

Public Policy Design, Evaluation and Implementation (PA 8420)
Harry S Truman School of Public Affairs
University of Missouri-Columbia
Dr. Colleen M. Heflin
Fall 2009
Thursday 2:30-5pm

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OBJECTIVES AND DESCRIPTION

The central objective of this course is to learn the tools that are used to determine whether programs and policies are achieving their goals. As managers, you will need to decide if existing programs are “successful” or if funding would be better spent elsewhere. You will need to figure out how to improve the effectiveness of existing programs as well as decide if new programs should be launched. This class will teach you how to read the existing evaluation literature in an area, design a research study, and collect and analyze both qualitative and quantitative data.

TEACHING STYLE

There are many ways to learn. And different styles are more effective for some students than others. Therefore, we will utilize several different approaches: straight lectures, classroom discussions, in-class exercises, problem sets, take-home assignments, papers, and exam preparation. Although the lectures I will provide in the classroom are central to your learning, they are only one source of information. Readings will be assigned for each class period, and the material in these readings will be discussed in class. Please complete all readings prior to the class in which they will be discussed. The lectures will also cover material not included in the readings. To a large degree, the readings and lectures are not substitutes – they are chosen and designed to complement each other.

This course will require and reinforce a basic understanding of statistics. In-class activities and homework will require you to apply concepts that you should know from previous statistics classes. As you will need to use STATA to complete the homework, I will have extra office hours in the statistics lab for several weeks in September on Friday afternoons.

Textbooks (available at Mizzou Bookstore):

Joy A. Frechtling. 2007. *Logic Modeling Methods in Program Evaluation*. Jossey-Bass: San Francisco, CA.

Werner, Alan. 2004. *A Guide to Implementation Research*. Urban Institute Press: Washington, D.C.

Additional Course Materials:

In addition to the textbooks, there are additional readings that are required for the course. These readings are available electronically and may be downloaded from blackboard.

Academic Honesty

Please note that I will be enforcing the University of Missouri-Columbia's Policy and Procedures for Academic Integrity which can be found at:

<http://academicintegrity.missouri.edu/guidelines/procedure.html>

Disability

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a notetaker), students must also register with Disability Services, AO38 Brady Commons, 882-4696; it is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Grading and Written Assignments

Homework (20 percent): There will be two homework assignments required for this course. Each requires knowledge of statistics and STATA computer software. Homework will be handed out in class and due two weeks later. You may work in groups for the STATA portion of the homework but you must hand in individual homework assignments (i.e. interpretation must be done individually).

In-class Exercises/Take-Home Assignments/Discussion (10 percent): Throughout the course, I will assign short assignments to be done either at home or in class. Credit for these assignments is given on a credit/no credit basis. Additionally some of these points will be given for participation in in-class discussion. Since you cannot participate if you are not present, points will be lost for each class missed after the first one (you have one free absence to deal with personal/work conflicts) or for persistent tardiness.

Midterm (30 percent): The midterm exam will be a combination of essay and short discussion/problem solving. It will cover material from the beginning of class through Session 7. The midterm is scheduled for **Thursday October 15th** and should take about two hours. No make-up exams will be given without prior arrangement.

Final Exam (40 percent): Students will have the option of doing one of the following: A) Take a cumulative final exam that will follow the format of the midterm but will cover material from the beginning of the term through the end. The final exam for this class is tentatively scheduled for **December 11 at 10:30am** in this room (13 Middlebush). B) Write an evaluation research design proposal 6-8 pages in length (12 point font, 1 ½ inch margins, single-spaced) due on **December 9th**. Students choosing this option must outline the selected program and data sources in a one-page memo due on **November 2, 2008**. I would like this memo to describe the program and discuss the key aspects of the envisioned design. Please see the attached description of the evaluation design project.

Course Outline

Date	Topic	Assignments and Exercises
Session 1: August 27	Introduction to Evaluation	
Session 2: September 3	Outcome Logic Models	Take Home Exercise 1 Due 9/1
Session 3: September 10	Validity, Measurement, and Experimental Design	Homework 1 Assigned
Session 4: September 17	Quasi-experimental Design: Pre-/Post-intervention no control group	
Session 5: September 24	Quasi-experimental Design: Nonequivalent control group	Homework 1 Due 9/21 Homework 2 Assigned
Session 6: October 1	Quasi-experimental Design: Interrupted time series and Regression Discontinuity	
Session 7: October 8	Team Read Case Study	Homework 2 Due 10/5
Session 8: October 15	Midterm	
Session 9: October 22	Implementation Evaluation Basics	
Session 10: October 29	More on Implementation and Applications	
Session 11: November 5	Qualitative Data Collection Techniques	Research Proposal Brief Due November 2rd
Session 12: November 12	Performance Measurement	
Session 13: November 19	Implementation Evaluation Case Study	
No Class November 26	Thanksgiving Break	
Session 14: December 3	Report Writing and Ethics	Implementation Evaluation Memo Due December 3

Reading Assignments

Session 1: Introduction to evaluation

Readings: Weiss, Carol. 1998. *Evaluation*. Second Edition. Prentice Hall: Upper Saddle River, New Jersey. Chapters 1 & 2. Pp. 1-45.

Exercise: Academic Yoga Exercise
Take Home Exercise

Session 2: Outcome Logic Models

Readings: Joy A. Frechtling. 2007. *Logic Modeling Methods in Program Evaluation*. Jossey-Bass: San Francisco, CA.

Exercise: Designing an Outcome Logic Model

Session 3: Validity, Measurement, and Experimental Design

Readings: Bingham and Felbinger. 2002. *Evaluation in Practice*. Second Edition. Chatham House: New York. Chapter 2 “Evaluation Designs” and Chapter 3 “Measurement”
Wholey, Joseph S, Harry P. Hatry and Kathyne Newcomer. 2004. *Handbook of Practical Program Evaluation*. Second Edition. Jossey-Bass: San Francisco, Chapter 6, “Using Randomized Experiments”.

Discussion: Bingham and Felbinger. 2002. *Evaluation in Practice*. Second Edition. Chatham House: New York Chapter 5 “Pretest-Posttest Control Group Design”.

Exercise: Recognizing Threats to Validity

Session 4: Quasi-experimental Design: Pre/Post intervention no control group

Readings: Wholey, Joseph S, Harry P. Hatry and Kathyne Newcomer. 2004. *Handbook of Practical Program Evaluation*. Second Edition. Jossey-Bass: San Francisco Chapter 5 “Quasi-Experimentation”

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

Bingham and Felbinger, 2002. *Evaluation in Practice*. Second Edition. Chatham House: New York Chapter 11 “One-Group Pretest-Posttest Design”.

Session 5: Quasi-experimental Design: Nonequivalent control group

Readings: Wholey, Joseph S, Harry P. Hatry and Kathyryne Newcomer. 2004. *Handbook of Practical Program Evaluation*. Second Edition. Jossey-Bass: San Francisco. Chapter 5 (review)

Discussion: Retting and Kyrychenko. 2002. "Reductions in Injury Crashes Associated with Red Light Camera Enforcement in Oxnard, California." *American Journal of Public Health* Vol. 92, No.11: 1822-1825.

Session 6: Session 11: Quasi-experimental Design: Interrupted Time Series and Regression Discontinuity

Readings: Wholey, Joseph S, Harry P. Hatry and Kathyryne Newcomer. 2004. *Handbook of Practical Program Evaluation*. Second Edition. Jossey-Bass: San Francisco. Chapter 5 (review)

Discussion: Loftin, et al. 1991. "Effects of Restrictive Licensing of Handguns on Homicide and Suicide in the District of Columbia." *N Engl J Med* 1991;325:1615-1620

Session 7: Team Read Case Study

Session 8: Midterm

Session 9: Implementation Evaluation Basic and Applications

Readings: Werner, Alan. 2004. *A Guide to Implementation Research*. Urban Institute Press: Washington, D.C. Chapters 1, 3 and 4.

Exercise: Conducting Implementation Evaluations

Session 10: More on Implementation and Applications

Readings: Rossi, Peter, Mark Lipsey and Howard Freeman. 2004. *Evaluation: A Systematic Approach*. 7th Edition. Chapter 4.

Discussion: Meyers, M.K., Glaser, B. & MacDonald, K. (1998). On the Front Lines of Welfare Delivery: Are Workers Implementing Policy Reforms? *Journal of Policy Analysis and Management*, 17(1), 1-22. *Winner of the 1998 Raymond Vernon prize as the best paper for Volume 17.

Wetter, Donald Clark, William Edward Danielle, and Charles David Treser. 2001. "Hospital Preparedness for Victims of Chemical or Biological Terrorism." *American Journal of Public Health*, 91(5): 710-716.

Liefoghe, R, N. Michiels, S. Habib, M.B. Moran, and A. De Muynck. 1995. "Perceptions and Social Consequences of Tuberculosis." *Social Science & Medicine* Vo. 41, No.12, pp1685-1692.

Session 11: Qualitative Data Collection Techniques

Readings: Werner, Alan. 2004. *A Guide to Implementation Research*. Urban Institute Press: Washington, D.C. Chapter 2.

Exercise: Coding Qualitative Content

Session 12: Performance Measurement

Readings: Wholey, Joseph S, Harry P. Hatry and Kathyne Newcomer. 2004. *Handbook of Practical Program Evaluation*. Second Edition. Jossey-Bass: San Francisco. Chapter 4.

Exercise: Creating Performance Measures

Session 13: Implementation Evaluation Case Study: The Overcrowded Clinic

Readings: Rossi, Peter, Mark Lipsey and Howard Freeman. 2004. *Evaluation: A Systematic Approach*. 7th Edition. Chapter 6.

Case: **The Overcrowded Clinic**

Session 14: Report Writing and Ethics

Readings: Emison, Gerald Andrews. 2007. *Practical Program Evaluations*. CQ Press: Washington, D.C. Chapter 6.

O'Sullivan, Elizabethann, Gary R. Rassel, and Maureen Berner. 2003. *Research Methods for Public Administrators*. Fourth Edition. Longman Press: San Francisco. Chapter 8.

Discussion: Morris, Michael and Lynette R. Jacobs. 2000. "You Got a Problem with That?" *Evaluation Review*, 24(4):384-406.

OPTION B: EVALUATION DESIGN

This project is designed to provide you with on-the-job training. You are asked to develop an evaluation design paper for a program. You will only propose the evaluation; you are not expected to conduct the actual evaluation itself. The paper should be 6-8 pages in length (single-spaced, 12 point font with 1 inch margins).

Planning the evaluation entails collecting information on the program through interviews with key contacts (decision-makers, staff, etc.) on current information needs, and conducting a synthesis of past related research and evaluation studies. With the focus of the evaluation identified, the project will then involve laying out an evaluation design, data collection plan, analysis plan, and briefing and presentation plan. The design should be developed with clear awareness of the political aspects of the situation and tailored to the needs of the agency leadership. Strategies for encouraging the use of the resulting evaluation findings also should be discussed.

The suggested outline for the paper is as follows:

- I. Executive Summary**
- II. Background:** Description of the scoping activities, including brief description of the program, the individuals interviewed; synthesis of past research and evaluation findings; inclusion of relevant literature on the program.
- III. Research Questions:** The issues that have been identified and the specific questions that appear most appropriate to address now.
- IV. Proposed Research Design:** A brief summary of the design (s) to be taken, including the concepts and variables, the theory underlying the policy/program, etc. A **logic model** of the program/policy must be developed and presented.
- V. Proposed Data Collection Plan:** The sources of data available, measures, data collection methods, sampling procedures; also should include concerns re: validity, reliability, and overall quality of data.
- VI. Proposed Data Analysis Plan:** Proposed analytic strategies.
- VII. Proposed Presentation and Utilization Plan:** Strategies for presenting the results to key stakeholders and decision-makers and strategies for facilitating utilization.
- VIII. Potential Problems and Fall-back Strategies:** Identify the potential problems that may arise in conducting the evaluation and the strategies that will be used to either avoid the problem or deal with its occurrence.
- IX. Proposed Budget, Budget Narrative, and Workplan (Budgetary estimates may range from specific to general depending upon the complexity of the proposed project.)**