ph.D.
Office:	Arlington Campus, Founders Hall 673
e-mail:	kanacker@gmu.edu
Office Hours:	Monday 6:15 pm – 7:15 pm Tuesday 3:25 pm – 4:25 pm or by appointment (kanacker@gmu.edu)

Course Description

This course introduces students to policy and program evaluation. Topics include tailoring evaluations; identifying issues and formulating questions; assessing the need for a program; expressing and assessing program theory; assessing and monitoring program process; measuring and monitoring program outcomes; assessing program impacts; detecting, interpreting, and analyzing program effects; and measuring efficiency. 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 and be able to collect select data for policy and program evaluation;
- possess the skills needed to select methods appropriate for policy and program evaluation;
- possess the skills needed to interpret results based on policy and program evaluation; and
- be knowledgeable about and be able to communicate and present evaluation findings 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 and the class readings. Source:

<https://mymasonportal.gmu.edu/> -> courses

Course Materials

Required Readings:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5.

Linda G. Morra, Richard J. Light, Richard T. Barnes, Christine A. Fossett, and Penny Picket (1992) *The Evaluation Synthesis* (Washington, DC: United States General Accounting Office). <http://www.gao.gov/special.pubs/pemd1012.pdf>

Course Requirements:

Prerequisite

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

Class Attendance/Participation/Behavior

Students are required to attend class. Many educational studies have shown a high causation between class attendance and high grades. If students have to miss class for professional, i.e., a time conflict at work, or medical reasons they are expected to notify the instructor in advance and to familiarize themselves with the materials missed in class. Students are expected to participate in class discussions. Many educational studies have shown a high causation between participation in class discussions and high grades. Students are expected to arrive on time.

Reading Assignments

Students are required to familiarize themselves with and understand the class readings before each class. Readings will be discussed during class time.

Writing Assignments/Final Paper/Deadlines

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. Class grades will be based on

- a first draft (Microsoft Word document to be submitted to kanacker@gmu.edu by February 27th; at least 200 words; 12.5% of the grade)
- a second draft (Microsoft Word document to be submitted to kanacker@gmu.edu by March 27th; at least 400 words; 12.5% of the grade)
- a final presentation (15 minutes maximum, prezi; 25% of the grade);
- **a final paper, i.e., a program evaluation synthesis** (eight evaluations minimum; 10 pages minimum, 12 pt. font, double spaced; excluding a potential technical appendix; 50%).

Assignment Submission, Late or Missing Assignments

Drafts are due as e-mail submission to the instructor only. 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. 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 (7:20 pm), 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. Students will lose 25 (out of 100) points for presentations held in absence. **Final papers are due on the day of the presentation at the beginning of the presentation.** A paper that was handed in 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 (zero grade). **Final papers are due as paper submission to the instructor only.** Students will lose 5 (out of 100) points for **not** submitting the final paper as a paper submission to the instructor at the beginning of the presentation.

Appeals on the paper grade must be made in writing within 72 hours after commented papers have been made available. Final class grades are non-negotiable.

Academic Accommodation for a Disability

If you are a student with a disability and you need academic accommodations, please see the instructor and contact the Office of Disability Services. All academic accommodations must be arranged through the Office of Disability Services (<http://ods.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 School of Policy, Government, and International Affairs. 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 School of the School of Policy, Government, and International Affairs 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/>

Resources:

GMU Writing Center <http://writingcenter.gmu.edu/>

GMU Libraries <http://library.gmu.edu/>

GMU Counseling and Psychological Services <http://caps.gmu.edu/>

GMU Emergency Preparedness Guides

<https://ehs.gmu.edu/emergencymanagement/plans-guides/>

Course Outline

January 23 Topic: Introduction to Class, Introduction to Policy and Program Evaluation

Study Assignment for January 23rd:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 3-34. (Chapter 1: Fundamentals of Program Evaluation)

Ralph Hall (2001) "Evaluation." In Jonathan Michie (Ed.). *Reader's Guide to the Social Sciences* (New York, NY: Routledge). np.

<http://literati.credoreference.com/content/entry/routsocial/evaluation/0>

Michael Quinn Patton (2008) "Program Evaluation." In Lisa M. Given (Ed.). *The SAGE Encyclopedia of Qualitative Research Methods* (Thousand Oaks, CA: Sage Publications). 684-687.

<http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n341.xml?rskey=hc698A&row=7>

Richard M. Grinnell Jr., Yvonne A. Unrau, and Peter Gabor (2008) "Program Evaluation." In Terry Mizrahi and Larry E. Davis (Eds.). *Encyclopedia of Social Work* (New York, NY: Oxford University Press). np.

<http://www.oxfordreference.com/view/10.1093/acref/9780195306613.001.0001/acref-9780195306613-e-311>

Linda G. Morra, Richard J. Light, Richard T. Barnes, Christine A. Fossett, and Penny Picket (1992) *The Evaluation Synthesis* (Washington, DC: United States General Accounting Office).

<http://www.gao.gov/special.pubs/pemd1012.pdf>.

Assignment (due January 30th):

Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to present your thoughts in class.

January 30 Topic: Understanding Approaches to Evaluation and Select Ones that Work: The Comprehensive Evaluation Typology

Study Assignments for January 30th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 35-57. (Chapter 2: Understand Approaches to Evaluation and Select Ones That Work: The Comprehensive Evaluation Typology.)

Yunju Nam, Youngmi Kim, Margaret Clancy, Robert Zager, and Michael Sherraden (2013) “Do Child Development Accounts Promote Account Holding, Saving, and Asset Accumulation for Children’s Future? Evidence from a Statewide Randomized Experiment” *Journal of Policy Analysis and Management* 32.1, 6-33. [available at GMU Libraries]

Guest Speaker: Helen McManus, SPP Library Liaison.

Please bring a laptop or tablet to class.

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

Assignment (due February 6th):

Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to present your thoughts in class.

February 6 Topic: Logic Models and the Action Model/Change Model Schema (Program Theory)

Study Assignments for February 6th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 58-92; 343-364. (Chapter 3: Logic Models and the Action Model/Change Model Schema (Program Theory); Chapter 13: What to Do if Your Logic Model Does Not Work as Well as Expected)

Robert R. Weathers II and Michelle Stegman Bailey (2014) “The Impact of Rehabilitation and Counseling Services on the Labor Market Activity of Social Security Disability Insurance (SSDI) Beneficiaries” *Journal of Policy Analysis and Management* 33.3, 623-648. [available at GMU Libraries]

Please bring the worksheet “Weathers & Bailey 2014” to class, available on Blackboard.

Assignment (due February 13th):

Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to present your thoughts in class.

February 13 Topic: Helping Stakeholders Clarify a Program Plan: Program Scope Study Assignments for February 13th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 97-116; 365-387. (Chapter 4: Helping Stakeholders Clarify a Program Plan: Program Scope; Chapter 14: Formal Theories Versus Stakeholder Theories in Interventions: Relative Strengths and Limitations)

William G. Bowen, Matthew M. Chingos, Kelly A. Lack, and Thomas I. Nygren (2014) “Interactive Learning Online at Public Universities: Evidence from a Six-Campus Randomized Trial” *Journal of Policy Analysis and Management* 33.1, 94-111. [available at GMU Libraries]

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

Assignment (due February 20th):

Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to present your thoughts in class.

February 20 Topic: Helping Stakeholders Clarify a Program Plan: Action Plan Study Assignments for February 20th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 117-150; 365-387. (Chapter 5: Helping Stakeholders Clarify a Program Plan: Action Plan; Chapter 14: Formal Theories Versus Stakeholder Theories in Interventions: Relative Strengths and Limitations)

Stephanie P. Browne and Sara LaLumia (2014) “The Effects of Contraception on Female Poverty” *Journal of Policy Analysis and Management* 33.3, 602-622. [available at GMU Libraries]

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

Assignment (due February 27th):

Prepare a draft of at least 200 words about a potential program evaluation synthesis for a (a) federal, (b) state, (c) county, or (d) municipal program. Submit this abstract to kanacker@gmu.edu.

February 27 Topic: Constructive Process Evaluation Tailored for the Initial Implementation

Study Assignments for February 27th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 153-175. (Chapter 6: Constructive Process Evaluation Tailored for the Initial Implementation)

Carolyn J. Heinrich, Patricia Burch, Annalee Good, Rudy Acosta, Huiping Cheng, Marcus Dillender, Christi Kirshbaum, Hiren Nisar, and Mary Stewart (2014) “Improving the Implementation and Effectiveness of Out-of-School-Time Tutoring” *Journal of Policy Analysis and Management* 33.2, 471-494. [available at GMU Libraries]

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

Assignment (due March 6th):

Think about a (a) federal, (b) state, (c) county, or (d) municipal program to be synthesized for the final project. Be prepared to present your thoughts in class.

March 6 Topic: Assessing Implementation in the Mature Implementation Stage

Study Assignments for March 6th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 176-200. (Chapter 7: Assessing Implementation in the Mature Implementation Stage)

Steven W. Hemelt and Dave E. Marcotte (2013) “High School Exit Exams and Dropout in an Era of Increased Accountability” *Journal of Policy Analysis and Management* 32.2, 323-349. [available at GMU Libraries]

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

March 13 No class – spring break!

Assignment (due March 20th):

Be prepared to talk about the status of your program evaluation synthesis in class.

March 20 **Topic: Program Monitoring and the Development of a Monitoring System**

Study Assignments for March 20th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 203-229. (Chapter 8: Program Monitoring and the Development of a Monitoring System)

Lori S. Benneer, Jonathan M. Lee and Laura O. Taylor (2013) “Municipal Rebate Programs for Environmental Retrofits: An Evaluation of Additionality and Cost-Effectiveness” *Journal of Policy Analysis and Management* 32.2, 350-372. [available at GMU Libraries]

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

Assignment (due March 27th):

Prepare a draft of at least 400 words about a potential program evaluation synthesis for a (a) federal, (b) state, (c) county, or (d) municipal program. Submit this abstract to kanacker@gmu.edu.

March 27 **Topic: Constructive Outcome Evaluations**

Study Assignments for March 27th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 230-246. (Chapter 9: Constructive Outcome Evaluations)

Scott A. Imberman and Adriana D. Kugler (2014) “The Effect of Providing Breakfast n Class on Student Performance” *Journal of Policy Analysis and Management* 33.3, 669-699. [available at GMU Libraries]

Please bring the worksheet “Imberman and Kugler 2014” to class, available on Blackboard.

Assignment (due April 3rd):

Be prepared to talk about the status of your program evaluation synthesis in class.

April 3 Topic: The Experimentation Evaluation Approach to Outcome Evaluations

Study Assignments for April 3rd:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 247-259. (Chapter 10: The Experimentation Evaluation Approach to Outcome Evaluation)

Patrick J. Wolf, Brian Kisida, Babette Gutmann, Michael Puma, Nada Eissa and Lou Rizzo (2013) “School Vouchers and Student Outcomes: Experimental Evidence from Washington, DC” *Journal of Policy Analysis and Management* 32.2, 246-270. [available at GMU Libraries]

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

note: April 4th to 9th instructor at academic conference of the Association of American Geographers (AAG) in Boston, MA – intermittent access to e-mail – apologies for delay in responding

Assignment (due April 10th):

Be prepared to talk about the status of your program evaluation synthesis in class.

April 10 Topic: The Holistic Effectuality Evaluation Approach to Outcome Evaluation

Study Assignments for April 10th:

Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 260-303. (Chapter 11: The Holistic Effectuality Evaluation Approach to Outcome Evaluation)

Jacob Leos-Urban (2014) “What is a Summer Job Worth? The Impact of Summer Youth Employment on academic Outcomes” *Journal of Policy Analysis and Management* 33.4, 891-911. [available at GMU Libraries]

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

Assignment (due April 17th):

Be prepared to talk about the status of your program evaluation synthesis in class.

April 17 **Topics: The Theory-Driven Approach to Outcome Evaluation**
Study Assignments for April 17th:
Huey T. Chen (2015) *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective* (Thousand Oaks, CA: Sage). 2nd edition. ISBN 978-1-4129-9230-5. 304-339. (Chapter 12: The Theory-Driven Approach to Outcome Evaluation)

Amanda Clayton (2014) “Electoral Gender Quotas and Attitudes Toward Traditional Leaders: A Policy Experiment in Lesotho” *Journal of Policy Analysis and Management* 33.4, 1007-1026. [available at GMU Libraries]

Please bring the worksheet “Clayton 2014” to class, available on Blackboard.

note: April 19th to 22nd instructor at academic conference of the Urban Affairs Association (UAA) in Minneapolis, MN – intermittent access to e-mail – apologies for delay in responding

April 24 **Topic: In-class presentations of final project**

May 1 **Topic: In-class presentations of final project**

May 8 **Reading Day – no class**

May 15 **Topic: In-class presentations of final project**

Grades will be posted on patriotweb.gmu.edu after May 17, 10p.

Graded finals will be available at the following locations:

- from Friday, May 19, 2017 to Sunday, December 31, 2017:
Barbara Hill (Founders Hall 509; bhill11@gmu.edu; 703.993.3179)
- from Monday, January 1, 2018 to Saturday, June 30, 2018:
GMU Records Management (please make arrangements with the instructor)
- after Sunday, July 1, 2018 finals will be shredded