

**WWS 515: Program Evaluation**  
**Spring 2006**  
(507 is a prerequisite)

Time: 10:40-12:10 T and Th  
Place: Room 015 Wallace Hall

**Instructor:**

Dr. Jean Baldwin Grossman  
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**Preceptor**

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Office Hours:

By appointment, not Mondays

**Assistant:**

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Daily 9-5

**TEXTS**

1. ***Recommended Text.*** Social Experiments: Evaluating Public Programs with Experimental Methods. 1999. Larry Orr. Sage Publication. An excellent book on social experiments evaluations.
2. Handbook of Practical Program Evaluation. 2<sup>nd</sup> Edition, 2004. Edited by Wholey, Hatry, and Newcomer. ISBN 0-7879-6713-0 [Jossey-Bass]. An excellent reference book with well-written chapters addressing many evaluation areas—such as developing survey, running focus groups, etc.
3. Evaluation, 7<sup>th</sup> 2004 Ed. By Rossi, Lipsey, and Freeman, Sage, 2004. A great overview
4. Experimental and Quasi-Experimental Designs by Shadish, Cook and Campbell (2002) is an excellent reference for those that want a more technique, statistically oriented book.

**Class Schedule:**

I do not hold class on the Jewish holidays, which unfortunately fall this year on a Tuesday and Thursday. Thus, there will be NO CLASS on September 30<sup>th</sup> or October 9<sup>th</sup>. Instead, we will meet on FRIDAY SEPTEMBER 26 from 1-2:30 (there are no other courses scheduled then) and FRIDAY OCTOBER 1<sup>ST</sup> 1-2:30.

**Class Etiquette:**

1. Computer may be used in the classroom ONLY for taking notes. If you wish to use your computer in class, you must provide me with a signed written pledge that you will use the computer during the class period only for taking notes.
2. Unless you absolutely have to or you have gotten prior permission, you will not leave the class once it begins.
3. I will not distribute my class notes. I have found that having to take notes increases your focus on the material.

**Topic 1 Tailoring Evaluations—The Art of Evaluation** (1 lecture)

Reading (Both are on Blackboard in Course Materials)

1. Logic Models in Out-of-School Time Programs: Why are They Important?
2. W.K. Kellogg Foundation Logic Model Development Guide December 2001, <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

Chapter 4: Using Logic Models to Plan Evaluations.

Optional Reading:

Wholey et al Chap 1 pp. 7-32 (e-reserve)

Homework:

(Due next class) fill out background sheet found in Assignments on Blackboard

**Topic 2 Monitoring and Being an Outcomes-Driven Organization** (1 lecture)

Readings

Good Stories Aren't Enough [www.ppv.org/ppv/publications/203\\_publication.pdf](http://www.ppv.org/ppv/publications/203_publication.pdf)  
pp. 1-25 (the rest of the document discusses more details about how to incorporate a monitoring system into an organization. You are welcomed to read it, of course, but it is not required.) (pdf on blackboard)

Optional Reading:

Do Government Bureaucrats Make Effective Use of Performance Management Information? By Carolyn J. Heinrich <http://www.jstor.org/stable/pdfplus/1181649.pdf>

Homework:

(Due the next class) Logic Models on Black Board in Assignments

**Topic 3 Implementation Evaluation** (1 lecture)

Readings:

Process evaluations: A guide for out-of-school time practitioners (pdf on blackboard)

Evaluations to be discussed:

Growing Bigger Better: Lessons from Experience Corps' Expansion in Five Cities  
Making a Difference in Schools

Optional reading: (e-reserve)

1994 Wholey, Hatry and Newcomer: Ch 3 Designing and Using Process Evaluation

**Topic 4 Introduction to Assessing Impacts** (1 lecture)

Readings

Orr, Chapter 1 pp. 1-22 and pp168-182

**Topic 5 Random Assignment Experiments** (1 ½ lectures)

Readings

Orr Chapter 2, pp. 35--64

Orr Chapter 3, pp. 69-100

Newman, Rawlings and Gertler pp.191-193 (on e-reserve) for the case

Optional

Here are some examples of random assignment evaluations. Skim one or more to see how the experiments were done and how the results are presented.

1. Impacts of Title V Abstinence Education Programs  
<http://www3.interscience.wiley.com/cgi-bin/fulltext/117934920/PDFSTART>
2. Does Job Corps Work? Summary  
<http://www.mathematicampr.com/publications/SearchList.aspx?jumpsrch=yes&txtSearch=Job%20Corps>
3. School Choice in New York City---  
<http://www.mathematicampr.com/publications/SearchList.aspx?jumpsrch=yes&txtSearch=school choice in New York City>
4. An Experimental Investigation of the Indian caste system—on Blackboard, Course materials, Extra Random Assignment Material
5. Some examples of experiments in LDCs—also on Blackboard, Course materials, Extra Random Assignment Material

There is also a simple primer on RA on Blackboard

Homework:

(Have for the second class on RA) Read this case—just a couple of pages—very carefully and answer the case questions in the Assignment section as best as you can.

**Topic 6 Experimental Design Case** (1 ½ lectures)

**Case: Cognitive Abilities of Malnourished Children in Columbia**

**Topic 7 Introduction to Quasi-Experimental Design** (1 ½ lectures)

Readings

Shadish et al. pp136-156

Rossi et al pp.265-300 [this chapter discusses general problems for comparison groups]

Optional: Valadez and Bamberger, Ch 8 Quasi-Experimental Designs pp. 227-288 (on e-reserve, provides dozens of international examples of quasi-experimental designs)

PSM reading: (optional)

Are Experiments the Only Option? Agodini and Dynarski, Mathematica Policy Research, August 2001. <http://www.mathematicampr.com/publications/PDFs/experonly.pdf>

They have a very nice table on p 26 showing the process of PSM. Skim to get an idea of how PSM is done in the field.

Examples of QE designs (optional):

Here are 2 examples of comparison group evaluations. Skim one or more to see how the evaluations were done and how the results are presented.

1. 1. Evaluation of Clinical Pharmacy Demonstration Projects (in course documents—example of matched comparison groups)

**Topic 8 Comparison Group Cases** (1 ½ lectures)

**Topic 9 Pros and Cons of Quasi-Experimental Evaluations** (1 lecture)

Reading

Bloom (ed) Chapter 5 pp173-235 reviews

Optional

Shadish, Cook and Campbell, pp. 484-504 (optional—more advanced)

**Topic 10 Impact Regressions and Sample Size Issues** (2 lectures)

Reading

Orr, Chapter 4, pp. 103-115, pp. 121--134

Stock and Watson, Chapter 11, p373-399

**Topic 11 Full Coverage Program Impact Evaluations**

Readings

Wholey et. al, Ch 5 pp. 126-149. [this article discusses various QE techniques]

**Topic 12 Choosing a Right Evaluation Design**

Reading

a. Wholey Ch 19—Pitfalls in Evaluation pp. 547-570

b. Shoestring Evaluation: Designing Impact Evaluations under Budget, Time and Data Constraints

<http://www.enterprise-impact.org.uk/informationresources/toolbox/shoestringevaluation.shtml>

**Topic 13 Cost Effectiveness and Benefit Cost Analysis**

Reading

a. Greenberg and Appenzeller, Chapter 4 (on measuring program costs) on e-reserve

b. Wholey et al. (2004), Ch 18 Cost-Effectiveness and Cost-Benefit Analysis

c. Orr, Chapter 6, pp. 220-229

Example

McConnell and Glazerman, “National Job Corps Study: The Benefits and Costs of Job Corps.” (Executive Summary)

Homework (due December 8th): Cost Exercise

**Last Class -- Question and Answer Session**

**There will be a scheduled 3-hour final exam during exam period. The time will be announced later.**

## HOMEWORKS

The major homework of the class is *Designing an Impact Study* (due on November 20th) You will have learned about all of the most commonly used designs by the middle of October. However, start thinking about what program do you want to evaluate and what group do you want to work with, now.

### Due Dates

September 16 Email background sheet to me [jgrossma@princeton.edu](mailto:jgrossma@princeton.edu)

September 18 Logic Models

September 26 Cali Case Questions

October 7

a. Come to class with questions you still have about RA and Comparison group design

b. Decide the team you are going to work with on the major Design assignment You will meet with your team during class time to choose a program, and start selecting outcome questions/measures

November 6 MDD (this should not take longer than 10 minutes)

November 20 Impact Evaluation Design: Design an Impact study on a program of your choosing. You should work in small groups (of 3-4 people).

\*\*\*\*Groups must come see me to talk about their design at least once for about an hour.

E-mail me the final paper at [jgrossma@princeton.edu](mailto:jgrossma@princeton.edu) and Carlos, [cvalasco@princeton.edu](mailto:cvalasco@princeton.edu)

December 8 Cost-Effectiveness Homework. E-mail me [jgrossma@princeton.edu](mailto:jgrossma@princeton.edu) and Carlos, [cvalasco@princeton.edu](mailto:cvalasco@princeton.edu)