

AP/PPAS 4320 3.00 – Program Evaluation II (Winter 2022)

COURSE OUTLINE

Course Time	Monday – 7:00 p.m. to 10:00 p.m.
Delivery Method	Ross N 201 (online where necessary and/or mandatory)
Course Director	Shanon Kalra-Ramjoo
Email	shanonkr@yorku.ca
Office Hours	By appointment only. Please request an appointment via email.
Prerequisites and Exclusions	<u>Prerequisites:</u> AP/POLS 3300 6.00 or AP/PPAS 3300 6.00, AP/PPAS 4310 3.00 <u>Course credit exclusions:</u> AP/POLS 4300 6.00, AP/PPAS 4300 6.00, GL/POLS 4300 6.00

COURSE DESCRIPTION

Program Evaluation II continues to build on the theoretical foundations of the practice of program evaluation learned in AP/PPAS 4310 3.0. Students will implement the fundamental methodological tools taught in *Program Evaluation I* teaching them how to evaluate the effectiveness of government, non-profit and broader public sector programs and policies.

A significant component of this course is implementation of the program evaluation experiential education project assigned in PPAS 4310 (Program Evaluation I) where students have been working in teams as consultants to government and non-profit organizations to design and implement an evaluation for a real-life client. Students will have the opportunity to undertake assessments, put research designs into practice for formative evaluations, summative evaluations, needs assessments, etc.

Students will also learn about techniques for public policy analysis, processes and tools furthering their understanding of the development of policy recommendations, options and advice for government leaders to consider as a logical next step for program evaluation and problem-solving process. A combination of lectures, case studies and group discussions will be used during classes as well as independent and group assignments.

EXPECTED LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- ✓ Further develop critical thinking skills in the application of program evaluation and policy analysis methods and practices.
- ✓ Learn about the iterative policy development process and considerations policy advisors should make.
- ✓ Think critically and solve problems about the challenges in evaluating public sector programs.
- ✓ Develop group facilitation and client relationship building skills by working directly with a real client in the public, broader public and non-profit sectors.
- ✓ Design presentations, briefing notes and articulate key findings.
- ✓ Articulate policy research questions, search the literature, compile a relevant bibliography and identify potential data sources.
- ✓ Differentiate between different types of program evaluation, their objectives and methodological tools.
- ✓ Collect and analyze qualitative and quantitative data.
- ✓ Learn how to communicate findings and use data visualization techniques and tools to present information.
- ✓ Gain relevant professional experience, skills and knowledge.
- ✓ Be aware of the limitations of program evaluation in terms of its design, methodology and practical feasibility, and interpret findings in a critical manner.
- ✓ Design and implement a suitable program evaluation scheme.
- ✓ Be aware of ethical issues in program evaluation.
- ✓ Communicate research findings and recommendations in both oral and written format clearly and effectively.
- ✓ Make valuable contacts in the public sector that will help to develop a network of key government and broader public sector contacts that may lead to potential future employment.

COURSE DELIVERY METHOD

Majority of this course will be delivered in class and/or online (where necessary and/or mandatory, e.g., mandatory due to COVID-19 restrictions, client presentations, group work, etc.). Lectures will provide the context for the readings, which should be completed before the start of each class. Discussions will build on the readings and lecture material and all students are expected to actively participate. Students will also have the opportunity to work together in groups to produce results/answers to questions/challenges presented in class. *Students are strongly encouraged to prepare for class by completing the readings, participating in class discussions and taking an active role in the course.*

Note: If you have a documented disability at York that you wish to have accommodated in this course, please email me immediately.

About e-Class and Zoom

e-Class (previously Moodle) is the learning platform used by York University to allow for a personalized learning platform/environment for our course. The free site allows students to access course materials, such as slide decks, assignments and videos, as well as a secure site for us to upload student work for assessment.

You can find links to resources for students about online learning and e-Class at:
<https://going-digital.laps.yorku.ca/student-resources/>

Zoom is a free video conferencing software app that allows classes to engage virtually for video, presentations, group work and chat rooms. More detail about these systems will be shared at the beginning of the course. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Note: Where not appropriate or feasible to conduct the lecture in class, online delivery will be the next option and will be communicated through e-Class. In order for online delivery methods to work effectively, students are strongly encouraged to prepare for class by completing the readings, participate in the discussion and take an active role in the workshops.

EVALUATION

Students will be evaluated based on a combination of independent and group assignments, tests and individual class participation as outlined below. Assignments are further described in greater detail and will be discussed in class. Students are encouraged to attend class and to seek timely feedback and advice as they progress through the course.

Assignment	Mark (%)	Due Date
1. Political Briefing Presentation (individual)	15%	Weeks 4 – 9
2. Mid-Term Take Home Assignment (individual)	15%	Week 6
3. Final Take Home Exam (individual)	20%	Week 10
4. Presentation to Client and Evaluation Report (group)	40%	Week 12
5. Attendance and Class Participation	10%	Throughout

1. Political Briefing Presentation (15%)

The political briefing is an independent class presentation assignment where students are to prepare for a briefing with a politician (e.g., Premier, provincial/federal minister, city mayor, city councillor, etc.) on an emerging public policy issue. For each presentation students should prepare a PowerPoint file for sharing with the class. The expected length of the presentation is 10-15 minutes plus time for discussion. Presentations will run from Week 4 to Week 9 and presentation times will be posted in e-Class for scheduling purposes.

A briefing with a politician is a short meeting that is concise and on topic, providing information on fundamental details necessary with specific policy recommendations. In addition to providing the issue and background, you should research the current situation of the topic chosen, consider any program evaluations conducted on the topic and be able to justify your options and recommended next steps. Political briefings often highlight key components such as the issue/problem, background, current situation, evidence/analysis/discussion, options and recommendations.

NOTE: Student must obtain approval on their public policy issue of choice and it is advisable that students seek timely guidance and feedback as necessary.

2. Mid-Term Take Home Assignment (15%)

The mid-term take home assignment will be posted on e-Class on Wednesday February 9, 2022 and due by 7:00 p.m. Monday February 14, 2022.

3. Final Take Home Test (20%)

The final take home test will be posted on e-Class on Wednesday March 16, 2022 and due by 7:00 p.m. March 21, 2022.

4. Presentation to Client (10%) and Evaluation Report (30%)

Students will continue to work in groups to implement an evaluation for a real-world client, building on the work in AP/PPAS 4310 3.0 and the Evaluability Assessment (EA) research design project where students were required to put together a proposal to evaluate a given program or public policy assigned by the Course Director. Example components of an Evaluation Report are outlined in greater detail below and is to be implemented in AP/PPAS 4320 3.00 Program Evaluation II in Winter 2022. Students have been assigned in groups for this assignment. Please take note that your final evaluation report and presentation to the client group will be marked both on soundness of analysis and professional presentation. Evaluation teams should prepare a PowerPoint presentation for purposes of presentation to the client group on April 4, 2022. A final evaluation report is to be submitted by end of day April 8, 2022 allowing for time to incorporate any changes and ensure a polished and completed product. The report must also be submitted to the client.

Evaluation Report Requirements

Format and Length:

The final evaluation report should be single-spaced, font 12 and the length should be based on ensuring the necessary detail that a final evaluation report should contain. Typically, an evaluation report for this course can be anywhere from 35-70 pages in length and depending on the evaluation size and scope.

Suggested Components of the Final Evaluation Report:

A typical Evaluation Report will include the following components:

1. Professional cover page, outlining the evaluation project title, team, course and date.
2. Table of Contents
3. Executive Summary (this is the first part of the report and summarizes the purpose, process and findings of the evaluation. A note for students that it is best to write this part of the report last in order to capture the right level of detail and information)
4. Introduction (context and motivation, why is this project and evaluation important? What is it trying to achieve? What is the research question?)
5. Legislative/policy background (if applicable)
6. Background information on program/policy and stakeholders (brief history, mandate, size, organization, etc.)
7. Overview of evaluation design and methods including their advantages and limitations
8. Evaluation project milestones and timeline (from design, data collection/analysis to implementation and final report)
9. Literature review and/or jurisdictional/environmental scan
10. Program Logic Model (if applicable)
11. Research ethics (issues, safeguards, relevant forms and sample consent form in appendix)
12. Data sources, data collection and data analysis
13. Summary of evaluation findings
14. Recommendations
15. Reference list (in alphabetical order by author's last name)

Appendix: e.g. sample questionnaires, informed consent forms, data tables, figures and charts, etc.

5. Attendance and Class Participation:

For an active class discussion attendance is a must, but passive attendance will not be assessed positively. In order to be able to participate in class discussion, it is important that you do the readings in advance of each class. For this course to work, students must attend and participate in class discussions. In a class of this size it is impossible for all students to participate all the time. Students should, however, strive to attend class, demonstrate that they have read the assigned readings, thought about the material and the discussion at hand, and add value to the classroom discussion. Students will be provided with a participation rubric and be given a mid-term participation grade with detailed feedback as needed. See class participation expectations outlined below and point value per half term.

Class Participation Expectations

Activity/Expectation	Point Value per half term
<ul style="list-style-type: none"> • Sporadic attendance/not punctual • Passive attendance most of the time 	1
<ul style="list-style-type: none"> • Good attendance/punctual • Awake/attentive most of the time 	2
<ul style="list-style-type: none"> • Above, plus: • Regularly participates – demonstrating a contribution to the discussion • Does not necessarily demonstrate a preparedness or command of the reading • Perhaps a cursory understanding of the topic 	3
<ul style="list-style-type: none"> • Above, plus: • Regularly and clearly prepared by reading the material • Actively seeking to be engaged in the discussion • Does not over participate or dominate the conversation • Respectful of other opinions • Does not participate just for the sake of participating, but to make a contribution to the collective understanding of the issue/topic 	4
<ul style="list-style-type: none"> • Above, plus: • Fully engaged at a superior level • Not only demonstrated a command of the material, but brings reflections/thoughts to the conversation • Takes a leadership role in the presentation of ideas • Contribution is thoughtful, does not take the classroom discussion off track • Brings questions to class that are provocative • Successfully brings in personal/work experiences that enhance/enrich the discussion 	5

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES AND MISSED TESTS

1. Grading

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.) (For a full description of York's grading system see the York University Undergraduate Calendar at <https://calendars.students.yorku.ca/2021-2022/grades-and-grading-schemes>)

2. Assignment Submission and Lateness Penalty

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Otherwise, late penalties of 10% per day will be strictly applied and assignments will not be accepted after 3 days. If you expect to have difficulty in completing an assignment on time, please discuss this with the instructor in advance of the due date.

3. Missed Tests

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc. may request accommodation from the Course Director. The accommodation is to be discussed with the Course Director.

COURSE MATERIALS

Required Text:

Bardach, Eugene and Patashnik M., Eric (2020): *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Sixth Edition), Sage CQ Press (ISBN: 9781506368887)

Note:

Additional required readings are journal publications that can be accessed free of charge through York Libraries eResources/Omni search. Such additional readings will be based on specific student interests and will be announced in due time as the course proceeds. Please check the course website regularly for updates and class agenda.

Suggested Readings in Program Evaluation:

Dunn, N. William *Public Policy Analysis: An Integrated Approach*, Routledge Taylor and Francis Group, 2017. (ISBN: 978-1138743847)

Spaulding, D. T. *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis*, Jossey-Bass (A Wiley Imprint), 2008. (ISBN: 978-0-7879-8685-8)

Owen, J. M. *Program Evaluation: Forms and Approaches* (3rd edition), The Guilford Press, 2007. (ISBN: 13 978-1-59385-406-5 or 10 1-59385-406-4)

Posavac, E. I. and R. G. Carey. *Program Evaluation: Methods and Case Studies* (6th edition), Upper Saddle River, N.J.: Prentice Hall, 2003.

Online Sources in Program Evaluation:

Various on-line journals are available through York Libraries eResources, for example:

[Canadian Evaluation Society – Canadian Journal of Program Evaluation](#)
[Journal of Policy Analysis and Management](#)
[Evaluation and Program Planning](#)
[Journal of Comparative Policy Analysis](#)

For interesting program evaluations in developing country contexts see:

[Abdul Latif Jameel Poverty Action Lab](#), Massachusetts Institute of Technology

IMPORTANT COURSE INFORMATION FOR STUDENTS

Curriculum and Academic Standards

All students are expected to familiarize themselves with the following information, available on the University Secretariat – Senate website:

<https://www.yorku.ca/secretariat/policies/>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

COURSE SCHEDULE

Week / Date	Topics / Readings / Due Dates
Week 1 / January 10	<p>Course structure and expectations</p> <p>Overview of assignments, tests and due dates</p> <p>Experiential Education (EE) program evaluation projects – update from SPPA Ethics Committee (if applicable)</p> <p><i>Required Reading:</i></p> <p>Bardach and Patashnik, Appendix A and B – <i>Things Governments Do and Understanding Public and Non-Profit Institutions</i>, p. 147-162</p> <p>Canadian Homelessness Research Network (2013). What Works and For Whom? Part 1: A Hierarchy of Evidence for Promising Practices Research, p. 4-19</p> <p>Jennifer L. Doleac (2019). “Evidence-Based Policy” Should Reflect a Hierarchy of Evidence, p. 517-519, Journal of Policy Analysis and Management</p>
Week 2 / January 17	<p>Experiential Education (EE) program evaluation projects – update from SPPA Ethics Committee (if applicable)</p> <p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>Introduction</i>, p. xv-xx</p> <p>Bardach and Patashnik, <i>STEP 1: Define the Problem</i>, p. 1-14</p> <p>Briefing Notes: Purpose, Types and Examples</p> <p>College of Family Physicians of Canada (May 2020). COVID-19 Pandemic Response: A Family Medicine Perspective</p> <p>Ministry of Environment Issue Note (March 2010). Update on Consultations about the Cosmetic Use of Pesticides,</p> <p>Pembina Institute (March 2021). Managing the Environment: A Review of Best Practices</p> <p>Briefing Note for the Minister, Public Sector Writing (2017). Standing Committee Report on Raising Adult Literacy</p>

Week / Date	Topics / Readings / Due Dates
Week 3 / January 24	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 2: Assemble Some Evidence</i>, p. 14-21,</p> <p>Bardach and Patashnik, <i>ASSEMBLING EVIDENCE</i>, p. 97-119</p> <p>Bardach and Patashnik, <i>BEST PRACTICES RESEARCH</i>, p. 133-144</p> <p>Bardach and Patashnik, Appendix E – <i>Suggestions for Incorporating Big Data and Rigorous Scientific Evidence into Policy Analysis</i></p> <p>Erika G. Martin (2021). Translating Evidence into Policy Impact: A Call to Action for Formative Policy Evaluation to Promote Evidence-Based Decision Making, p. 643-649, Journal of Policy Analysis and Management</p>
Week 4 / January 31	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 3: Construct the Alternatives</i>, p. 21-31</p> <p>CASE STUDY: Catherine L. Mah, Brian Cook, Karen Rideout, Leia M. Minaker (2016). Policy Options for Healthier Food Retail Environments in City-Regions, p eS64-eS67, Canadian Journal of Public Health</p> <p>* Scheduled Political Briefing Class Presentations</p>
Week 5 / February 7	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 4: Select the Criteria</i>, p. 31-49</p> <p>CASE STUDY: Elizabeth K. Drake, Steve Aos, Marna G. Miller (2009). Evidence-Based Public Policy Options to Reduce Crime and Criminal Justice Costs: Implications in Washington State, p. 170-196, Victims and Offenders</p> <p>* Scheduled Political Briefing Class Presentations * Monthly Group updates on Evaluation Projects</p>

Week / Date	Topics / Readings / Due Dates
<p>Week 6 / February 14</p>	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 5: Project the Outcomes</i>, p. 49-69</p> <p>CASE STUDY: Annual Report of the Office of the Auditor General of Ontario (2019). Climate Change: Ontario's Plan to Reduce Greenhouse Gas Emissions</p> <p>* <i>Scheduled Political Briefing Presentations</i> * <i>Mid-Term Take Home Assignment Due Today at 7:00 p.m.</i></p>
<p>February 21</p>	<p><i>Winter Reading Week</i></p>
<p>Week 7 / February 28</p>	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 6: Confront the Trade-Offs</i>, p. 69-77</p> <p>CASE STUDY: Marc van der Steeg, Roel van Elk and Dinand Webbink, (2015). Does Intensive Coaching Reduce School Dropout? Evidence from a Randomized Experiment, p. 184-197, Economics of Education Review</p> <p>* <i>Scheduled Political Briefing Presentations</i></p>
<p>Week 8 / March 7</p>	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 7: Stop, Focus, Narrow Deepen, Decide!</i> p. 77-84</p> <p>CASE STUDY: McMurtry and Curling (2008). The Review of the Roots of Youth Violence: Executive Summary (2008), p. 1-52, Volume 2, Ontario Ministry of Children, Community and Social Services</p> <p>* <i>Scheduled Political Briefing Presentations</i> * <i>Monthly Group updates on Evaluation Projects</i></p>

Week / Date	Topics / Readings / Due Dates
Week 9 / March 14	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>STEP 8: Tell Your Story</i>, p. 84-96</p> <p>* <i>Scheduled Political Briefing Presentations</i></p>
Week 10 / March 21	<p><i>Required Reading:</i></p> <p>Bardach and Patashnik, <i>HANDLING A DESIGN PROBLEM</i>, p. 123-132</p> <p>* <i>Final Take Home Test Due Today at 7:00 p.m.</i></p>
Week 11 / March 28	<p>* <i>Questions and Answers on Evaluation Reports and Client Presentations</i></p>
Week 12 / April 4	<p>* <i>Presentation to Clients</i></p> <p>* <i>Evaluation Reports Due end of day Friday April 8th</i></p>