APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of: Public Health Date: 06/30/09

   Department/Division offering course: Health Services Management

2. What type of change is being proposed? ☑ Major ☐ Minor*

   *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: ☑ N/A ☐ Already approved for DL† ☐ *Please Add* ☐ *Please Drop*

   If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.

   Internet/Web-based ☐ *Interactive Video* ☐ *Extended Campus* ☐

   †If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) ☐ that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "*Proposed*" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

4. Current prefix & number: HA 622 *Proposed prefix & number:* _____

5. Current Title: Program Evaluation

   Proposed Title†: Program Evaluation

   †If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

6. Current number of credit hours: 3 *Proposed number of credit hours:* 3

7. Currently, is this course repeatable? YES ☐ NO ☑ If YES, current maximum credit hours: _____

   Proposed to be repeatable? *YES* ☐ *NO* ☑ *If YES, proposed maximum credit hours:* _____

8. Current grading system: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail

   Proposed grading system: ☑ *Letter (A, B, C, etc.)* ☐ *Pass/Fail*

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

   Current:

   ☐ CLINICAL ☐ COLLOQUIUM ☐ DISCUSSION ☐ LABORATORY 3 LECTURE
   ☐ INDEPEND. STUDY ☐ PRACTICUM ☐ RECITATION ☐ RESEARCH ☐ RESIDENCY
   ☐ SEMINAR ☐ STUDIO ☐ OTHER – Please explain: _____

   Proposed:

   ☐ *CLINICAL* ☐ *COLLOQUIUM* ☐ *DISCUSSION* ☐ *LABORATORY* 3 *LECTURE*
   ☐ *INDEPEND. STUDY* ☐ *PRACTICUM* ☐ *RECITATION* ☐ *RESEARCH* ☐ *RESIDENCY*
   ☐ *SEMINAR* ☐ *STUDIO* ☐ *OTHER – Please explain:* _____

10. Requested effective date (term/year): Fall / 2009

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11. Supplementary teaching component: ☑ N/A ☐ Community-Based Experience ☐ Service Learning ☐ Both

Proposed supplementary teaching component: ☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

12. Cross-listing: ☐ N/A or PA 622 (Current Prefix & Number) / (printed name) Current Cross-listing Department Chair (signature)

a. Proposed – REMOVE current cross-listing: ☐ / *printed name* *Current Cross-listing Department Chair* *signature*

b. Proposed – ADD cross-listing: _____ (*Prefix & Number*) / *printed name* *Proposed Cross-listing Department Chair* *signature*

13. Current prerequisites:

MHA program admission status; PA/HA 621

Proposed prerequisites:

same

14. Current Bulletin description:

This course is designed to provide students with the conceptual and analytical tools to evaluate the effectiveness of public programs and policies. The focus will be on program monitoring and evaluation . Of particular concern will be program process and outcome measurements; quasi-experimental design; multiple regression analysis; and analysis of variance models.

Proposed Bulletin description:

This course is designed to provide students with the conceptual and analytical tools to evaluate the effectiveness of health programs and policies. The focus will be on program monitoring and evaluation. Of particular concern will be program process and outcome measurements, quasi-experimental design, multiple regression analysis, and analysis of variance models.

15. What has prompted this change?

MHA program move to College of Public Health

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

Previously offered jointly with MPA program, now to be offered jointly with MPH program.

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? ☐ YES ☑ NO

If YES‡, list below the programs that require this course:

‡ In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

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19. Is this course currently included in the University Studies Program? ☐ Yes ☑ No

20. ☐ Check box if changed to 400G or 500. If changed to 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4)*

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Julia F. Costich Phone: 7-6712 Email: julia.costich@uky.edu

22. Signatures to report approvals:

5/27/09 DATE of Approval by Department Faculty	JULIA F. COSTICH / Julia Costich printed name — Reported by Department Chair — signature	
5/29/09 DATE of Approval by College Faculty	Stephen Wyatt / Steph Wyatt printed name — Reported by College Dean — signature	
*DATE of Approval by Undergraduate Council	/ printed name — Reported by Undergraduate Council Chair — signature	
*DATE of Approval by Graduate Council	Jeannine Blackwell 2009.11.16 09:22:43 -05'00' printed name — Reported by Graduate Council Chair — signature	
*DATE of Approval by Health Care Colleges Council (HCCC)	/ printed name — Reported by Health Care Colleges Council Chair — signature	
*DATE of Approval by Senate Council	Reported by Office of the Senate Council	
*DATE of Approval by the University Senate	Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules.* *(http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)*

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Excerpt from *University Senate Rules:*

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
e. correction of typographical errors.

PA 622: Program Evaluation
Martin School of Public Policy and Administration
University of Kentucky

Spring 2009

Professor J. Cowen
433 Patterson Office Tower
Email: joshuacowen@uky.edu
Phone: 257-4387

T-Th 430-5:45pm; Th 6-8:30
Location: 306 White Hall
Office Hrs: T-Th 3:30-4:15
and by appointment

Grader: Will Walton
william.w.walton@gmail.com

COURSE OVERVIEW

This course is generally a methods class, but I consider program evaluation to be a substantive component of nearly all administrative responsibilities. No agency director, governmental official, hospital chief or other occupant of a leadership position can make informed decisions about her executive priorities without knowing, quite simply, the outcomes of her organization's actions. It also follows that no analyst working in such organizations can speak meaningfully about "what works" and what does not without applying some basic scientific principles to her evaluations. Whether your careers will require you to choose between programs, or design or critique them, there are some fundamental methodological approaches you must learn to recognize and, hopefully, to use yourself in your own work if you are going to be successful. You will not become an expert with such tools in one course or even one academic year. We will be speaking the language of statistics in this classroom, and like any language, it takes years of study to develop a full range of capabilities. But after this course, and those that most of you will have taken as part of your first year curriculum, you should be able to read and react critically to technical reports, social scientific texts, and other documents that provide empirical evidence for effective and ineffective policies and programs. You should also be able to work within the set of issues that interest you personally and apply some of the basic skills that I and your other instructors have helped you develop to determine for yourself "what works."

In particular, there are several specific objectives for this course:

1.) Developing scientific research questions
2.) Designing appropriate analytical frameworks to address these questions
3.) Gathering data and implementing the research design
4.) Improving your skills with statistical software necessary for most evaluations
5.) Using qualitative work in scientific evaluations
6.) Presenting and communicating the results of your work to clients and colleagues

For MHA students, the course will address the "Statistical Analysis and Application" competency put forward by CAHME, as well as elements of the "Health policy formulation, implantation, and evaluation" competency.

PREREQUISITES--Coursework

The official prerequisite for this course is PA 621 or some equivalent introduction to quantitative methodology. Program Evaluation is not a statistics course, per se, but I will assume that, at minimum, you have a firm grasp of the concepts introduced to you in PA 621. That is to say, we will be applying statistical topics in nearly every meeting of PA 622.

PREREQUISITES--Computing

Because PA 621 is a prerequisite, I am also going to assume you have had at least initial exposure to one or more of the leading statistical software packages. In the Martin School these would be SAS and STATA, or perhaps SPSS. Much of what we deal with is also manageable in Microsoft Excel, but for later topics Excel is quite cumbersome. In particular, I will present the later assignments in STATA format, but for those of you who have learned other software and prefer to work with them, it is easy to convert between formats. I will note, though, that STATA is probably the most intuitive of the leading packages, and many instructors actually use it as a substantive teaching tool rather than simply a "fancy calculator." STATA is available on most if not all Martin School lab computers, and there are relatively inexpensive student versions available as well. You might consider the latter option because most of you will be putting these techniques to use in your Capstone projects. Believe me when I tell you that it is quite practical to have access to statistical software on your home computer or laptop rather than having to make time to visit the lab for even the most basic of questions.

READING FOR PA 622

There are **two** required textbooks, one specific and one general. But you should know upfront that I intend the lectures in this course to be relatively self-sustaining. That is to say, my lectures should give you all of the basic information you need to complete the homework assignments and the examinations. I will distribute my lecture PowerPoint slides electronically prior to the exams.

I have *not* designed the course this way because I consider my own ability to teach these concepts necessarily superior to those authors that have written whole texts on the subject. Rather, I emphasize my own lectures because I have not found one single textbook that I consider to be a comprehensive treatment, given my own sense of what "program evaluation" should entail and, more importantly, given the expectations I have for you, *considering your other coursework at the Martin School.*

1.) The text that comes closest, in my mind, at least in terms of conceptual background, is a short but well-written guide that I have ordered as a **required** text from the UK bookstore:

Langbein, Laura and Claire Felbinger. 2006. Public Program Evaluation

I have ordered this book as much because it gives you a "second opinion" about some of our key concepts and some of you may find it more helpful for many of our topics than my own teaching. Also, *some of the problems in the homework will be drawn from this book.*

2.) The second book I will require is **a comprehensive introduction to statistics/or econometrics**. You will need this book to refer back to key concepts that my "reviews" do not cover. Most analysts (myself included) have taken years' worth of quantitative methods courses and still return to some of our basic guidebooks on a very regular basis. Most of you have just completed PA 621 and I strongly suggest you retain your textbook from that course. If you choose to purchase another book please clear it with me first, since I am aware of the books you have used in PA 621. I can make some additional recommendations for those who are interested.

Finally if you purchase STATA or some other software, you may do well to purchase some basic guide as well. Several books are on the market, and many of the tools you need are actually available free of charge on various websites. I can make recommendations among thse for those who are interested.

ASSIGNMENTS AND GRADING

Continuing our metaphor, it is important to remember that learning a language requires regular contact with the vocabulary, and its rules for general usage. Whether you have taken Spanish or Japanese or Swahili, you are probably used to frequent assignments, quizzes and tests. These are designed explicitly to help you learn. In just the same way, a methods course of any sort requires repeated exposure to the key concepts and their various extensions. In this class you will have several assignments designed to get you regularly studying the material in the hope and expectation that you quickly come to a working familiarity with it. *All assignments are cumulative*, which is to say they build off each other and in later weeks you will be expected to use earlier concepts just as readily as the newer ones.

Homework There will be three homework assignments, each due on the Thursday of the week they are listed (however I reserve the right to adjust their schedule as circumstances require). The first assignment will compel you to begin thinking very early about your final project. The second two assignments will be similar to "problem sets" you have probably seen in high school or college mathematics. It will be for this work that I expect you to have access to STATA or the equivalent. If you decide to purchase a license yourself, you will have ample time to do so before these later assignments. I will try to distribute these assignments as early as possible (perhaps even before you fully understand them) because they are not the sort you will be able to pull a last minute all-night working session to complete. Late homework assignments

will be penalized 3 points for each day late. If more than 72 hours late, you may still turn it in to ensure you are keeping up with the course, but you will not receive credit.

Exams There are two **in-class** examinations, each scheduled for the Thursday of the week they are listed. We will discuss the details of each exam well before it occurs. **There will be no make-up examinations. If you have a scheduling conflict that you know of right now, see me as soon as possible.**

Final Project The final project will require you to choose a topic of interest to you and analyze it using the relevant tools you have learned during the semester. This will include framing your own problem and gathering your own data to address it. As the data collection and analysis components are the key idea here, the written document you submit to me will not necessarily be all that long (perhaps 5 pages or so) but I will generally grade it based on **a.)** how you decide to apply course materials to the problem—much of this simply includes choosing what the relevant approach is and **b.)** the accuracy of this application. Much of the first homework assignment will be choosing this topic and listing your initial ideas for data sources and the like.

Grades will be determined using assignments weighted as follows.

ASSIGNMENT	POINTS TOWARD FINAL GRADE
Homework 1	5
Homework 2	10
Homework 3	10
Exam 1	25
Exam 2	35
Final Project	15
TOTAL	**100**

Final grades will be assigned as follows in the table below. There will be no curve.

RANGE	LETTER GRADE
90-100 points	A
80-89 points	B
70-79 points	C
69 or below	D

GENERAL SCHEDULE*

WEEK (approx)	TOPIC	ASSIGNMENTS
Week 1 (1/15, 1/20)	Basic Concepts: Measurements and Performance	
Week 2 (1/20, 1/22, 1/27)	Basic Concepts: Validity and Reliability	
Week 3 (2/3, 2/5)	Basic Concepts: Gathering and Summarizing Data	
Week 4 (2/10, 2/12)	Probability and statistics for evaluators	Homework 1 Due 2/12
Week 5 (2/17, 2/19)	Estimation and Hypothesis Testing	
Week 6 (2/24, 2/26)	**Exam 1 (2/26)**	
Week 7 (3/3, 3/5)	Basic principles of regression	
Week 8 (3/10, 3/12)	Basic principles of regression	Homework 2 Due 3/12
Week 9 (3/17, 3/19	SPRING BREAK	
Week 10 (3/24, 3/26)	Advanced Topics in Regression	
Week 11 (3/31, 4,2)	Randomized Field Trials	
Week 12 (4/7, 4/9)	Specification Issues	Homework 3 Due 4/9
Week 13 (4/14, 4/16)	Surveys and Focus Groups	
Week 14 (4/21, 4/23)	**Exam 2 (4/23)**	
Week 15 (4/28, 4/30)	Qualitative Evaluation	
FINAL PROJECT DUE BY 6pm FRIDAY May 1		

*I reserve the right to slightly adjust the topics **and homework dates** as I judge necessary . Exam and Project deadlines are firm.