PADM 5320.500 Policy Systems and Evaluation
Stephen F Austin State University

Spring Semester, 2024: 3 Credit Hours

Professor: Dr. Kwame Badu Antwi-Boasiako
Office: LAN 124
Phone: (936)-468-2145
Office Hours: Online: Anytime, just let me know and we will set up a time.
Class Zoom: ZOOM (Link will be sent out in class email)
Email: antwibokb@sfasu.edu

REQUIRED TEXTS


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

OPTIONAL


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 several types of evaluation, and implementation. In so doing, you should 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 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 a 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:

1. Differentiate policy process from policy analysis.
2. Identify the various types of evaluation.
3. Conduct an evaluation on a policy or program.
4. Write and present a report on program evaluation.

**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>Feb. 4, 2024</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>Weekly</td>
<td>Discussions and Postings on Discussion Board</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Emison Book Review</td>
<td>Mar. 5, 2024</td>
<td></td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation Project</td>
<td>Apr. 2, 2024</td>
<td>See Rubic</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Term Paper</td>
<td>April 30, 2024</td>
<td>Your term paper</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Video Presentation</td>
<td>May 3, 2024</td>
<td>Oral Presentation (Video Recording)</td>
<td>200</td>
<td>20</td>
</tr>
</tbody>
</table>
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.

**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 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 develop an ethical frame for conduction evaluations in 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

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 (http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf). You are responsible for all the readings assigned. Let me know if you have any questions 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

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/or 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 present logically and chronologically his or her thoughts on issues, it is 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…” state your point of view. Anyone who engages in insults would be Dropped from the class by the professor.

ADA Statement

Rules governing accommodations are available on the University’s website at http://www.sfasu.edu/disabilityservices/ If you are a student requiring 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.

MODULE 1: Jan. 18 – Jan. 28, 2024

(No Assignment Due this week. Get your books and all your reading materials for all your classes. Please pay particular attention to DUE DATES)

TOPIC: INTRODUCTION TO POLICY AND EVALUATION

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 write an evaluations report using proper sources and citations.

2. **Objectives:** By the end of this module, students should be able to:
   1. Assess the expectations of the course after reading the course syllabus.
   2. Assess peer review journal articles and books using the internet.
   3. Proper use of the APA writing style including the use of footnotes and endnotes
   4. Discuss the policy process relating to the policy analyst's role in program evaluation.

3. **Readings**
   1. Course syllabus (Online: Please read the syllabus very carefully and let me know if you have any question regarding the content, assignments, and any conflicts. Draw my attention to anything you would like me to know regarding the syllabus and this class)

MODULE 2: Jan. 29-February 4, 2024 (Your Term Paper Topic and References Due this week)

TOPIC: An Overview of Program Evaluation

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

6. **Objective:** By the end of the module the student should be able to:
   1. Trace the history of program evaluation.
   2. Define program evaluation.
   3. Identify the key players in program evaluation.
   4. Understand the nature of public evaluation within the public and private sectors.

7. **Readings**
   1. Rossi et al., Chapter 1
   2. Laura Langbein (LL) Chapter 1

MODULE 3: Feb 5 – Feb 11, 2024
TOPIC: Tailoring Evaluation for Desired Results

8. **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.

9. **Objective:** By the end of the module students should be able to:
   
   5. Assess favorable and unfavorable conditions for conducting an evaluation.
   6. Determine the purpose of program evaluation.
   7. Determine the needs of program evaluation.
   8. Apply the various approaches to conducting program evaluation.
   9. Design questions in assessing the impact of program theories.

10. **Readings:**
    10. Rossi et al. Chapters 2 and 3.
    11. Laura Langbein chapter 2.

MODULE 4: Feb. 12 – Feb. 18, 2024 (DB. 3 & Paper Proposal Assignment Due this week) **TOPIC: Performing Program Evaluation**

11. **Goal:** To introduce students to a practical approach in conducting program evaluation.

12. **Objective:** By the end of this module students should be able to
   
   13. Determine the key players involved in program evaluation.
   14. Determine the “Four Cs” in program evaluation.
   15. Identify a successful intervention from failing intervention.

13. **Readings**
    17. Rossi et al., Chapter 5

MODULE 5: Feb. 19 – Feb. 25, 2024 (Module Activity Due this week) **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 not indicate the actual performance of an organization.
   c. Gather information statistics.
   d. Identify correlation between variables.

3. **Readings:** (In this module, in addition to the usual readings, watch the clips below).
   
b. [http://www.youtube.com/watch?v=VW1IEqKuf6s](http://www.youtube.com/watch?v=VW1IEqKuf6s) (Concentrate on correlation and causation: About 10 mins).

c. [http://www.youtube.com/watch?v=wgLUDw8eLB4](http://www.youtube.com/watch?v=wgLUDw8eLB4) (Simpson’s Paradox: About 4 mins).

d. [http://www.youtube.com/watch?v=fi9iCM-6xxk](http://www.youtube.com/watch?v=fi9iCM-6xxk) (Simpson’s Paradox: About 6 mins).

**MODULE 6: Feb. 26 – March 3, 2024 (DB. 6 Due this week)**

**TOPIC:** Assessing and Monitoring Program Process

14. **Goal:** To introduce students to program process and monitoring evaluation
15. **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.

**16. Readings**
1. Rossi et al., Chapter. 6
2. Langbein, Laura Chapter 3

**MODULE 7: March 4 – March 10, 2024 (DB. 7 Due this week)**

17. **Goal:** Introduce students to randomized field experiments (RFE)
18. **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.

19. **Readings**
   a. Rossi et al., Chapters 8 and 9
   b. Laura Langbein, Chapter 4

**SPRING BREAK: March 11-15, 2024**

(No Class Activity: Catch up with your readings if you are behind and please enjoy the break)!
MODULE 8: March 18 – March. 24, 2024.

1. Readings
   1. Rossi et al., Chapter 4

MODULE 9: Mar. 25 – March 31, 2023 (DB.9 Due this Week)

TOPIC: Program Evaluation and Ethics

20. Goal: To introduce students to the importance of consent and ethics in program evaluation.

21. Objectives: By the end of the module students should be able to:
   18. Seek consent of their subjects before conducting program evaluation.
   19. Identify with the standards required for conducting evaluation.

22. Readings
   20. Rossi et al., Chapter 12

MODULE 10: April 1 – April 7, 2024 (Module Activity Due this Week)

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., Chapter 11
   c. Laura Langbein, Chapters 7 and 8.

MODULE 11: April 8 – April 14, 2024 (Critique the article provided).
MODULE 12: April 15 – May 6, 2024 (Paper Due April 30 / Video Presentation Due May 3)

3) Work on your term Paper and oral video presentation

Term Paper: 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.