

The University of Southern California
USC Sol Price School of Public Policy
Los Angeles, California 90089-0626

Policy and Program Evaluation – PPD 542
Fall 2015 Section Number: 51237R

TRADITIONAL CLASS MEETING DATES: October 2 - 4, 2015 AND November 20 - 22, 2015
DISTANCE LEARNING MEETING DATES: Weekly, beginning August 24, 2015 Please see weekly schedule

CLASS MEETING TIMES: 0900-1700 hours

CLASS MEETING LOCATION:

<u>DATE</u>	<u>LOCATION</u>
Friday, October 2	TBD
Saturday, October 3	
Sunday, October 4	
Friday, November 20	
Saturday, November 21	
Sunday, November 22	

PROFESSOR: Dan M. Haverty, D.P.A.
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COURSE DESCRIPTION:

This seminar focuses on *program evaluation* (or *evaluation*): systematic, data-based assessment of the performance, value, merit, worth, or significance of programs that have been implemented in public and non-governmental organizations. A *program* may be any policy, program, project, function, agency, bureau, process, or activity that has an identifiable purpose or set of objectives. The primary focus of evaluation is on program *outcomes* (results after program delivery of products or services). Evaluation may also focus on program context, program inputs, program activities, program *outputs* (products or services delivered by the program to customers or clients), or program *impact*: those outcomes that are caused by the program (= the difference between program outcomes and those outcomes that would have occurred in the absence of the program).

COURSE PHILOSOPHY:

Program evaluation requires both interpersonal and technical skills, and is best learned through a combination of reading, classroom instruction, and on-the-job training. Your personal involvement and interaction with others – before, during, and after seminar sessions – are essential to your learning experience in the seminar. Seminar projects are to provide monitoring or evaluation information to one or more real clients. Seminar papers and seminar sessions will provide opportunities to practice clear communication of what you have learned through your reading, in our seminar sessions, and in evaluation work. I approach this course from the perspective of Servant Leadership and am striving to both achieve this as an individual, as well as model these characteristics within our class experience. The pedagogical approach employed draws from a mix of distance learning methodologies, brief lectures, consultatory student interaction, applied learning and the development of a client-based project. I look forward to getting to know you through the seminar.

LEARNING OUTCOMES:

The objective of the seminar is to help participants develop knowledge, skills, and abilities in eight areas:

1. Students will explain and analyze the purposes of program evaluation.
2. Students will use program evaluations effectively and communicate outcomes clearly in order to contribute to effective program and policy changes.
3. Students will explain and justify an array of evaluation methods and approaches, including logic modeling, evaluability assessment, implementation evaluation, performance monitoring, impact evaluation, cost-effectiveness analysis, cost-benefit analysis, and evaluation synthesis (meta-analysis).
4. Students will use such methodological tools to evaluate the impact of public policies and programs.
5. Students will collect qualitative and quantitative data.
6. Students will analyze and interpret qualitative and quantitative data.
7. Students will effectively communicate evaluation findings, options, and recommendations to a diverse audience.
8. Students will integrate evaluation standards into their research, analysis, and recommendations in an ethical, sensitive, and culturally inclusive manner as promulgated by the American Evaluation Association.
 - a. This may include principles such as systematic inquiry, competence, integrity and honesty, respect for people and responsibility for general, multi-sector stakeholders, and public welfare as well as utility, feasibility, propriety, and accuracy standards.

REQUIRED READINGS:

BOOKS: Available through the USC Bookstore at: www.uscbookstore.com or other web-based textbook providers. Wholey, Joseph, Harry Hatry and Kathryn Newcomer, Eds. 2010. *Handbook of Practical Program Evaluation* (3rd Edition). San Francisco: Jossey-Bass.

WEB RESOURCES: *Use these resources for your Evaluation Ethics Case Study.*

- American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from <http://www.eval.org/publications/guidingprinciples.asp>
- Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from <http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements>

ARTICLES:

Alkin, M.C. and Christie, C.A. (2004). An Evaluation Theory Tree. In M.C. Alkin (Ed.), *Evaluation Roots* (pp. 12-65). Thousand Oaks, CA: Sage.

Bowman, James S. and Claire Connolly Knox, 2008. "Ethics in Government: No matter how long and dark the night." *Public Administration Review*. July/August; Vol. 68: No.4.

Favero, Nathan and Kenneth J. Meier (2013). Evaluating Urban Public Schools: Parents, teachers and state assessments. *Public Administration Review*. May/June; Vol. 73: No. 3.

Jung, Chan Su (2014). Extending the Theory of Goal Ambiguity to Programs: Examining the relationship between goal ambiguity and performance. *Public Administration Review*. March/April; Vol. 74: No. 2.

The instructor posts lecture notes, assignments, handouts, and other course materials on Blackboard for students' access for both in-class and out of class use.

COURSE REQUIREMENTS:

1. **Quality of participation in discussions and in-class work.**

Due to the intensive format of the class, it is your responsibility to come fully prepared by completing the required readings prior to class meetings. Full participation in discussions, in-class assignments, group work assignments, and presentations will provide you the best opportunity for maximum learning potential. Full participation means actively engaging in discussions and activities, as well as actively listening to your colleagues' ideas, experiences and perspectives.

2. **Distance learning elements.**

a. Discussion questions

During three weeks of our semester (see schedule) students are asked to read an article from the literature relating to evaluation studies and respond to questions posted in Blackboard by the instructor. A link to the article is provided in Blackboard.

b. Evaluation ethics case study.

An evaluation case study will be posted to Blackboard for you to read and respond to a set of questions. I anticipate this assignment to be 3-5 pages in length. Use the following references to select evaluation standards and principles for inclusion in this paper.

American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from <http://www.eval.org/publications/guidingprinciples.asp>

Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from <http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements>

THE EVALUATION STUDY PROJECT

The following five assignments are designed to be stair-stepped components of a fully developed evaluation proposal for a real organization. The final evaluation proposal should be approximately 15-20 pages in length. Each preceding paper is meant to be a building block toward the next.

Seminar projects will require some social science research skills, though the seminar sessions will not cover all the social science research methods that may be required in a specific project. Students may work on individual seminar projects, or work in teams of two or three students who take joint responsibility for the project.

Digital copies of papers and presentation materials shall be provided to Dr. Haverty at the beginning of each session or on due date.

All papers and presentations should be professional in appearance, clearly written, well edited and reflect the competence and communication skills of a graduate student of the University of Southern California. Papers should be typed, double-spaced, 10-12 point font, and follow an approved style.

3. **Initial Project Description Paper.**

Based on your preparatory readings for class, your professional experiences, personal interest in a particular policy or program area, and potential opportunity for a successful Seminar Evaluation Project in an organization, develop a description of your proposed project following the outline: "Initial project description paper." Please follow the outline on Exhibit "A" titled "Initial Project Description Paper."

4. **Program or Policy Logic Model. Between Sessions**

During the first session we will spend considerable time learning about Logic Models and how they can help one understand the implementation of a program or policy by using a systems approach and

considering input, outputs, and outcomes. This assignment will be a help in understanding how your selected program or policy works. Use the examples in Chapter 3 and the Instructional PowerPoint Presentation as aids in developing this task. Send the logic model and design matrix electronically to the instructor by required date.

5. Evaluation Study Design Matrix. Between Sessions

Another useful process in developing your evaluation study is the completion of an evaluation study design matrix. This tool provides a template to methodically develop the necessary work plan for your study. We will spend considerable time on design matrices during session I. Use the examples in Chapter 3 and the Instructional PowerPoint Presentation as aids in developing this task. Send the logic model and design matrix electronically to the instructor by required date.

6. Project “In-progress” Presentation. During the second session

Each individual or group will develop and present the project in its progress to date. This assignment is a means of gaining feedback on your work and providing others in the class an opportunity to gain from your experience and knowledge, you will report out to the class with a 15-minute presentation, plus an opportunity for questions and discussion.

I encourage presenters to choose a presentation approach or combination of approaches not yet attempted in your academic or professional career. Students in past classes have used Power Point, Prezi, traditional lecture/briefing, role-play, video and other interesting styles. You may also use overheads, video, charts and graphs, models or any other audio/visual aid, which will enhance your message and provide a more clear understanding of your work. This is a safe environment to try something new.

7. Seminar Project Paper. Following Session II

This is the culmination of your work in this class. The paper should demonstrate introductory achievement in: performance monitoring or evaluation; reflect what you have learned in the seminar; take into account suggestions made by the instructor and other seminar participants; provide monitoring or evaluation information to one or more real clients; formulating evaluation questions (including at least one question focusing on program outcomes); developing proxy or real evaluation data; analyzing proxy or real evaluation data; developing evaluation findings presentation methods as well as possible options or recommendations for policy or program change; and applying the standards promulgated by the Joint Committee on Standards for Educational Evaluation. Please follow the outline on Exhibit “B” titled “Seminar Project Paper.”

8. In-class Evaluation Proposal

This element of the course is a written program evaluation proposal, developed in class by each student, in response to a short description of a fictitious program in a public organization. Open notes are permissible. Its purpose is to evaluate the student’s knowledge of program evaluation theory, approaches, methods and the written communication of a proposed study.

PERFORMANCE EVALUATION:

<u>Assignment</u>	<u>Weight</u>	<u>Due</u>
1. Quality of participation in discussions and in-class work.	5%	All
2. Distance Learning Components		
a. Discussion Questions (3)	15%	See schedule
b. Evaluation Ethics Case	5%	Oct. 5
3. Initial project description paper.	5%	Sept. 28
4. Evaluation Ethics Case Study	10%	Oct.
5. Program or Policy Logic Model.	10%	Oct. 12
6. Evaluation Study Design Matrix	10%	Oct. 12
7. Project "In-progress" presentation	10%	Nov. 20 - 22
8. In-class evaluation proposal	10%	Nov. 22
9. Seminar Project Paper	20%	Dec. 7

OVERALL COURSE SCHEDULE (INCLUDING DISTANCE LEARNING SCHEDULE)

Semester Weeks	Course Activity	Student Engagement	Student Assignment
1: Aug 24 - 30	Semester begins	Begin readings	Read Dr. Wholey's paper, ICMA article. Read: Text: Preface, Ch. 1
2: Aug. 31 - Sep 6	Introduction to course	Opening Live Session with Professor Haverty. Form project groups (unless conducting an individual evaluation project). The following chapters from the text should be read prior to the class meeting on October 2nd: 2, 3, 4, 5, 6, 7, 12, 20, 24, 25, 27.	Live Session – Monday, Aug. 31 – 6:00 PM. (Adobe Connect) Read the text.
3: Sep 7 - 13	Evaluation Ethics	<ul style="list-style-type: none"> American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from http://www.eval.org/publications/guidingprinciples.asp Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements 	Read the AEA Principles and the JCSEE Standards Submit case analysis by September 21.
4: Sep 14 - 20	Project team formation Text Readings	Form project teams. Continue reading text by finishing up the chapters identified above.	Submit student team names and project description assignment by September 20. Read the text.
5: Sep 21 - 27	Contextual readings	Bowman, James S. and Claire Connolly Knox, 2008. “Ethics in Government: No matter how long and dark the night.” Public Administration Review. July/August; Vol. 68: No.4.	Post response to discussion board questions by day 5; review the postings of others and comment as appropriate.
6: Sep 28 – Oct 4	Class Meeting October 2 - 4	Class participation	Prepare by reading the text and gathering some background on your project organization.
7: Oct 5 - 11	Evaluation Techniques	Podcast on evaluation techniques	View Adobe Connect podcast
8: Oct 12 - 18	Project Logic Model finalization	Further develop and edit your project's evaluation design matrix.	Submit logic model assignments by October 12.
9: Oct 19 - 25	Contextual readings	Favero, Nathan and Kenneth J. Meier (2013). Evaluating Urban Public Schools: Parents, teachers and state assessments. Public Administration Review. May/June; Vol. 73: No. 3.	Post response to discussion board questions by day 5; review the postings of others and comment as appropriate.
10: Oct 26 – Nov 1	Contextual readings	Jung, Chan Su (2014). Extending the Theory of Goal Ambiguity to Programs: Examining the relationship between goal ambiguity and performance. Public Administration Review. March/April; Vol. 74: No. 2.	Post response to discussion board questions by day 5; review the postings of others and comment as appropriate.
11: Nov 2 - 8	Evaluation techniques	Podcast on evaluation techniques	View Adobe Connect Podcast
12: Nov 9 - 15	Text Readings	The following chapters from the text should be read prior to this class meeting: 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23.	Prepare by reading the text.
13: Nov 16 - 22	Class Meeting November 20 - 22	Class Participation	Prepare by completing your readings. Complete the development of your project presentation.
14: Nov 23 - 29	Completion of Project	Work on finishing the course evaluation study project	Complete final review of your project; ensure you have included all elements as identified in Appendix B
15: Nov 30 - Dec 6 +	Completion of Project	Work on finishing the course evaluation study project	Submit Seminar Project Paper by December 7, 2015.

SEMINAR COURSE SCHEDULE

Please complete all readings of text and articles for each module prior to the start of each module. The intensive class format is a seminar with extensive class discussion, small group exercises, mini-lectures, analyses of case materials, presentations by seminar participants and opportunities for clarifying questions and feedback to participants. These activities depend on each student's preparation and willingness to participate. As with any graduate course, course schedule adjustments will be made to satisfy the dynamics of the class.

SESSION ONE

Assigned readings:

1. Wholey, Hatry, and Newcomer (eds.). Handbook of Practical Program Evaluation, 3rd Ed.: Chapters: 1, 2, 3, 4, 5, 6, 7, 12, 20, 24, 25 AND 27.

Session I Topics:

1. Introductions and course overview
2. Planning and designing useful evaluations
3. Ethics and the guiding principles of evaluation
4. Analyzing and engaging stakeholders
5. Using logic models and design matrices
6. Exploratory evaluation
7. Performance measurement: Monitoring program outcomes
8. Comparison group design
9. Designing, managing and analyzing multi-site evaluations
10. Using agency records
11. Using surveys
12. Using trained observer ratings
13. Collecting data in the field
14. Conducting semi-structured interviews
15. Qualitative data analysis
16. Providing recommendations, suggestions and options for improvement
17. Work on seminar project outline

SESSION TWO

Assigned readings:

1. Wholey, Hatry, and Newcomer (eds.). Handbook of Practical Program Evaluation, 3rd Ed.: Chapters: 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23.

Session II Topics:

1. Review and analysis of participants' projects; feedback on participants' projects
2. Randomized controlled trials and nonrandomized designs
3. Conducting case studies
4. Recruitment and retention of study participants
5. Using the Internet
6. Focus group interviewing
7. Using statistics in evaluation
8. Cost-effectiveness and cost-benefit analysis
9. Meta-analysis, systematic reviews and evaluation syntheses
10. Pitfalls in evaluation
11. Writing for impact
12. Contracting for evaluation in government: The politics of evaluation
13. Evaluation challenges, issues and trends
14. Readings in evaluation

Writing Style

For assistance in writing style suitable for this graduate class, one source is the *Chicago Manual of Style Online Quick Guide* found at: http://www.chicagomanualofstyle.org/tools_citationguide.html

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/academicssupport/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>.

Code of Conduct

Students are expected to respect norms of civility in all interactions with faculty, fellow students, and with individuals with whom they may interact in working on their term project. They must refrain from disruptive behavior (see the Office of Student Judicial Affairs and Community Standards http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html). (In addition, students are expected to follow university policies regarding appropriate use of computing resources, as described in Section 2 of SCAMPUS.

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.

Computing - Code of Behavior

In matters not controlled by law or institutional policy, the university urges members of its community to exhibit ethical conduct in the use of computing resources. Electronic communication can be ambiguous and is less personal in nature than other forms of interaction. While the university encourages the exchange and debate of values and ideas, individuals are expected to exercise good judgment to ensure that their electronic communications reflect the high ethical standards of the academic community and convey mutual respect and civility. While the university will not restrict access to electronically available information, individuals using public computer workstations are encouraged to maintain an appropriate level of common civility and courtesy in viewing information content that could be identified as offensive to a passer-by or casual observer.

Human Subjects Compliance and Review:

Students are expected to pursue their research ethically and in compliance with the university's codes regarding human subject protections. The University Park Institutional Review Board is the review and compliance body formed to protect human subjects in biomedical and social science. It is empowered to review all research proposals, funded or not, which are conducted by the faculty, staff, graduate or undergraduate students which involve the use of human subjects. Human subject means a living individual about whom an investigator conducting research obtains (a) data through intervention or interaction with the individual; or (b) identifiable private information. See the full description of the IRB at <http://www.usc.edu/admin/provost/irb/>. The mission of the Office of Compliance is accessed at <http://www.usc.edu/admin/compliance/mission.html>.

Exhibit A

Initial Project Description (paper)

1. Project title.
2. Is this an individual or team project?
3. Name, phone number and e-mail address of all project team members.
4. Is this project a full evaluation or an evaluation project proposal?
5. The primary client(s) for your seminar project: Name one or more individuals to whom you will present your evaluation project.
6. Brief description of the policy, program, project, or activity on which your seminar project will focus.
 - a. Background
 - b. Context (not all may apply): Initially, what political, financial, cultural, societal, technological, or legal considerations may be important?
7. The purpose of your seminar project: Briefly identify possible uses of the evaluation information that your seminar project will provide. We will work on your purpose statement more during our first session.
8. Include two or more evaluation questions that might be answered by your evaluation study, including at least one question focusing on policy or program outcomes (results).

Exhibit B

Seminar Project Paper

1. Project title
2. Your name, mailing address, telephone number, and e-mail address
3. Date
4. Executive summary, briefly summarizing sections 8a, 9, 10, and 13
5. Table of contents (including page numbers)
6. Background (including information on the context around the program on which the seminar project is focused, information on your primary client including the e-mail addresses or telephone numbers of one or more individuals to whom you will present your monitoring or evaluation report, and the *purpose* of your project)
7. Findings from the literature. This section may include literature, which supports your claim that this subject needs evaluation; and/or literature, which supports your choice of evaluation theory, design or methodologies.
8. Objectives, scope, and methodology: (a) *questions answered by the monitoring system or evaluation study*, including at least one question focusing on policy or program outcomes; (b) *the data collected to answer each question*; (c, d) the data sources and data collection procedures used to answer each question; (e) evidence as to the validity, reliability, and credibility of the data; and (f) *the data analysis methods used to answer each question* (for example, content analysis, disaggregating performance data by client characteristics or other factors, summarizing information in tables or graphs, or regression analysis)
9. *Potential or Actual Findings*, including relevant tables, charts, or graphs
10. One or more possible options or recommendations for policy or program change based on your evaluation findings; likely costs and consequences of implementing the options or recommendations
11. How the findings and any options or recommendations will be communicated to the primary client and other stakeholders; how use of the evaluation information will be encouraged
12. Likely or actual uses of the evaluation information
13. *Limitations*. This section is a brief critique of your seminar project in terms of specific evaluation standards or evaluation principles from the following sources:
American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from <http://www.eval.org/publications/guidingprinciples.asp>
Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from <http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements>
14. How these limitations could be overcome?

Appendix A: Program Logic Model

Appendix B: Evaluation Design matrix

Appendix C: Stakeholder analysis (use any two instruments from the text)

Appendix D: Copies of data collection instruments to be used in your seminar project

Appendix E: Complete, correct references to any books, articles, reports, or other sources cited in section 7 or elsewhere in the reports

Appendix F: Examples of the data to be collected; where the data are stored

***An electronic copy of both your presentation (if one was used) and your final draft of your project paper shall be sent to Dr. Dan M. Haverty at haverty@usc.edu**

BIOGRAPHY:

Dr. Dan M. Haverty is a 30-year Fire Service veteran, having recently served as the Interim Fire Chief for the cities of Lodi and Sacramento. He was the Fire Chief and Deputy Emergency Services Director for the City of Folsom, California from 2007 - 2010. Dan has mentored Public Safety executives to help develop effective leadership, overcome labor/management challenges, and improve organizational culture, trust and mission accomplishment.

In the Fire Service, he worked in both field and administrative roles, including assignments as Training Officer, Public Information Officer, Director of Community Services, Director of Emergency Medical Services and Director of Economic Planning and Development. He previously served as a loaned executive to the California Governors Office of Homeland Security as the Chief Assistant Deputy Director for Training and Exercise Division. He was a founding member of the USC Homeland Security Center of Excellence CREATE User Advisor Council. Dan has served on the boards of the Sacramento Regional Fire/EMS Communications Center, Sierra Donor Services, and the Sacramento Chapter of the American Society for Public Administration. He is a past President of the Sacramento County Fire Chiefs' Association, Charter President of the Rotary Club of Folsom Lake, chaired the Folsom Lake College Fire Technology Advisory Council. Dan also serves as the First Vice-Chair of the Folsom Chamber of Commerce and as the Folsom Pro Rodeo Chairperson.

He consults for nonprofit and public organizations, providing services to include: budget alignment with operational performance, leadership, executive recruitment, strategic planning, mission accomplishment, curriculum development, governing board development and meeting facilitation. He has been teaching at USC since 2003.

His education includes a B.S. in Fire Service Management and M.S. in Public Agency Communication from California State University, Sacramento and an M.P.A. and Doctorate in Public Administration from the University of Southern California.

