

PA 5180 Public Policy Analysis and Program Evaluation Spring 2015

Class time: W 6:00- 9:00 pm
Instructor: Tatyana B. Ruseva
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Classroom: Belk Hall 238
Office: Ann Belk
Office hours: TH 2:00-3:00 pm
and by appointment

Course Description and Objectives

This course seeks to provide students with an understanding of the major forces that influence the formation, implementation, and administration of public policy, and methodological approaches to assess the impact of public policies. This class is intended to be an extension of PA5000. Classroom presentations, exams, and a major research paper are involved.

Course Format

This class will be a seminar and lecture format. Students are responsible for coming to class prepared to discuss the readings. Readings will either be available from the library, on AsUlearn or in your required texts for the course. This class will place a premium on learning to think, write and speak in a sophisticated manner about policy. Therefore, classroom participation is a necessity.

Required Texts

1. Posavac, E. (2011). Program Evaluation: Methods and Case studies, 8th Ed. Prentice Hall.
2. Emison, G. (2007). Practical Program Evaluations. CQ Press.
3. Smith, C. (2012) Writing Public Policy. 3rd Edition. Oxford Press.
4. Assigned readings on AsUlearn.

Recommended (Optional) Texts

5. Bardach, E. (2012). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. 4th Ed. CQ Press - *Selected chapters will be placed on AsUlearn.*
6. CQ Researcher (2015). Issues for Debate in American Public Policy, 15th Ed. CQ Press – *Selected chapters will be placed on AsUlearn.*

Course Components

Your final grade will be the weighted mean of all grades received on the following components:

Program Evaluation <i>Plan</i>	10%
Program Evaluation <i>Draft</i>	15%
<i>Blind Peer Review</i> of Program Evaluation Draft	10%
Program Evaluation <i>Final Paper</i>	20%
Midterm Exam	10%
Final Exam	15%
Presentation of a Policy Case	10%
<u>Participation & Group Assessment</u>	<u>10%</u>
Total	100%

Class Schedule

I reserve the right to make changes to this schedule depending on the speed with which we progress.

Date	Topic & Learning Objectives	Readings	Class Activities
Jan 14	What is public policy? Why do we need to analyze it? <ul style="list-style-type: none"> ○ Syllabus review ○ Public policy and policy analysis ○ Understand the difference between programs and policies 	Syllabus Smith Chapter 1	<i>Policies and programs (handout, NPR report)</i> <i>Topics for evaluation</i> <i>Selection of policy cases for student presentations</i>
Jan 21	Introduction to Policy Analysis & Theory <ul style="list-style-type: none"> ○ Justifications for public policy ○ Types of goods and services ○ Theories of the policy process 	Bardach, Intro and Part I Bardach, Appendix B Smith & Larimer Ch. 5 on <i>AsU Learn</i>	<i>CQ Reader Chapter 1 presentation</i> <i>Skills for policy workers</i> <i>Program evaluation team assignments</i>
Jan 28	Types of Program Evaluation <ul style="list-style-type: none"> ○ Types of program evaluation ○ Impact of problem definition on analysis 	Posavac Ch. 1 Emison Ch. 1-2	<i>CQ Reader Chapter 2 presentation</i> <i>Correlation, causation, and statistical significance</i>
Feb. 4	No class: NCCCMA Conference		
Feb. 11	Planning an Evaluation <ul style="list-style-type: none"> ○ Understand the purpose of evaluation and the steps in evaluation research ○ Gain a competency with several types of policy theory and a deeper understanding of the policy process 	Posavac Ch. 2 Emison Ch. 3-4	<i>CQ Reader Chapter 3 presentation</i> <i>Writing evaluation plans (sample evaluation plan handout)</i>
Feb.18	Role of Theories in Program Evaluation <ul style="list-style-type: none"> ○ Understand the role of program theory in evaluation 	Posavac Ch. 3 Emison Ch. 5-6	<i>* Evaluation plan due</i> <i>CQ Reader Chapter 4 presentation</i> <i>Writing impact models</i>
Feb. 25	Evaluation Models and Measures <ul style="list-style-type: none"> ○ Describe and apply models ○ Reflect on the consequences of different analytical approaches 	Posavac Ch. 4 Bardach, Appendix A	<i>CQ Reader Chapter 5 presentation</i> <i>Critique of a policy analysis</i>
March 4	Ethics in Program Evaluation <ul style="list-style-type: none"> ○ Understand the basics of policy ethics 	Posavac Ch. 5	<i>*Midterm exam due</i> <i>CQ Reader Chapter 6 presentation</i>
Mar. 11	SPRING BREAK		

March 18	Needs Assessment & Writing Style <ul style="list-style-type: none"> ○ Learn theories and practices of needs assessments ○ Understand professional expectations for writing analyses 	Posavac Ch. 6 Smith book	<i>*Program evaluation individual drafts due</i> <i>CQ Reader Chap. 7 and 8 presentations</i>
March 25	Policy Implementers & Stakeholders <ul style="list-style-type: none"> ○ Understand the actors involved in the implementation process ○ Develop a sensitivity to audiences and the public in program evaluation 	Posavac Ch. 7 Bardach Appendix C and Appendix D	<i>CQ Reader Chap. 9 and 10 presentations</i> <i>Program Evaluation Peer Review Exercise</i>
April 1	Evaluation Designs - Part 1 <ul style="list-style-type: none"> ○ Learn about different designs in evaluation research and the importance of choosing appropriate designs 	Posavac Ch. 8-9	<i>* Blind peer review due</i> <i>CQ Reader Chapter 11 presentation</i>
April 8	Evaluation Designs - Part 2 <ul style="list-style-type: none"> ○ Learn about use of experimental designs in evaluation research 	Posavac Ch. 10-11	<i>CQ Reader Ch. 12 and 13</i> <i>Group Project Planning</i>
April 15	Analyzing Costs and Outcomes of Policies <ul style="list-style-type: none"> ○ Reinforce an understanding of the contextual concerns of program evaluation ○ Expose students to citizen engagement in evaluation 	Posavac Ch.12	<i>CQ Reader Ch. 14 and 15 presentations</i> <i>Group Work Period</i>
April 22	Reporting and utilizing evaluation results <ul style="list-style-type: none"> ○ Understand the importance of presenting policy results; Reinforce the 4Cs 	Posavac Ch. 14	<i>CQ Reader Ch. 16 and CQ Reader (14th ed.) Ch. 6 presentation</i> <i>Group Work Period</i>
April 29	Brief Presentations of Final Program Evaluations <ul style="list-style-type: none"> ○ Become confident in presenting policy research and answering questions 		<i>CQ Reader (14th ed.) Ch. 7 and 9 presentations</i> <i>*Final Paper Due</i> <i>*Final Exam Assigned</i>
May 6	Final Exam Due by 8:30 pm on May 6		<i>*Final Exam Due</i>

Grading Scale:

93 - 100 = A	90 - 92.9 = A-	87 - 89.9 = B+	83 - 86.9 = B	80 - 82.9 = B-
77 - 79.9 = C+	73 - 76.9 = C	70 - 72.9 = C-	67 - 69.9 = D+	63 - 66.9 = D
60 - 62.9 = D-	<59.9=F			

COURSE REQUIREMENTS:

Program Evaluation Groups:

Students will be organized into groups centering on a program/policy issue that they will analyze. A list of student teams and projects appears on page 6 of the syllabus. Each student will undertake a part of the program evaluation which will be incorporated by the team into the final evaluation report.

PROGRAM EVALUATION PLAN (10%): This will be a 3-4 page outline of your program evaluation. It will focus on other research that has been undertaken in similar areas and the selection of criteria and possible analytical steps that you may undertake. **Due Feb. 18.**

INDIVIDUAL EVALUTION DRAFT (15%): This will be a “first cut” at undertaking your program evaluation. The draft should be fairly refined and grammatically correct. It should be at least 12 double-spaced pages with one inch margins. The sources should be cited in [APA style](#). The feedback you will receive regarding this draft will mainly pertain to your findings and organizational issues. **Due March 18.**

BLIND REVIEW OF PROGRAM EVLAUTION DRAFT (10%): This will be a blind review of policy draft. Focus on “big picture issues” as you review the work. **Due April 1.**

PROGRAM EVALUTION FINAL GROUP PAPER (20%): This will be the final draft of your program evaluation. It should be incorporated to the program assessment that the rest of your group has produced. The program evaluation paper should have a 3-5 page introduction and a 3-5 page conclusion in addition to 12 pages per group member. **Due April 29th**

MID-TERM EXAM (10%): The mid-term will be an essay exam. Typically there will a set of questions and the student will be able to select which questions to answer. The midterm will be brief and it will be a take-home exam. **Due March 4 by 6:00 pm.**

FINAL EXAM (15%): The final exam will be a take-home analytical exercise. **Due May 6 by 8:30 pm.**

POLICY CASE PRESENTATION (10%): Each student will prepare and present a brief analysis of a policy issue from the CQ Researcher. The analysis must include the following components:

- 1) A brief background of the policy case (so that the class can understand the policy issue)
- 2) Definition of the policy problem (as per Smith Ch. 3, Bardach Part I)
- 2) A review of potential policy solutions (actions) for addressing the problem, as well as their advantages and disadvantages, and potential trade-offs (Smith Ch. 6, Bardach Part I)
- 4) A recommendation for policy action and a justification for it (Smith Ch. 6, p.80, Bardach Part I)

Students should prepare a policy analysis of their case in one of the following formats: a) an oral PowerPoint presentation; b) a memo; or, c) a press release. Regardless of the format, they should be ready to provide an oral in-class presentation of the case. The presentation will be 15 min long and will be followed by a 5-10 min time for the class to ask questions and discuss. Students are encouraged to use materials outside of the assigned CQ Reader chapter.

CANDID GROUP ASSESSMENT & PARTICIPATION (10%): At the end of the semester group members will candidly assess the contributions of each of their group members. This will count as a significant part of their participation grade. The quality and quantity of your involvement during class is also crucial to your grade. Participation in class activities, discussions, and presentations will be used in the final participation grade.

CLASS POLICIES

Readings and Late Assignments

Each student is expected to read the assigned material prior to coming to class, to be prepared to raise questions about the readings, as well as to provide interpretations of them. All assignments are due at the beginning of class on their due date. Late work will not be accepted unless there are extenuating circumstances and you provide documentation to the instructor ahead of time. If there are extenuating circumstances prohibiting you from completing your work on time, please notify me *before the due date*.

Tacit Agreement of Students: By enrolling in this class, the students agree to the terms of the syllabus. With cause and by giving notice to the students, the instructor reserves the right to amend the syllabus as circumstances warrant. Each student is expected to attend class, read the assigned texts, acquaint himself/herself with the terminology of the field, join other class members in group exercises, complete a research paper, and perform creditably on examinations.

Academic Integrity

Be sure that you are familiar with and follow the University's academic integrity code. As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the *ASU Academic Integrity Code*, <http://academicaffairs.appstate.edu/resources/syllabi>.

Students with Disabilities Note

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Social Justice in the Learning Environment: I seek to elicit frank discussion of social issues within the context of the learning environment for this classroom. Please be respectful of your colleagues and refrain from making inflammatory statements regarding race, gender, religion, or sexual preference.

IMPORTANT DATES:

February 18 - Program Evaluation Plan Due

March 4 – Take-Home Midterm Exam Due

March 18 - Program Evaluation Draft Due

April 1 - Blind Peer Review of Program Evaluation Draft Due

April 29 - Final Program Evaluation Paper Due

May 6 - Final Exam Due

STUDENT TEAMS

Group 1

Baker, Robin L.
Blalock, Joshua S.
Bowden, MacDonald S.
Bowen, Amanda L.

Group 2

Bray, Johnson
Brookshire, Laura E.
Clawson, Mollie
Freeze, Michelle L.

Group 3

Harris, Sarah E.
Hayes, Hydeia Y.
Johnson, Joseph C.
Lowe, Carmen E.

Group 4

McBride, Katie F.
Poff, Bethany A.
Robinson, James W.
Sittisombut, Sirilada

Group 5

Smallman, Kara M.
Umaru, Aishatu Y.
Vetter, Gretchen A.
Workman, Haylea N.

EVALUATION PROJECTS FOR SPRING 2015:

Client Agency: High Country Council of Governments (<http://www.regiond.org>)

Counties Served: Alleghany, Ashe, Avery, Mitchell, Watauga, Wilkes, Yancey

1. Community Development Block Grants Program

The [Scattered Site Housing](#) program distributes CDBG grants to county governments on a rotating basis to address the most critical housing needs of very low-income families. Go here to review the guidelines for program participants: <http://www.nccommerce.com/rd/community-assistance/investment-assistance/forms-resources/guidelines-and-applications>

2. NC Housing Finance Agency Programs

Nonprofits and local governments receive funding through the North Carolina Housing Finance Agency to help low-income homeowners living in North Carolina who need comprehensive rehabilitation, urgent repairs or energy-related home improvements. Resources for home repair and rehabilitation: <http://www.nchfa.com/Homebuyers/HOrepairs.aspx#sf>. Program guidelines: <http://www.nchfa.com/Nonprofits/RRformsapps.aspx#sfr>

3. [NC Department of Transportation Highway Funding Program](#)

The new Strategic Transportation Investment (STI) law (House Bill 817) allows NCDOT to maximize North Carolina's existing transportation funding to enhance the state's infrastructure and support economic growth, job creation, and high quality of life. STI establishes the *Strategic Mobility Formula*, a new way of allocating available revenues based on data-driven scoring and local input. STI allows regions and divisions to develop alternate criteria tailored to their individual needs (<http://www.ncdot.gov/strategictransportationinvestments>).

APPENDIX A: 5180 Policy Case Presentation Feedback

Your name: _____

Presenter's name: _____

Topic of presentation: _____

CONTENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
1. Presenter gave sufficient background to the case.	5	4	3	2	1	
2. Presenter provided a compelling definition of the policy problem.	5	4	3	2	1	
3. Presenter listed at least three potential policy options/ solutions.	5	4	3	2	1	
4. Using a structure, presenter analyzed potential policy solutions.	5	4	3	2	1	
5. Presenter made a policy recommendation that linked to problem.	5	4	3	2	1	
6. Presenter justified the policy recommendation clearly & effectively.	5	4	3	2	1	
7. Presenter used effective examples.	5	4	3	2	1	N/A
8. Speaker clearly understood the policy case.	5	4	3	2	1	
9. Rate the content of this presentation with a letter grade (A-F).	A	B	C	D	F	

PRESENTATION STYLE	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
1. Presenter organized talk well.	5	4	3	2	1	
2. Presentation was engaging and interesting.	5	4	3	2	1	
3. Presenter spoke clearly.	5	4	3	2	1	
4. Presenter maintained good flow (minimal hesitation/fumbling).	5	4	3	2	1	
5. Presenter spoke with sufficient volume.	5	4	3	2	1	
6. Visual aids were error-free, legible, and useful.	5	4	3	2	1	
7. Length of talk was appropriate.	5	4	3	2	1	
8. Speaker was adequately prepared (e.g. did not read slides).	5	4	3	2	1	
9. Presenter handled questions effectively.	5	4	3	2	1	N/A
10. Rate the style of presentation with a letter grade (A-F).	A	B	C	D	F	

If you have any other useful feedback, you may use this space below or write on the back:

APPENDIX B: PA5180 PEER REVIEW FORM FOR PROGRAM EVALUATION

Anonymous Designater of Peer Reviewer (You):

Anonymous Designater of Program Evaluator (Them):

Question # 1

What program was evaluated by the writer?

Question # 2

How would you characterize the level of analysis of the writer?

_____ Excellent

_____ Average

_____ Poor

Please explain your answer in the space provided below:

Question # 3

How would you characterize the style of writing by the author?

_____ Excellent
 _____ Average
 _____ Poor


Please explain your answer in the space provided below:

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Question # 4

In your opinion, what were the strongest aspects of the evaluation?

Write in the space provided below.



Question # 5

What were the weakest aspects of the analysis? Write in the space provided below.

Question # 6

Could you find all of the elements of the causal model for each issue?
(Please check off each below from the analysis)

<i>Issue # 1</i>	<i>Issue # 2</i>	<i>Issue # 3</i>
Problem	Problem	Problem
Criteria	Criteria	Criteria
Evidence	Evidence	Evidence
Cause	Cause	Cause
Effect	Effect	Effect
Recommendations	Recommendations	Recommendations
Comments:	Comments:	Comments:

Question # 7

Was there sufficient evidence to establish causal relationships?

If not, what supplemental evidence would be useful? Write in the space provided below.

Question # 8

Do the recommendations solve the problem? Explain in the space provided below.

Question # 9

List any other feedback you may have regarding the evaluation that you critiqued.

Question # 10

If you were the professor, what grade would you assign this evaluation?

Please explain your answer in the space provided below:

APPENDIX C

PA5180 Confidential Group Contribution Assessment

Name of Evaluatee: _____

1. Overall Contribution

Please Rank the Overall Contribution of this Group Member.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X5	<u>25</u>

2. Planning and Initial Contribution

Please rank this person's contribution in providing input into the plan for the project.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X1	<u>5</u>

3. Attendance

How would you characterize this person's attendance at group meetings inside and outside of class?

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X2	<u>10</u>

4. Interpersonal Cooperativeness

Please rank this person's ability to cooperate with the group and ability to maintain good interpersonal relationships.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X2	<u>10</u>

5. Professionalism

Please rank this person's ability to perform as a professional.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X1	<u>5</u>

6. Program Evaluation

Please rank the contribution of this person to the final program evaluation.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X1	<u>5</u>

7. Leadership

Please rank this group members contribution to the group as a leader.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X1	<u>5</u>

8. Followership

Please rank this group members contribution to the group as a follower.

1	2	3	4	5	Multiplier	Points
Minimal	Below Average	Average	Above Average	Excellent	X1	<u>5</u>

9. Effectiveness

Please rank this group member's overall effectiveness within the group process.

1 Minimal	2 Below Average	3 Average	4 Above Average	5 Excellent
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Multiplier	Points
X1	<div></div> 5

10. Would you work with this group member again?

1 No	5 Yes
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X5	<div></div> 25
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Total Points	<div></div> 100
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Are there any confidential feedback comments that you wish to share with this group member?
If so, write it below:

APPENDIX D

Anonymous designater is: