Course Pre-requisites
Students must have completed (or waived) P11.1011 (Statistical Methods) and P11.1022 (Introduction to Public Policy), as this course builds on these introductory courses.

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:


In addition to the required text, you will have additional readings, which are mostly articles (case studies). All of the articles are available through Bobst electronic journals. There are also 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 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 two brief memos (with an optional third for extra credit), complete one take-home midterm 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 will follow.

Midterm Examination
There will be a take-home essay style examination due November 1st.

Program Statement October 4th
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 November 15th
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) December 13th
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 December 20th
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. Students will work in groups.
Relative Weight of Assignments

<table>
<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>Two memos</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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Course Schedule

Part I: Planning and Implementation

Sept 6  Class 1: Introduction to the course and the field of program evaluation; purposes and stakeholders.
- Weiss Chapters 1 & 2

Sept 13 Class 2: Pre-program evaluation activities: needs assessment
- Review Weiss Chapter 2

Sept 20 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:* Cooksy, G. & Kelly (2001). The program logic model as an integrative framework for a multimethod evaluation (CS)

Sept 27 Class 4: Process evaluation, formative evaluation and implementation analysis
- Heinz & Grant (2003). A process evaluation of a parenting group for parents with intellectual disabilities (CS)
- *Optional:* Dewa, Horgan, Russell & Keates, What? Another form? The process of measuring and comparing service utilization in a community mental health program model (CS)

Oct 4

Class 5: Program Memo Presentations

Program memo due (send electronically)

Part II: Measuring the Impacts of Programs

Oct 11

Class 6: Outcome/Impact evaluation: design, internal and external validity

- Weiss Chapter 8
- Program memo returned

Oct 18

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)
- Potential midterm questions handed out

Oct 25

Class 8: Outcome/Impact evaluation: quasi-experimental designs with comparison groups

- Optional: Jason, Berk, Schnopp-Wyatt & Talbot (1999). Effects of enforcement of youth access laws on smoking prevalence (CS)

Nov 1

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: 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 (send electronically)*

**Nov 8**
Class 10: Class cancelled – use time to meet with your group and work on memo

**Nov 15**
Class 11: Full coverage and reflexive designs; Sampling
- Babbie, E. (1992). The Practice of Social Research, Chapter 8
- Weiss, review Chapter 8 pp. 191-199
- Optional: Cook, C. (2002). The effects of skilled health attendants on reducing maternal deaths in developing countries: testing the medical model (CS)
- *Measurement memo due (send electronically)*
- *Midterm exams returned*

**Nov 22**
No Class – Happy Thanksgiving!
- *Measurement memo returned*

**Nov 29**
Class 12: Participatory Evaluation; Evaluation and Research Ethics
- Weiss, Chapter 14
- Knickman & Jellinek (1997). Four lessons from evaluating controversial programs

**Dec 6**
Class 13: Qualitative Methods; Final Presentations
- Weiss, Chapter 11

**Dec 13**
Class 14: Final Presentations (continued)
- *OPTIONAL Evaluation review memo due (for extra credit)*

**Dec 20**
*Final Paper Due*