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Office Hours: By appointment
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(instructor will respond within 48 hours)

PPD 542, Policy and Program Evaluation
4 units, Summer 2020

All class meetings will be online via Blackboard and Zoom; teams may use other co-working platforms for team work	Contact Hours
• Zoom-powered Saturday live session – May 30, July 18 (9:00 am – 11:00 am Pacific)	4
• Saturday-Sunday team working sessions (to be scheduled by the teams) – May 30-31, July 18-19 – will include consultation with instructor	12
• Recorded online lectures (Zoom-powered sessions on Thursdays, 6:00 – 7:30 pm Pacific for students who would like to attend the session live)	12
• Asynchronous activities (e.g., weekly Journal entries, Discussion Board posts both via Blackboard)	22
Total contact hours	50

Course Description

PPD 542, an overview of policy and program evaluation, is designed to introduce you to the main frameworks, theories, and practice of policy and program evaluation. You will learn how policy and program context, evaluators, and evaluation interact with one another in real-world settings. Through your work in the course, you will hone and demonstrate these abilities that are identified as universal competencies for all accredited schools of public affairs and administration:

- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions.

The primary differences between policy and program evaluation are the following¹:

- policy evaluation usually focuses at the system or jurisdictional level, while program evaluation usually focuses on a specific program;
- policy evaluation may be more challenging in terms of identifying roles and responsibilities, and accountability, because the scale of the policy is usually greater than in program evaluation;
- policy evaluation may use more administrative data than program evaluation;
- stakeholder types and number of relevant stakeholders may differ.

An explicit goal of this course is to provide students with the skills and knowledge needed for successful completion of PPD 546, the MPA capstone course, usually taken in the last semester of the MPA degree program.

¹ <https://www.cdc.gov/injury/pdfs/policy/Brief%201-a.pdf>

Learning Objectives

By the end of this course, you will be able to:

- Recognize key differences and similarities between research and evaluation.
- Communicate the standards and ethical practices of evaluators.
- Describe key models, theories, and strategies of evaluation practice.
- Develop a program evaluation plan.
- Develop a policy evaluation plan.

Prerequisite: PPD 504 Essential Statistics for Public Management or equivalent.

Co-Requisite(s): none

Concurrent Enrollment: none

Recommended Preparation: none

Course Notes

Required Textbook:

Fink, A. (2015, 3rd edition). *Evaluation fundamentals: Insights into program effectiveness, quality, and value*. SAGE Publications.

Available as electronic version (purchase or rent) via the publisher's website (please see right hand tab for purchasing or digital rental options): <https://us.sagepub.com/en-us/nam/evaluation-fundamentals/book240174>

Additional Required Readings:

Additional required readings and case materials are listed in the detailed course schedule and are either available through the web, USC Library online or will be made available in the Blackboard Content folder on the course page.

Individual and Team Assignments:

You will work individually to deliver components of program and policy evaluation plans, and also work with other students in teams (maximum of 5) to develop a final program evaluation and a final policy evaluation. Should team issues arise, please contact the instructor as soon as possible. In extreme circumstances, violations of academic integrity, individual non-performance (lack of course or assignment progress) or when attempts to address team issues do not succeed, the instructor reserves the right to reorganize teams and re-assign individuals.

You are individually responsible for keeping up to date with the assignments and teamwork in accordance with the assignment instructions in this syllabus. Individual and Team notes, documents, files, drafts, feedback, graphics and other course deliverables must be maintained in an orderly and comprehensive manner within each team project on Blackboard or other project management platform, and may be reviewed by the instructor for evaluation (if you use a different project management platform than Blackboard, such as Google Docs, Basecamp, Microsoft Teams, etc, **please provide access to the instructor**).

Technological Proficiency and Hardware/Software Required:

Assignments will be submitted electronically using TurnItIn through USC Blackboard and Blackboard assignment links. Here is a tutorial for Blackboard:

<https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>.

The instructor will use the Blackboard Announcements section (located in the General section of Blackboard course page) to provide news about the course, including any changes to assignment due dates. All enrolled students receive an email indicating when new Announcements are posted. Please check the Announcements section regularly to ensure that you are up to date on any course changes.

Weekly Recorded Lectures (optional: can be viewed live):

The instructor will deliver weekly online sessions via Zoom, starting on Day 2 (Thursday) of Week 1 of class (6:00-7:30 pm). Please view the recorded lecture anytime during the week. If you would like to join the session live, you may join the session online with video on your computer or on the phone; computers are preferable so that you can view slides and documents shared onscreen.

Assignment Description

The course requires your critical reflection, and respectful discourse with the instructor and students in the class. Grades are based on a weighted scores as summarized below.

Assignments	Points	% of Grade
Participation		
■ Weekly Journal Entries (see course schedule)	10	10
■ Weekly Discussion Board Posts (see course schedule)	5	5
■ Team work with instructor consultation (see course schedule)	0	0
Program Evaluation Plan: Team PowerPoint Slide Deck on Logic Model	5	5
Program Evaluation Plan: Individual Evaluation Design Memo	20	20
Program Evaluation Plan: Individual Pilot Data and Analysis Memo	15	15
Program Evaluation Plan: Team Final Evaluation Memo	10	10
Policy Evaluation Plan: Team PowerPoint Slide Deck	5	5
Policy Evaluation Plan: Individual Content, Implementation, Impact Evaluation Plan Memo	20	20
Policy Evaluation Plan: Team Final Evaluation Plan Memo	10	10
Total	100	100

Overview. The main assignments for this course are to develop two different evaluation plans, one focused on a program, and one focused on a policy (existing legislation/policy or proposed bill/ordinance). The individual and team assignments will require you to apply all of the concepts discussed in the course. The individual evaluation plans will be used by the team to create comprehensive evaluation plans for the program and the policy.

Teams. You will select or initiate a team on the Blackboard Groups site on the course page. Each team will have a maximum of 5 individuals. You and your team members will select a program for which you will develop an individual program evaluation plan and the team will create a comprehensive program evaluation plan based on the individual contributions. You and your team will then select a

legislative bill or current policy (municipal ordinance, state law, federal law/policy) for which you will develop an individual policy evaluation plan, and the team will create a comprehensive policy evaluation plan based on the individual contributions. All proposed programs or policies for the course assignments need prior approval by the instructor.

- **Participation:** Participation is a key part of the learning process, and you should come to all scheduled online Saturday and Sunday class sessions having completed all of the readings assigned and prepared to contribute by applying course readings to cases and professional experiences. This class will engage current events, controversial policies, successful and failed policies, and other topics that may be politically sensitive. We will work to engage sensitive topics by (1) articulating our own political, ideological, or personal values (or “where we are coming from”) and understanding and clarifying how those frame our judgment of public policy proposals and recommendations; (2) relying on valid social scientific or scientific evidence to back up any claims we make about the effects of policy; and (3) listening respectfully to differing viewpoints. Please remember to engage in all discussions with decorum and without ad hominem attacks on anyone, whether class members or political officials.
 - **Journal Entries (Due by Day 7 weekly):** Journal entries are individual non-public reflections of the week’s readings, lectures, and assignments, and provide a way for you to document your thinking about the issues, the skills you are learning, and questions that emerge as the class proceeds. This also gives you the opportunity to let the instructor know of any issues and challenges during the class; the instructor will provide feedback and respond to weekly entries.
 - **Discussion Boards (Variable due dates via Blackboard Discussion Groups; see Course Schedule):** Posts to the weekly discussion board topics provide a way for you to reflect on the readings, case studies, and the policy that you and your team are analyzing. An ideal way to submit your posts are to write them in a Word processing program (please spell check and read aloud the text to yourself before submitting), and then cutting and pasting the text into the Blackboard Discussion Board course site. You should post questions (usually by Day 5) and respond to questions/posts by other students in the class to your post (by Day 7) using rational, evidence based arguments. You will also post comments and suggestions regarding other teams’ PowerPoint slide decks via the Discussion Board course site.

- **Program Evaluation Project (various deadlines, below).**
 - Team Proposal for Proposed Program (Due by Saturday, May 30 by 2:00 pm Pacific via email to instructor (lmtakaha@usc.edu); your team’s proposed program must be approved before moving forward on your individual assignments.
 - Team Program Evaluation Plan PowerPoint slide deck (post to Discussion Board by Saturday, May 30, 11:59 pm Pacific; individuals post suggestions to improve PowerPoint slide deck for two other teams by Sunday, May 31 by 6 pm Pacific; revised PowerPoint slide deck due by Sunday, May 31 by 11:59 pm Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment). The slide deck should

include: brief description of the program, explanation of the logic model elements, and a logic model diagram. The class will provide feedback via the Blackboard Discussion Board. Feedback from the class for at least 2 other teams' slide deck should (1) identify at least one strength first, and (2) identify any challenges or areas for improvement, and provide at least one suggestion for improvement or changes for each challenge identified (in other words, do NOT identify a gap without providing a suggestion for addressing the gap). The team will revise the PowerPoint slide deck and submit the revision. Format: 10 slide maximum including cover slide (with title and team member names) and end slide (with contact information), at least 20 point font.

- O **Individual Evaluation Design Memo (Due by Sunday, June 14 by 11:59 p.m. Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment).** In this individual memo, you will describe an appropriate evaluation design for evaluating the program as depicted in the logic model. The evaluation design should include process (e.g., is the program being delivered with fidelity?) and outcomes (does the program have the intended outcomes?). The evaluation design should include measures and metrics, data collection strategy, and how the data should be analyzed. Format: 2 page maximum (including footnotes and embedded graphics, such as the logic model, but not including appendices), single-spaced, memo format, at least 12 point font, 1 inch margins, with full and complete citations.
- O **Individual Pilot Data Collection and Analysis Memo (Due by Sunday, June 21 by 11:59 p.m. Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment).** The pilot data collection and analysis memo will require that you collect pilot data that tests the data collection instruments described in your evaluation design memo, including the measures and metrics, data collection strategy, and analysis of your pilot data. Data analysis should focus on improving the data collection instruments. Format: 2 page maximum (including footnotes and embedded graphics, such as the logic model, but not including appendices), single-spaced, memo format, at least 12 point font, 1 inch margins, with full and complete citations.
- O **Team Program Evaluation Plan Memo (Due by Sunday, July 5 by 11:59 p.m. Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment).** The team will use the individual logic model, evaluation design, and pilot data collection and analysis memos to develop a final comprehensive team evaluation plan memo. The team program evaluation plan memo should include: the team program logic model, the best elements of the evaluation designs, the best elements of the individual data and analysis memos. In addition, the team should include a section on evaluation plan limitations (what is the evaluation plan not able to measure or cover?) and a

dissemination plan (how should the results be disseminated by the program or agency?). Format: 5 page maximum (including footnotes and embedded graphics, such as the logic model, but not including appendices), single-spaced, memo format, at least 12 point font, 1 inch margins, with full and complete citations.

■ **Policy Evaluation Project (various deadlines, below).**

- Team Proposal for Proposed Policy (Due by Sunday, July 18 by 2:00 pm Pacific via email to instructor (lmtakaha@usc.edu); your team's proposed policy must be approved before moving forward on your individual assignments.
- Team Policy Evaluation Plan PowerPoint slide deck (post to Discussion Board by Saturday, July 18, 2:00 pm Pacific; individuals post suggestions to improve PowerPoint slide deck for two other teams by Sunday, August 9 by 6 pm Pacific; revised PowerPoint slide deck due by Sunday, August 9 by 11:59 pm Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment). The slide deck should include: description of the policy, the policy content, and implementation. The class will provide feedback via the Blackboard Discussion Board. Feedback from the class should (1) identify at least one strength first, and (2) identify any challenges or areas for improvement, and at least one suggestion for improvement or changes for each challenge identified (in other words, do NOT identify a gap without providing a suggestion for addressing the gap). The team will revise the PowerPoint slide deck and submit the revision. Format: 10 slide maximum including cover slide (with title and team member names) and end slide (with contact information), at least 20 point font.
- Individual Policy Evaluation Plan Memo (Due by Sunday, August 2 by 11:59 p.m. Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment). In this individual memo, you will describe an appropriate evaluation design for evaluating the policy.
 - The policy evaluation plan should include:
 - Content:
 - What are the goals of the policy, the implementation plan, and the ways in which the policy will accomplish the goals?
 - Select an appropriate evaluation design, including measures and metrics, data collection and analysis strategies.
 - Implementation:
 - Is/will the policy being/be implemented as intended, and what are the barriers and facilitators to implementation across the policy elements and phases?
 - Select an appropriate evaluation design, including measures and metrics, data collection and analysis strategies.
 - Impact:

- o Did/will implementation of the policy produce the intended outcomes (short-, intermediate-, and long-term)?
- o Select an appropriate evaluation design, including measures and metrics, data collection and analysis strategies.
- Format: 2 page maximum (including footnotes and embedded graphics, but not including appendices), single-spaced, memo format, at least 12 point font, 1 inch margins, with full and complete citations.
- o **Team Policy Evaluation Plan Memo (Due by Tuesday, August 11 by 11:59 p.m. Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment).** The team will use the individual policy evaluation plan memos to collect and analyze pilot data, and develop a final team policy evaluation plan memo. The team policy evaluation plan memo should use the best elements from the individual policy evaluation plan memos, and include: description of the policy, content, implementation, and impact evaluation plan, pilot data collection and analysis (including final versions of data collection instruments), political and contextual factors that might affect the evaluation results or their interpretation, and a dissemination plan (e.g., how should the policy evaluation results be disseminated?). Format: 5 page maximum (including footnotes and embedded graphics, but not including appendices), single-spaced, memo format, at least 12 point font, 1 inch margins, with full and complete citations.

Grading Scale

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Course Format, Policies, and Expectations

Weekly assignments are structured on a Wednesday to Tuesday format, as the summer session starts on Wednesday, May 20 and ends on Tuesday, August 11. Each day of the week is numbered (please see below).

Day 1 is Wednesday, the first day of the beginning of each weekly session, which is the date that we will have live online sessions via Zoom, if scheduled.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday

Other guidelines include:

- Assignments are due no later than 11:59 p.m. in the Pacific Time zone on the day that is due.
- Label all files: lastname_assignmentname.docx (e.g., takahashi_baselinememo.docx) or team_assignmentname.pptx (e.g., teamissuename_issuedisgnosis_pptx)
- All submitted assignments should be in Microsoft Word/PDF or PowerPoint format, unless otherwise indicated.
- Memos must be single-spaced with 12 point font, with 1-inch margins, and must abide by the maximum page limits. If you are unfamiliar with memo format, please see this guidance from the USC Library: <https://libguides.usc.edu/writingguide/policymemo>.
- PowerPoint slide decks must not exceed 10 slides including title and end slide, and must use at least 20 point font.
- All written memos should include page numbers and proper labeling of all tables and figures.
- Please use APA style for citations; the USC Library has a citation tool built into the article search engine; another useful tool is the Purdue OWL site, and its citation tool: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.
- Please avoid use of non-academic or non-governmental material found on the World Wide Web (e.g., Wikipedia, and sites that advocate for positions without evidence).
- Students who need help with grammar or style are encouraged to make use of a web-based grammar application such as Grammarly (<https://www.grammarly.com/>).

There is a two-step submission process for all memo assignments in this course:

Step 1. Submit your individual or team assignment via the TurnItIn link on the Blackboard

Assignments tab:

- TurnItIn will highlight text that has been found to be drawn from another source.
- Please make sure that text highlighted by the TurnItIn tool has quotation marks at the beginning and end of the text passage and that you provide a full and complete citation (including page numbers; please use APA format).
- If there is text highlighted by TurnItIn for which you do not provide quotation marks (this includes lists that you have taken from existing sources), then the assignment will be considered to be a potential instance of plagiarism and will be reported to the main campus (see more on academic dishonesty at the end of the syllabus).

Step 2. Submit your corrected individual or team assignment via the Blackboard Assignments link for that specific assignment:

- Please make sure to allow sufficient time to submit in the event of any issues with the online platform (in other words, do not wait until 11:55 pm on the due date to submit!).
- Submitting early is recommended!

Grading Timeline

Assignments will be reviewed and graded by the Wednesday following the Sunday due date.

Grading Policies*Late Assignments*

NO assignments are accepted after their due dates. If an assignment is not completed, the student receives zero points for it. There can be no exceptions to this policy except with written permission granted by the instructor PRIOR to the original due date. Please make sure to allocate sufficient time to complete all of your assignments in your schedule.

Individual Grading for Team Assignments

The assignment of grades for a team submission generally will be consistent among team members; however, the instructor reserves the right to grade team assignments with individual scores reflecting the timeliness, accuracy and relevance of individual contributions to each assignment or project component. Group grades for team assignments, projects and presentations should not be assumed to be universal, and may be individualized for the team member and/or assignment at the discretion of the instructor.

Feedback to Instructor

Students will have the opportunity to provide anonymous feedback to the instructor about the course mid-way through the term. A mid-term course evaluation will be made available to students via the Blackboard course platform (under the Assignments link).

Course Schedule: Weekly Breakdown

Week 01: May 20-26 Introductions and Overview Recognizing Key Differences and Similarities between Research and Evaluation		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Syllabus (available at Blackboard course page under Syllabus)</p> <p>Fink, Chapter 1</p> <p>Urban Institute: clarifying the evaluation questions: https://www.bja.gov/evaluation/guide/documents/evaluation_strategies.html</p>	<p>Day 1</p> <p>Day 2</p> <p>Day 2</p>	<p>~</p> <p>~</p> <p>~</p>
<p>Week 01 Instructional Media:</p> <ul style="list-style-type: none"> • Program evaluation samples: US Dept of Energy Office of Energy Efficiency and Renewable Energy: https://www.energy.gov/eere/analysis/program-evaluation-eere-planned-and-completed-evaluations • Memo format and content: https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html • Watch Communication within Teams – watch introduction and Section 1 (Foundations of High Performance Teams) (Lynda.com at USC: https://www.lynda.com/Leadership-Management-tutorials/Communication-within-Teams/633843-2.html?org=usc.edu • Review 2019-2020 MPP/MPA Lab Series on “Effective Team Management” on Blackboard (My Organizations tab) 	<p>Day 7</p>	<p>~</p>
<p>Week 01 Zoom session (will be recorded): Overview on evaluation and syllabus</p>	<p>Day 2</p>	<p>~</p>
<p>Week 01 Individual Assignment:</p> <ul style="list-style-type: none"> ■ complete course baseline student survey (on Blackboard Assignment tab) ■ select or initiate a team for the Program and Policy Evaluation Projects (maximum of 5 individuals per team) via Blackboard Groups tab (under Course Management) 	<p>Day 1</p> <p>Day 7</p>	<p>~</p> <p>~</p>
<p>Week 01 Discussion Board: Self introductions and policy interests</p>	<p>Post by: Day 4</p>	<p>0.6</p>

Week 02: May 27-June 2
Understanding and Developing Logic Models
ONLINE CLASS SATURDAY 9-11 AM MAY 30; TEAM WORK SATURDAY-SUNDAY, MAY 30-31

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Fink, chapter 1 (focus on logic models)</p> <p>CDC brief on logic models: https://www.cdc.gov/eval/logicmodels/index.htm</p>	Day 2	~
<p>Week 02 Instructional Media:</p> <ul style="list-style-type: none"> • RAND tutorial on logic models: https://www.youtube.com/watch?v=w1AY30Jwr7Y • CDC tutorial on logic models: https://www.youtube.com/watch?v=2HrG5ButP_g • Urban Institute: clarifying the developing a logic model: https://www.bja.gov/evaluation/guide/documents/evaluation_strategies.html • RAND toolkit for logic model on countering violent extremism: https://www.rand.org/pubs/tools/TL243.html 	Day 4	~
<p>Week 02 Online Class Session: Saturday (9-11 am Pacific): explanation of logic models and overview of team working sessions (to be scheduled by teams during Saturday and Sunday with instructor check-in)</p>	Day 4	~
<p>Week 02 Team Working Sessions with instructor feedback</p> <ul style="list-style-type: none"> • Saturday (TBD): Teams: <ul style="list-style-type: none"> ■ select a program to develop an evaluation plan (instructor needs to approve selection before next step) ■ develop each element of the logic model using evidence about the program available via public sources ■ post PowerPoint slide deck to Blackboard Discussion Board • Sunday: Teams revise and submit PowerPoint slide deck given feedback using two step submission process 	<p style="text-align: center;">Day 4 by 2 pm Pacific</p> <p style="text-align: center;">Day 4 by 11:59 pm</p> <p style="text-align: center;">Day 5: Sunday May 31 by 11:59 pm Pacific</p>	<p style="text-align: center;">~</p> <p style="text-align: center;">5</p>
<p>Week 02 Individual Assignment:</p> <ul style="list-style-type: none"> ■ Discussion Board: Provide feedback to at least 2 team PowerPoint slide decks on Discussion Board ■ Journal Entry: Complete entry on reflections on team work and logic models 	<p style="text-align: center;">Day 5 by 6 pm</p> <p style="text-align: center;">Day 7</p>	<p style="text-align: center;">0.6</p> <p style="text-align: center;">1</p>

Week 03: June 3-9
Evaluation Design: Evaluation Questions and Process Evaluation

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Fink, chapters 2-3</p>	Day 2	~
<p>Week 03 Instructional Media:</p> <ul style="list-style-type: none"> • CDC on indicators (focus on process): https://www.cdc.gov/eval/indicators/index.htm • CDC overview on evaluation of school physical activity program: https://www.youtube.com/watch?v=F9c5ivlBooc • SAMSHA on fidelity to implementation: https://www.youtube.com/watch?v=DG8BeErPReg (start at 4:00 minutes) • SAMSHA on Native Connections: https://www.youtube.com/watch?v=7TtAarPtOVI • CDC: https://www.cdc.gov/tobacco/stateandcommunity/tobacco_control_programs/surveillance_evaluation/quitline-workbook/pdfs/conducting-quitline-evaluations-508tagged.pdf (Introduction and Part I, pp. 1-56) 	Day 7	~
Week 03 Zoom session (will be recorded): overview on process evaluation and fidelity	Day 2	~
<p>Week 03 Individual Assignment:</p> <ul style="list-style-type: none"> ■ Journal: Complete journal entry on reflections on process evaluation design ■ Discussion Board: post to Discussion Board on what you think are the most important elements of process evaluation and fidelity (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post) 	<p>Day 7</p> <p>Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7</p>	1 0.6

Week 04: June 10-16
Evaluation Design: Outcomes and Impact Evaluation

Learning Activity	Due Date	Point Value
<i>Reading:</i> Fink, chapters 4-6	Day 2	~
Week 04 Instructional Media: <ul style="list-style-type: none"> • World Bank on impact evaluation: https://www.youtube.com/watch?v=HEJIT8t5ezU • CDC indicators (focus on outcome and impact indicators): https://www.cdc.gov/eval/indicators/index.htm 	Day 4	
Week 04 Zoom session (will be recorded): overview on outcomes and impact evaluation	Day 2	~
Week 04 Individual Assignment: <ul style="list-style-type: none"> ■ Journal: Complete journal entry on reflections on evaluation design 	Day 7	1
Week 04 Individual Assignment: Evaluation Design memo due	Day 5: Sunday, June 14 by 11:59 pm Pacific	20

Week 05: June 17-23		
Evaluation Design: Collecting Pilot Data to Test Instruments (Questionnaires, Interview Guides)		
Learning Activity	Due Date	Point Value
<i>Reading:</i> Fink, chapters 5-6 (review survey and interview methods)	Day 2	~
Week 05 Instructional Media: <ul style="list-style-type: none"> • Mike Dronker on conducting interviews: https://www.youtube.com/watch?v=WDOQBPYEaNs • Frances Chumney on survey instruments and questionnaires: https://www.youtube.com/watch?v=LhFLr9i2uw0 	Day 2	
Week 05 Zoom session (will be recorded): testing my survey questions, interview questions, or archival data collection strategy	Day 2	~
Week 05 Individual Assignment: <ul style="list-style-type: none"> ■ Journal: Complete journal entry on reflections on pilot data and analysis memo 	Day 7	1
Week 05 Individual Assignment: Pilot Data and Analysis memo due	Day 5: Sunday, June 21 by 11:59 pm Pacific	15

Week 06: June 24-30

Evaluation Design: Bringing all the Pieces Together for a Program Evaluation Plan

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Fink, chapters 7-9</p>	Day 7	~
<p>Week 06 Zoom session (will be recorded): using individual plans and pilot data results to create team evaluation plan</p>	Day 2	~
<p>Week 06 Individual Assignment:</p> <ul style="list-style-type: none"> ■ Mid-term Anonymous Course Evaluation: Complete mid-term course evaluation (via Blackboard Assignments tab) ■ Journal: Complete journal entry on reflections on pilot data collection and analysis ■ Discussion Board: How should your evaluation plans be implemented? (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post) 	<p>Day 7</p> <p>Day 7</p> <p>Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7</p>	<p>~</p> <p>1</p> <p>0.6</p>

Week 07: July 1-7
Team Program Evaluation Plans

Learning Activity	Due Date	Point Value
<i>Reading:</i> None	~	~
Week 07 Zoom session (will be recorded): Q&A about evaluation plans	Day 2	~
Week 07 Individual Assignment: <ul style="list-style-type: none"> ■ Journal: complete journal entry on reflections on program evaluation design and teamwork 	Day 7	1
Week 07 Team Assignment: Team Final Program Evaluation Plan memo due	Day 5: Sunday, July 5 by 11:59 pm Pacific	10

Week 08: July 8-14
Evaluation Design: Policy Evaluation Design Introduction

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> CDC: Overview of Policy Evaluation: https://www.cdc.gov/injury/pdfs/policy/Brief%201-a.pdf</p> <p>OECD definition: https://read.oecd-ilibrary.org/governance/oecd-framework-for-regulatory-policy-evaluation_9789264214453-en#page9 (ch 1-2, pp. 23-40)</p> <p>California legislative process: http://www.leginfo.ca.gov/bil2lawx.html</p>	Day 7	~
<p>Week 08 Instructional Media:</p> <ul style="list-style-type: none"> • California Department of Finance analyses of bills for fiscal impact and alignment with Governor priorities: http://www.dof.ca.gov/legislative_analyses/ • Database for California legislative analyses of current bills: https://leginfo.legislature.ca.gov/faces/billSearchClient.xhtml 	Day 7	~
Week 08 Zoom session (will be recorded): overview of policy evaluation	Day 2	~
<p>Week 08 Individual Assignment:</p> <ul style="list-style-type: none"> ■ Journal: Complete journal entry on reflections on policy topics of interest ■ Discussion Board: post to Discussion Board on what you think are the most important uses of policy evaluation (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post) 	<p style="text-align: center;">Day 7</p> <p>Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7</p>	<p>1</p> <p>0.6</p>

Week 09: July 15-21
Evaluation Design: Policy Implementation Evaluation
ONLINE CLASS SATURDAY 9-11 AM JULY 18; TEAM WORK SATURDAY-SUNDAY, JULY 18-19

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> CDC report on using evaluation for policy process: https://www.cdc.gov/policy/analysis/process/docs/usingevaluationtoinformcdcspolicyprocess.pdf</p> <p>CDC brief on implementation evaluation: https://www.cdc.gov/injury/pdfs/policy/Brief%204-a.pdf</p>	Day 7	~
<p>Week 09 Online Class Session: Saturday (9-11 am Pacific): explanation of policy evaluation model and overview of team working sessions (to be scheduled by teams during Saturday and Sunday with instructor check-in)</p>	Day 4	~
<p>Week 09 Team Working Sessions with instructor feedback</p> <ul style="list-style-type: none"> • Saturday (TBD): Teams: <ul style="list-style-type: none"> ■ select a policy to develop an evaluation plan (instructor needs to approve selection before next step) ■ develop content and implementation elements using evidence about the policy available via public sources ■ post PowerPoint slide deck to Blackboard Discussion Board • Sunday: Teams revise and submit PowerPoint slide deck given feedback using two step submission process 	<p>Day 4 by 2 pm Pacific</p> <p>Day 4 by 11:59 pm</p> <p>Day 5: Sunday July 19 by 11:59 pm Pacific</p>	<p>~</p> <p>5</p>
<p>Week 02 Individual Assignment:</p> <ul style="list-style-type: none"> ■ Discussion Board: Provide feedback to at least 2 team PowerPoint slide decks on Discussion Board ■ Journal: complete journal entry on reflections on team work and policy content and implementation 	<p>Day 5 by 6 pm</p> <p>Day 7</p>	<p>0.6</p> <p>1</p>

Week 10: July 22-28
Evaluation Design: Policy Impact and Outcome Evaluation Design

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> California Air Resources Board on cap and trade policy: https://www.arb.ca.gov/cc/scopingplan/cap-and-trade-economic-analysis-factsheet_july2017.pdf</p> <p>World Bank on impact evaluation: http://siteresources.worldbank.org/INTISPMA/Resources/383704-1146752240884/Doing_ie_series_14.pdf</p>	Day 7	~
<p>Week 10 Instructional Media:</p> <ul style="list-style-type: none"> • California State Library, California Research Bureau Reports: https://www.library.ca.gov/crb/reports/ 	Day 7	~
<p>Week 10 Zoom session (will be recorded): overview of policy evaluation design</p>	Day 2	~
<p>Week 10 Individual Assignment:</p> <ul style="list-style-type: none"> ■ Journal: Complete journal entry on reflections on policy impact ■ Discussion Board: Post to Discussion Board on the policy evaluations that you have seen in your work and whether those evaluations were useful or not 	Day 7 Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7	1 0.6

Week 11: July 29-August 4 Evaluation Design: Policy Evaluation Q&A		
Learning Activity	Due Date	Point Value
Week 11 Zoom session (will be recorded): questions on policy evaluation plan memo	Day 2	~
Week 11 Individual Assignment: Content, Implementation, Impact Evaluation Plan memo due	Day 5: Sunday, August 2 by 11:59 pm Pacific	20
Week 11 Individual Assignment: complete journal entry on reflections on policy evaluation plan memo	Day 7	1

Week 12: August 5-11 Course Summary		
Learning Activity	Due Date	Point Value
<i>Reading:</i> None	~	~
Week 12 Zoom session (will be recorded): course summary	Day 2	~
Week 12 Individual Assignment: <ul style="list-style-type: none"> ■ end of course survey ■ course evaluation (you should have received an email link) ■ complete journal entry on reflections on all the journal entry and most important takeaways from the course 	Day 7 Day 7 Day 7	~ ~ 1

Final Assignment		
Learning Activity	Due Date	Point Value
Team Assignment: Final Policy Evaluation Plan memo due	Tuesday, August 11 by 11:59 pm Pacific	10

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

ASPA Code of Ethics

(<https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=feba3e2-a9dc-4fc8-a686-3446513a4533>)

The American Society for Public Administration (ASPA) advances the science, art, and practice of public administration. The Society affirms its responsibility to develop the spirit of responsible professionalism within its membership and to increase awareness and commitment to ethical principles and standards among all those who work in public service in all sectors. To this end, we, the members of the Society, commit ourselves to uphold the following principles:

- 1. Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.
- 2. Uphold the Constitution and the Law.** Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.
- 3. Promote democratic participation.** Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.
- 4. Strengthen social equity.** Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society.
- 5. Fully Inform and Advise.** Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to staff members in your organization.
- 6. Demonstrate personal integrity.** Adhere to the highest standards of conduct to inspire public confidence and trust in public service.
- 7. Promote Ethical Organizations:** Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.
- 8. Advance Professional Excellence:** Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

USC Code of Ethics

(<https://policy.usc.edu/ethics/>)

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings — whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others, which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations. Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our daycare and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

For USC Student Code of Conduct, please see <https://sjacs.usc.edu/students/scampus/>.