THE PENNSYLVANIA STATE UNIVERSITY–HARRISBURG
SCHOOL OF PUBLIC AFFAIRS

COURSE SYLLABUS
PADM 550: POLICY AND PROGRAM EVALUATION
SPRING SEMESTER 2012

Prerequisite: PADM 503 or equivalent

Class Days and Hours: Wednesdays, 6:00 – 8:45 p.m.
Classroom: 213 Eastgate Center
Instructor: Dr. Göktuğ Morçöl
Office: 160W Olmsted (Tuesdays); 210 Eastgate (Wednesdays)
Office Hours: 3:30 – 5:30 p.m., Tuesdays & Wednesdays

[Please email me to make an appointment.]

Telephone: 717-948-6126
Fax: 717-948-6320
E-Mail: gxm27@psu.edu

Weather-Related Class Cancellation Information: http://www.hbg.psu.edu/; or call 717-948-6000, 717-948-6029
TABLE OF CONTENTS

I. PURPOSE AND DESCRIPTION OF COURSE ........................................................................................................ 3

II. TEXTBOOKS AND RECOMMENDED READINGS ............................................................................................ 3
   Textbook .................................................................................................................................................. 3
   Statistical Software ................................................................................................................................. 3
   Recommended Style Manual ................................................................................................................ 4
   Other Recommended Reading Sources .................................................................................................... 5

III. ASSIGNMENTS AND CLASS PAPER ........................................................................................................... 9
   Midterm Assignments .......................................................................................................................... 9
   Discussion Paper ................................................................................................................................ 9
   Class Paper ......................................................................................................................................... 10

IV. INFORMATION SOURCES AND COURSE POLICIES ................................................................................ 11
   Recommended Information Sources on the Internet ............................................................................ 11
   Policies Regarding the Protection of Human Subjects ......................................................................... 12
   Writing Style ....................................................................................................................................... 12
   Academic Integrity ............................................................................................................................. 13
   Learning Center ................................................................................................................................. 14
   Email and ANGEL as Communication Media ....................................................................................... 14
   Grade Distribution and Grading Table ................................................................................................. 15
   Inclement Weather and Class Cancellations ......................................................................................... 15
   Deferred Grades .................................................................................................................................. 16
   Students with Disabilities .................................................................................................................. 16
   Attendance Policy .............................................................................................................................. 16

V. SCHEDULE, TOPICS, AND READING ASSIGNMENTS .............................................................................. 17
I. PURPOSE AND DESCRIPTION OF COURSE

This course is designed to introduce students to the basic methods of policy and program evaluation. These methods are used in needs assessment, monitoring social programs, and assessing the effectiveness and efficiency of their impacts. Methodological issues in randomized experiments, quasi-experiments, and efficiency measurement will be discussed. The social, political, and ethical contexts of evaluation will also be covered in the class. During the semester, I will give you written assignments. You will also conduct a policy or program evaluation in an area of your choice.

The primary goal of this course is to help students become informed consumers of the products of evaluation research. You will also learn the basic skills of designing and conducting evaluation projects. Class time will be devoted mainly to discussions of theoretical concepts and examples. You should read assigned course materials before coming to class and participate actively in class discussions and exercises. Regular class attendance will be necessary for a successful completion of the requirements of the course.

II. TEXTBOOKS AND RECOMMENDED READINGS

Textbook


Statistical Software

I will use SPSS for the data analyses in the course. You should be proficient in using SPSS for data analyses. You will need SPSS to answer some of the questions in the midterm assignments and completing your class project. The most recent version of SPSS is available in the computer labs at Penn State Harrisburg. You may also purchase:

- The full version (see the information at http://www.spss.com/spss/index.htm),
- The graduate student version (“SPSS Graduate Pack,” see the information at http://www.spss.com/gradpack), or
- The student version (look for it at http://www.pearsonhighered.com/ or at http://www.spss.com/vertical_markets/education/online.htm.)

The student version is sufficient for this course, but it has some limitations. I recommend purchasing either the graduate pack or the full version.
**Online SPSS Tutorials**

Penn State has partnered with [Lynda.com](http://www.lynda.com/) to provide online tutorials for various software applications. If you need to refresh your SPSS skills, I recommend that you take advantage of the free online tutorial for the SPSS software at this website.

To access these tutorials, please do the following:

1. Click on this link: [Lynda.com](http://www.lynda.com/) or paste the following URL into your browser: [lynda.psu.edu](http://lynda.psu.edu).

2. Click the **Sign In** button. Note: if you are already authenticated with your web access, you will simply click the button. Otherwise, you will have to enter your Penn State Access ID and password.


Please remember that you must use the URL above and sign in with your Penn State Access ID in order to access the free tutorials.

If you need to refresh your SPSS skills, the following reference books may also be useful:


**Recommended Style Manual**


You can find quick answers to your questions when using the APA style at the following links:


Other Recommended Reading Sources
(Note that some of the following sources are cited under the course schedule, Section V.)

**General Policy/Program Evaluation Texts**


*Experiments and Quasi-Experiments in Evaluation*


**Meta-Analyses**


**Statistics for Evaluation**


**Needs Assessment**


Logic Models


Quantitative Methods for Evaluation


Concept Mapping and Evaluations


Critical Perspectives on Evaluations


Morçöl, G. (2002). *A new mind for policy analysis: Toward a post-Newtonian and postpositivist epistemology and methodology*. Westport, CT: Praeger. [This is a critical theoretical assessment of some of the methods used in evaluation and their theoretical underpinnings.]

Social Network Analysis and Evaluations

Evidence-Based Policy


Confirmative Evaluation


III. ASSIGNMENTS AND CLASS PAPER

Midterm Assignments

I will give you two analytical assignments during the semester. I will post the questions for the assignments at the ANGEL web site on the dates indicated in the schedule below. These assignments should be completed individually. I will grade your papers according to the accuracy of their knowledge contents, clarity and coherence in writing, and the appropriateness of the applications of concepts and methods to specific cases.

Discussion Paper

You will pick one of the “discussion papers” listed under the schedule at the end of this syllabus, make a presentation on it, and lead the class discussion on the paper. Your classmates and I will evaluate your presentation and discussion leadership for 10% of your total grade (see “Grade Distribution and Grading Table” in this syllabus).

You should prepare a PowerPoint presentation and upload it to the course website before the day of your presentation. In these presentation slides and during your oral presentation in the class, you should cover the relevant items from the following list (not all may be relevant for all the papers):
• Summarize the contents of the paper.
  
  o Charts and tables are useful tools in summarizing articles.
  o Copy original tables and figures from the articles if they are appropriate develop your own tables and charts.

• Summarize what specifically you learned from the article.

• State how its contents relate to the contents of the chapter of the textbook that is assigned for that topic (see the schedule at the end of this syllabus).
  
  o Read the relevant chapter of the textbook first.
  o What are the similarities between the contents of the textbook and those of the article?
  o Did the contents of the article help you understand the topic covered in the textbook better? How?
  o What did the article add to your understanding of the contents of the textbook?
  o Is there anything that you learned from the article, but could not learn from the textbook?
  o Do the contents of the article contradict those of the textbook? In what ways?

Class Paper

You will also write a class paper and submit it at the end of the semester. You will have the following options for this paper:

Option 1: Design a needs assessment, process evaluation, or impact assessment study individually and write a paper.

Option 2: Conduct a meta-evaluation or a meta-analysis of evaluation studies individually and write a paper.

You should consult with me about the topic you want to choose for your paper early in the semester. I recommend that you submit an outline of your project to me as early as possible. I also recommend that you keep me informed about the progress you are making in your research project during the semester.

You will make a presentation on your paper to your classmates and me in one of the last two weeks of the semester (see the schedule). The purpose of this presentation is to give you feedback so that you can improve the paper before you submit it on the date indicated in the
schedule. Your presentation will not be evaluated by me or your classmates, but you should be as clear and organized as possible in your presentation.

The length of your paper should be between 9 and 10 pages (double spaced, list of references and appendices not included).

Read the sample student papers at the course website. You may emulate the styles and contents of these papers in yours.

IV. INFORMATION SOURCES AND COURSE POLICIES

Recommended Information Sources on the Internet

Penn State’s electronic databases at http://www.libraries.psu.edu/psul/home.html are very useful for literature searches and finding policy-related information. Particularly the Proquest Direct and Worldwide Political Science Abstract databases are good for literature searches. The databases Policy File (Public Policy Research & Analysis) and CQ Researcher are good for finding policy-related literature and policy and program evaluation reports. In addition to these sources, I recommend the following as information sources for class projects, but you should search for additional sources of information and conduct surveys and interviews when necessary.

General Sources for Evaluation Studies

Online Evaluation Resource Library (http://oerl.sri.com/)
Virtual Library: Evaluation (http://policy-evaluation.org/)
Applied Survey Research (http://www.appliedsurveyresearch.org/www/mainmenu.shtml)
Western Michigan University Evaluation Center (http://www.wmich.edu/evalctr)
Campbell Collaboration (http://www.campbellcollaboration.org/): Look under “The Campbell Library.”

Statistics

The University of California at Berkeley’s Survey Documentation and Analysis Databases (http://csa.berkeley.edu)
U. S. Bureau of the Census (http://www.census.gov)
Gateway to the Statistics of 100 Federal Agencies (http://www.fedstats.gov)
Public Policy Think Tanks, Research Institutions, and Government Agencies

Rand Corporation (http://www.rand.org)
The Urban Institute (http://www.urban.org)
The Brookings Institution (http://www.brookings.org)
The American Enterprise Institute (http://www.aei.org)
CATO Institute (http://www.cato.org)
Pew Charitable Trusts (http://www.pewtrusts.com)
The U.S. General Accountability Office (http://www.gao.gov; look under “Reports and Testimonies”)
Pennsylvania Department of Auditor General (http://www.auditorgen.state.pa.us); look under “Reports Online.”

Policies Regarding the Protection of Human Subjects

If you are planning to conduct an empirical study that involves “human subjects” (interviews, surveys, or even secondary data analysis), you must read the policies and guidelines of the Penn State Office of Research Protections (ORP) at http://www.research.psu.edu/orp/areas/humans/policies/index.asp. Normally class projects are exempt from Institutional Review Board (IRB) reviews (see the policies on this at http://www.research.psu.edu/policies/research-protections/irb/irb-policy-1). However, you must keep in mind that you should not present or publish the findings/results of your class project outside the class any time in the future. If there is a possibility that you may use your results outside the class any time in the future, you should submit a proposal for IRB approval BEFORE YOU BEGIN THE EMPIRICAL PART OF YOUR PROJECT. If there is any need for clarification regarding the procedures you should follow in your project, you should consult with me and/or the ORP experts (for contact information, go to; or call 814-865-1775).

Writing Style

In midterm assignments and class project, you must follow the guidelines in the document “Guidelines for Writing Class Papers” (posted at the course web site). You should also use an appropriate writing style consistently (APA, Turabian, or MLA). I will discuss the guidelines and the style issues in the class. I expect that you are familiar with the basic style guidelines. If you have any questions about style, you should ask me. I will not deduct points for mistakes you make when you use style guidelines (I will help to correct them), but I will deduct points if you do not give any citations (i.e., no sources are cited or no reference list is provided) or if you do not use them systematically.
All assignment and project papers should be written clearly, coherently, and concisely. All papers must be paginated properly. Class project papers must be divided into appropriate sections, with clear section headings. (See the APA, Turabian, or MLA style guidelines for appropriate use of section headings.) Appendices must be used sparingly. When used, appendices must include only the material (tables, figures, lists, etc.) that cannot fit into the main body of the text and that are necessary to explain or illustrate one or more points made in the main text. When used, the length of an appendix must be kept to a necessary minimum. When used, the material in an appendix must be referred to and discussed in the main text. If the requirements mentioned in this paragraph are not met in a paper, the I will deduct points from your grade.

Academic Integrity

I will enforce the academic integrity policies of the Pennsylvania State University. These policies can be found at the following website: http://www.psu.edu/oue/aappm/G-9.html. The following items are particularly important. You should understand the meanings of these terms and avoid committing the defined acts:

**Plagiarism:** The fabrication of information and citations; submitting others’ work from professional journals, books, articles, papers, electronic sources of any kind, or the submission of any products from commercial research paper providers regardless of what rationales a vendor uses; submission of other students’ papers or lab results or project reports and representing the work as one’s own; fabricating, in part or total, submissions and citing them falsely. Note: Copying and pasting any materials from the World Wide Web is plagiarism.

**Acts of Aiding and Abetting:** Facilitating acts by others; unauthorized collaboration of work; permitting another to copy from an exam; permitting another to copy from a computer program; writing a paper for another; inappropriately collaborating on home assignment or exam without permission or when prohibited, etc.

**Submitting Previous Work:** Submitting a paper, case study, lab report or any assignment that had been submitted for credit in a prior, or concurrent, class without the knowledge and permission of the instructor(s).

**Failure to Cite Electronic Resources Regardless of the Source:** All electronic resources must be cited in every report, paper, project, portfolio, or any other document submitted for evaluation by an instructor.

The issues of academic integrity are also discussed in the document “Guidelines for Writing Class Papers.” I will discuss these issues in the beginning of the class (see the schedule).
Learning Center

You may seek help to improve your writing and math skills from the Penn State Harrisburg Learning Center. Here is the information provided by the Learning Center:

The Learning Center provides tutoring to support your writing in this class in either a face-to-face or virtual meeting. The writing tutors can help you develop your thesis and ideas, offer objective feedback during the drafting process or on completed drafts, and explain MLA or APA documentation formats. Many of our writing handouts can be viewed on our ANGEL site, “Harrisburg Learning Center Resources,” and print copies are available in W-117. For more information on our services, visit the LC Web site at www.hbg.psu.edu/LearningCenter/ . To make an appointment for tutoring in W-117, go to the online scheduling system at http://www.rich15.com/psuh. To inquire about a virtual appointment, email onlinewriting@psu.edu. You can also call 948-6475 or drop in to Olmsted W-117. These services are provided by the University to currently enrolled students. Please contact Kathy Brode (writing and learning support specialist), kbb3@psu.edu, or Janice Smith (LC coordinator), jes57@psu.edu, if you have any questions.

Email and ANGEL as Communication Media

I will use email and ANGEL (Penn State’s course management system) to communicate with students and post announcements about the class. I expect that you have full access to email and ANGEL. Penn State makes email accounts available to all students and allows them automatic access to ANGEL once they sign up for a class. It is your responsibility to activate your Penn State email account and link it to your personal accounts (if you use separate personal accounts). I also expect that your accounts are set up properly to receive class-related email messages. For ANGEL related questions, you may contact Carol A. McQuiggan, Instructional Designer and e-Learning Support Specialist, Penn State Harrisburg, at (717)948-6542 or cam240@psu.edu.

When you send email messages to me, please be as specific as possible in the subject lines and main texts of your messages. (Because of the concerns about computer viruses, I may not respond to messages that are not properly labeled in their subject lines or are not specific enough in their main texts.)
Grade Distribution and Grading Table

First Analytical Assignment 20 points
Second Analytical Assignment 20 points
Discussion Paper Presentation & Leadership Evaluation
by the instructor 5 points
by the classmates 5 points
Class Paper 50 points

TOTAL 100 points

I will use the following point–grade conversion table to assign your grades in the assignments and the paper and the final grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>Lower Point</th>
<th>Letter Grade</th>
<th>20%</th>
<th>25%</th>
<th>30%</th>
<th>35%</th>
<th>40%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>93</td>
<td>A</td>
<td>18.6</td>
<td>23.3</td>
<td>27.9</td>
<td>32.6</td>
<td>37.2</td>
<td>46.5</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>A-</td>
<td>18.0</td>
<td>22.5</td>
<td>27.0</td>
<td>31.5</td>
<td>36.0</td>
<td>45.0</td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>B+</td>
<td>17.4</td>
<td>21.8</td>
<td>26.1</td>
<td>30.5</td>
<td>34.8</td>
<td>43.5</td>
</tr>
<tr>
<td></td>
<td>83</td>
<td>B</td>
<td>16.6</td>
<td>20.8</td>
<td>24.9</td>
<td>29.1</td>
<td>33.2</td>
<td>41.5</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>B-</td>
<td>16.0</td>
<td>20.0</td>
<td>24.0</td>
<td>28.0</td>
<td>32.0</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>C+</td>
<td>15.4</td>
<td>19.3</td>
<td>23.1</td>
<td>27.0</td>
<td>30.8</td>
<td>38.5</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>C</td>
<td>14.0</td>
<td>17.5</td>
<td>21.0</td>
<td>24.5</td>
<td>28.0</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>D</td>
<td>12.0</td>
<td>15.0</td>
<td>18.0</td>
<td>21.0</td>
<td>24.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inclement Weather and Class Cancellations

Penn State cancels classes when the weather conditions are not suitable for conducting classes as scheduled. You can check the Penn State Harrisburg website (http://www.hbg.psu.edu/) or call 717-948-6000 or 717-948-6029 to learn if one of our classes is cancelled. Occasionally, the college administration leaves the decision to conduct or not to conduct classes to the instructors. If that is the case, I may decide to conduct the class online via Adobe Connect of the ANGEL chat room. I will inform you of my decision via email. Please check your email messages frequently about class-related information.
Deferred Grades

You may request a deferment of your final grade for the course, only if you have a legitimate reason (e.g., personal or family emergencies, unusual personal hardships, or job-related obligations). I will determine if the reason is acceptable. See the Penn State deferred grade policies at http://www.psu.edu/dept/oue/aappm/G-3.html.

Students with Disabilities

The official Penn State policy is as follows:

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, you may contact your instructor or Lynne Davies (717-948-6025; ldc103@psu.edu; Student Activities, Room: W117).

Attendance Policy

Class attendance is crucial for a successful completion this course. Students with legitimate excuses not to attend a class session should inform the instructor of their reason, preferably before the class session, or as soon as possible.
V. SCHEDULE, TOPICS, AND READING ASSIGNMENTS

[I may make changes in the following schedule to accommodate students’ needs or in the cases of emergencies and school closings. I will notify you of the changes as soon as it becomes feasible.]

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Discussion Paper</th>
<th>Recommended Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Discussions of the Syllabus, Discussion Papers, &amp; Class Papers</td>
<td>Course syllabus (at the course web site)</td>
<td>“Guidelines for Writing Class Papers” (at the course web site)</td>
<td>Langbein &amp; Felbinger, chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fischer, chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vedung, chapters 1, 2, 3, &amp; 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Case Study in Evaluation Research (Yin)” (course website)</td>
</tr>
<tr>
<td>January 18</td>
<td>Definition, History, and Social Context of Evaluation Research</td>
<td>Rossi, Lipsey, &amp; Freeman, chapters 1 &amp; 12</td>
<td>“Class notes: R, L &amp; F (Chapters 1 &amp; 12)” (at the course web site)</td>
<td>Langbein &amp; Felbinger, chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fischer, chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vedung, chapters 1, 2, 3, &amp; 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Case Study in Evaluation Research (Colorado Trust)” (course website)</td>
</tr>
<tr>
<td>January 25</td>
<td>Tailoring Evaluations, Identifying Issues, and Formulating Questions</td>
<td>Rossi, Lipsey, &amp; Freeman, chapters 2 &amp; 3</td>
<td>“Class notes: R, L &amp; F (Chapters 2 &amp; 3)” (at the course web site)</td>
<td>Bingham &amp; Felbinger, chapters 1, 2, 3, &amp; 4;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fischer, chapters 2, 3, 4, 5, 6, 7, 8, 9, &amp; 10;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vedung, chapters 4, 5, 6, 7, &amp; 14</td>
</tr>
<tr>
<td>February 1</td>
<td>Needs Assessment</td>
<td>Rossi, Lipsey, &amp; Freeman, chapter 4</td>
<td>“Performance Improvement Training Needs Assessment” (course website)</td>
<td>Vedung, chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Entire books: Altschuld; Altschuld &amp; Eastmond; Altschuld &amp; Kumar;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Altschuld &amp; White; Stevahn &amp; King; &amp; Witkin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Alcohol Brief Interventions Training Needs” (course website)</td>
</tr>
</tbody>
</table>
February 8: **Program Theory**  
**Required Readings:** Rossi, Lipsey, & Freeman, chapter 5  
*Class notes: R, L & F (Chapter 5)* (at the course web site)  
**Discussion Paper:** “Conceptual Model of Human Health Environment” (course website)  
**Recommended Readings:** Vedung, chapter 10  
For logic models (entire books): Fretchling; Knowlton & Phillips  
“For Using Logic Model for Family Consumer Sciences Programming” (course website)  

**FIRST ASSIGNMENT WILL BE POSTED AT THE COURSE WEB SITE.**

February 15: **Assessing and Monitoring Program Process; Measuring and Monitoring Program Outcomes**  
**Required Readings:** Rossi, Lipsey, & Freeman, chapters 6 & 7  
*Class notes: R, L & F (Chapters 6 & 7)* (at the course web site)  
**Discussion Papers:** “Process Evaluation of Alternative Education Program” (course website)  
“Process Evaluation Trial of Activity for Adolescent Girls” (course website)  
“Outcome Measurement at United Way” (course website)  
**Recommended Readings:** Vedung, chapters 9 & 13  
“Excerpts from Book Measuring Program Outcomes” (course website)  

**FIRST ASSIGNMENT IS DUE.**

February 22: **Assessing Program Impact: Randomized Field Experiments**  
**Required Readings:** Rossi, Lipsey, & Freeman, chapter 8  
*Class notes: R, L & F (Chapter 8)* (at the course web site)  
**Discussion Papers:** “Getting out the Youth Vote Article” (course website)  
“Scaling Up & Evaluations (Duflo)” (course website)  
**Recommended Readings:** Langbein & Felbinger, chapters 3, 4, & 5  
Shadish, Cook & Campbell, entire book  
Bingham & Felbinger, chapters 5, 6, & 7  
Duflo, Glennerster, & Kremer  
Morçöl, pp. 37-47  
Vedung, chapters 11 & 12

Required Readings: Rossi, Lipsey, & Freeman, chapter 9
Class notes: R, L & F (Chapter 9) (at the course web site)

Discussion Papers: “Critical Appraisal of the Case Against Experiments (Cook)” (course website)
“Remedying Education (Benarjee et al.)” (course website)

Recommended Readings: Langbein & Felbinger, chapters 6 & 7
Shadish, Cook & Campbell, entire book
Bingham & Felbinger, chapters 8, 9, 10, 11, & 12
Duflo, Glennerster, & Kremer
Morçöl, pp. 47-54
Vedung, chapters 11 & 12
“SAT Quasi-experiment in SUNY System (NY Times Op Ed)” (course website)

March 7: SPRING BREAK


Required Readings: Rossi, Lipsey, & Freeman, chapter 9
Class notes: R, L & F (Chapter 9) (at the course web site)
“Effect Size Example.XLS” (at the course web site)

Recommended Readings: Langbein & Felbinger, chapters 6 & 7
Shadish, Cook & Campbell, entire book
Bingham & Felbinger, chapters 8, 9, 10, 11, & 12
Duflo, Glennerster, & Kremer
Morçöl, pp. 47-54
Vedung, chapters 11 & 12
SECOND ASSIGNMENT WILL BE POSTED AT THE COURSE WEB SITE.

March 21: Detecting, Interpreting, and Analyzing Program Effects; Meta-Analysis

Required Readings: Rossi, Lipsey, & Freeman, chapter 10
Class notes: R, L & F (Chapter 10) (at the course web site)
“Effect Size Example.XLS” (at the course web site)

Recommended Readings: Langbein & Felbinger, chapter 9
Bingham & Felbinger, chapter 16
Morçöl, pp. 31-37
Entire books: Hunter & Schmidt; Lipsey & Wilson
March 28: Detecting, Interpreting, and Analyzing Program Effects; Meta-
Analysis
Required Readings: Rossi, Lipsey, & Freeman, chapter 10
Class notes: R, L & F (Chapter 10) (at the course web site)
Discussion Papers: “Effects of School Based Social Information Processing Programs
(Wilson & Lipsey)” (course website)
“Drug Abuse Programs Meta Evaluation” (course website)
Recommended Readings: Langbein & Felbinger, chapter 9
Bingham & Felbinger, chapter 16
Morçöl, pp. 31-37
Entire books: Hunter & Schmidt; Lipsey & Wilson

SECOND ASSIGNMENT IS DUE.

April 4: Measuring Efficiency
Required Readings: Rossi, Lipsey, & Freeman, chapter 11
Class notes: R, L & F (Chapter 11) (at the course web site)
Discussion Papers: “Cost Benefit Assessment of PA Delinquency Programs” (course
website)
“Impact & Cost Benefit Example (Anchorage Wellness) (course
website)

April 11: Evaluation in the Federal Government & the Program
Assessment Rating Tool (PART)
Required Readings: “AEA Letter to OMB (February 2009)” (course website)
“AEA Memo to OMB (October 2009)” (course website)
“OMB Memo on Evaluations (October 2009)” (course website)
“OMB Memo on Evaluations (July 2010)” (course website)
“GPRA Modernization Act of 2010” (course website)
Discussion Papers: “PART Article (Dull)” (course website)
“PART Article (Stalebrink)” (course website)
“GAO Report on Program Evaluations” (course website)

April 18: Class paper presentations
April 25: Class paper presentations
May 2: CLASS PAPER IS DUE.
UPLOAD YOUR PAPER TO TUNITIN.COM.