

POL 879: Policy Analysis and Program Evaluation

Spring Semester 2007

Combs 116
Monday 6 - 8:45 pm

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Office Hours: Tuesdays 2-4, and by appointment

Contacting Me

You are almost certain to receive a same-day response if you contact me via email. I sometimes work at home and do not check my phone messages until I am back in the office. I have office hours, but am available for appointments on most days as well.

Description of Course

According to the course catalog, POL 879 is described as . . . *An introduction to theories and methods of analysis relating to public policy and public program formulation, implementation, and evaluation. Topics include quantitative and non-quantitative analytical techniques.*

Required Texts

- Rossi, Peter H., Mark W. Lipsey, and Howard E. Freeman. 2004. *Evaluation: A Systematic Approach*, Seventh Edition. Thousand Oaks, CA: Sage. ISBN: 0761908943
- Babbie, Earl, Fred Halley, and Jeanne Zaino. 2003. *Adventures in Social Research: Data Analysis Using SPSS*, 5th Edition. Thousand Oaks, CA: Sage. ISBN: 0761987908

Additional Required Reading

Journal readings will accompany the above texts as required reading. Journal readings can be accessed via JSTOR and/or through the "Full Text Electronic Journals" link on the library's website. Some articles will be available through library reserve. The Rossi, Lipsey, and Freeman book refers to various journal articles in "Exhibit" boxes throughout the text to illustrate the main points of the chapter. I have selected some of these for us to read and discuss.

Learning Objectives

- Students will understand theories and methods of policy analysis and program evaluation.
- Students will improve their writing and speaking skills.
- Students will understand when it is appropriate to use particular statistical tests and how to conduct them using SPSS.

Assessment Methods

- Objectives related to understanding theories and methods of analysis and evaluation will be assessed on exams, homework, and the evaluation project.
- Objectives related to improving writing and speaking skills will be assessed on the evaluation project, the presentation, homework, and exams.
- Objectives related to appropriateness and utilization of SPSS will be assessed on exams, homework, and the evaluation project.

Course Relationship to MPH Program

- This course relates directly to the accomplishment of the educational program objectives of the MPH degree, which are described in the Student Handbook that students receive upon enrollment into the program. Please reference the educational program objectives throughout the semester as they will provide a framework for this course and will contribute to your preparation for successfully completing other degree program requirements (e.g., comprehensive examination, capstone, practicum).

The MPH educational program objectives addressed in the course are:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
3. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health, environmental health science, or public administration.

This course also relates directly to the accomplishment of overall program competencies and option-specific competencies. Please refer to www.mph.eku.edu and/or the MPH Student Handbook to see which competencies are specifically addressed in this course.

Course content, assignments, and assessment instruments have been designed to facilitate the attainment and demonstration of appropriate knowledge and skills, and facilitate application in the field of public health.

Course Requirements

Attendance and Participation

I expect you to attend class and participate in discussions. Grades may be adjusted up or down based on class attendance and consistent participation.

Blackboard

Students should check Blackboard on a regular basis. Please update your EKU email account and consult with Academic Computing if you do not know how to use Blackboard. I will utilize the

email list on Bb to communicate with the class. If you have a different email account that you check more frequently than your EKU account, please add that to the list. If you do not know how to use Blackboard, make an appointment with ITDS to learn how by the end of next week.

Exams

There will be a midterm and a final exam worth 55% of your final grade. Exams will be a combination of essay questions and SPSS problems.

Project and Presentation

Students will be placed in groups to complete a program evaluation, due toward the end of the semester. You will, however, be responsible for submitting parts of the paper to me as the semester progresses so I can help you learn how to write a high-quality research paper. Each group will present the evaluation to the class at the end of the semester. The paper is worth 25% of your final grade. The presentation is worth 10%. We will discuss policy interests the first night of class and I will do my best to create groups based on similar interests. I will contact state and local agencies and attempt to obtain existing data for the projects.

Homework

There will be weekly homework assignments worth 10% of your final grade. Homework will be submitted via Blackboard. An answer key to the homework assignment will be posted on Blackboard within 24 hours of the due date for review at your convenience. Homework assignments may include the following: questions about the assigned reading, SPSS problems, and/or summarizing and analyzing journal articles. Homework assignments will receive a grade of High Pass, Pass, Low Pass or Fail. Criteria for grading follows:

- High Pass: Attempts to answer all questions. May answer one or two questions incorrectly, but has correct answers on all other questions. Answers will be substantive and of high quality. 90-100
- Pass: Attempts to answer all questions. May answer three questions incorrectly, but has correct answers on all other questions. Some answers may be brief and/or somewhat superficial in substance. 80-89
- Low Pass: Attempts to answer most questions. May answer more than three questions incorrectly, but it is clear the student has made an effort. Most answers are brief and/or superficial in substance. 70-79
- Fail: Student does not turn in homework. Permission must be obtained **prior** to the due date to submit an assignment late. 0

Academic Honesty

Cheating, plagiarism, and destruction of course materials violate the rules of the University and the ethical standards of public administration and political science professions. Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and expulsion from the University. Instances of academic dishonesty will be reported to appropriate University officials as required by University rules and procedures. If I suspect a student has

cheated in any way, I will pursue it. See me if you're not sure what constitutes cheating or plagiarism.

If you plagiarize any component of any assignment (even just one sentence) you will receive a grade of 0 for that assignment.

Plagiarism is taking someone else's words and claiming them as your own. Even if you re-phrase something, you still must provide a citation giving credit to the person who had the original thought.

Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Grading Summary

Midterm Exam:	25%
Final Exam:	30%
Program Evaluation:	25%
Presentation:	10%
Homework:	10%

Final Grade Calculation

90% and above = A
80-89% = B
70-79% = C

Grades may be adjusted up or down based on class attendance and regular participation in class discussion.

Reading and Assignment Schedule

This is a tentative schedule that may need to be adjusted based on the progress we make throughout the semester. Changes in the schedule will be announced in class and posted on Blackboard.

RLF = Rossi, Lipsey, Freeman

BHZ = Babbie, Halley, Zaino

Week 1:

Classes began on Tuesday this semester, so no class was held during Week 1.

Week 2: January 22

Introductions, syllabus, sorting into groups for project, and yes, some lecture.

Week 3: January 29

Class will be conducted on-line. You are **not** responsible for being on-line during class time. I had many of you in POL 800 last semester, but we do have a number of students in class who took 800 last Spring, or who took an 800-equivalent class from a different program. I am concerned about gaps in knowledge among the students. This class period, therefore, will be devoted to an extensive on-line review of what you need to know to proceed for the rest of the semester. In addition to introductory reading in our books, you are responsible for completing the review exam posted on Blackboard. You may refer to books, notes, the review, etc., to complete the “exam”.

RLF: Chapter 1: An Overview of Program Evaluation

Week 4: February 5

RLF: Chapter 2: Tailoring Evaluations

RLF: Chapter 3: Identifying Issues and Formulating Questions

Palumbo, Dennis J. and Michael A. Hallett. 1993. “Conflict Versus Consensus Models in Policy Evaluation and Implementation.” *Evaluation and Program Planning* 16(1):11-23.

Meyers, Marcia K., Bonnie Glaser, and Karin MacDonald. 1998. “On the Front Lines of Welfare Delivery: Are Workers Implementing Policy Reforms?” *Journal of Policy Analysis and Management* 17(1):1-22.

Week 5: February 12

RLF: Chapter 4: Assessing the Need for a Program

BHZ: Chapter 14: Measures of Association

BHZ: Chapter 15: Tests of Significance

McFarlane, J. 1989. “Battering During Pregnancy: Tip of an Iceberg Revealed.” *Women and Health* 15(3):69-84.

Halvorson, Holly W., Donna K. Pike, Frank M. Reed, Maureen W. McClatchey, and Carol A. Gosselink. 1993. “Using Qualitative Methods to Evaluate Health Service Delivery in Three Rural Colorado Communities.” *Evaluation & the Health Professions* 16(4):434-447.

Week 6: February 19

RLF: Chapter 5: Expressing and Assessing Program Theory

BHZ: Chapter 17: Multiple Causation

Winfree, L. Thomas, Jr., Finn-Aage Esbensen, and D. Wayne Osgood. 1996. "Evaluating a School-Based Gang-Prevention Program: A Theoretical Perspective." *Evaluation Review* 20(2):181-203.

Herman, Daniel B., Elmer L. Struening, and Susan M. Barrow. 1994. "Self-Reported Needs for Help Among Homeless Men and Women." *Evaluation and Program Planning* 17(3):249-256.

Week 7: February 26

RLF: Chapter 6: Assessing and Monitoring Program Process

BHZ: Chapter 17: Multiple Causation (re-read!)

Brindis, Claire, Dana C. Hughes, Neal Halfon, and Paul W. Newacheck. 1998. "The Use of Formative Evaluation to Assess Integrated Services for Children." *Evaluation & the Health Professions* 21(1):66-90.

Review for Midterm Exam!!!

Week 8: March 5

MIDTERM EXAM ON MARCH 5th

Week 9: March 12

NO CLASS: SPRING BREAK!!!

Week 10: March 19

RLF: Chapter 7: Measuring and Monitoring Program Outcomes

BHZ: Chapter 18: Dissecting the Political Factor

BHZ: Chapter 19: A Powerful Prediction of Attitudes Toward Abortion

Calsyn, Robert J., Gary A. Morse, W. Dean Klinkenberg, and Michael L. Trusty. 1997. "Reliability and Validity of Self-Report Data on Homeless Mentally Ill Individuals." *Evaluation and Program Planning* 20(1):47-54.

Duckart, Jonathan P. 1998. "An Evaluation of the Baltimore Community Lead Education and Reduction Corps (CLEARCorps) Program." *Evaluation Review* 22(3):373-402.

Week 11: March 26

RLF: Chapter 8: Assessing Program Impact: Randomized Field Experiments

BHZ: Chapter 20: Suggestions for Further Multivariate Analyses

Solomon, Phyllis, and Jeffrey Draine. 1995. "One-Year Outcomes of a Randomized Trial of Consumer Case Management." *Evaluation and Program Planning* 18(2):117-127.

Week 12: April 2

RLF: Chapter 9: Assessing Program Impact: Alternative Designs

BHZ: Chapter 21: Designing and Executing Your Own Survey

Humphreys, Keith, Ciaran S. Phibbs, and Rudolf H. Moos. 1996. "Addressing Self-Selection Effects in Evaluations of Mutual Help Groups and Professional Mental Health Services: An Introduction to Two-Stage Sample Selection Models." *Evaluation and Program Planning* 19(4):301-308.

Figlio, David N. 1995. "The Effect of Drinking Age Laws and Alcohol-Related Crashes: Time-Series Evidence from Wisconsin." *Journal of Policy Analysis and Management* 14(4):555-566.

Week 13: April 9

RLF: Chapter 10: Detecting, Interpreting, and Analyzing Program Effects

BHZ: Chapter 21: Designing and Executing Your Own Survey (re-read!)

Week 14: April 16

RLF: Chapter 11: Measuring Efficiency

BHZ: No assigned reading, but please bring book and CD for SPSS work.

Gray, T., C. R. Larsen, P. Haynes, and K. W. Olson. 1991. "Using Cost-Benefit Analysis to Evaluate Correctional Sentences." *Evaluation Review* 15(4):471-481.

Jerell, Jeanette M. and Teh-Wei Hu. 1996. "Estimating the Cost Impact of Three Dual Diagnosis Treatment Programs." *Evaluation Review* 20(2):160-180.

Week 15: April 23

Presentations

Week 16: April 30

Presentations and Review for Final Exam

Final Exam on Monday, May 7th at 6pm.