PBA 520.500 Policy Systems and Evaluation  
Stephen F Austin State University  
Department of Government  
Nacogdoches, Texas 75962  
Spring Semester, 2020: 3 Credit Hours

Professor: Dr. Kwame Badu Antwi-Boasiako  
Office: 124A Liberal Arts North  
Phone: (936)-468-2145  
Office Hours: Online: Anytime, just let me know ahead of time through emails  
Class Zoom: ZOOM1 (D2L Collaborate: Under Communication Tools)  
Email: Use class D2L e-mail only  
(Call 936 468 1919 for any D2L problem or help for any computer or technological help regarding this class.)

REQUIRED TEXTS
4. Additional articles are provided by the professor in the modules

OPTIONAL
Hacker, Diana: A Pocket Style Manual (5th ed). This class uses APA style of writing so you MUST familiarize yourself with it  
(https://www.google.com/search?client=safari&channel=mac_bm&site=&source=hp&q=apa+style+citation&oq=apa+&gs_l=hp.1.8.0l7j0i131k1j0l2.2622.4559.0.15126.4.4.0.0.0.0.121.383.2j2.4.0....0..1.64.hp..0.4.382...46j0i46k1.KM6wIFsduos) Text.

COURSE DESCRIPTION AND OBJECTIVES
In this introductory course in program evaluation, you will learn how to use appropriate research methods to evaluate programs/policies, develop strategies for doing evaluation, and manage evaluation projects. It takes a step-by-step approach starting with problem identification (understanding the problem), formulation of questions, program description, developing a logic model, designing of different types of evaluation, and implementation. In so doing, you should

1 You may Zoom me if you have any question regarding this class and want to have face-to-face discussion with me. You have to write to me to set an appointment time for zooming or use the collaborate in the D2L. This is an online class therefore no one is required to visit with the professor face-to-face, however, you are all encouraged to visit with your professor if you have the time and you are on campus. Remember, this is just a suggestion and not a requirement.
become aware of the methodological, administrative, and political problems associated with evaluating public and private sector policies and/or programs. You should also learn to judge when it is feasible to do an evaluation, what methods are appropriate to address particular evaluation questions and issues, and how to fit the evaluation effort to the resources and time available (Remember you will never have all the time needed in the real world: Time constraint is a variable to be considered when embarking on a project). Throughout the course, the emphasis is practice as students take hands-on approach to doing evaluations. The course is designed to help students determine the effectiveness of policies and programs for national, state, and local levels with emphasis on evaluating an existing policy or program. The approaches described in this syllabus will help those with little or no experience in program evaluation to: (1) identify and document the outcomes, (2) activities, and indicators to be evaluated, and (3) assess the quantity and quality of a program’s achievements.

**Goal:** To introduce students to the basic principles of conducting evaluation.

**Objectives:** By the end of this course the student should be able to:
- Differentiate policy process from policy analysis
- Identify the various types of evaluation
- Conduct an evaluation on a policy or program
- Write and present a report on program evaluation.

**COURSE REQUIREMENTS AND GRADING**
You will learn about program evaluation through assigned readings, class discussions-online posting- using the discussion board and exercises, and by developing an evaluable program model, critiquing an evaluation paper (published article), and developing an evaluation strategy. You will be responsible for information provided through the readings assigned.

**ACTIVITIES**
There are weekly activities in this class. All activities have due dates and no work MUST be submitted after a DUE date. All class activities are done through Brightspace D2L. No work would be accepted outside BrightspaceD2L.

**EXAM:** There will be TWO exams designed to cover your mastery of the issues examined in the class readings.

**BOOK REVIEW:** You will be required to review one of the books assigned.

**EVALUATION CRITIQUE:** You will be required to submit a critique of one evaluation study.

**TERM/PROJECT PAPER**
Your term paper should be approximately 20 pages; double-spaced typed including references and you should present your best work. It must meet the standards for a master’s level writing and analysis. Writing ability counts as much as substance of the paper. The writing style, organization, logic, and analysis should be exemplary. Students are expected to make ample use the APA style manual. must find someone to edit or proofread your final work before submitting it for grading (Use the AARC- [https://library.sfasu.edu/aarc/](https://library.sfasu.edu/aarc/). Use of charts and graphs in your paper is encouraged but must be minimized. If your charts and other figures for illustration are going to be more than two (2) pages, please move them to the appendix section, which would not count as part of the 20 pages. Think about a topic you plan to write on. Due dates for all assignments are indicated below: All papers in this class MUST use Times New Roman, 12-point Font. (If you provide any other font, it would go against you: Points would be deducted for not following instructions:)
Your final grade will be based upon these indicators of your performance:

ASSIGNMENTS AND DUE DATES: MAKE SURE YOU DON’T MISS THE DUE DATES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Type of Assignment: Must be completed and submitted on the Due Dates indicated.</th>
<th>Grade Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Sheet/Topic for Evaluation Term Paper</td>
<td>February 16, 2020</td>
<td>Provide a TOPIC for a policy or program you plan to evaluate in your TERM PAPER and provide reference sheet as directed in Module 1.</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Activities</td>
<td></td>
<td>Discussions and Postings on Discussion Board</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Book Review</td>
<td>February 29, 2020</td>
<td>Emison (2007) (one of the required text for the course)</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Exam 1</td>
<td>March 8, 2020</td>
<td>Questions are provided in Module 8</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>April 5, 2020</td>
<td>See Module 11</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Term Paper</td>
<td>May 03, 2020</td>
<td>Your term paper</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Video Presentation</td>
<td>May 10, 2020</td>
<td>Oral Presentation</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>1000</strong></td>
<td></td>
<td><strong>100</strong></td>
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Final grades will be computed on the following basis: A=90% or more of total points; B=80-89% of total points; C=70-79% of total points; D=60-69% of total points; F=59% and below of total points.

**Grade Interpretation:**

**A** Exceptionally well-written, organized, thorough in response to the assignment, demonstrating professional understanding of the course materials and assignments, including some original thought, and accurate in the use of terms, ideas, and sources.

**B** Good graduate work, demonstrating reading and understanding, accurate in most respects, demonstrating some original thought.

**C** Passing graduate work, demonstrating reading and understanding, accurate in most respects, adequate for continuation in the course and program.

**D(F)** Failing graduate work, careless, incomplete, poorly written, or otherwise inadequate for continuation in the course and program.

**Papers:** *(All papers must be sent to the professor through the BrightspaceD2L Dropbox)*

Unless otherwise stated each paper assignment (Article Critique, and Book Review) must be at least three (minimum) and not more than five (5) pages long. It should be Microsoft Word ONLY, typed, double-spaced, and 12-point font (Times New Roman). **Note:** Cover page is NOT part of the required pages.

**Term Paper:** You are **STRONGLY** advised to pick a topic of your choice relating to public administration eg, policy, personnel, social program that is already in place and consult with your professor for approval of your topic before you start writing. This paper, including your references should be between 16-20 pages double-spaced, Times New Roman (12 pt Font).
Cover sheet is not counted as part of the pages but reference pages are included. Your references must not be more than two (2) pages.

**Program Learning Outcomes Addressed in this Course**

This course meets the following MPA Program objectives:

**At the intermediate proficiency level:**

- Development of essential skills for conducting evaluation in the public sector. These skills should include but not limited to written, oral, face-to-face, small group, and public presentation communications.
- Development of research skills to address current public administration practices and theoretical understanding of program and policy evaluation. These applied skills provide knowledge to formulate, critique, and design better ways of evaluating policies and programs. Demonstration of knowledge of policy systems and program evaluation. A combination of theoretical and applied knowledge of these systems and evaluation is essential.

**At the advanced proficiency level:**

- Demonstration knowledge, skills, and abilities in evaluating programs and policies. These skills are based on expertise on subject matter and the possibility of monitoring the successful implementation of a policy or program.

**At the mastery proficiency level:**

- Development of ethical practices in conducting evaluation.

**Course Specific Student Learning Outcomes**

- The student will be able to develop an ethical frame for conduction evaluations in both the private and public sectors.
- The student will be able to demonstrate the ability to analyze complex policy issues through evaluation, identify problems or lack thereof in an existing policy or program, defend the result(s) of an evaluation report.
- The student will be able to distinguish between program evaluation theories in practice.

**POLICIES**

**Lateness of Papers:** It is important to learn to complete your work assignments on time. No incompletes will be allowed except in very critical circumstances beyond the control of the student. It is the professor who determines whether or not a “critical circumstance” warrants incompelete. Make-up examination will only be given under similar dire circumstances; however, the instructor must be notified prior to the exam. The instructor reserves the right to ask different questions on make-up exam. **Papers submitted after due dates will receive ZERO.**

**Academic Dishonesty/Cheating:** You are responsible for knowing the elements of academic dishonesty, plagiarism, cheating, etc., as set forth by SFA. In addition to plagiarism, SFA allows no form of collaboration in the preparation of papers, in the taking of quizzes, or exams. Work on papers, quizzes, and exams must be totally on your own! You should neither request nor give help to a fellow mate during exams as stated in the SFA policy manual 4.1
You are responsible for all the readings assigned. Let me know if you have any question on academic integrity.

**Withheld Grades Semester Grades Policy (5.5)**
Remember that every class activity is rewarded therefore all activities become part of your final grade. I will not give a WH because a student is failing. Read this policy to make sure you understand it as stated below or visit: [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**ONLINE DISCUSSIONS, POSTINGS, AND CONDUCT**
GRADUATE students are expected to conduct themselves as adults in the classroom or online. Such an attitude is expected in all online discussions or postings. It is likely we will be discussing topics of a political and social nature that might introduce you to some new “foreign” ideas. You are encouraged to enrich the class online discussions with your ideas, judgments, and questions. You are expected to show tolerance and respect for the ideas of others in class, which may be different from yours. One of the many ways to acquire knowledge is to listen to others. Listening to others does not mean you have to accept their points of view but it helps you to constructively structure your perspective in a more convincing way. Winning arguments is one’s ability to logically and chronologically present his or her thoughts on issues, it’s not how loud you shout or how many people you send to the court room. Please do respect others opinions. This is a graduate class so please avoid “I agree with…” rather state your point of view. Anyone who engages in insults would be **DROPPED from the class by the professor.**

**ADA Statement**

It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; these regulations provide that:

*No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any ... postsecondary education program or activity* [Federal Rehabilitation Act of 1973, Section 504, 84.43].

Rules governing accommodations are available on the University’s website at [http://www.sfasu.edu/disabilityservices](http://www.sfasu.edu/disabilityservices) If you are a student requiring an accommodation, please contact the Office of Disability Services, Room 325 in the Human Services Building or call phone number 936 468-3004 or inform the professor within the first week of the semester. There is nothing shameful about disability. SFA embraces everyone and one’s disability MUST not be a barrier to getting quality education from SFA.
MODULES, GOALS, OBJECTIVES, and READING LIST

TOPIC: INTRODUCTION TO POLICY AND EVALUATION

1.1 Goal: To introduce students to the course, policy systems and program evaluation, and what is expected of an evaluator. It will also focus on how to properly write an evaluations report using proper sources and citations.

1.2 Objectives: By the end of this module, students should be able to:
   1.2.1 Assess the expectations of the course after reading the course syllabus
   1.2.2 Assess peer review journal articles and books using the internet
   1.2.3 Proper use of the APA writing style including the use of footnotes and endnotes
   1.2.4 Discuss the policy process relating to the role of the policy analyst in program evaluation.

1.3 Readings
   1.3.1 Course syllabus (Online: Please read the syllabus carefully)
       2. http://flash1r.apa.org/apa/style/basics/index.htm?__utma=185732729.2066919084.1374764141.1407259500.1420604907.6&__utmb=185732729.4.10.1420604907&__utmc=185732729&__utmz=-
       &__utmz=185732729.1407259500.5.1.utmcsrc=(direct)&utmccn=(direct)&utmcmd=(none)&_utmvd=-
       &utmkn=256006283

MODULE 2: Starts from Monday January 20-26, 2020
TOPIC: AN OVERVIEW OF PROGRAM EVALUATION

1. Goal: This module is to introduce students to program evaluation as a field of academic discipline.

2. Objective: By the end of the module the student should be able to:
   a. Trace the history of program evaluation
   b. Define program evaluation
   c. Identify the key players in program evaluation
   d. Understand the nature of public evaluation within the public and private sectors.

3. Readings
   1. Rossi et al. Chpt 1
   2. Laura Langbein (LL) Chpt 1

MODULE 3: Starts from Monday January 27 - February 2, 2020
TOPIC: TAILORING EVALUATION FOR DESIRED RESULTS

1. Goal: To develop proper strategies for conducting evaluation by understanding the needs of stakeholders in program evaluation. Students will also be introduced to some theories used in conducting program evaluation

2. Objective: By the end of the module students should be able to:
   a. Assess favorable and unfavorable conditions for conducting an evaluation
b. Determine the purpose of program evaluation  
c. Determine the needs program evaluation  
d. Apply the various approaches to conducting program evaluation  
e. Design questions in assessing the impact of program theories.  

3. **Readings:**  
a. Rossi et al. Chapters 2 and 3.  
b. Laura Langbein chapter 2.  

**MODULE 4: Starts from Monday February 3-9, 2020.**  
**TOPIC: Performing Program Evaluation**  
1. **Goal:** To introduce students to a practical approach in conducting program evaluation.  
2. **Objective:** By the end of this module students should be able to  
a. Determine the key players involved in program evaluation  
b. Determine the “Four C’s in program evaluation  
c. Identify a successful intervention from failing intervention  
3. **Readings**  
b. Rossi et al. Chapter 5

**MODULE 5: Starts from Monday February 10-16, 2020.**  
**TOPIC: Causation and Quasi-Experimental Design**  
1. **Goal:** To introduce students to the question of causation in program evaluation  
2. **Objective:** By the end of this module students should be able to  
a. Understand the Simpson’s Paradox  
b. Better understand that figures by themselves do no indicate the actual performance of an organization  
c. Gather information statistics.  
d. Identify possible correlation between variables.  
3. **Readings:** (In this module, in addition to the usual readings, watch the clips below).  
a. [http://www.youtube.com/watch?v=VW1IEqKuf6s](http://www.youtube.com/watch?v=VW1IEqKuf6s) (concentrate on correlation and causation: About 10 mins).  
b. [http://www.youtube.com/watch?v=wgLUDw8eLB4](http://www.youtube.com/watch?v=wgLUDw8eLB4)  
c. [http://www.youtube.com/watch?v=fi9iCM-6xxk](http://www.youtube.com/watch?v=fi9iCM-6xxk)  

**MODULE 6: Starts from Monday February 17-23, 2020.**  
**TOPIC: Assessing and Monitoring Program Process**  
1. **Goal:** To introduce students to program process and monitoring evaluation  
2. **Objective:** By the end of this module students should be able to  
a. Monitor a program while being implemented  
b. Judge if program process is achieving its intended target  
c. Monitor service utilization and organizational functions in program evaluation  
3. **Readings**
1. Rossi et al., Chpt. 6
2. Langbein, Laura Chpt 3

**MODULE 7: Starts from Monday February 24- March 1, 2020**
1. **Goal:** Introduce students randomized field experiments (RFE)
2. **Objective:** By the end of the module students should be able to:
   a. Conduct randomized field experiment
   b. Determine appropriate sample size to evaluate a program
   c. Design evaluation using statistical model
   d. Assess the impact of an intervention in a program
3. **Readings**
   a. Rossi et al. chapters 8 and 9
   b. Laura Langbein Chapter 4

**MODULE 8: Starts from Monday March 2-8, 2020.**
Exam 1 (The exam is comprehensive, which means it incorporates all the readings including the ones in this module.
1. **Readings**
   1. Rossi et al., Chapter 4
   4. Exam 1

SPRING BREAK: MARCH 9-15, 2020 (No Class Activity: Catch up with your readings if you are behind. Enjoy the break and start working on your term paper).

**MODULE 9: Start from Monday March 16-22, 2020**
**TOPIC:** Program Evaluation and Ethics
1. **Goal:** To introduce students to the importance of consent and ethics in program evaluation.
2. **Objectives:** By the end of the module students should be able to:
   a. Seek consent of their subjects before conducting program evaluation.
   b. Identify with the standards required for conducting evaluation
3. **Readings**
   a. Rossi et al., chapter 12

**MODULE 10: Starts from Monday March 23-29, 2020.**
**TOPIC:** Program Evaluation: Cost-Benefit and Cost-Effective Designs
1. **Goal:** Introduce students to cost and benefit analysis of program evaluation

2. **Objectives:** By the end of this module students should be able to:
   a. Assess the cost involved in conducting program evaluation
   b. Determine whether a program should be evaluated
   c. Measure the cost and benefits of a program

Identify those situations for which cost-effectiveness, benefit cost analysis or efficiency evaluation is appropriate.

3. **Readings**
   a. Rossi et al., Chpt 11
   c. Laura Langbein, Chapters 7 and 8.

**MODULE 11:** Starts from Monday March 30- April 5, 2020.

**Final Exams**

**MODULE 12:** Starts from Monday April 6-May 10, 2020.

This module is in three parts:

**Part 1. Work on your article critique.**


**Part 2 & 3.**

**Starts from Monday April 13-May 8, 2020.**

**Work on your term Paper and oral video presentation**

Term Paper: The professor would be available; so as you work on your individual term paper make sure you consult with the professor for help, if necessary (or if you needed help please just let me know). If your original topic suggested at the beginning of the semester has changed please do inform the professor. Remember you have the remainder of the semester to work on your term paper and oral presentation so there would be no excuse at the end of the semester.

**Guide to Citations**

I am a stickler for proper citations. Though I prefer bibliographic citations, footnotes or endnotes could be included in your papers. Please be consistent: Use the same, APA, style throughout your paper.

**Parenthetical Citations**

Instead of footnotes, you may choose to use parenthetical citations (though footnotes are also perfectly acceptable). All works cited in parentheses must have full citations in your bibliography at the end of the paper.

**The Basic Form.** The basic form is really very simple: (Author Year), as in (McGillicutty, 1997). If you wish to refer to a specific page in the book, the form is (Author: Year: Page). Example: (McGillicutty 1997: 27). If multiple pages need citation simply use dashes or commas as necessary, as in (McGillicutty 1997: 27-32, 64). If you are referring to the author in the text, you should simply put the date, and pages if necessary, in parentheses after the reference to the author's name. Example: According to McGillicutty (1997: 9), Judge Leon Higginbotham directly contradicted Thernstrom (1987) on the applicability of Section 5 of the Voting Rights Act to redistricting.
Multiple Sources. If you want to cite more than one work at the same time, use semi-colons to separate the cites. Example: (McGillicutty 1997; Holden 1987). If you have more than one work by the same author(s) in one year, you need to designate the work that appears first in your bibliography (the one with the title that begins with the letter that appears earlier in the alphabet) as "a" and the second as "b" and so on. The letter designations should appear in both the bibliography and in your parenthetical citations. Example: (McGillicutty 1997a).

Multiple Authors. You should list all authors for works with three or fewer authors. The order of their names should follow the order given by the authors. Example: (Fitch, Fox, and Brown 1992; Smalls and Shakur 1998). If there are more than three authors, give the author’s last name and then "et al." Example: (Brown et al., 1991).

No Author. Use the title in place of the author if there is no author. You should feel free to shorten it as long as it is clear and distinct. Example: (LDF Report 1994).

Biblographic Citations


Supreme Court Cases: Allen v. State Board of Elections, 393 U.S. 544 (1969). The number before the "U.S." refers to the volume; the number after is the page number. The "U.S." refers the to Supreme Court Reporter. (District and Circuit Court decisions will have something else instead of U.S. between numbers, e.g. F. 2d or F. Supp.) Even if you found your case on the Internet (e.g. on Findlaw or Lexis), you should still use this format as the cite will likely give you this citation format somewhere near the beginning of the case.

Internet Citations

There are lots of ways to cite Internet sources. Please follow the rules provided: Cite the exact URL or Internet site. Do not just cite the general home page. The point is to be able to quickly locate the exact page on which you found your information. Even though it is lengthier and more complex, you must give the full citation of the page so that your reader can go to the page directly without any difficulty. For example, if you want to visit the Department of Government Faculty site it should be: http://www.sfasu.edu/government/107.asp, NOT the general Stephen F. Austin State University website: www.sfasu.edu. State the date you visited the page. "Retrieved January 3, 2020." or "Visited January 3, 2020" are both sufficient. Pages, unfortunately, change quiet often, so it is helpful to know when you visited a page.