

Joint PhD Program in Urban Systems



Course Syllabus Spring 2017

Course Number: URBU 6203

Course Title: Urban Policy and Program Evaluation

Semester Credit: 3 (45 contact hours or web-based equivalent)

Day/Time/Location: Wednesdays / 4:30 – 7:30 pm / Ackerson Hall / Classroom: 205

Faculty: Dr. Rula Btoush, PhD, RN
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Office Hours: Wednesdays 2 – 4 pm and other days/times by appointment

Course Description:

This course is designed to provide students with a framework for understanding program evaluation and facilitating integration of program evaluation. Content will address both the science of evaluation and topics will include goals, methodologies, standards, and address misconceptions regarding the evaluation process. The emphasis is on practical, ongoing evaluation strategies that involve all program stakeholders, not just evaluation experts.

Course Objectives:

1. Describe the social and cultural context of program development.
2. Describe components of and steps in program development.
3. Discuss appropriate theories/models guiding program development and implementation and evaluation.
4. Describe how program implementation and evaluation address macrosocial and microsocial process and effects.
5. Identify various evaluation methods of programs.
6. Analyze appropriateness of evaluation design and methods in monitoring process and outcomes of the program.
7. Interpret evaluation data to determine program impact, cost and decisions about the program.

Required Textbook:

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: SAGE Publications (ISBN: 9780761908944; Retail price: \$100). New and used copies are available for about \$40 through various online vendors.

Recommended Textbook:

McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2013). *Program evaluation and performance measurement: an introduction to practice* (2nd ed.). Thousand Oaks, CA: SAGE Publications (ISBN: 9781412978316; Retail Price: \$91). New and used copies are available for about \$40 through various online vendors.

Alternative ways to purchase your books:

- Rutgers / NJIT Bookstores (or their websites)
- Directly from the publishers
- Any in-store or online bookseller such as Barnes and Noble, Amazon, eBay, etc.
- Websites that search other websites for cheapest offers on new and used books:
 - www.cheapesttextbooks.com, www.bookfinder.com, www.booksprice.com
- Websites that rent or offer digital and downloadable books: www.coursesmart.com, www.textbookmedia.com, www.chegg.com, or www.bookrenter.com

IMPORTANT NOTES:

- This course requires commitment to the readings and **literature searching** (e.g., Medline/PubMed, CINAHL, PsycINFO, ERIC, or other databases). Please familiarize yourself with these resources at <http://www.libraries.rutgers.edu/indexes>.
- All written assignments in this course are required to follow **APA 6th edition format**. See this website for quick tips <http://owl.english.purdue.edu/owl/resource/560/01/>.
- All references are required to be cited using **Endnote**, an electronic reference software. This is **REQUIRED. Papers with manual citations will not be accepted.** The only acceptable alternative to Endnote is **RefWorks**. Here’s the information on Endnote:
 - Download Endnote at: http://www.libraries.rutgers.edu/health_sciences/endnote
 - Online information and tutorials: http://www.libraries.rutgers.edu/health_sciences/endnote_help
 - Register for Endnote workshops at: http://www.libraries.rutgers.edu/smith/forms/classes_registration
 - The Endnote contact person from Smith Library Newark is Stephen Modica, modicasf@ca.rutgers.edu (973-972-4358)
 - If you choose RefWorks, you may register for RefWorks workshops at: <http://www.libraries.rutgers.edu/refworks>

Academic calendar of Rutgers – Newark: <http://scheduling.rutgers.edu/calendar.shtml>

Information on Inclement Weather – Newark: <http://www.newark.rutgers.edu/campusstatus>

Course Requirements:

• Class Participation	10%
• Assignment 1	20%
• Assignment 2	20%
• Assignment 3	20%
• Assignment 4	20%
• Class Presentation	10%

NOTE: Assignments are due at 4:29pm (before the start of class). Assignments received after 4:29pm will receive a **lower grade** (1 point less for every day of late submission). Late submissions are accepted only within 3 days of the deadline; beyond that results in a grade of zero.

Class participation: 10%

Students are expected to prepare for the class by reviewing the assigned readings and by actively engaging in class discussion. Students may also provide the class with information, articles, or other materials related to the topic of discussion or their area of interest.

Assignments 1-4: 80%

Each student in the class will prepare an “**Evaluation Plan**” to fulfill the requirements for this class. The plan will contain four parts, each of which represents a separate assignment counting 20% toward the final grade. The topics to cover in each section are as follows:

1. Defining the problem and describing the intervention
2. Development of indicators
3. Process evaluation
4. Summative evaluation (*including revised components from assignments 1-3*)

An evaluation plan does not necessarily have to conform to this outline, but we will use this outline as one approach to developing such a plan. The four assignment must all use the same program; no switching back and forth between programs on the different parts of the assignment. However, you may incorporate my feedback on an assignment when submitting subsequent assignments. Assignments should follow the APA 6th edition format (*no abstract required*).

Class Presentation: 10%

At the end of the course and prior to submitting assignment 4, students are required to present their Evaluation Plan, in about 10-15 PowerPoint slides. This is a great opportunity for you to get feedback from your colleagues and instructor for your last assignment. Students may incorporate feedback during the presentation into their final submitted work. Your presentation should be limited to 30 minutes, plus 10 minutes for questions/discussion. You may provide copies of the slides or any other useful materials.

Useful website:

- **Measure Evaluation:** <http://www.cpc.unc.edu/measure>
- **The Center for Communication Programs (CCP)** at Johns Hopkins Bloomberg School of Public Health: <http://www.jhuccp.org/>
- **TB Program Evaluation Plan:** <http://www.cdc.gov/tb/programs/Evaluation/default.htm>
- **Sexually Transmitted Disease (STD) Programs Evaluation:** <http://www.cdc.gov/std/program/pupestd.htm>
- **Evaluating HIV Prevention Programs:** http://www.cdc.gov/hiv/topics/evaluation/health_depts/guidance/index.htm
- **Immunization Program Evaluation:** <http://www.cdc.gov/vaccines/programs/progeval/default.htm>
- **Educational Program Evaluation - RAND:** <http://www.rand.org/topics/educational-program-evaluation.html>
- **Evaluation Research in Education - University of Plymouth:** <http://www.edu.plymouth.ac.uk/RESINED/evaluation/index.htm>

Course Schedule

	Topics	Assignments & Readings
Week 1 1/18	Overview of Evaluation Concepts	Readings: - Rossi, Lipsey, & Freeman (2004): chapter 1 - Bertrand & Escudero (2004): p. 1-14. - Bertrand (2005)
Week 2 1/25	Tailoring Evaluations	Readings: - Rossi, Lipsey, & Freeman (2004): chapter 2 - Fisher & Foreit (2002)
Week 3 2/1	<ul style="list-style-type: none"> • Identifying Issues and Formulating Questions • Use of Conceptual Frameworks in Program Evaluation 	Readings: - Rossi, Lipsey, & Freeman (2004): chapter 3 - Bzdak (2007) - Cole (1999) - Coryn, Noakes, Westine, & Schroter (2011) - Earp & Ennett (1991) - Shadish (1998)
Week 4 2/8	NO CLASS	<i>Catch up on readings from weeks 1-3</i>
Week 5 2/15	Assessing the Need for a Program	Assignment 1 due Readings: - Rossi, Lipsey, & Freeman (2004): chapter 4 - McDavid, Huse, & Hawthorn (2013): Chapter 6 - Johnson et al. (2004)
Week 6 2/22	Expressing and Assessing Program Theory	Readings: - Rossi, Lipsey, & Freeman (2004): chapter 5 - McDavid, Huse, & Hawthorn (2013): Chapter 2
Week 7 3/1	Assessing and Monitoring Program Process	Readings: - Rossi, Lipsey, & Freeman (2004): chapter 6 - Camasso, Jagannathan & Walker (2004) - Saunders, Evans, & Joshi (2005) - Viadro (1997)
Week 8 3/8	Measuring and Monitoring Program Outcomes	Readings: - Rossi, Lipsey, & Freeman (2004): chapter 7 - Fisher, A., & Foreit, J. (2002) - Krevor (2004)
Spring Recess (NO CLASS)		
Week 9 3/22	Assessing Program Impact Using Quantitative Methods & Issues in Measurement	Assignment 2 due Readings: - Rossi, Lipsey, & Freeman (2004): chapter 8 & 9 - McDavid, Huse, & Hawthorn (2013): Chapter 3 & 4 - Jagannathan, Camasso, & Sambamoorthi (2010) - Jagannathan, Camasso, & Killingsworth (2004) - Shain et al. (1999) - Curry, Mermelstein, Sporer et al., (2010)
Week 10 3/29	Assessing Program Impact Using Qualitative Methods	Readings: - McDavid, Huse, & Hawthorn (2013): Chapter 5 - Debus (1998)

	Topics	Assignments & Readings
		- Quincot & Figueroa (2010)
Week 11 4/5	<ul style="list-style-type: none"> Using Mixed Method Detecting, Interpreting, and Analyzing Program Effects 	Assignment 3 due Readings: <ul style="list-style-type: none"> Rossi, Lipsey, & Freeman (2004): chapter 10 Kington, Sammons, Day, & Regan (2011) May (2004) Wheeldon (2010)
Week 12 4/12	<ul style="list-style-type: none"> Measuring Efficiency and Cost-Benefit Analysis The Social Context of Evaluation 	Readings: <ul style="list-style-type: none"> Rossi, Lipsey, & Freeman (2004): chapter 11& 12 McDavid, Huse, & Hawthorn (2013): Chapter 7 Thielman et al (2006) Victoria et al. (2004)
Week 13 4/19	NO CLASS	
Week 14 4/26	Class Presentations	Class Presentations
Week 15 5/3	Course summary and evaluation	Assignment 4 due

Class scheduled may be adjusted at the course instructor's discretion.

Weekly article readings will be available via email or posted online.

Summer Session: May 30 – Aug. 16

Course Assignments

Assignment 1: Defining the Problem and Describing the Intervention

In this assignment, students develop the skill of presenting a program or project from an evaluation perspective. This assignment should be limited to 4-5 pages (excluding cover page and references). This assignment should include:

1. Background on the problem (*including a problem statement*)
 - a. Brief description of the problem (prevalence, extent, rising trends, etc.)
 - b. Description of groups/subgroups most affected in the population
 - c. What has been done so far in dealing with the problem (previous or existing programs or interventions) and their limitations in addressing the problem
2. Description of the program (project) of interest
 - a. Program overall goal/purpose and specific objectives
 - b. Components of the program (i.e., intervention intended to achieve the objectives)
 - c. A *conceptual framework* that shows how the intervention is expected to achieve the program objectives (see instructions below)
 - d. Any evidence from the literature to support using the intervention

Instructions for the Conceptual Framework:

The conceptual framework is the most challenging aspect to this assignment. Allocate the adequate time to getting it right. Here are some tips:

1. On a single page, draw a conceptual framework that illustrates how the program is expected to achieve its long-term objective. Use a system of boxes/circles and arrows to identify the pathways by which the intervention is expected to have an impact (see examples in textbook and readings)

2. Use the boxes to show general concepts (e.g., knowledge). (In assignment 2, you will convert these concepts into measurable indicators).
3. Use the conceptual framework to reflect the main objectives of the program (expected results).
4. Incorporate the concept of initial, intermediate, and long-term outcomes in your conceptual framework (you can do so by using column headings or labels at the bottom of the page).
5. Focus on outcomes of the overall intervention in this exercise; do not worry about the details of outputs that will get you there (e.g., number of workshops, number of people trained, etc.)
6. Use the arrows in a causal sense; that is, use arrows to show that “Box A” influences “Box B.” Do not use arrows between boxes if there is not a plausible causal relationship (for example, exposure to a training program does not determine or influence the age of the attendee!).
7. Make the figure flow from left to right (unless you think a vertical flow is more appropriate). In a horizontal presentation, factors on the left influence those further to the right.
8. Focus on the most important concepts. For simplicity, limit the number of concepts mentioned to 15 or less (recommended range: 10-15 concepts). Note: you may want to further explain a general concept (e.g., knowledge) with additional details (e.g., the types of knowledge), but you don’t need to be exhaustive. The purpose is to demonstrate your understanding of how to “illustrate” how a program is expected to work in visual/graphic form.
9. Don’t include any narrative about the conceptual framework. The figure should be self-explanatory. However, give the figure a number and a title (e.g., Figure 1: Conceptual Framework for...). Also, you have to mention the figure in your text in no more than one sentence. **Follow APA guidelines.**
10. You may discuss this exercise with others in the class; however, the final product must be your own work.
11. Be as clear and concise as possible. You may want others to look at the figure and tell you what they see. If they tell you a different story from what you intended for the figure, then you may have to work on it a bit more.

Note: Your work should follow the APA 6th edition manual for format and references. For a quick reference, use this website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignment 2: Development of Indicators

The purpose of this assignment is to translate the concepts from your conceptual framework (assignment #1) into measurable indicators. In other words, how do you plan to measure your outcomes? How would you know whether the program will accomplish its objectives?

This assignment should be limited to 3-4 pages (excluding cover page and references). In this assignment, provide the following information:

1. **Introduction:** one paragraph briefly describing the program you selected in assignment 1 (e.g., overall description of the program, goal, objectives, major components).
2. **Conceptual Framework:** Make any necessary changes to the conceptual framework that you submitted for assignment 1, based on the comments you received and the class discussion. Submit your conceptual framework (original or modified) as part of this assignment. Make sure to refer to the conceptual framework in the first paragraph.
3. **Program Indicators:**
 - a. List 10 indicators that you propose to measure, based on the conceptual framework. Each indicator should measure some aspect of a concept shown in the conceptual framework. Also, for each indicator, list a source of data (one source only, even if multiple sources exist). Summarize the indicators in a table with a self-explanatory title and four columns with the following information:
 - Concept (e.g., knowledge)

- Specific indicator
 - Operational description of the indicator, if not clear from the name
 - Source of data
- b. If the conceptual framework has 11 or more concepts, select only 10 for the purposes of this assignment. If the conceptual framework has less than 10 concepts, list multiple indicators for a single concept (e.g., different types of knowledge).
 - c. In some cases, the title of the indicator fully explains what will be measured (e.g., age of respondent, gender). For others, it is important to include an operational definition to explain how you will measure the concept. For example, “gender equity” is a good concept, but it requires some explanation of how you would measure it (e.g., male/female ratio for primary school enrollment). Note: a given indicator does not have to measure all aspects of the concept, but rather some aspect of it.
 - d. Where appropriate, specify the age/sex to which the indicator applies (for example, “among males 15-24”).
 - e. The indicator should not specify the intended direction of change (“an increase in X; a decrease in Y”). Rather, it should measure the concept or factor you expect to change (e.g., the percent of males 15-24 that do X)

Note: Your work should follow the APA 6th edition manual for format and references. For a quick reference, use this website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignment 3: Process Evaluation and Research Methods

The purpose of this assignment is to familiarize students with the importance of conducting process evaluation and the wide range of quantitative and qualitative methodologies used to this end. This assignment should be limited to 4-5 pages (excluding cover page and references). In this assignment, provide the following information:

A. Objectives of process evaluation (in general terms):

Process evaluation can take many different forms. This assignment is designed to give students the opportunity to consider how best to apply process evaluation to one of the programs presented in the readings. In the real world, this section of the paper could take 15-25 pages to write up, including a full description of the methods and data collection instruments to be used. However, for purposes of this assignment, students are expected to demonstrate their understanding of the concepts in question by providing a summary overview of how they would approach the question. Keep this component short and concise (no more than 1 and ½ pages). Consider the following two articles in this component of your assignment:

1. Saunders, Evans, & Joshi, (2005): the whole article as a guide to process evaluation
2. Viadro et al. (1997): specifically Table 1, p. 241 as a model for succinct presentation of information

B. Summary description of two proposed methodologies:

Select one quantitative and one qualitative method of data collection and describe how to apply it to the project in question (as listed above in a-d). Plan around 2 pages for each methodology.

1. Quantitative methodology:
 - a. Purpose (specific to this program)
 - b. Summary of proposed data collection method
 - c. 5-10 illustrative items (e.g., key questions for a survey, observation checklist, other)
 - d. Advantages and limitations
2. Qualitative methodology:
 - a. Purpose (specific to this program)
 - b. Summary of proposed data collection method

- c. 5-10 illustrative items (e.g., questions from individual interviews or focus groups)
- d. Advantages and limitations

Note: Your work should follow the APA 6th edition manual for format and references. For a quick reference, use this website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Class Presentation: 10%

At the end of the course and prior to submitting assignment 4, students are required to present their Evaluation Plan, in about 10-15 PowerPoint slides (not including title slide). This is a great opportunity for you to get feedback from your colleagues and instructor for your last assignment. Students may incorporate feedback during the presentation into their final submitted work. Your presentation should be limited to 30 minutes, plus 10 minutes for questions/discussion. You may provide copies of the slides or any other useful materials. *Please email me the slides beforehand.* Your presentation should provide an overview of your last assignment. Try to cover the following topics in your presentation:

1. Description of the selected program
2. Conceptual framework
3. List of 10 program indicators
4. Select one outcome and describe in more detail how you plan to measure this outcome. Describe the Output for this specific indicator as well as the Initial and Intermediate indicators
5. Describe one quantitative study design and the data collection instruments and procedures
6. Identify potential threats to validity to the selected design and how you plan to control them in the best way possible.
7. Discuss the advantages and shortcomings of this design in terms of methodology, feasibility, ethical concerns, etc...
8. Discuss how qualitative design adds to the depth of program evaluation at different stages and for various reasons on program evaluation.

For more detail, see instructions for assignment # 4.

Assignment 4: Summative Evaluation to Measure Program Impact

This assignment focuses on concepts and issues related to study design. The purpose of this assignment is to test your understanding of issues related to study design, including threats validity, in relation to the evaluation of your selected program. Page limit: 10-15 pages, excluding cover page and references.

This assignment includes:

1. Purpose of summative evaluation (*in general terms*)
2. Description of the selected program: goal, objectives, & components (*from previous assignments*)
3. Present your refined conceptual framework showing the impact theory of the program, including the initial, intermediate, and long-term outcomes (*from previous assignments*). Make sure to refer to the conceptual framework in the text.
4. Based on the conceptual framework, provide a list of the 10 program indicators that you propose to measure in order to evaluate the program (*from assignment 2 with any needed modifications*). Summarize the indicators in a table with a self-explanatory title and four columns: concept (e.g., knowledge); specific indicator; operational description of the indicator (if not clear from the name); and source of data. You don't have to discuss the table in your text. Just mention the Table and state what it presents.
5. Select one outcome relevant to the selected program to measure and describe how you plan to measure this outcome (*from previous assignments*). Include the following:

- a. Output
 - b. Initial indicators
 - c. Intermediate indicators
6. Select and describe one quantitative study design
- a. Name of the study design (*using the descriptions/names of study designs from Chapter 3 in McDavid, Huse, & Hawthorn, 2013*). Select the strongest design possible given the circumstances.
 - b. What instruments and procedures will you use to collect your data?
 - c. Discuss possible threats to validity and how you plan to control them in the best way possible. *Tips: How does the proposed design control for biases related to selection, testing, history, maturation, etc.?*
7. Discussion
- a. What are the advantages and shortcomings of this design in terms of methodology, feasibility, and ethical concerns? *Tip: You may use some of the points presented in Chapter 12 of Rossi, Lipsey, & Freeman, 2004 or the points in Victora et al., 2004.*
 - b. How can qualitative design add to the depth of program evaluation that focuses solely on quantitative design? *Tips: Explain how using a qualitative design in addition to the selected quantitative design in # 6 above would be more useful. Discuss how qualitative design can be used at different stages and for various reasons on program evaluation*

Note: Your work should follow the APA 6th edition manual for format and references. For a quick reference, use this website: <http://owl.english.purdue.edu/owl/resource/560/01/>