



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6075: Data, Models and Evaluation**

#### **Semester 20XX Syllabus**

#### **Online Delivery**

Credit hours: 4

**Professor:**

**Contact Info:**

**Office Hours:**

### **COURSE OVERVIEW**

This course will provide students with the knowledge and tools necessary to analyze data. Students learn about fundamentals of statistics to conduct analysis, and they will develop an understanding of program evaluation and research design in order to evaluate the quality of analyses conducted by others and communicate findings. The class places emphasis on the interpersonal skills involved with the practice of interactive evaluations, which include culture, conflict, and politics. Students will work on applied project related to their jobs that will form the basis of their 7990 Capstone projects.

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of the following:

- What constitutes credible evidence in support of a management decision or policy argument in the public and nonprofit sectors
- Basic statistical logic
- Program evaluation and its value in public sector decision making

Upon successful completion of the course, student should be able to

- Calculate, communicate, and consume applied statistics related to public and nonprofit management and public policy problems
- Conduct computer-based statistical analyses
- Interpret and communicate statistical information in both technical and non-technical language
- Test basic statistical hypotheses
- Critique statistical analyses produced by others

- Identify and assess the appropriate use of evaluation methods, including understanding study limitations
- Interpret the results of outcome/impact evaluation studies for decision makers
- Evaluate connections between public problems, goals, public programs, output and outcomes

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

## **CATALOG BLURB**

Provides students with analytical knowledge and tools necessary to analyze data. Students learn statistics to conduct analysis and evaluation and evaluate the quality of analyses conducted by others. Equips students with knowledge and skills to evaluate public policies and programs. Students learn about different types of evaluations and research designs for conducting evaluations. Exposure to ethical considerations in conducting evaluations.

**Prerequisite:** PUBAFRS 6051 Intro to Public Affairs; PUBAFRS 6045 Foundations of Budgeting & Financial Admin.

## **COURSE MATERIALS**

### **Carmen**

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen ([carmen.osu.edu](http://carmen.osu.edu)).

### **Textbooks**

Robert W. Pearson, *Statistical Persuasion: How to Collect, Analyze, and Present Data...Accurately, Honestly, and Persuasively*. **Print ISBN:** 9781412974967 | **Online ISBN:** 9781452230122

**DOI:** <http://dx.doi.org/10.4135/9781452230122>

Jean A. King and Laurie Stevahn, *Interactive evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Print ISBN: 9780761926733 | Online ISBN: 9781452269979  
DOI: <http://dx.doi.org/10.4135/9781452269979>

Students can access the textbooks electronically for free when logged into Ohio State.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

### **COURSE FORMAT**

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles with program evaluation.

The course is motivated by the fundamentals of course evaluation, and then students learn the fundamental statistical tools to conduct an evaluation. Class examples and a group applied case exercise will serve as a model for students to use data from their own organizations to conduct statistical analyses and evaluation of management or policy issues central to those organizations. Students will be required to present the results in a manner that can be understood by decision makers. Students can use the results of their analysis as the basis for their 7990 projects, which will further focus on effective communication of the findings.

### **COURSE DELIVERABLES**

The course grade is based upon discussion board participation, a group case study assignment, and a five-part Evaluation Design Project in which students design and implement a simple evaluation related to their jobs. These assignments help students learn how to use basic evaluation tools and statistical analysis to evaluate an aspect of their own organizations (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Group Case Study Assignment	15
Evaluation Design Project (EDP)	
Part 1. Introduction and Process Evaluation	15
Part 2. Maintaining Civility	15
Part 3: Lit Review and Outcome Evaluation	15
Plan	
Part 4: Descriptive Statistics and Graphs	15
Part 5: Evaluation Results	15

### **Weekly Discussion Board**

Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks one and two will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 11 classes with discussion assignments. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

#### **Grading Scale**

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

## Weekly Schedule

Week	Topic	Readings	Deliverables
1	Overview of Evaluation and statistical data analysis Evaluation Framing and Theoretical Foundation	KS: <a href="#">Chapter 1</a> KS: <a href="#">Chapter 2</a> KS: <a href="#">Chapter 3</a> P: <a href="#">Chapter 1</a>	Discussion Board
2	Process Evaluation	C: Bliss & Emshoff	Discussion Board
3	Research Design, Data Collection, and Measurement	P: <a href="#">Chapter 2</a> P: <a href="#">Chapter 3</a> Converse & Presser: <a href="#">Survey Questions</a> (Skim)	EDP: Part 1 Discussion Board
4	Evaluation Conversations and Interactive Strategies	KS: <a href="#">Chapter 4</a> KS: <a href="#">Chapter 5</a>	Discussion Board
5	Managing Conflict, Creating a Viable Process, and Dealing with the Unexpected	KS: <a href="#">Chapter 6</a> KS: <a href="#">Chapter 7</a> KS: <a href="#">Chapter 8</a>	EDP: Part 2 Discussion Board
6	Group Case Study: Controversial Shelter Project, or Remedial Math Program, or Healthy Nutrition Program	KS: <a href="#">Chapter 9</a> , or KS: <a href="#">Chapter 10</a> , or KS: <a href="#">Chapter 11</a>	Discussion Board
7	Work on Evaluation Design		Case Study Synch with Professor
8	Preparing Data for Analysis	P: <a href="#">Chapter 4</a>	EDP: Part 3 Discussion Board
9	Descriptive Statistics	P: <a href="#">Chapter 5</a>	Discussion Board
10	Displaying Data with Charts and Graphs and Percentages and Contingency Tables	P: <a href="#">Chapter 6</a> P: <a href="#">Chapter 7</a>	EDP: Part 4 Discussion Board
11	Sampling and Hypothesis Testing	P: <a href="#">Chapter 8</a>	Discussion Board
12	Group Differences	P: <a href="#">Chapter 9</a>	Discussion Board
13	Measures of Association	P: <a href="#">Chapter 10</a>	Discussion Board
14	Regression Analysis	P: <a href="#">Chapter 11</a>	Discussion Board
15	Work on Evaluation Results		EDP: Part 5 Synch with Professor

P= Pearson

KS= King & Stevahn

C= Carmen

## **Academic Misconduct**

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [\*Code of Student Conduct\*](#), Section 3335-23-04 defines academic misconduct as "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [\*Code of Student Conduct\*](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## **Glenn College Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.”

### Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .