

PPS 313: QUANTITATIVE EVALUATION METHODS, Spring 2009

Duke University
Sanford Institute of Public Policy

Tuesday/Thursday 10:05 – 11:20AM, Room 05 Sanford

Professor: Anna Gassman-Pines
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Office Hours: Friday 2:00 – 4:00PM, and by appointment
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COURSE DESCRIPTION

This course is a sequel to PPS 312. Together they serve as an introduction to quantitative methods, primarily for MPP students. In this class you will 1) develop your analytic skills for use in public policy and collective decision making, 2) improve your research design skills, 3) learn to assess the validity and limits of information presented to you, 4) improve your ability to manage and analyze data, and 5) become more thoroughly grounded in basic regression analysis.

This course will cover the tools and techniques of quality research design and more advanced analysis skills designed to give you the ability to process information in a useful and correct manner. This course also will help you to become more proficient in the use of the STATA statistical software package. As a policymaker in the public, non-profit, or private sector, you will find these skills to be invaluable as you make recommendations, decisions, and attempts to persuade others.

TEXT

Stock, J. H. & Watson, M. W. (2007). *Introduction to Econometrics, 2nd edition*. Boston: Pearson Education, Inc/Addison-Wesley. [S&W]

Additional readings will be posted on our course Blackboard site.

COURSE REQUIREMENTS

Problem sets: 10%
Projects: 45%
Exams: 45%

DUE DATES

Problem sets and projects are due in Prof. Gassman-Pines's mailbox in Sanford by 5PM on the date indicated. **Late work will not be accepted.** I am always happy to accept work early.

Assignment	Topic	Due
Problem set 1	Single and multiple regression	January 20
Problem set 2	Advanced multiple regression	January 26
Problem set 3	Regression w/ categorical outcomes	February 2
Project 1	Experimental design & analysis	February 16
MIDTERM		February 26
Project 2	Quasi-experimental design	March 16
Project 3	Quasi-experimental design	March 30
Project 4	Process evaluation	April 17
FINAL EXAM		April 30, 7-10PM

GENERAL NOTES

Not all textbook and material from assignments and articles will be covered in class. The lectures may also include material not covered in the assigned readings. Therefore the optimal approach to mastering class material includes attending class, studying class notes, homework assignments, and the assigned textbook and other readings.

Requests for grade changes for problem sets, projects or exams must be made **in writing** and submitted to Prof. Gassman-Pines **no later than one week** after the assignment is returned.

Group work on exams is not allowed. I encourage you to work with your classmates on problems sets and projects, or at the very least to check your work with classmates before turning assignments in. Although group work is encouraged, **your write-up of your assignments must be your own.**

You are expected to adhere to all aspects of the Duke University Graduate School honor code. Plagiarism will not be tolerated. For more information, please refer to the MPP student handbook: http://www.pubpol.duke.edu/graduate/mpp/documents/MPP_Student_Handbook.pdf

COURSE SCHEDULE

DATE	TOPIC
January 8	Introduction to the course
January 13 & 15	Review of hypothesis testing, single variable regression, multiple regression <ul style="list-style-type: none"> • S&W Chapters 2-6
January 20 & 22	Advanced multiple regression topics <ul style="list-style-type: none"> • S&W Chapters 7-8

January 27 & 29	Regression for categorical outcomes <ul style="list-style-type: none"> • S&W Chapter 11
February 3 & 5	Experimental design and analysis <ul style="list-style-type: none"> • Orr, L. L. (1999) <i>Social Experiments</i>. Chapters 2 & 6. • S&W Chapters 9 & 13.1-13.4
February 10 & 12	Experimental design and analysis <ul style="list-style-type: none"> • Shadish, W. R., Cook, T. D. & Campbell, D. T. (2002) <i>Experimental and Quasi-experimental designs for generalized causal inference</i>. Chapters 9-10. • Howell, W. G. & Peterson, P. E. (2004). Uses of theory in randomized field trials: Lessons from school voucher research on disaggregation, missing data, and the generalization of findings. <i>American Behavioral Scientist</i>. • Trenholm, C. et al. (2008). Impacts of abstinence education on teen sexual activity, risk of pregnancy, and risk of sexually transmitted diseases. <i>Journal of Policy Analysis and Management</i>. • Glewwe, P. et al. (2000). <i>Retrospective vs. prospective analyses of school inputs: The case of flip charts in Kenya</i>. NBER Working Paper 8018.
February 17 & 19	Quasi-experimental design and analysis <ul style="list-style-type: none"> • Wholey et al. (2004). <i>Handbook of practical program evaluation</i>. Chapter 5. • S&W Chapters 13.5-13.6
February 24	Catch up/review
February 26	MIDTERM EXAM
March 3 & 5	Quasi-experimental design and analysis <ul style="list-style-type: none"> • Bitler, M. P. & Currie, J. (2005). Does WIC work? The effects of WIC on pregnancy and birth outcomes. <i>Journal of Policy Analysis and Management</i>. • Joyce, T. et al. (2005). The changing association between prenatal participation in WIC and birth outcomes in New York City. <i>Journal of Policy Analysis and Management</i>. • Wong, V. C. et al. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. <i>Journal of Policy Analysis and Management</i>.
-- SPRING BREAK --	
March 17 & 19	Quasi-experimental design and analysis <ul style="list-style-type: none"> • S&W Chapter 10
March 24 & 26	Quasi-experimental design and analysis <ul style="list-style-type: none"> • Figlio, D. N. (1995). The effect of drinking age laws and alcohol-related crashes: Time-series evidence from Wisconsin. <i>Journal of Policy Analysis and Management</i>.

- Waldfogel, J. (1999). The impact of the Family Medical Leave Act. *Journal of Policy Analysis and Management*.
- Nathan, R. (ed.) (2008). The role of random assignment in social policy research. *Journal of Policy Analysis and Management*.
- Pirog, M. (ed.) (2009). The role of random assignment in social policy research. Responses to Nathan. *Journal of Policy Analysis and Management*.
- Cook, T. et al. (2008). Three conditions under which experiments and observational studies produce comparable causal estimates: New findings from within-study comparisons. *Journal of Policy Analysis and Management*.

March 31 & April 2	Needs assessment, program theory, logic models <ul style="list-style-type: none"> • Rossi et al. (2004). <i>Evaluation</i>. Chapter 4. • Wholey, Chapter 1 • W. K. Kellogg Foundation (2004). <i>Logic model development guide</i>.
April 7 & 9	Process outcomes <ul style="list-style-type: none"> • Rossi, Chapter 6 • Wholey, Chapter 4 • Miles, M. A. (2006). <i>Good stories aren't enough: Becoming outcomes-driven in workforce development</i>.
April 14	Wrap up/catch up/review
April 30, 7 – 10PM	<u>FINAL EXAM</u>