

Environmental and Natural Resource Program Evaluation
EST 702; Spring 2016
Tuesdays and Thursdays 2:00-3:20pm in 110 Marshall Hall

Instructor: Professor Andrea Parker, 108a Marshall Hall, 315-470-6573, amparker@esf.edu, office hours: 1:00-2:00pm Tuesday/Thursday, appointments preferred

Course Description

The systematic analysis of public environmental programs with an emphasis on the evaluation of resultant environmental outcomes. Topics include evaluation contexts, objective setting, environmental monitoring, and analysis of agency organization and procedures.

Learning Outcomes

By the end of the semester, students will have gained knowledge of the following: (1) the value and utility of program evaluations; (2) how to design and implement a program evaluation; (3) how to make recommendations based on study findings; (4) and how to share study findings and recommendations with stakeholders.

Required Readings

Book – available at SUNY-ESF Online Bookstore or on Amazon

Newcomer, K.E., Hatry, H.P., and Wholey, J.S. 2015. Handbook of practical program evaluation, 4th edition. San Francisco, CA: Jossey-Bass. (HPPE)

Articles – available via Blackboard

Espinosa S., and Jacobson, S. K., 2012. Human-wildlife conflict and environmental education: evaluating a community program to protect the Andean bear in Ecuador. *Journal of Environmental Education*, 43 (1), 55 – 65.

Feldpausch, A. M., and Peterson, T. R. 2009. Independent review of Landowner perspectives: Environmental Defense Fund's Landowner Conservation Assistance and Safe Harbor Programs for the federally endangered ocelot. Report for Environmental Defense Fund.

** Reminder: articles for class leader days are due to me one week prior to your assigned leader day so that I may distribute them to the class in a timely manner. Please submit the papers to me by email as a PDF.

Semester Project

During the semester, you will be asked to complete multiple assignments culminating in a paper at the end of the semester. Please refer to the paragraph titled "Final Paper" for more specifics on the project.

Assignments

All assignments must be submitted by the assigned date and time to be considered for credit. Late assignments ARE NOT accepted unless a valid excuse can be provided (i.e., death in the family or sick). Failure to turn in an assignment on time results in an automatic zero. Please note:

- All written assignments must be submitted via Blackboard by assigned date and time.
- All written assignments must be formatted and submitted as Word documents.
- Class leader reading must be submitted by email one week before the assigned date and class leader notes (typed notes only) must be submitted as a hard copy at the beginning of class on the assigned date.
- Presentations formatted in Power Point or a similar program must be submitted via email by 7:00pm the night before the first presentation dates (2MB or less please).
- All written assignments will be submitted according to the APA Style Index (6th Ed.) - http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf

Class Leader

You will provide me with a scholarly journal article of your choice addressing program evaluation one week before your scheduled lead date (by email). I will disperse this article to the class via Blackboard prior to that date. Please note: this article should address the topic for the day. Also, this article cannot be an article from your annotated bibliography. On your scheduled day to lead, you will engage the class in discussion of the assigned book chapter and scholarly article. Please come prepared with discussion points from both readings (include a typed copy to be turned in to me at the beginning of class). You may also prepare an activity for class, but this should be approved by me at least one week prior to class. This assignment will count as 10% of your final grade.

Annotated Bibliography

You will write an annotated bibliography that will include paragraph summaries of scholarly journal articles relevant to your semester project. There should be a total of 8 journal articles represented. These summaries should include the article reference information and at least a half page single-spaced summary of information from the article that is relevant to your project (roughly 4 pages total). The summaries should include: (1) a description of the article content including conclusions made; and (2) the usefulness of the article for your class project. This assignment is due by class time on February 25th and will count as 15% of your final grade.

Progress Report Presentations

You will give two 6-8 minute presentations (with an additional 5 minutes for questions/comments) on your semester project. These presentations will serve as progress reports during the semester. The first presentation (February 11th and 16th) should include your research topic and relevant background information. The second presentation (March 31st and April 5th) should include a quick recap of topic and detailed outline for evaluation design (logic model, methods for data collection and analysis). Presentation slides or a copy of presentation notes should be submitted via email by 7:00pm the night before the first presentation dates. The combined presentations will count as 20% of your final grade.

Evaluation Justification

You will write an evaluation justification for your semester project. This justification includes (1) a brief description of the program/policy; (2) problem statement or reasoning behind the need for an evaluation; and (3) your objectives for the evaluation. Assignment length should be between 500 to 750 words. This assignment is due by class time on March 10th and will count as 15% of your final grade.

Final Paper

You will write an evaluation design paper on an environmental program or policy of your choice (must be approved by me prior to February 4th). The paper will include (1) an introduction of the program/policy; (2) justification for an evaluation including problem statement and objectives; (3) a logic model for the evaluation; (4) evaluation methods for data collection and analysis – include study populations and location of study; (5) timetable for evaluation procedures; and (6) expected benefits from evaluation. Paper length should be between 4,000 and 4,500 words including references, tables and figures. This assignment is due by 5:00pm on May 5th (during exam week) and will count as 30% of your final grade for the semester.

Participation

In order to receive full participation points, you are expected to attend all classes (with the exception of excused absences) and participate in discussions. This counts as 10% of your final grade.

Tentative Schedule with Readings and Assignments (subject to change)

Date	Topic	Readings	Activities	Assignments
Jan. 19	Introduction to class	N/A	Review syllabus; Make class leader schedule	N/A
Jan. 21	Planning and design	HPPE ch. 1	Discussion; Ballast Water Policy Scenario	N/A
Jan. 26	Stakeholders	HPPE ch. 2	Discussion; Stakeholder scenarios	N/A
Jan. 28	Logic models	HPPE ch. 3, XXXX	Discussion	Class leader
Feb. 2	Exploratory evaluation	HPPE ch. 4, XXXX	Discussion	Class leader
Feb. 4	Performance measurement; Comparison group designs	HPPE ch. 5 and 6	WHEP case study; Discussion; Project picks	N/A
Feb. 9	Randomized control trials	HPPE ch. 7, XXXX	Discussion	Class leader
Feb. 11	N/A	N/A	Progress reports	Presentations
Feb. 16	Conducting case studies	HPPE ch. 8, Espinosa and Jacobson 2012	Progress reports; Discussion	Presentations
Feb. 18	Study participants	HPPE ch. 9, XXXX	Discussion	Class leader
Feb. 23	Multisite evaluations	HPPE ch. 10, XXXX	Discussion	Class leader
Feb. 25	Community change programs; Culturally responsive evaluation	HPPE ch. 11 and 12	Discussion	Annotated bibliography
Mar. 1	Agency records	HPPE ch. 13, XXXX	Discussion	Class leader
Mar. 3	Surveys	HPPE ch. 14, XXXX	Discussion	Class leader
Mar. 8	Role playing; Trained observers	HPPE ch. 15 and 16	Discussion; Trained observer activity	N/A
Mar. 10	Collecting data	HPPE ch. 17	WHEP example; Discussion	Evaluation justification
Mar. 15	Spring break, no class	N/A	N/A	N/A
Mar. 17	Spring break, no class	N/A	N/A	N/A
Mar. 22	Using the internet	HPPE ch. 18, XXXX	Discussion	Class leader
Mar. 24	Semi-structured interviews	HPPE ch. 19, XXXX	Discussion	Class leader
Mar. 29	Focus group interviews	HPPE ch. 20, XXXX	Discussion	Class leader
Mar. 31	N/A	N/A	Progress report	Presentations
Apr. 5	Using stories; Qualitative data analysis	HPPE ch. 21 and 22	Progress report; NVivo example	Presentations
Apr. 7	Using statistics; Cost benefit analyses	HPPE ch. 23 and 24	Discussion	N/A
Apr. 12	Meta-analyses	HPPE ch. 25, XXXX	Discussion	Class leader
Apr. 14	Evaluation pitfalls	HPPE ch. 26, XXXX	Discussion	Class leader
Apr. 19	Providing recommendations	HPPE ch. 27, Feldpausch and Peterson 2009	Ocelot case study lecture; Discussion	N/A
Apr. 21	Writing impact	HPPE ch. 28	Discussion	N/A
Apr. 26	Contracts	HPPE ch. 29	CCS Phase III example; Discussion	N/A
Apr. 28	Evaluations in government	HPPE ch. 30, XXXX	Discussion	Class leader
May 3	Evaluation challenges	HPPE ch. 31	Discussion and jeopardy	N/A
May 5	Course completion	N/A	N/A	Final paper

Grading

Assignment	Points	Percentage
Class leader	20	10%
Annotated bibliography	30	15%
Progress report presentations (2)	40	20%
Evaluation justification	30	15%
Final paper	60	30%
Class participation	20	10%
Total	200	100%

Criteria for Instructor Evaluation of Student Performance		Grade		
Assignment	Criteria	A	B	C
Participation	Attendance	Yes	-	No
	Informed participation in discussion	Exceptional	Okay	Unacceptable
For all assignments	Assignments turned in on time	Yes	-	No = zero for assignment
	Work is original to the author	Yes	-	No = zero for assignment
	Used correct English grammar and spelling	Exceptional	Okay	Unacceptable
Class leader	Provided journal article for discussion on time	Yes	-	No
	Prepared for class discussion including discussion points	Exceptional	Okay	Unacceptable
	Able to use class time effectively	Exceptional	Okay	Unacceptable
Written assignments	Assignments within specified word limits	Yes	-	No
	Used clear and concise writing style	Exceptional	Okay	Unacceptable
	Captured content in sufficient detail	Exceptional	Okay	Unacceptable
	Included necessary components of assignment	Yes	-	No
Presentations	Delivery was clear, complete and well organized	Exceptional	Okay	Unacceptable
	Use of a presentation medium was helpful, well organized and fully integrated with the oral presentation	Exceptional	Okay	Unacceptable
	Captured content in sufficient detail	Exceptional	Okay	Unacceptable

Re-Grading Policy

Requests for an assignment re-grade are allowed assuming valid cause is given (e.g., miscalculation or information overlooked). Potential outcomes of a re-grade can be as follows: grade increases, grade decreases or grade remains the same (i.e., equal points added and taken away or no change made). Such requests have to be made within one week (7 days) of receiving a grade or it will not be considered for re-grading.

Students with Learning and Physical Disabilities

SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit <http://disabilityservices.syr.edu>. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Dishonesty

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (<http://www.esf.edu/students/handbook/StudentHB.05.pdf>), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (<http://www.esf.edu/students/integrity/>). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (<http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf>).