
PUAD 5008 EVIDENCE-BASED DECISION-MAKING

SPRING 2022

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CLASS DAYS & TIMES: Online

CLASS LOCATION: Online

CLASS ANNOUNCEMENTS: Canvas

OFFICE HOURS: By appointment

COURSE OVERVIEW

I. INTRODUCTION

Welcome to *Evidence-Based Decision-Making*! This course introduces students to how evidence can inform policy and managerial decision-making in various policy, management, and program evaluation scenarios. In this course, students will explore the following questions:

- How do legislative staff, public and nonprofit organization employees, and stakeholders gather and utilize evidence in decision-making?
- How do decision-makers assess the types and the quality of the evidence? What are the implications of differences in the types and quality of the evidence?
- How do decision-makers evaluate policies and programs using evidence from both practice and research?

Students will learn how to bridge the gap between the research and policymaking communities and how to generate useful information and recommendations for policymakers. Students will utilize the knowledge and skills that they learned in PUAD 5003 (Research and Analytic Methods) and apply them to real-world, professional problem-solving situations. We will cover the definition of evidence-based and evidence-informed decision-making, tools that can be used to craft policies and programs in public or non-profit organizations, and analytical techniques that are commonly used to discover evidence-based practices.

II. UNIVERSITY COURSE CATALOGUE DESCRIPTION

This course provides opportunities for students to use skills developed in Research and Analytic Methods (including developing research/evaluation questions, designing surveys and interview guides, and analyzing data) to inform decisions and/or develop recommendations in multiple policy, management, and program evaluation scenarios.

III. LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Understand the meaning of “evidence”, “evidence-based”, and “evidence-informed” in the public policy, management, and program evaluation contexts
- Develop a toolbox of different approaches to analyze the impact of policies, programs, and activities
- Evaluate the quality and credibility of evidence critically

- ❑ Conduct a high-quality systematic review of policy or managerial interventions
- ❑ Recognize the strengths and limitations of evidence-based practice in the applied public policy and management context
- ❑ Understand potential bias and politics of evidence-based decision-making
- ❑ Communicating and disseminating evidence in verbal, visual, and written forms for participatory decision-making
- ❑ Collaborate with others to complete tasks, including conducting a systematic review, writing a policy memo, and creating infographics

IV. THE NETWORK OF SCHOOLS OF PUBLIC POLICY, AFFAIRS, AND ADMINISTRATION (NASPAA) COMPETENCIES

MPA Target Competency	Relevant Course Activities
The student is able to select and use appropriate research methods and analytical tools for collecting and analyzing data	Conduct difference-in-difference (diff-in-diff) analysis; Analyze data from Randomized Controlled Trials (RCTs); Critique analytical papers; Quiz on program evaluation, RCTs, and qualitative comparative analysis (QCA)
To lead and manage in public and non-profit governance	Discuss the use of data in professional settings, participatory decision-making, and group activities
The student understands and is able to apply tools for engaging citizens in the policy process	Discuss deliberative policy analysis and stakeholder analysis; Create data visualizations and infographics
The student is able to locate and critically assess, review, and understand relevant research.	Conduct systematic reviews of the literature on the effectiveness of policies, programs, and activities
The student is able to communicate effectively to a variety of audiences	Write a policy memo and a systematic review for practitioners; Present the findings from the systematic review

V. COURSE PREREQUISITES

PUAD 5003 Research and Analytic Methods or equivalent. Some of the key knowledge and skills that students should have prior to this course include:

- Understanding of structured datasets and basic languages to describe data
- Being able to generate descriptive statistics tables and charts using computer tools
- Solid understanding of the distribution of quantitative data
- Basic understanding of social science qualitative research methods, including interviews and document analysis
- Understanding of basic inferential statistics, including t-test, ANOVA, chi-square test, and linear regression
- Being able to conduct statistical analysis using software

VI. TEXTBOOKS AND COURSE MATERIALS

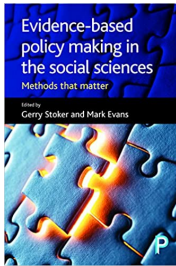
Online Resources

We will extensively use web resources including:

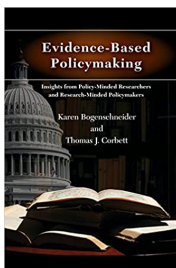
- Pew Research Center: www.pewresearch.org
- The Brookings Institution: www.brookings.edu
- Wisconsin Family Impact Seminars: wisfamilyimpact.org
- Institute of Education Sciences: ies.ed.gov

- Vera Institute of Justice: www.vera.org
- Washington state institute for public policy: www.wsipp.wa.gov
- Hoover Institution: www.hoover.org
- Urban Institute: www.urban.org

TEXTBOOKS



Title: Evidence-Based Policy Making in the Social Sciences: Methods That Matter
Author: Gerry Stoker & Mark Evans
Publisher: Policy Press
Publication year: 2016
ISBN-13: 978-1447329374
Available at: [Amazon](https://www.amazon.com) and other vendors



Title: Evidence-Based Policymaking: Insights from Policy-Minded Researchers and Research-Minded Policymakers
Author: Karen Bogenschneider & Thomas Corbett
Publisher: Routledge
Publication year: 2010
ISBN-13: 978-0415805841
Available at: [Amazon](https://www.amazon.com) and other vendors

SOFTWARE AND TOOLS

You will need to use at least one statistical software or tool to complete the assignments. I recommend one of the followings:

- **R:** Use both [R](https://www.r-project.org/) and [R Studio](https://www.rstudio.com/).
- **Python:** [pandas](https://pandas.pydata.org/), [NumPy](https://numpy.org/), [statsmodels](https://statsmodels.org/), and [seaborn](https://seaborn.pydata.org/) should be sufficient for this course.
- **Stata:** The software is also installed in the SPA computer lab (1380 Lawrence Street, Suite 500). [Student subscription](#) (\$48/month) is also available.
- **Excel:** You have access to [Microsoft 365](https://www.microsoft.com/microsoft-365/excel).
- **SPSS:** SPSS is also installed in the SPA computer lab. [Student access \(GradPack\)](#) is also available. As Research and Analytic Methods (PUAD 5003) is a prerequisite, I will not walk you through *how* to use these tools. But I will provide resources and assistance for using any of the tools listed above. You may consider using the following optional tools for completing some assignments in this course.
- **Qualtrics** is a cloud-based survey platform. As a CU Denver student, you can get full access from the [Office of Information and Technology \(OIT\)](#).
- **NVivo** is a qualitative data analysis tool. The program is installed in the SPA Computer Lab. If you wish to purchase the software, you can get [a student discount](#).
- **Tableau** is data visualization software. There is a data visualization assignment in this course. If you want to use this software, you can access [Tableau Public](https://www.tableau.com/academic) for free as a student.
- **ArcGIS** is geographic information system (GIS) software developed and maintained by Esri. But if you plan to analyze or visualize geospatial data, you can consider [these options](#) including ArcMap, ArcGIS Pro, and ArcGIS Online. ArcMap is installed in the SPA Computer Lab, and CU Denver students can request [ArcGIS Online access through Auraria Library](#).

COURSE SCHEDULE & CONTENT

NOTE: S&E = Stoker & Evans (2016); B&C = Bogenschneider & Corbett (2010); †= Readings and/or additional materials are available on Canvas; 📺 = Video; 📌 = Important – Read or watch it carefully; 📖 = Optional reading. Skim; 📄 = Applied studies for the class discussions. Focus on understanding the analysis sections (i.e., data, methods, results) of the papers.

Week	Module
01	MODULE 1. INTRODUCTION TO EVIDENCE-BASED DECISION-MAKING
02	MODULE 2. THE GAP BETWEEN EVIDENCE AND POLICYMAKERS
03	MODULE 3. PROGRAM EVALUATION AND EVIDENCE-BASED DECISION-MAKING
04	
05	MODULE 4. POLICY ANALYSIS AND EVIDENCE-BASED DECISION-MAKING
06	
07	MODULE 5. SYSTEMATIC REVIEW
08	
09	MODULE 6. BIG DATA, EVIDENCE, AND ETHICS
10	MODULE 7. DATA VISUALIZATION AND DISSEMINATING EVIDENCE
11	MODULE 8. SURVEYS AND INTERVIEWS FOR EVIDENCE-INFORMED DECISION-MAKING
12	MODULE 9. QUALITATIVE COMPARATIVE ANALYSIS (QCA) FOR REVIEWING EVIDENCE
13	MODULE 10. BIAS AND POLITICS IN EVIDENCE-BASED DECISION-MAKING
14	MODULE 11. CITIZENS AS ANALYSTS
15	MODULE 12. FINAL PAPER & PRESENTATION
16	

MODULE 1. INTRODUCTION TO EVIDENCE-BASED DECISION-MAKING

- **KEY CONCEPTS**
 - evidence; evidence-based; correlation and causation
- **READINGS**
 - S&E. Chapter 1 (Evidence-Based Policymaking) and Chapter 2 (Choosing the Right Social Science Methods)
 - “[What Would Population Health Decision Makers Like From Models?](#)” by Gary VanLandingham, Director, Pew-MacArthur Results First Initiative on National Academies of Sciences, Engineering, and Medicine (NASEM) Health and Medicine Division (2015). 📺 📌
 - The Pew Charitable Trusts & MacArthur Foundation. (2014). [Evidence-Based Policymaking: A Guide for Effective Government](#).
 - The Pew Charitable Trusts & MacArthur Foundation. (2018). [Key Elements of Evidence-Based Policy Making](#).
- **ASSIGNMENTS**
 - Discussion 1. [An Evidence-Based Approach to Alleviate Poverty](#): Case Study – New York City Center for Economic Opportunity (CEO). Also watch [the presentation](#) by CEO.

MODULE 2. THE GAP BETWEEN EVIDENCE AND POLICYMAKERS

- **KEY CONCEPTS**
 - gap between evidence and policymakers
- **READINGS**
 - B&C. Chapter 1 (Exploring the Disconnect Between Research and Policy) & Chapter 2 (Do Policymakers Want Evidence?) 📌

- Haskins, R., & Margolis, G. (2014). Chapter 1 (Introduction) Chapter 8 (So far, So good) from *Show Me the Evidence: Obama's Fight for Rigor and Results in Social Policy*. Brookings Institution Press.†
- “[Is Evidence-Based Policy Going to Improve Social Programs?](#)” by Ron Haskins, the Brookings Institution, at the 2017 Sheffrin Lecture in Public Policy (2017). 📄
- VanLandingham, G., & Silloway, T. (2016). **Bridging the Gap between Evidence and Policy Makers: A Case Study of the Pew-MacArthur Results First Initiative**. *Public Administration Review*, 76(4), 542-546.
- The Pew Charitable Trusts & MacArthur Foundation. (2017). [How States Engage in Evidence-Based Policy Making](#).
- **ASSIGNMENTS**
 - Homework 1. Mini Policy Memo†

MODULE 3. PROGRAM EVALUATION AND EVIDENCE-BASED DECISION-MAKING

- **KEY CONCEPTS**
 - RCT; randomization; random assignment; random sampling; t-test; ANOVA; survey experiment
- **READINGS**
 - S&E. Chapter 4 (Randomized Controlled Trials)
 - Rogers, P. (2014). [Overview of Impact Evaluation, Methodological Briefs: Impact Evaluation 1](#), UNICEF Office of Research: Chapter 1 (Overview of Impact Evaluation), Chapter 2 (Theory of Change), and Chapter 7 (Randomized Controlled Trials)
 - Unicef Office of Research-Innocenti. [Building Blocks of Impact Evaluation & Randomized Controlled Trials \(RCTs\)](#) 📄 📄
 - Nurith Aizenman. [How Do You Know If Aid Really Works? Turns Out...We Often Don't](#). NPR. (2017).
 - Duwe, G. (2018). **Can Circles of Support and Accountability (Cosa) Significantly Reduce Sexual Recidivism? Results From a Randomized Controlled Trial in Minnesota**. *Journal of Experimental Criminology*, 14(4), 463-484. [link](#)
 - Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). **Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (Care): Results of a Randomized Controlled Trial**. *School Psychology Quarterly*, 28(4), 374. Also check out the related [Video](#) and [Infographic](#). [link](#)
- **ASSIGNMENTS**
 - Quiz 1. Program Evaluation and RCTs
 - Homework 2. Survey Experiment Replication (The paper and datasets will be available on Canvas.)†

MODULE 4. POLICY ANALYSIS AND EVIDENCE-BASED DECISION-MAKING

- **KEY CONCEPTS**
 - diff-in-diff; quasi-experimental design; natural experiment; linear regression; time-series; panel data; treatment; causal inference
- **READINGS**
 - Khandker, S., B. Koolwal, G., & Samad, H. (2009). [Handbook on Impact Evaluation: Quantitative Methods and Practices](#). The World Bank. Chapter 1 (Basic Issues of Evaluation), Chapter 3 (Randomization), and Chapter 5 (Double Difference)
 - EU Science Hub Joint Research Centre. [Difference-in-Differences Method for Policy Evaluation](#) 📄 📄
 - Rogers, P. (2014). [Overview of Impact Evaluation, Methodological Briefs: Impact Evaluation 1](#), UNICEF Office of Research: Chapter 6 (Overview: Strategies for Causal Attribution) and Chapter 8 (Quasi-Experimental Design and Methods)
 - Unicef Office of Research-Innocenti. [Strategies for Causal Attribution & Data Collection & Analysis](#) 📄



- Kravitz-Wirtz, N., Davis, C. S., Ponicki, W. R., Rivera-Aguirre, A., Marshall, B. D., Martins, S. S., & Cerdá, M. (2020). **Association of Medicaid Expansion With Opioid Overdose Mortality in the United States.** *JAMA network open*, 3(1), e1919066-e1919066. [DOI](#)
- Lee, B., Zhao, W., Yang, K. C., Ahn, Y. Y., & Perry, B. L. (2021). **Systematic Evaluation of State Policy Interventions Targeting the Us Opioid Epidemic, 2007-2018.** *JAMA network open*, 4(2), e2036687-e2036687. [DOI](#)
- **ASSIGNMENTS**
 - Homework 3. Understanding Research & Evidence (You will read “Ang, D. (2021). [The Effects of Police Violence on Inner-City Students](#). *The Quarterly Journal of Economics*” closely and answer a set of questions)
 - Homework 4. Diff-in-Diff and Policy Analysis (You will test the effects of [Opening Doors](#) using a dataset available on Canvas.)

MODULE 5. SYSTEMATIC REVIEW






- **KEY CONCEPTS**
 - systematic review; hierarchy of evidence; meta analysis; PRISMA flow diagram
- **READINGS**
 - S&E. Chapter 3 (Systematic Reviews for Policy)
 - Puddy, R. W. & Wilkins, N. (2011). [Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness.](#) Atlanta, GA: Centers for Disease Control and Prevention (CDC). [DOI](#)
 - Dotson, W. D. (2015). [Evidence-Based Practice: What It Is and Why It Matters.](#) CDC.
 - Laurie Theeke. (2017). [An Introduction to Writing a Systematic Review](#) [DOI](#)
 - Graham-Rowe, E., Skippon, S., Gardner, B., & Abraham, C. (2011). **Can We Reduce Car Use and, if So, How? A Review of Available Evidence.** *Transportation Research Part A: Policy and Practice*, 45(5), 401-418. [DOI](#)
 - Clark, A. K., Wilder, C. M., & Winstanley, E. L. (2014). **A Systematic Review of Community Opioid Overdose Prevention and Naloxone Distribution Programs.** *Journal of addiction medicine*, 8(3), 153-163.
 - Sarvet, A. L., Wall, M. M., Fink, D. S., Greene, E., Le, A., Boustead, A. E., ... & Hasin, D. S. (2018). **Medical Marijuana Laws and Adolescent Marijuana Use in the United States: A Systematic Review and Meta-Analysis.** *Addiction*, 113(6), 1003-1016.
- **ASSIGNMENTS**
 - Systematic Review Practice – You will read 12 papers related to the effects of marijuana legalization and conduct a mini systematic review. A spreadsheet template will be provided on Canvas.

MODULE 6. BIG DATA, EVIDENCE, AND ETHICS



- **KEY CONCEPTS**
 - big data; artificial intelligence; machine learning; data ethics
- **READINGS**
 - S&E. Chapter 8 (‘Big Data’ and Policy Learning) [DOI](#)
 - Cole, Adam. (2012). [Disease Sleuths Surf For Outbreaks Online.](#) NPR. [DOI](#)
 - Paul, M., Dredze, M. (2011). **You Are What You Tweet: Analyzing Twitter for Public Health.** In *Proceedings of the International AAAI Conference on Web and Social Media*, Vol. 5, No. 1, pp. 265-272.
 - Coyle, Diane. (2020). [The Tension Between Explainable AI and Good Public Policy.](#) The Brookings Institution.

- Obermeyer, Z., Powers, B., Vogeli, C., Mullainathan, S. (2019). **Dissecting Racial Bias in an Algorithm Used to Manage the Health of Populations.** *Science*, 366(6464), 447-453.
- Zook, M., Barocas, S., Boyd, D., Crawford, K., Keller, E., Gangadharan, S. P., ... Pasquale, F. (2017). **Ten Simple Rules for Responsible Big Data Research.** *PLoS computational biology*, 13(3), e1005399. 
- Engler, Alex. (2020). [What All Policy Analysts Need to Know About Data Science.](#) The Brookings Institution. 
- **ASSIGNMENTS**
 - Optional Assignment (Bonus Credit). Complete the [CITI Training](#): Human Research – Group 2 Social and Behavioral Research – 1 Basic Course

MODULE 7. DATA VISUALIZATION AND DISSEMINATING EVIDENCE

- **KEY CONCEPTS**
 - chart type; data type; distribution; variables; unit of analysis; infographics
- **READINGS**
 - S&E. Chapter 7 (Visuals in Policy Making: ‘See What I’m Saying’) 
 - Schwabish, J. (2021). *Better Data Visualizations: A Guide for Scholars, Researchers, and Wonks.* Columbia University Press. Part One: Principles of Data Visualization.† 
 - “40 Types of Charts and Graphs” †
 - Taras Bakusevych. (2021). [20 Ideas for Better Data Visualization.](#) Medium.†
 - O’Shaughnessy, E., Barbose, G., Wiser, R., Forrester, S., & Darghouth, N. (2021). **The Impact of Policies and Business Models on Income Equity in Rooftop Solar Adoption.** *Nature Energy*, 6(1), 84-91. 
 - Sunter, D. A., Castellanos, S., & Kammen, D. M. (2019). **Disparities in Rooftop Photovoltaics Deployment in the United States by Race and Ethnicity.** *Nature Sustainability*, 2(1), 71-76. 
 - Kim, S. Y., Ganesan, K., Dickens, P., & Panda, S. (2021). **Public Sentiment Toward Solar Energy—Opinion Mining of Twitter Using a Transformer-Based Language Model.** *Sustainability*, 13(5), 2673. 
- **ASSIGNMENTS**
 - Homework 5. Data Visualization & Infographic – You will find raw data from any publicly available data sources and visualize the data. You will create a one-page infographic including the chart and a succinct description of the information. Using Tableau is highly recommended for this assignment.

MODULE 8. SURVEYS AND INTERVIEWS FOR EVIDENCE-INFORMED DECISION-MAKING

- **KEY CONCEPTS**
 - Evidence-informed practice vs. evidence-based practice; typology of evidence vs. hierarchy of evidence; preferences, perceptions, and values
- **READINGS**
 - Woodbury, M. G., & Kuhnke, J. L. (2014). **Evidence-Based Practice vs. Evidence-Informed Practice: What’s the Difference.** *Wound Care Canada*, 12(1), 18-21.
 - Petticrew, M., & Roberts, H. (2003). **Evidence, Hierarchies, and Typologies: Horses for Courses.** *Journal of Epidemiology & Community Health*, 57(7), 527-529.
 - Armstrong, R., Waters, E., Moore, L., Dobbins, M., Pettman, T., Burns, C., ... & Petticrew, M. (2014). **Understanding Evidence: A Statewide Survey to Explore Evidence-Informed Public Health Decision-Making in a Local Government Setting.** *Implementation Science*, 9(1), 1-11. 
 - Walker, S. C., White, J., Rodriguez, V., Turk, E., Gubner, N., Ngo, S., Bekemeier, B. (2022). **Cocreating Evidence-Informed Health Equity Policy With Community.** *Health Services Research*, 57, 137-148. 

- Kumah, E. A., McSherry, R., Bettany-Saltikov, J., Hamilton, S., Hogg, J., Whittaker, V., & Van Schaik, P. (2019). **Evidence-Informed Practice Versus Evidence-Based Practice Educational Interventions for Improving Knowledge, Attitudes, Understanding, and Behavior Toward the Application of Evidence Into Practice: A Comprehensive Systematic Review of Undergraduate Students.** *Campbell Systematic Reviews*. [llll](#)

- **ASSIGNMENTS**

- Homework 6. Surveys for Evidence-Informed Decision-Making – You will design a survey that can guide evidence-informed decision-making in public policy or management settings. Using qualtrics is highly recommended for this assignment.

MODULE 9. QUALITATIVE COMPARATIVE ANALYSIS (QCA) FOR REVIEWING EVIDENCE

- **KEY CONCEPTS**

- qualitative comparative analysis; small-n studies; set theory

- **READINGS**

- S&E. Qualitative Comparative Analysis for Reviewing Evidence and Making Decisions. **!**
- Invernizzi, D. C., Locatelli, G., Brookes, N., & Davis, A. (2020). **Qualitative Comparative Analysis as a Method for Project Studies: The Case of Energy Infrastructure.** *Renewable and Sustainable Energy Reviews*, 133, 110314. [llll](#)
- Hanckel, B., Petticrew, M., Thomas, J., & Green, J. (2021). **The Use of Qualitative Comparative Analysis (Qca) To Address Causality in Complex Systems: A Systematic Review of Research on Public Health Interventions.** *BMC public health*, 21(1), 1-22. [llll](#)
- Kask, J., & Linton, G. (2013). **Business Mating: When Start-Ups Get It Right.** *Journal of Small Business & Entrepreneurship*, 26(5), 511-536. [llll](#)
- Pattyn, V., Molenveld, A., & Befani, B. (2019). **Qualitative Comparative Analysis as an Evaluation Tool: Lessons From an Application in Development Cooperation.** *American Journal of Evaluation*, 40(1), 55-74.
- Thomann, E., & Maggetti, M. (2020). **Designing Research With Qualitative Comparative Analysis (Qca): Approaches, Challenges, and Tools.** *Sociological Methods Research*, 49(2), 356-386.

- **ASSIGNMENTS**

- Quiz 2. QCA – You will be asked to make a policy recommendation using the QCA based on the information given in the example.

MODULE 10. BIAS AND POLITICS IN EVIDENCE-BASED DECISION-MAKING

- **KEY CONCEPTS**

- bias; politics; bounded rationality; windows of opportunity

- **READINGS**

- Cairney, P. (2017). [The Politics of Evidence-Based Policy Making](#). Oxford Research Encyclopedia of Politics
- Parkhurst, Justin (2017). Chapter 2 (Evidence-Based Policymaking: An Important First Step and the Need to Take the Next) and Chapter 3 (Bias and the Politics of Evidence). In [The Politics Of Evidence: From Evidence-Based Policy to The Good Governance Of Evidence](#). Routledge Studies in Governance and Public Policy. Routledge, Abingdon, Oxon, UK.
- Friedman, Lisa. (2019). [E.P.A. Plans to Get Thousands of Pollution Deaths Off the Books by Changing Its Math](#). *New York Times*.
- Cox, Kristen. (2020). [The Delusion of Data in Solving Community Problems](#). ICMA Blog.
- Cairney, P.(2017). [Three Ways to Communicate More Effectively With Policymakers](#).

- **ASSIGNMENTS**

- Discussion 2. Covid-19 & Bias and Politics Evidence-Based Decision-Making

MODULE 11. CITIZENS AS ANALYSTS

- **KEY CONCEPTS**

- participatory decisionmaking; deliberative policy analysis; co-design; democracy

- **READINGS**

- S&E. Chapter 11 (Citizen Social Science and Policy Making), Chapter 12 (Deliberative Policy Analysis), and Chapter 13 (Co-design With Citizens and Stakeholders)
- Wildavsky, A. (1979). Citizens as Analysts. In *Speaking Truth to Power: The Art and Craft of Policy Analysis*. (1979).[†]
- Topp, L., Mair, D., Smillie, L., & Cairney, P. (2018). **Knowledge Management for Policy Impact: The Case of the European Commission’s Joint Research Centre**. Palgrave Communications, 4(1), 1-10.

- **ASSIGNMENTS**

- Discussion 3. Eric Garner & The Controversy Over Race and Policing

MODULE 12. FINAL PAPER & PRESENTATION

- **ASSIGNMENTS**

- 1. Final Paper: Systematic Review**

- The final paper in this course is a systematic review. You will write a systematic review for a synthesis of evidence on an important public policy topic or policy intervention.
- You will work on this assignment as a group of 3 or 4 students. You are encouraged to create a group on your own.
- Your systematic review should focus on “synthesizing” all available “evidence” on an intervention, program, policy, activity, or action in the public management and policy context. To make sure you are on the right track, you are highly recommended to discuss the topic of your systematic review with me before the start of Week 10.
- Detailed guidelines for writing high-quality systematic reviews will be provided in [MODULE 4. POLICY ANALYSIS AND EVIDENCE-BASED DECISION-MAKING](#).

- 2. Final Presentation: Systematic Review Presentation**

- Your group will prepare a 7-min presentation to share your systematic review. Evaluation rubric will be available on Canvas.

EVALUATION

I. ASSIGNMENTS

Assignment submissions should be made via Canvas, not emails. All written assignments must be single-spaced with one-inch margins. Include your name and page numbers in headers or footers.

Component	Weight	Module
Individual Assignments	55%	
1. Mini Policy Memo	7%	MODULE 2
2. Survey Experiment Replication	10%	MODULE 3
3. Understanding Research & Evidence	10%	MODULE 4
4. Diff-in-Diff and Policy Analysis	10%	MODULE 4
5. Data Visualization & Infographic	10%	MODULE 7

6. Surveys for Evidence-Informed Decision-Making	8%	MODULE 8
Group Assignments	30%	
Systematic Review Practice	10%	MODULE 5
Final Paper: Systematic Review	15%	MODULE 12
Final Presentation: Systematic Review Presentation	5%	MODULE 12
Discussions	12%	
1. An Evidence-Based Approach to Alleviate Poverty	4%	MODULE 1
2. Covid-19 & Bias and Politics in Evidence-Based Decision-Making	4%	MODULE 10
3. Eric Garner & The Controversy Over Race and Policing	4%	MODULE 11
Quiz	3%	
1. Program Evaluation and RCTs	2%	MODULE 3
2. QCA	1%	MODULE 9
Optional Assignment (Bonus Credit)		
CITI Training: Human Research – Group 2	+2%	MODULE 6

II. BASIS FOR FINAL GRADE

A (95-100), A- (90-94.9), B+ (85-89.9), B (80-84.9), B- (80-82), C+ (75-79.9), C (70-74.9), C- (70-72), D+ (68-69), D (63-67), D- (60-62), F (0-59).

III. GRADE DISSEMINATION

Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

COURSE POLICY & PROCEDURE

DIVERSITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. I will do my best to present materials and activities that are respectful of all groups and individuals with various gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

CLASS POLICY

- **Attendance and Absences Policy:** We follow UC Denver [Student Attendance and Absences Policy](#) (Policy Number: 7030).
- **Emails:** I do my best to respond to all emails within 24 hours on weekdays. I do not check emails regularly on weekends.
- **Announcements:** It is a student's responsibility to check Canvas announcements regularly. Make sure to receive notifications when announcements are posted on Canvas.
- **Group Work Policy:** Group work is encouraged for the group assignments. Students are encouraged to work together to understand course material, including homework materials. However, students must complete individual assignments themselves.
- **Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year to complete course requirements.

Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the “I” will automatically be recorded as an “F” on your transcript.

RESOURCES

- **University Academic Calendar:** Check out [UC Denver Academic Calendar](#)
- **Writing Center:** The [CU Denver Writing Center](#) can assist you free of charge in developing and honing your writing skills. I used a similar service when I was in college. It helped me tremendously.
- **Auraria Library:** I strongly encourage you to acquaint yourself with the [Auraria Library](#) and all that it has to offer. It is an indispensable resource for gaining access to academic journal articles, research databases, books, news articles, citation management software, etc. To use these resources, you must have a student ID number.
- **The Student and Community Counseling Center** (located in Tivoli 454): For students feeling overwhelmed or experiencing life stressors that interfere with academic or personal success, the Student and Community Counseling Center is located in Tivoli 454 and provides cost-free and confidential mental health services to help students manage personal challenges that impact emotional or academic well-being. You can learn more about the center at www.ucdenver.edu/life or by calling 303-556-4372.
- **Emergency Support:** The Loving Lynx Committee is a resource available for CU Denver students dealing with unanticipated events related (but not limited) to: accidents, medical or dental emergencies, natural disasters, and/or a need for temporary housing. If you are unsure if your situation constitutes as an unanticipated event, we encourage you to contact the Dean of Student’s Office to discuss your situation. The CU Denver Food Pantry provides access to non-perishable food and personal care items for CU Denver students in need; all CU Denver students are welcome (must have current student ID). The CU Denver Food Pantry is located on the 3rd floor of the Lola & Rob Salazar Student Wellness Center.

UNIVERSITY POLICIES

ACCESS

- **Disability Access:** The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303- 315-3510 , Fax: 303-315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

ACADEMIC HONESTY

- **Student Code of Conduct:** Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the [Academic Honesty Handbook](#).
- **Plagiarism** is the use of another person’s ideas or words without acknowledgement. The incorporation of another person’s work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories);

fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge. **CU Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources.** Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism.

- **Cheating** involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.
- **Fabrication** involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.
- **Multiple submissions** involve submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.
- **Misuse of academic materials** includes theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

NONDISCRIMINATION AND SEXUAL MISCONDUCT

The University of Colorado Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination please visit the Office of Equity/Title IX web site to understand the resources available to you or contact [the Office of Equity/Title IX Coordinator](#) (1-844-288-4853).