NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE
PADM-GP 2171/GPH-GU 2371 Section 3
Program Analysis and Evaluation
Thursday 6:45 – 8:25 pm 194 Silver 701
Professor Carolyn Berry

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Course Pre-requisites
Students must have completed (or waived) P11.1011 (Statistical Methods) and P11.1022 (Introduction to Public Policy). This course builds on these introductory courses and lays the foundation for P11.2875 (Evaluation of Health and Social Programs).

Course Description and Objectives
Program evaluation is a critical component in designing and operating effective programs. Evaluations supply information to program managers and policymakers that can assist them in making decisions about which programs to fund, modify, expand or eliminate. Evaluation can be an accountability tool for program managers and funders. This course serves as an introduction to evaluation methodology and evaluation tools commonly used to assess publicly funded programs. Students will become familiar with the concepts, methods and applications of evaluation research; learn how to read evaluation research critically; understand how to use evaluation results to anticipate or improve program performance; and be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program.

Course Structure
The class includes lecture, readings, and discussion. There is no specific policy or sector focus to this course, as evaluation tools are used in all policy areas and by public (government) and private (foundation) funders as well as by public and private sector program managers. Students are encouraged to relate the general material of the course to their specific policy interests.

Readings
The required textbook for this course is:


An optional and recommended text is:

Peter Rossi, Howard Freeman, and Mark Lipsey (2004) Evaluation: A Systematic Approach,
In addition to the required text, you will need to read one chapter from the optional textbook and 18 readings, which are mostly articles. All but of the articles are available through Bobst electronic journals. The 3 readings (one article and two readings from other textbooks) and one required chapter of the RFL textbook that are not available for downloading are in my mailbox in Puck (Adjunct box #19) in a red folder and three sets of copies will be made available in class. There are also 24 additional optional readings, all of which can be downloaded.

There is a sizable body of literature, which deals with program evaluation and policy analysis. The journal Evaluation Review (previously Evaluation Quarterly) is an especially rich source on the subject, as is the Evaluation Studies Review Annual (Sage, more or less annually). Evaluation Practice, Evaluation and Program Planning, New Directions for Program Evaluation, and Journal of Policy Analysis and Management are also recommended. There are also evaluation journals for specific fields, including Evaluation and the Health Professions, Evaluation in Education, and Evaluation and Human Services.

Course requirements
Class preparation and participation are important for this “tool based” course. Students need to read required text and articles in advance and be prepared to participate in class discussion. In addition to class participation, students will write three brief memos, one take-home exam, and write a final evaluation design paper. Note: the following descriptions are not enough to complete the assignments adequately. More detailed instructions for each assignment is posted will follow.

Midterm Examination
There will be a take-home essay style examination due November 3.

Program Statement
Oct 6
Students will submit a short (1 - 2 pages) description of a selected program, indicating the problem to be addressed by the intervention, the intended beneficiaries or targets of the program, the intended benefits, and the causal model/program theory underlying the program. This memo is a preliminary step in writing the final design paper.

Measurement Memo
Nov 17
Using the program model developed in the first memo, students will specify the research questions, operational definitions, and specific measures they would use in an evaluation of the program.

OPTIONAL Evaluation Review (for extra credit)
Dec 16
It is important to become a good consumer of evaluations, if not a good evaluator oneself. Review one of three selected evaluation articles. In 2 - 3 pages, students will summarize the type of evaluation described, its design and methods, and write a critique of the evaluation.

Final Paper: Outcome Evaluation Design
Dec 22
The final paper builds on earlier assignments. Students will design a comprehensive evaluation plan for their chosen programs. The proposal will focus on outcome or impact evaluation but will include a brief section on process evaluation as well.
Relative Weight of Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>40%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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<tr>
<td>Two memos</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Group participation</td>
<td>5%</td>
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Course Schedule

Part I: Planning and Implementation

Sept 8

Class 1: Introduction to the course and the field of program evaluation; stakeholders.
- Weiss Chapters 1 & 2
- Optional: RFL Chapters 1 & 2

Sept 15

Class 2: Pre-program evaluation activities: needs assessment
- Review Weiss Chapter 2
- Optional: RFL Chapter 4

Sept 22

Class 3: Explicating and assessing program theory
- Weiss Chapter 3
- Chen, W. & Lin (1997). Evaluating the process and outcome of a garbage reduction program in Taiwan (CS)
- Optional: RFL Chapter 5
- Optional: Cooksy, G. & Kelly (2001). The program logic model as an integrative framework for a multimethod evaluation (CS)
- Optional: Unrue,(2001). Using client interviews to illuminate outcomes in program logic models: a case example (CS)

Sept 29

Class 4: Process evaluation, formative evaluation and implementation analysis
- Dewa, Horgan, Russell & Keates, What? Another form? The process of measuring and comparing service utilization in a community mental health program model (CS)
- Optional: RFL Chapter 6
• Optional: Heinz & Grant (2003). A process evaluation of a parenting group for parents with intellectual disabilities (CS)

Oct 6          Class 5: Program Monitoring: Real World Example
• Program memo due (send electronically)

Part II:          Measuring the Impacts of Programs

Oct 13        Class 6: Outcome/Impact evaluation: design, internal and external validity
• Weiss Chapter 8
• Program memo returned

Oct 20        Class 7: Outcome/Impact evaluation: randomized experimental design
• Weiss Chapter 9
• Seron, C., Ryzin, G.V., Frankel, M., & Kovath, J. (2001). The impact of legal counsel on outcomes for poor tenants in New York City’s housing court: results of a randomized experiment. (CS)
• Optional: RFL Chapter 8
• Optional: Bauman et al, The influence of a family program on adolescent tobacco and alcohol use (CS)
• Optional: Killias, Martin, Aebi, Marcelo and Ribeaud, Denis (2000). Does community service rehabilitate better than a short-term imprisonment?: Results of a controlled experiment.
• Potential midterm questions handed out

Oct 27        Class 8: Outcome/Impact evaluation: quasi-experimental designs with comparison groups
• RFL Chapter 9 pp 265-286
• Ballart, X. & Riba, C. (1995), Impact of legislation requiring moped and motorbike riders to wear helmets. (time-series CS)
• Optional: Avery-Leaf, Cascardi, O’Leary & Cano (1997), Efficacy of a dating violence prevention program on attitudes justifying aggression (CS)
• Optional: Jason, Berk, Schnopp-Wyatt & Talbot (1999). Effects of enforcement of youth access laws on smoking prevalence (CS)
Nov 3  Class 9: Formulating Research Questions and Measurement

- Weiss, Chapter 6
- Litwin, M.S. (2003). How to Assess and Interpret Survey Psychometrics, Ch 3 & 4
- Optional: RFL Chapters 3 & 7
- Optional: Christo, George, Spurrell, Sally, and Alcorn, Ron (2000). Validation of the Christo Inventory for Substance-misuse Services (CISS): A simple outcome evaluation tool. (CS)
- Midterm answers due

Nov 10  Class 10: Formulating Research Questions and Measurement (continued)

Full coverage and reflexive designs
- Weiss, review Chapter 8 pp. 191-199
- RFL Chapter 9 pp. 289-295
- Optional: Cook, C.(2002, The effects of skilled health attendants on reducing maternal deaths in developing countries: testing the medical model (CS)

Nov 17  Class 11: Full coverage and reflexive designs (continued)

Sampling
- Babbie,E. (1992). The Practice of Social Research, Chapter 8
- Measurement memo due
- Mid-term exams returned

Nov 24  NO CLASS: THANKSGIVING HOLIDAY

Dec 1  Class 12: Sampling (continued)

Preparation for debates
- Measurement memo returned
Dec 8  Class 13: Two Debates & Discussion

Evaluations in the real world: context, politics, and ethics
- Weiss, Chapter 14
- Knickman & Jellinek (1997). Four lessons from evaluating controversial programs
  Optional: RFL Chapter 12
- Optional: Allen, Gilchrist, Brown, Cox, Semke, Thomas & Perry (1994). One system, many perspectives: Stakeholders and mental health system evaluation

Dec 15  Class 13: Two Debates & Discussion

Evaluation Synthesis
- Weiss Chapter 10, pp 235 - 244

Dec 16  OPTIONAL Evaluation review memo due (for extra credit)

Dec 22  Final Paper Due