IV. Program Evaluation, Research, Methodology and Policy Analysis: Accounting, Economics, Political Science, Sociology and International Relations, and Human Resource Management

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I. Introduction

The goal of this cross-disciplinary course is to develop a comprehensive understanding of current issues and practices in policy analysis and the use of behavioral science research methods and theories for program and intervention design and evaluation. This course is intended to refine your applied academic skills to better prepare you for professional careers of leadership in public administration, business administration, economics, criminal justice and consulting. *To this end, this course will focus on developing the core strategic competency (or skill) of thinking empirically in terms of the application of theories and concepts to the design and evaluation of programs and policies*. Topics given special emphasis include: logic models, gathering and presenting data, statistical approaches to evaluating results in the policy process, flexible budget spreadsheets and GIS mapping.

II. Overall Course Assignments

The assignments for this course are divided into a series of **4** modules and a final portfolio. These will be taught with apprenticeship pedagogy.[i] Each of these modules focuses on developing your competency in a particular type of procedural knowledge (procedures, techniques and methods). Developing these competencies will assist you in "thinking empirically in terms of the application of theories and concepts to the *design* and *evaluation* of programs and policies."

Each of these procedural knowledge techniques will be taught through a three-step Modeling-Coaching-Fading process. First I will model the practice with a lecture-discussion on *domain knowledge*[ii] such as terms and concepts and how the particular technique in focus tends to be used. This Modeling step will also include a highly structured lab activity which I have completed on video so you can watch and take notes as many times as you like. As I complete these video taped activities I "think out loud" to share *heuristic strategies*[iii]. During the second step, you will be given lab instructions (scaffolding) to produce the same exact lab product that I produced during the modeling step. I will assist you in a coaching capacity during class periods, helping you to gain confidence with the relevant software and applications. After devoting time to learning through modeling and coaching, you will begin applying the lab techniques to your final portfolio. The professor will be present to offer stimulating questions but not answers, thus fading from involvement. Note: activities prior to this point do not involve higher level thinking skills such as analysis, synthesis, decision-making and planning. This final step, however, does involve such activities and will be assessed when the final portfolio is submitted. The final portfolio will be graded using the CLASS scale.

Readings and lectures will further help to build the professional factual knowledge needed to communicate in the policy and program creation and evaluation discourse. This includes vocabulary and basic concepts as well as accepted professional standards. This learning will be assessed in part via test questions that members of the class (your colleagues) produce.

III. Readings

Social Entrepreneurship: A Modern Approach to Social Value Creation Arthur C. Brooks. Publisher: Prentice Hall, Copyright: 2009

Welch, Susan and John Comer. (2001). Quantitative Methods for Public Administration: Techniques and Applications. Third Edition. Waveland Press.

W.K. Kellogg Foundation. Logic Model Development Guide. http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-Development-Guide.aspx

Maier, Mark. (1999). The Data Game: Controversies in Social Science Statistics. Third Edition. Armonk New York: M.E. Sharpe (Optional)

Additional assigned readings will be placed on library reserve and in the course folder.

IV. Course Objectives

This course is intended to refine your applied academic skills to better prepare you for professional careers of leadership in public administration, business administration, economics, criminal justice and consulting. Upon completion of this course, class members should be able to:

1. Explain the use of the **CLASS** scale (Community Need, Logical Approach, Assessment Plan, Sustainability Plan and Special interest area) in philanthropy and grant-making relating to the career area of your choice.
2. (**C**ommunity Need) Gather, tally and present data in charts and graphs to show basic numerical information and explain how these skills are important in needs assessment and other program/policy applications.
3. (**L**ogical Approach) Create and demonstrate the use of Logic Models for program/policy design and evaluation.
4. (**A**ssessment Plan) Demonstrate ability to design an appropriate evaluation design. This includes articulating the difference between formative and summative evaluation, and differentiating between experimental, quasi-experimental, and non-experimental evaluation designs.
5. (**A**ssessment Plan) Demonstrate ability to select and apply appropriate statistical approaches to evaluating results in the policy process, including using SPSS to perform Chi-Square, T-Test, OLS and Logistic Regression analyses.
6. (**S**ustainability Plan) Produce a flexible budget spreadsheet to accommodate a hypothetical social program and use this spreadsheet to display the importance of budgeting in social policies and programs.
7. OPTIONAL -(**S**pecial Interest Area) Locate, access, and import policy-relevant data into ArcView GIS and present this data in comprehensible geographic format.

V. Grading
The grading distribution is as follows:

4 CLASS reading questions[iv]	**10%**
Final Exam (including CLASS reading questions and lab questions) *one page study sheet can be used*	**30%**
Final Portfolio Presentation (Graded using CLASS scale)	**20%**
Weekly Lab assignments[v]	**10%**
Peer Reviews of Portfolios and Overall Ranking of Projects	**10%**
Class Participation[vi] **(including portfolio workshop and service learning)**	**20%**
Total	**100%**

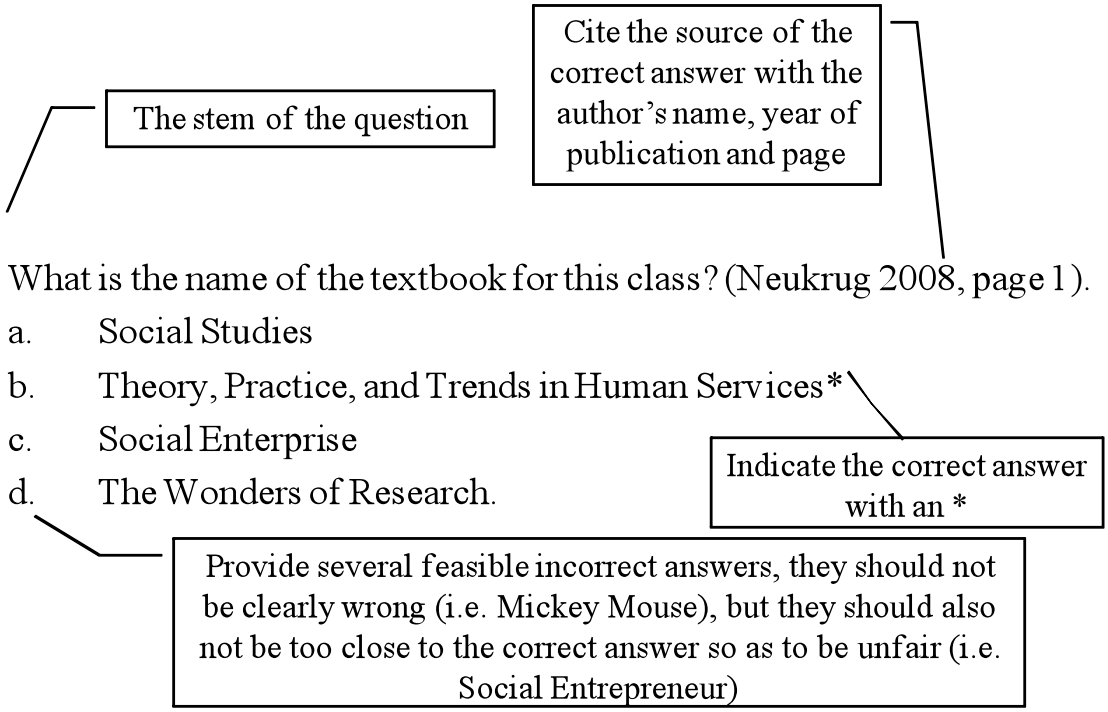
Grading Scale: The following scale will be used in determining final grades:

- 94-100=A
- 90-93=A-
- 87-89=B+
- 84-86=B
- 81-83=B-
- 78-80=C+
- 75-77=C
- 72-74=C-
- 66-71=D
- <66=F

VI. Course Projects
CLASS reading questions
The reading is divided into sections that pertain to each of the 4 CLASS components. At the conclusion of each section you will submit 1 reading question that is based on the assigned required reading for that section. *These questions will be submitted to the instructor electronically and are due by midnight of the day listed.* Exemplary questions may be used on the final exam.

Creating Reading Test Questions Assignment Details
1. Read Popham (2008) handout "Multiple Choice Questions" pages 133-138.
2. Write your multiple choice questions with three purposes in mind: a) to demonstrate your mastery of the reading material by selecting and writing your question on material that is important to the themes of the text and the course; b) to democratize the learning process by sharing the responsibility for determining what material appears on the final exam. Exemplary questions written by your colleagues will appear on the final. Be sure that your questions are fair

and not deceptive or based on obscure facts; c) to encourage close reading of the text – one page of your notes on the readings will be allowed on the final exam.
3. Ensure that the following components are in each question you write.



Weekly Lab Assignments
In these you will:
1. Watch a video and complete the featured lab
2. Submit lab by e-mailing it to the professor by midnight (put Re: Lab # … in the subject heading) in a Microsoft Word or Excel 2003 document (this may require you to copy and paste charts from SPSS for instance into Word or Excel 2003. Do NOT use 2007 -if you are working with 2007 select SAVE AS and change it to 2003 in the bottom dialog box).
3. Labs submitted by blackboard should be exact replications of the labs you watch on video – i.e. what you submit should look exactly like what you see in my example
4. You apply the concepts and skills of the CLASS labs to your own program of choice (either one that exists or one that you invented) for both the portfolio workshop that you sign up for and for your final portfolio presentation. You do not apply it to your project in the weekly labs.

Class Workshop Components

What is required depends on how far into the semester you present.

	If you workshop on Community Need	If you workshop on Logical Approach	If you workshop on Assessment Plan	If you workshop on Sustainability Plan
Community Need (bar or pie or line charts/ graphs)	**x**	**x**	**x**	**x**
Logical Approach (a logic model that matches the charts above)		**x**	**x**	**x**
Assessment Plan (chi square and Logistic Regression OR a t-test and OLS Regression that match the above logic model)			**x**	**x**
Sustainability Plan (a flexible budget spread sheet that can allow you to estimate the cost per client and that matches the above logic model)				**x**
Special interest area (a GIS map that shows you are targeting a specific geographic interest area that matches the above logic model)				

x= this is a required part of your workshop

If multiple portions are required they must correspond with each other. For instance, if you present on community need and logical approach, your charts/ tables and logic model should address your community need. If you present on sustainability plan you must have community need charts, a logic model and assessment tables that all pertain to what you are building a budget for.

Workshop Questions: Your workshop should include three multiple choice questions on PowerPoint about the topic (C,L,A or S) of your workshop. You should follow the same rules and format as in the class reading questions above. The content of your workshop questions should be taken from the video lab for your topic and should include screen shots from the lab in the stem of the question (as well as citing the hour and minute of the video that the question comes from i.e. 24minutes and 7 seconds into the video). To take a screen shot press the button

on the top right of the keyboard that says “print screen”. Then go to your PowerPoint document and right click and paste (or press ctrl V). A sample question might be “Which of the following formulas is correct in this part of the budget where we are trying to calculate Social Security Withholdings?” This question might be accompanied by a screen shot and several possible formulas. Be sure to hide the correct answers until after the class has a chance to guess the answer. Another example might involve a screen shot of a partially completed logic model with one blank and the question may be: “Which of these would best fit into the logic model…”

VII. Attendance, Participation and Academic Standards

Attendance at each class meeting is expected and required of all class members. Two absences are permitted in this course before your grade will be reduced. After this, final grades will be decreased by two points for each additional, un-excused absence. Absences explained prior to the missed class will be considered on a case-by-case basis. Absences explained after the missed class will be considered only if accompanied with proof of severe illness, family emergencies, or other extenuating circumstance. Students are responsible for all missed work.

Participation in class discussions and overt respect towards all members of the class is also expected at each class meeting. Many of the topics of our class discussions will involve sensitive subject matter and/or the need to view issues from an unfamiliar perspective. *Constructive support of fellow classmates in their learning endeavors is a course requirement and will comprise a portion of your participation grade.* In the event that something prevents you from fully participating in the class, please notify the instructor in person and/or in writing immediately. Explanations at the end of the semester will be listened to but cannot be expected to affect your grade.

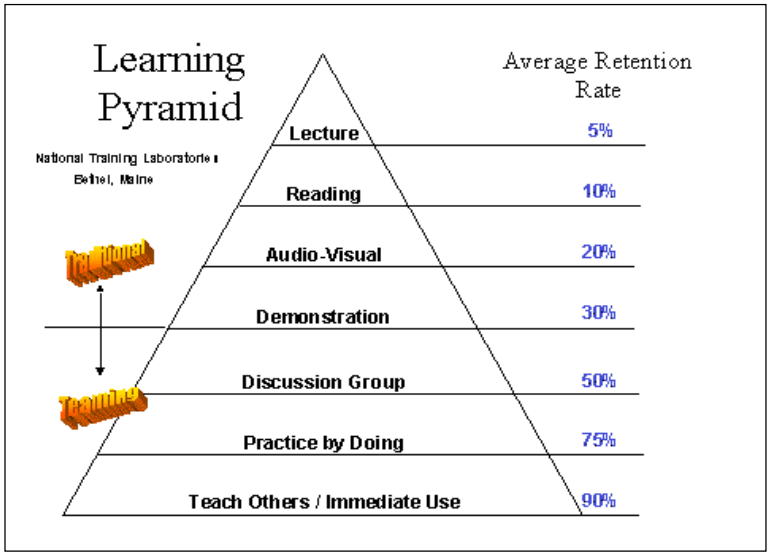
Punctuality is also expected in all class meetings. All lateness should be discussed in person with the instructor immediately following the class periods to which they pertain. Lateness beyond 5 minutes is considered an absence. Excessive lateness will begin to adversely affect the class participation grade. Students that arrive after attendance is taken are responsible for contacting the instructor immediately following the class to ensure that attendance is recorded.

VIII. Feedback

Feedback to the course instructor at any and all points is both welcomed and appreciated. Preferred mediums of communication include office hours, in-person meetings, e-mail, and written thoughts.

The Syllabus and Calendar are subject to change at the discretion of the instructor.

Teaching/Learning Philosophy



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[i] A note on Apprenticeship: "apprentices learn tailoring not in a special, segregated learning environment but in a busy tailoring shop. They are surrounded by both masters and other apprentices, all engaged in the target skills at varying levels of expertise. And they are expected, from the beginning, to engage in activities that contribute directly to the production of actual garments, advancing quickly toward independent skilled production. As a result, apprentices learn skills in the context of their application to realistic problems, within a culture focused on and defined by expert practice. They continually see the skills they are learning being used in a way that clearly conveys how they are integrated into patterns of expertise and their efficacy and value within the subculture. And by advancing in skill, apprentices are increasing their participation in the community, becoming expert practitioners in their own right. These characteristics—the ready availability of models of expertise-in-use, the presence of clear expectations and learning goals, and the integration of skill improvement and social reward—help motivate and ground learning (Collins, Brown and Newman 1989:486)."

[ii] "*Domain knowledge* includes the conceptual and factual knowledge and procedures explicitly identified with a particular subject matter; these are generally explicated in school textbooks, class lectures, and demonstrations (Collins, Brown and Newman 1989:478)."

[iii] "*Heuristic strategies* are generally effective techniques and approaches for accomplishing tasks that might be regarded as "tricks of the trade"; they don't always work, but when they do they are quite helpful. Most heuristics are tacitly acquired by experts through the practice of solving problems… For example, a standard heuristic for writing is to plan to rewrite the introduction to a text (and therefore to spend relatively little time crafting it); this heuristic is based on the recognition that a writer's initial plan for a text is likely to undergo radical refinement and revision through the process of writing and, therefore, that the beginning of a text often needs to be rewritten to "fit" the emergent organization and arguments of the main body and conclusion. Another strategy, designed to help a writer maintain momentum and "flow of ideas," is to avoid getting bogged down in syntax or other presentational details while getting one's ideas down (Collins, Brown and Newman 1989:478)."

[iv] CLASS **reading questions** Graded as follows 3=well written, clear, on an important point in the reading, and ready to use, 2= cannot be used because weak on one or all of the top points; 1= handed in but not in the realm of useable; 0= not handed in.

[v] **Weekly Lab assignments** Graded as follows 3= on time and mostly correct, 2= ½ to 2/3 correct, 1= less than ½ correct (minus 1 for each day late).

[vi] **Class Participation** Graded from attendance cards: when you arrive to class pick up your card, left over cards go in the absent pile (grade of 0). As we engage in class discussion, I collect cards of those who say interesting things that show clear evidence that they read and understood the reading (those go in a participant pile and get a 2). At then end of discussion, before apprenticeship sessions begin, I collect remaining cards, those are present (score of 1). This policy is a means to modeling a program evaluation design to measure program participation.

IX. Course Schedule

Date	Topic	Reading
1	Review Syllabus- Bring questions to next class	
2	Course Introduction	Syllabus
3	Lab: What is Social Entrepreneurship? ▪ **Write in one sentence or less something that is Entrepreneurial about you. Type it up and bring it to the next class.	-Brooks (2009) Chapter 1: An Introduction to Social Entrepreneurship
4	**Overview of the C.L.A.S.S. Scale** • Overview of Course Example- Imagination Library • Sign up for workshops	-Brooks (2009) Chapter 2. Ideas and opportunities (needs assessment)
5	Lab: find a Social Problem you want to solve and think of a program that can help solve it or find a program that already exists. Use the web sites listed in the Welch and Comber reading or other sites you find to locate data showing a need for your program. Describe your program and the data you found on paper to submit in our next class.	-Needs Assessment (York 2009: 56-58). -Welch, Susan and John Comer. (2001): Chapter 3 Measurement and Data Collection
6	**Overview of the C.L.A.S.S. Scale and Final Project: Social Problems and Meeting a Need** • Come to class with a completed CLASS scale showing your assessment of the "Bonnie CLACK Car Loans and Counseling" Business Plan for Growth that is featured in Wolk pages 69-80.	-Wolk 2008:69-80 in Business Planning for Enduring Social Impact. This will be a model for your final portfolio. Pages 80-178 provide background details that are optional
7	Lab 1 Community Need due by e-mail today by midnight. Bring a paper copy to our next class. • Think of how you might show community need for your program – reflect on today's Welch and Comer readings and the lab for ideas.	-York 2009: p55-56 - Welch, Susan and John Comer. (2001): Chapter 5 Analyzing Single Variables
8	Those who signed up workshop your Community Need in Class today - Overview of Logic Models for addressing Community Need **Post a multiple choice question #1 (Community Need) on the readings to date on blackboard by midnight	Read all (Chapters 1-4) of the W.K. Kellogg Foundation. Logic Model Development Guide. http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-

		Development-Guide.aspx
9	Lab 2 Logic Model due by e-mail today by midnight. Bring a paper copy to our next class.	Review Kellogg Chapters 1-4
10	No Class – Program Design Simulation – Take a long period of time by yourself and Prepare a Logic Model and Needs Assessment (including a chart showing need and find some literature to cite) for your Portfolio Optional: Work on the Optional GIS Lab 6 which can also be used to demonstrate need.	Review Kellogg Chapters 1-4
11	Lab: Finish preparing your Logic Model and Needs Assessment (including a chart showing need and find some literature to cite) for your Portfolio Optional: Work on the Optional GIS Lab, which can also be used to demonstrate need.	Review Kellogg Chapters 1-4
12	Those who signed up workshop your Logic Model in Class today- Overview of Assessing Impact of your program **Post a multiple choice question # 2 (Logic Model) on the readings since question 1 on blackboard by midnight	York 2009: Chapter 3: An Overview Of Evaluation Research. **Pp.48-60.**
13	**Spring Break**	
14	Lab: Watch Lab 3 Overview of Formative and Summative Assessment. Think of how you will use formative and summative assessment in your portfolio. Complete an assessment logic model as seen in Kellogg Chapter 4 (especially pages 35, 45-48) to bring to our next class. Use the template we used for imagination library.	York 2009: Chapter 3: An Overview Of Evaluation Research. Pp.60-78.
15	Assessing Impact of your program	Brooks (2009) Chapter 5. Measuring Social Value (pages 65-72 only)
16	Lab 4 Formative Assessment due by e-mail today by midnight. Bring a paper copy to our next class. Note: Copy and paste charts from SPSS to MS Word to submit.	**READ ONLY PAGES LISTED!** Welch, Susan and John Comer. (2001): Chapter 6 Analyzing the Relationship Between Variables (difference of means p. 202) Chapter 8

		Regression Analysis (OLS Regression p212, Regression Interpretation and Exercises p247
17	Assessing Impact of your program Part 2 Service Learning Session	Brooks (2009) Chapter 5. Measuring Social Value (pages 65-72 only)
18	Lab 5 Summative Assessment due by e-mail today by midnight. Bring a paper copy to our next class. Note: Copy and paste charts from SPSS to MS Word to submit.	**READ ONLY PAGES LISTED!** Welch, Susan and John Comer. (2001): Chapter 7 Hypothesis Testing and Statistical Significance (chi square p. 206) Chapter 8 Regression Analysis Logistic Regression p.302)
19	Those who signed up workshop your Assessment of Impact Plan **Post a multiple choice question # 3 (Assessment of Impact) on the readings since question 2 on blackboard prior midnight	
20	**-Work on Final Portfolio Assessment of Impact**	
21	Overview of Sustainability Preparation for Philanthropy Simulation	-Brooks (2009) Chapter 3. Developing the Social Enterprise Concept
22	Lab 6 Flexible Budget due by e-mail today by midnight. Bring a paper copy to our next class.	Brooks (2009) Chapter 4. Social Enterprise Business Plans
23	Philanthropy Simulation Begins First Group of Final Portfolio Presentations	Brooks (2009) Chapter 6. Earned income
24	Complete CLASS Scales for this week's presenters	Chapter 8. Entrepreneurial fundraising and marketing

25	Easter Break	
26	Second Group of Final Portfolio Presentations	Brooks (2009) Chapter 7. Donations and government income
27	Complete CLASS Scales for this week's presenters	Brooks (2009) Chapter 9. Launch, growth, and goal attainment
28	Third Group of Final Portfolio Presentations **Post a multiple choice question # 4 (Sustainability) on the readings since question 3 electronically by midnight -Review for Final Exam	
29	**Classes End**	
30	**Study Day** **All CLASS Scales Due with final Ranking**	
31	**EXAM**	