



# EVAL 6970: Cost Analysis for Evaluation

2014 Course Syllabus

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# General Information

## Course Description

This course is an advanced graduate seminar designed to provide an overview of cost analysis in evaluation, including concepts and definitions, analytical frameworks, measurement of cost, placing monetary value on program ingredients, analyzing costs, cost-effectiveness analysis, cost-benefit analysis, and cost-utility analysis. Cost analysis comprises one component of comprehensive evaluations and asks, in comparison to other alternatives, is a program worth what it costs? Is it cost-effective? Do the benefits justify the costs of the program? Does the value or utility of a program justify its costs? This course is designed to provide an overview of different cost analysis methods for use in evaluation by examining these and other questions. Students will work independently and in small groups and think critically about cost analysis in evaluation. This course is directed to students who have a sound understanding of the foundations of evaluation.

## Credit and Course Hours

The course is 3 credit hours.

The class meets from 5:30 PM – 8:00 PM on Wednesdays in 4410 Ellsworth Hall beginning September 3, 2014 and ending December 10, 2014.

## Instructor

Chris L. S. Coryn, Ph.D.  
Associate Professor of Evaluation, Measurement,  
and Research  
Director of the Interdisciplinary Ph.D. in Evaluation  
E-mail: [chris.coryn@wmich.edu](mailto:chris.coryn@wmich.edu)

## Teaching Assistant

Nicholas A. Saxton  
Interdisciplinary Ph.D. in Evaluation Student  
E-mail: [nicholas.a.saxton@wmich.edu](mailto:nicholas.a.saxton@wmich.edu)

## Course Website

The website for this course is located at <http://www.wmich.edu/evalphd/courses/eval-6970-cost-analysis-for-evaluation/>.

## Office and Office Hours

4445 Ellsworth Hall.

By appointment.

# Learning Objectives

## Course Learning Objectives

This course has multiple student learning objectives. Students will be expected to develop the following knowledge, skills, and abilities:

1. A clear understanding of the importance of cost analysis in conducting high quality, comprehensive evaluations
2. A clear understanding of why costs should not be ignored in conducting evaluations
3. A clear understanding of how cost analysis can help in 'valuing' programs and other types of evaluands
4. A clear understanding of the concept and measurement of costs
5. A clear understanding of methods for placing value on various cost 'ingredients' in analysis of costs
6. An ability to design and conduct basic cost-effectiveness analyses
7. An ability to design and conduct basic cost-benefit analyses
8. An ability to design and conduct basic cost-utility analyses
9. A clear understanding of appropriate (and inappropriate) uses of cost analysis in the context of evaluation

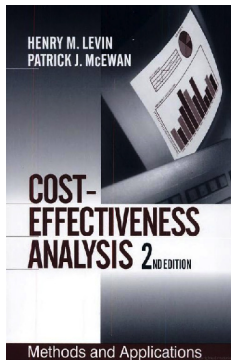
Throughout the course students also will work on improving their communication and interpersonal skills, which are vitally important in evaluation, including but not limited to:

1. Conveying constructive criticism in a professional, balanced, and tactful manner
2. Facilitating discussion to engage others in dialogue about evaluation theory, method, and practice
3. Writing clearly and concisely for both academic and non-academic audiences
4. Giving high quality, professional oral presentations for both academic and non-academic audiences

# Textbook and Readings

## Required Textbook

The following textbook is required for this course:



Levin, H. M., & McEwan, P. J. (2001). *Cost-effectiveness analysis* (2nd ed.). Thousand Oaks, CA: Sage.

## Required Readings

- Herman, P. M., Avery, D. J., Schemp, C. S., & Walsh, M.E. (2009). Are cost-inclusive evaluations worth the effort? *Evaluation and Program Planning*, 32(1), 55–61.
- Phillips, J. J. (2003a). Measuring the return on investment: Key issues and trends. In J. J. Phillips (Ed.), *Return on investment in training and performance improvement programs* (2nd ed.) (pp. 1-31). Boston, MA: Butterworth Heineman.
- Phillips, J. J. (2003b). ROI model. In J. J. Phillips (Ed.), *Return on investment in training and performance improvement programs* (2nd ed.) (pp. 32-57). Boston, MA: Butterworth Heineman.
- Rogers, P. J., Stevens, K., & Boymal, J. (2009). Qualitative cost–benefit evaluation of complex, emergent programs. *Evaluation and Program Planning*, 32(1), 83–90.
- Yates, B. T. (2009). Cost-inclusive evaluation: A banquet of approaches for including costs, benefits, and cost–effectiveness and cost–benefit analyses in your next evaluation. *Evaluation and Program Planning*, 32(1), 52–54.
- Yates, B. T. (1998). Formative evaluation of costs, cost-effectiveness, and cost-benefit: Toward cost -> procedure -> process -> outcome analysis. In L. Bickman & D. J. Rog (Eds.), *Handbook of applied social research methods* (pp. 285-314). Thousand Oaks, CA: Sage.

# Course Components

## General Components of the Course

Course grades will be based on (1) class attendance and participation, (2) completion of chapter exercises, (3) an application paper, and (4) presentation of the application paper.

Students should not put their names on assignments or examinations, but rather only use their WIN numbers, so that assignments and examinations can be graded blind to student identity.

No late assignments will be accepted. All assignments must be e-mailed to the instructor and teaching assistant with EVAL 6970 in the subject line by 5:00 PM on the day they are due. Failure to submit an assignment on time will result in an immediate "F" (scored as 0%) for the assignment.

## Class Attendance and Participation

Students are expected to attend class regularly, participate in class discussions, and provide constructive feedback for others in the course. Thus, your overall class participation grade will be based on (1) voicing your reflections on the readings (e.g., by noting positive contributions and constructive criticisms), (2) getting others in the class involved (e.g., by asking questions, having stimulating discussion/debate), (3) contributing information and experiences that supplement the readings, (4) providing fair and balanced feedback to others, and obviously (5) attending class and being on time. Combined, attendance and participation constitute 5% of the course grade.

## Chapter Exercises

Students will complete all exercises at the end of each assigned chapter in *Cost-Effectiveness Analysis*. Combined, these exercises constitute 50% of the course grade.

## Application Paper and Presentation

Working individually or in small groups, each student/group will prepare a detailed plan for conducting a cost analysis of an evaluand of their choice. This application paper should not exceed 15 single-spaced pages in length. The application paper constitutes 30% of the course grade.

Each student/group will give a PowerPoint-facilitated presentation on the application paper described above. Students/groups should prepare presentations as if for a professional audience, allotting 15 minutes for presentation and an additional 5 minutes for audience questions. The presentation constitutes 15% of the course grade.

## Grading and Weighting of Course Components

Attendance & class participation: 5%

Chapter exercises: 50%

Application paper presentation: 15%

Application paper: 30%

Where:

100% – 95% = A

94% – 90% = BA

89% – 85% = B

84% – 80% = CB

79% – 75% = C

< 75% = F

# Course Schedule

## Schedule of Meetings, Topics, Readings, and Assignments

Topics, readings, and assignments tentatively follow the schedule below. Due dates for class assignments (i.e., assessments) will not change, but dates for seminar topics might. All assignments are due by 5:00 PM on the date indicated in the course schedule. In the Readings column CEA = *Cost-effectiveness analysis*.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
September 3	Course introduction	Syllabus	
September 10	Introduction to cost analysis	CEA Chapter 1 Herman et al. (2009)	
September 17	Establishing an analytic framework	CEA Chapter 2	Chapter 1 exercises
September 24	The concept and measurement of costs	CEA Chapter 3 Yates (1998, 2009)	Chapter 2 exercises
October 1	Placing value on ingredients	CEA Chapter 4	Chapter 3 exercises
October 8	Analyzing costs	CEA Chapter 5	Chapter 4 exercises
October 15	American Evaluation Association conference	No class	
October 22	Cost-effectiveness analysis	CEA Chapter 6	Chapter 5 exercises
October 29	Group work		Chapter 6 exercises
November 5	Cost-benefit analysis	CEA Chapter 7 Phillips (2003a, 2003b) Rogers et al. (2009)	



<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
November 12	Cost-utility analysis	CEA Chapter 8	Chapter 7 exercises
November 19	The use of cost analysis	CEA Chapter 9	Chapter 8 exercises
November 26	Group work		Chapter 9 exercises
December 3	Group work		Application paper
December 10	Student presentations		Application presentations

# Accommodation, Diversity, and Integrity

## Need for Accommodation

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services (269-387-2116) and the Office of Services for Students with Learning Disabilities (269-387-4411).

To access the Western Michigan University Code of Honor and general academic policies on such issues as diversity, religious observance, and student disabilities please visit <http://osc.wmich.edu/> and [www.wmich.edu/registrar](http://www.wmich.edu/registrar).

## Diversity Statement

The Interdisciplinary Ph.D. in Evaluation (IDPE) and Evaluation, Measurement, and Research (EMR) programs maintain a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for each student.

## Academic Integrity

Students are responsible for making themselves aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://www.wmich.edu/catalog> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe a student have been involved in academic dishonesty, the student will be referred to the Office of Student Conduct. The student will be given the opportunity to review the charge(s). If the student believes she/he is not responsible, she/he will have the opportunity for a hearing. Students should consult with their instructors if they are uncertain about an issue of academic honesty prior to the submission of an assignment or test.