

USC Sol Price School of Public Policy

**PPD 542: Policy and Program Evaluation
Fall, 2013**

Time: 6:00-9:20 PM

Dates: Wednesdays, August 28 – December 18

RGL 209

Instructor: William.C. Farley

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(Syllabus Version: July 30, 2013)

Course Description & Learning Objectives

PA 542 will advance your understanding of methods for collecting and analyzing evaluation data, complex models for policy and program evaluation, and processes for linking evaluation to policy formulation and program management. Throughout the course you will engage in the development, presentation, and critique of a range of public policies and programs. These activities, combined with a regular review of important literature in the field, will provide you with the knowledge prepare policy and program evaluations, or to direct policy analysts in your profession of choice. We will cover policy areas that mean the most to each of you. We will integrate your passion for specific public policy areas, with a variety of engaging exercises to develop your research, evaluation, and presentation skills.

Course Notes

The class will function as a seminar, with a strong emphasis on student participation. The class structure will be consistent each week. The first part of each class will be dedicated to a review of the assigned readings. The instructor will facilitate a discussion among students on the readings. The second part will be a review of practical tools used in public agencies to develop and present policies and programs. The instructor will present these tools and facilitate discussions on their application in an organization. The third part of each session will be small group activities directed at building individual policy papers. The individual policy papers will be presented at the end of the term. On occasion, there may be guest presentations on current public policy topics.

The primary text for the class is Bardach's "Practical Guide for Policy Analysis." We will use Bardach's eight step approach to develop the final policy paper, and to guide our weekly discussions. Please have Bardach's text, or download version, on hand at the beginning of class. Weiss' text on Evaluation will supplement the course and can be acquired during the first three weeks of class. Used copies are readily available of this text. Finally, each of you will be researching individual journal articles to support your work during the term.

Required readings and Supplemental Materials:

A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 4th Edition, Eugene Bardach

Evaluation: Methods for Studying Programs and Policies, 2nd Edition, Carol H. Weiss

Various journal articles identified during your research.

COURSE REQUIREMENTS AND GRADING

Students in PA 542 will assume much responsibility for success of the personal and group learning experience. All participants are encouraged to take an active role in discussions involving the entire class.

Requirements

In addition to reading the assigned material and participating in discussions, students will be required to prepare and submit the following:

- Status Reports on Research and Policy Report
- Annotated Bibliography
- Executive Summary of Policy Paper, Press Release and Power Point
- Full Power Point Presentations
- Final Policy Paper

Please note that formats and specific instructions for all presentations and submissions will be provided well in advance of the due dates. Bardach's "A Practical Guide for Policy Analysis" provides examples of the type of work product that will be produced in the class. More detailed examples will be posted to Blackboard and discussed in Class. Zotero is suggested for compiling and reporting research (annotated bibliography)

NOTE

All students should familiarize themselves with USC's e-mail and Blackboard system. The instructor will periodically use these systems for transmitting important information to students. Students will be responsible for obtaining information via the e-mail address assigned to them by USC. Everyone who uses an e-mail address other than the one assigned to them by USC should regularly check messages to their USC address or arrange to have messages sent to the USC address forwarded to the address they regularly use.

Grading

Grades for PA 542 will be determined as follows:

Status Reports	10%
Class Participation:	15%
Annotated Bibliography:	20%
Presentation and Supporting Materials	20%
Policy Paper and Supporting Materials	35%

At his discretion, the instructor may add up to half a letter grade for superior individual participation in class discussions, as indicated by initiative, demonstrated knowledge of the readings, and innovative yet well-supported interpretations.

Delivery of Final Assignment

The Final Policy Paper must be *e-mailed* to the instructor on or before 12:00 midnight, December 18.

OFFICE HOURS AND CONFERENCES

Students are strongly encouraged to confer with the instructor about readings, assignments, ideas, or suggestions regarding conduct and conduct of the seminar. Regular office hours will be held 5 – 6 PM Wednesdays.

COURSE SCHEDULE AND ASSIGNMENTS

	Topics/ Activities	Readings	Deliverables (Beginning of Class)
Aug 28	Instructor: Class Overview Introductions Small Groups: Review Policy Areas for further Study	N/A	
Sep 4	Instructor: Team Dynamics Small Groups: Select Policies for individual projects.	Bardach: Part 1 and Appendix B Weiss 1-2	
Sep 11	Instructor: Analytical and presentations tools Small Groups: Define the Problem (1)	Bardach: Part 2 & 3 Weiss: Chapter 3	Status Memo
Sep 18	Instructor: Analytical and presentations tools, review readings. Small Groups: Assemble Some Evidence (2).	Weiss: Chapter 4	Status Memo with attached Research Proposal
Sep 25	Instructor: Analytical and presentations tools, review readings. Small Groups: Assemble Some Evidence (2).	Weiss: Chapter 5	Status Memo
Oct 2	Instructor: Analytical and presentations tools, review readings. Small Groups: Assemble Some Evidence (2). Mid-term Review of Team Performance	Weiss: Chapter 6	Status Memo
Oct 9	Instructor: Analytical and presentations tools, review readings. Small Groups: Construct Alternatives (3)	Weiss: Chapter 7 Bardach Appendix A	Status Memo with attached evidence with abstracts (15 Citations)
Oct 16	Instructor: Analytical and presentations tools, review	Weiss: Chapter 8	Status Memo

	readings. Small Groups: Select the Criteria (4)		
Oct 23	Instructor: Analytical and presentations tools, review readings. Small Groups: Project the Outcomes (5)	Weiss: Chapter 12	Status Memo
Oct 30	Instructor: Analytical and presentations tools Small Groups: Confront the Trade-offs (6)	Weiss: Chapter 13	Status Memo
Nov 6	Instructor: Analytical and presentations tools Small Groups: Decide (7)		Status Memo
Nov 13	Executive Presentations Tell your story (8) Five minute Power Point		Status Memo with attached Press Strategy, Press Release, and Power Point
Nov 20	Full Presentations Tell your story to Community Organizations (15 minutes)		Optional: Submit Draft Paper for Comments
Nov 27	Break	Break	Break
Dec 4	Full Presentations Tell your story to Community Organizations (15 minutes)		
Dec 11	Full Presentations Tell your story to Community Organizations (15 minutes)	N/A	
Dec 18			Policy Paper and Power Point from Community Meeting

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester.

A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.