Instructor: Dr. Patrick C. Exmeyer
Office: 219 Urban Studies Institute
Class Times: Thurs. 5:30 – 8:15pm EST
Class Location: 200 Urban Studies Institute

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Office Hours: 10:00am - 2:30pm M/W/F
[Additional Times by Appointment]

Course Description:

This course describes techniques of practical program evaluation as well as institutional context of policy formation, adoption, implementation, and evaluation. Process evaluation, qualitative and quantitative approaches, outcome monitoring, natural experiments, quasi-experiments, ratings, use of expert judgment, surveys, role-playing, and focus group topics are covered. The course also describes theories of policymaking, the policy and program environment, along with agenda setting and decision-making.

Course Prerequisites/Co-requisites:

Admission into the UPA/MPA Program or permission from the instructor.

Course Goals:

This course examines the established and emerging practices and theories of policy formation, policy analysis, and public program evaluation. At the end of the course, you should be able to design and conduct both short-term and long-term evaluations and analyses which improve the effectiveness and efficiency of public services. Additionally, this course aims to provide an examination of the core characteristics of policy analysis and program evaluation through exploration of the following concepts:

- Designing policy analysis and program evaluation protocols via measurement tools;
- Development of an understanding of the practices representing the field of public policy and program development;
- Analysis of actual cases for effective public management; and
- Establishing an intellectual foundation for further professional development of skills through effective oral and written communication techniques.

Course Focus and Applicable Topics:

This course focuses on exploring and critically examining the dynamics of evaluation and analysis design in both the public and non-profit sectors. In particular, the objective of this course is to foster a greater understanding of qualitative research method applications within the program evaluation and policy analysis design process:

- Understanding the theoretical origins of public policy movements;
- Exploring the techniques utilized in analysis and evaluation of policies and programs;
- Development and initiation of fact-based program evaluation/policy analysis designs; and
- Understanding the role in which public policy theories, policy processes, and evaluation and/or analysis of public programs and policies plays within public administration.

NASPAA Competencies:

PADM 6682 seeks to address each of the five universal required competencies as outlined by the Network of Schools of Public Policy, Affairs, and Administration [NASPAA]:

- (i) Lead and manage in public governance;
- (ii) Participate in and contribute to the policy process;
- (iii) Analyze, synthesize, critically think, solve programs and make decisions;
- (iv) Articulate and apply a public service perspective; and
- (v) Communicate and interact productively with a diverse and changing workforce and citizenry.

UPA Mission Statement:

The University of Louisville Master of Public Administration (MPA) program is a dynamic, collaborative interdisciplinary degree program committed to preparing students for career success in the public and nonprofit sectors. The program content reflects the urban/metropolitan settings of the University as well as the focus of the Department of Urban and Public Affairs. We are committed to:

- Providing our pre-service and in-service students with a flexible program of study emphasizing critical thinking, evidence-based problem-solving and engaged service learning;
- Encouraging diversity and inclusiveness in the curriculum, in the classroom, and by engaging with the community we serve; and
- Advancing scholarship, competence, and professionalism in the program and through public service activities.

Instructional Method and Course Delivery:

As currently constructed, PADM 603 seeks to foster both an interactive and participatory environment exploring qualitative research elements through in-person learning. However, the instructional method and course delivery format may be subject to change contingent upon health and safety protocols dictated by the University of Louisville, the city of Louisville, the State of Kentucky, or other recognized governmental agencies. Additional course content, aside from the required texts listed in this syllabus, will be provided via the PADM 603 page on Blackboard. If you are unfamiliar with Blackboard or have difficultly accessing course content, you are encouraged to contact UofL Information Technology Services:

Belknap Campus: Miller Information Technology Center, Rm. 109
Phone: (502) 852.7997
Online Assistance: ITS Online Live Chat

Course Materials: (can be purchased at the UofL bookstore or online)
Required Texts

Giancola, S.P. (2021). *Program Evaluation: Embedding Evaluation into Program Design and Development*. Sage Publications: Thousand Oaks, CA: ISBN 13: 978-1506357447.

Bardach, E., & Patashnik, E.M. (2019). *A Practical Guide for Policy Analysis* (5th Ed.). Thousand Oaks, CA: Sage. ISBN-13: 978-1506368887.

Emison, G.A. (2006). *Practical Program Evaluations*. Washington, D.C.: CQ Press. ISBN-13: 9780872893023.

Recommended Texts:

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making* (3rd Ed). New York, NY: Norton. ISBN-13: 9780393912722.

*Although the Recommended Texts are not *required* for the course, I do encourage trying to acquire these texts (used previous editions work just fine!) due to their immense application and reference capacity outside of the classroom.

Supplemental readings and materials will be posted online and available through Blackboard throughout the course. These materials will be provided online as part of the course, and the instructor will notify all students of their availability and application in the scope of the course.

Additionally, as writing assignments are part of the course requirements, all students are strongly encouraged to use an APA Manual (7th Ed.) for assignment formatting, course citation, and literary style. The APA Manual is available through most bookstores (including online retailers), as well as through online sources.

Evaluation and Grade Assignment:
Grade Breakdown
Final grades are assigned based on the average total of all the course assignments. The class participation component is worth 15%, LCS components are worth 20%, Applied Exercises represent 25%, and the Design Proposal for Program Evaluation is worth 40% of the final grade:

A+ : 1,000-970 Pts., **A** : 969-930 Pts., **A-** : 929-900 Pts., **B+** : 899-870 Pts., **B** : 869-830 Pts., **B-** : 829-800; **C+** : 799-770 Pts.; **C** : 769-730 Pts.; **C-** : 729-700 Pts.; **D** : 699 – 600 Pts.; **F**: >599 Pts.

Leadership and Content Synthesis (200 Points Possible / 20% of final grade): Beginning with the third class session, students will be assigned the Leadership and Content Synthesis [LCS] role for each class session. The LCS role involves two components: a curated reference guide outline, and leading class session discussion for 20-30 minutes. Each component has an accompanying assignment guideline in Blackboard, though a brief description is provided below:

→**Reference Guide Outline + Discussion Lead (200 Points):** This component of the LCS role involves crafting an outline of key concepts, information, and ideas which can serve as a reference point for your peers. You are welcome to create a reference outline in any style which you believe to be effective (e.g. bulleted outline, paragraphs, etc.). Keep in mind that the outline is graded on the *content* of the outline rather than how it is formatted, so think crucially about what to include/exclude. Additional info is on Blackboard.

   This component also requires you to lead a brief (i.e. 20-30 minutes) discussion centered on the reading(s) with the rest of the class. A primary element of serving as discussion leader involves clearly explaining key concepts and information contained in the reading(s), responding to potential questions from your peer following your discussion lead, and illustrating how the reading can be applied in practical contexts.

Engagement and Participation (150 Points / 15%):
As students enrolled in an advanced degree program, it should go without saying that students are expected to complete assigned readings and to come to class sessions prepared. That noted, a wonderful aspect of graduate studies is that it represents a shift away from one-sided instruction (i.e. instructors lecturing to students) towards a mutual balance between students and instructors. As such, PADM 603 is less lecture-based and more discussion-focused. While part of each class session will involve summarization of readings (via the LCS role), the other part of class sessions will center on discussion and deeper exploration of concepts. Learning from both instructors and your peers involves engagement and participation. Part of this grade category involves attendance for each class session <u>and</u> engagement and participation in discussions. Importantly, please note that the engagement and participation aspect of this category is graded on the **quality** of your engagement rather than the **frequency** of your engagement.

Applied Exercises (5 x 50 Points Each = 250 Points / 25%):
Throughout the course of the semester, students will engage in applied exercises which will be completed during class sessions (in-person and/or virtually). Each applied exercise will focus on demonstrating understanding of key concepts related to processes involving elements of program development and/or evaluation. Most Applied Exercises will involve cooperation and coordination with your classmates, while others may be completed individually. Dates and class sessions involving the Applied Exercises are outlined in the Course Schedule section of the syllabus, with information concerning the exercises announced during class.

Research Design Proposal for Program Evaluation (400 Points / 40%):
This fall, groups of students will work collaboratively to design an evaluation/analysis project for an organization of their choosing. The research design should include a description of a policy or program situation requiring evaluation for a public or non-profit organization. It should describe the important conditions of the situation, the research methodology(ies) [including data collection and analytic techniques] you expect to employ, the work plan that you will implement to conduct the evaluation and an estimate of resources needed to conduct the evaluation. Assignment Guidelines for the Research Design Project are available in Blackboard.

When you submit an assignment, your attached files should be in the .**doc or .docx** format (Microsoft Word). Submitting assignments in formats other than Word requires exporting the file into Word, which can be tedious. Please submit all assignments to me via e-mail at patrick.exmeyer@louisville.edu using your UofL email account. Pro-Tip: Ask for a read receipt for emails with attachments! If you do not have this capability, you should blind copy the email to yourself. Additionally, you will need to submit your assignments through SafeAssign via the Blackboard.

Formatting:
All assignments for this class will require APA formatting for submission, hence the requirement for an APA manual for this class. Additionally, the same format will be utilized across all assignments:
- Times New Roman Font – Size 12
- Double Spaced
- 1" Margins
- Cover Sheet containing:
    - Assignment Title
    - Your Name
    - UofL ID Email Address
    - Due Date of Assignment
    - Course Name (PADM 603 Program Evaluation)
    - Instructor Name (Dr. Exmeyer)
- In-text citations and Reference Page listings using proper APA format.
- Charts, graphs, and figures should be included in appendices and <u>do not</u> count toward your page total for the assignment.
- Cover pages and reference pages <u>do not</u> count towards the page total for assignments.

Graduate School Policies:
In accordance with graduate school policy, you must earn a C or better to pass this course. Additional information concerning Graduate School Eligibility, student Withdraw from courses, and other topics concerning UofL Graduate School policies can be found in Article 6.6 of the UofL *Redbook*: (https://louisville.edu/provost/redbook/contents.html).

Course Withdrawal:
The last day to add/drop the course or withdraw from the course without a course grade is August 26th, 2022. The final day for course withdrawal noted 'W' is October 21st, 2022.

Lateness on Assignments:
As a proponent of timeliness, I encourage you to adopt the same habit! Assignments should be submitted by the day and time indicated either to me via e-mail or through SafeAssign on Blackboard. That said, I understand life happens! If you have an emergency and can't submit the assignment on time, I strongly encourage you to contact me by e-mail to advise of this; otherwise, I will have no indication as to why an assignment was not submitted on time.

Academic Integrity:
Integrity is paramount in both the workplace *and* classroom. As students accepted into a remarkable graduate program at an R1 Carnegie High-Research institution, you are asked to not only produce your best work, but also to do so in accordance with integrity. Academic Dishonesty (broadly referred to as "cheating" or "plagiarism") is strictly prohibited. Students found guilty may receive a failing grade in the course and possible dismissal from their academic program. Expectations for student academic behavior are outlined in the UofL Code of Student Rights and Responsibilities, accessible through the Dean of Students website:
http://louisville.edu/dos/students/studentrightsandresponsibilities.

Students with Disabilities:
The University of Louisville is committed to equal opportunity and challenge for all academically qualified students and does not discriminate on the basis of disability. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Title IX/Clery Act Notification:
Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure.

Sexual Harassment:
The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement. Anyone experiencing sexual harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

Statement on Diversity:
The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty and staff who reflect the diversity of our larger society.

UofL COVID-19 Protocols for Fall 2022:
Effective May 2022, the University of Louisville no longer requires all university members (including students, faculty, and staff) to wear masks and/or other facial coverings in all public, indoor spaces. This noted, UofL Business Ops COVID Support recommends wearing masks indoors for areas indicated as high-level transmission by the CDC. With in-person (e.g. traditional) course delivery continuing for the Fall 2022 semester, this mode of course delivery is subject to University policy and contingent upon health and safety conditions both on campus and within the greater Louisville community. Please visit the UofL Novel Coronavirus response website to learn more: https://louisville.edu/coronavirus

Technology Considerations and Course Delivery Contingency Plans:
In accordance with UofL COVID-19 protocols and College of Arts & Sciences recommendations, students are strongly encouraged to familiarize themselves with technology applications for online and/or hybrid learning formats in the event of course delivery method changes during the Fall 2022 semester. Should students require alternative arrangements due to exigent circumstances (e.g. required quarantine, illness, and/or family-related matters such as child care issues), I strongly encourage you to contact me via email (patrick.exmeyer@louisville.edu) as soon as possible to make necessary changes or arrangements to ensure continuation of your course experience.

As a Community of Care, all Cardinals are encouraged to follow public health guidelines and any regulations as published by the University. For Fall 2022, this includes:

1. Wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.

2. Staying home when sick: Any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional.

3. Practicing good hygiene and responsibility for one's own surrounding.
   - Cover sneezes and coughs
   - Wash hands frequently with soap and water when possible; use hand sanitizer when soap and water are not available
   - Wipe down frequently touched surfaces

Faculty have the responsibility to help students meet these recommendations by:
  1. Allowing for remote participation in class when necessary and practicable
  2. Allowing students absent for reason of illness to make up missed work and not to penalize students for these absences
  3. Not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
  4. Notifying physical plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Class Session Contingency Plan(s):
In the event of illness or other emergency resulting in disruption to regularly scheduled class sessions, the following actions may be considered:
  - **Students**: Student anticipating absence due to illness, medical conditions, or other emergencies should contact the instructor at their earliest convenience to facilitate alternatives such as remote attendance and participation via Microsoft Teams for the class session missed or for acquiring any materials/information missed due to absence
  - **Instructor**: Should the instructor anticipate absence due to illness, medical conditions, or other emergencies; notice will be sent to students concerning the status of class sessions no later than one hour prior to the beginning of the class session in question. Should a class session be cancelled due to unforeseen circumstances, alternatives (such as a remote class session held via Microsoft Teams or distribution of class session materials/information) will be relayed via email and Blackboard to students no later than one hour prior to the beginning of the class session in question.

Course Evaluation:
Students are *strongly encouraged* to complete the online course evaluation once the course evaluation module becomes available. Not only do honest and authentic evaluations reflect upon faculty capacity, but they also likewise provide critical information for refining, retaining, and improving the quality of the course!

PADM-603/UPA-621: Policy Analysis and Program Evaluation – Fall 2022
University of Louisville

<u>Schedule of Classes and Assigned Readings:</u>

Date	Topical Content	Required Reading(s)
August 25th, 2022	Introduction to PADM 603: Course Overview and Discussion	*Schmidt (1993): Grout: Alternative Kinds of Knowledge and Why They Are Ignored.
September 1st, 2022	Evaluation vs. Research: Understanding Subtle Differences **Applied Exercise #1 due by 5:30pm EDT**	Giancola (2021): Chapters 1 & 2
September 8th, 2022	Considerations for Engaging in Program Evaluations	Emison (2006) – Entire Text
September 15th, 2022	Structuring Evaluations: Ideologies, Designs, and Approaches **Applied Exercise #2 due by 11:55pm EDT 9/20/2022**	Giancola (2021): Chapter 4 *OHRP (2019) – Regulations Decisions Charts, 2018 Requirements
September 22nd, 2022	Ethical Evaluations: Factors and Considerations	Giancola (2019): Chapter 3 *Department of Health, Education, and Welfare (1979): The Belmont Report
September 29th, 2022	**Applied Exercise #3 due by 5:30pm EDT** [**No Class Session 9/27/2022**]	
October 6th, 2022	Factors Impacting Program Evaluation: Politics, Trends, and Future Changes	*Wholey, Hatry, & Newcomer (2010): pp. 651-679

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Date	Topical Content	Required Reading(s)
October 13th, 2022	Understanding Program Rationales and Objectives	**Giancola** (2021): Chapter 5
October 20th, 2022	Modeling Program Evaluation Systems Using Logic Models **Applied Exercise #4 due by 5:30pm EDT**	**Giancola** (2021): Chapters 6 & 7 ***Innovation Network Logic Model Workbook**
October 27th, 2022	Empirical Analysis of Program Data	**Giancola** (2021): Chapter 10
November 3rd, 2022	Qualitative Evaluation Approaches: Observation, Categorical/Content/Document Analysis, and Focus Groups **Applied Exercise #5 due by 5:30pm EDT**	***Wholey, Hatry, & Newcomer** (2010): pp. 429-453. ***U.S. Governmental Accountability Office** (1996): Content Analysis – A Methodology for Structuring and Analyzing Written Material
November 10th, 2022	Evaluations Using Case Studies: Qualitative Applications	***Guerring** (2004): What is a Case Study and What is it Good For? **Giancola** (2021): Chapter 13
November 17th, 2022	Stakeholder Communication: Conveying Evaluation Systems and Outcomes	**Bardach & Patashnik** (2019): A Practical Guide for Policy Analysis [*Entire Text*]
November 24th, 2022	**No Class: Thanksgiving Break**	
December 1st, 2022	**Research Design Proposal Overview Presentations Feedback and Refinement Session**	
Date	**Topical Content**	**Required Reading(s)**
December 8th, 2022	**<u>**Research Design Proposal for Program Evaluation Due by 11:55pm EST**</u>**	**[No Readings]**