

Project Design, Monitoring, and Evaluation, SIS-750
School of International Service, American University
Summer 2020
Tuesday and Thursday 5:30-8:00pm

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Office hours: By appointment on Zoom

Course description

This introductory course aims to help students understand the key issues in monitoring and evaluation (M&E) of development projects and how M&E can inform project design and implementation. The course roughly divides into three parts. The first part deals with project logics, monitoring frameworks, and the theories of change underlying intervention. The second part focuses on impact evaluation, including experimental and quasi-experimental methods, to assess program effectiveness. The third part examines other evaluation methodologies, frequently lumped together as performance evaluations.

Learning outcomes

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

- Understand and link together basic program design and M&E tools, including logical frameworks, theories of change, monitoring indicators, and evaluation.
- Understand the importance of these tools for accountability as well as their tension with and importance to effective adaptation to realities on the ground.
- Clearly explain experimental and quasi-experimental approaches to evaluating intervention impact, including randomized controlled trials, regression discontinuity, matching, and difference in difference. Understand the limitations of these approaches and when best to use them.
- Clearly explain diverse non-experimental approaches to evaluation. Understand their limitations and when best to use them.
- Identify diverse sampling and measurement strategies to measure important development outcomes.
- Assess the internal and external validity of an evaluation design and the quality of evaluation products.

Course policies

- *Changes to the syllabus:* It is possible that minor modifications to the syllabus might occur throughout the course of the semester. These will be communicated via Blackboard announcement.
- *Online nature of the course:* As an online course, we will likely confront unexpected challenges associated with an unfamiliar teaching and learning style. Students should work to adapt to this learning style and communicate any challenges to the professor.
- *Readings:* Students are expected to complete all required readings before class and come prepared for discussion. All required readings are either online or on Blackboard. Students are not required to do the readings in the "Additional resources" sections listed on the syllabus.
- *Attendance policy:* Students are required to virtually attend each course and participate in class activities.
- *Assignments:* There are 12 assignments to complete throughout the course. Given the condensed schedule, completion will require good time management. If there are challenges in meeting deadlines this should be communicated ahead of time to the professor. Some assignments will be done as group work with one selected partners.

Course assignments

This course entails regular assignments designed to practice learning from that class period's material. Some assignments are **paired group work**. Participants should by the second class have identified one other individual to work with on these paired assignments. Please note names of pairings on the [google sheet](#). If you are not able to identify someone, please note this on the google sheet and I will randomly assign remaining group members.

- **Case of interest (Assignments 1, 2, 9, 11):** Application of theory of change, logic models, indicators, survey, and inception report. Group work. (7 percent each).
- **Worksheets (Assignments 4, 6, 7, 8):** The textbook follows a case study through the various course topics. For several classes, course participants will responses to questions about the case study. Individual work. (2.5 percent each)
- **Class presentations (Assignments 1, 5, 10):** At two points, grouped pairs will present to the rest of the class in short 5-7 minute presentations. One will explore a randomized controlled trial study and the other a performance evaluation methodology. This is group work. (10 percent each)
- **Assessing an evaluation report (Assignment 12):** Grouped pairs will assess a final evaluation report against a checklist (7 percent).
- **Class participation:** Course participants are expected to virtually attend class sections. It is strongly preferred that students use their video, but exceptions will be made if there are connectivity issues or non-video use is occasional. When in doubt please communicate with the professor. (15 percent)
- **Final exam:** There will be a final exam for the course. The format will be short answer in response to diverse evaluation scenarios to test mastery over course concepts. The final exam will occur during the assigned final exam period and be a timed test. This is an individual exam and communication between students during the exam period is not permitted. (20 percent)

Readings

Readings are noted below and are either available online or on Blackboard. The course textbook is available online:

Gertler, Paul J., Sabastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. 2016. [Impact Evaluation in Practice 2nd Edition](#). Washington DC: World Bank (IEIP)

Course schedule and topics overview

Class	Date	Topic
1	Tues. May 12	Introduction to the course
2	Thurs. May 14	Evaluation and evaluation use
3	Tues. May 19	Program design, logical frameworks, and theories of change
4	Thurs. May 21	Monitoring indicators and adaptive M&E
5	Tues. May 26	Evaluation, causal inference, and randomization
6	Thurs. May 28	Randomization (cont.)
7	Tues. June 2	Quasi-Experimental Designs: Instrumental variables and regression discontinuity
8	Thurs. June 4	Quasi-experimental designs: Difference in difference and matching
9	Tues. June 9	Sampling
10	Thurs. June 11	Measurement
11	Tues. June 16	Performance evaluation approaches
12	Thurs. June 18	Performance evaluation approaches (cont).
13	Tues. June 23	Overflow and careers in evaluation
14	Thurs. June 25	Final review

Detailed course schedule

Class	Material	Assignment	Readings
1: Tues May 12	Introduction to the course: In this initial class we will begin with introductions, including a quick online survey to get a sense of where class experience and interest lies. Afterwards, we will review the syllabus, the outline of the course, assignments, etc... We will end by exploring some of the many online evaluation tools and resources available.	None	None
2: Thurs. May 14	Evaluation and evaluation use: There are a wide range of evaluation approaches, but they all have certain commonalities. Bamberger and colleagues give us an introduction to what they call “real world evaluation” and the practical constraints confronting evaluation work. One of the biggest challenges confronting the evaluation world is ensuring that the evidence generated is put to good use. Herbert provides a history of debates over evaluation utilization and Patton and Horton provide an overview of what they term utilization focused evaluation using agricultural innovation as an example.	Assignment 1: For this class (or the following), four group pairs will give a short 5-7 minute traditional or “lightning talk” presentation on four of the case studies in the <i>Influential Evaluation</i> book listed in the additional resources. Participants should use a PowerPoint and briefly explain (1) the intervention, (2) the methodology used by the evaluators, (3) the evaluation findings, and (4) the impact/influence of the evaluation. Presenters should base their presentation on the full report. Sign up on the google sheet . (Please note the short turn-around time on this assignment. While I would love for these to be presented on Thursday, I recognize this is a fast turnaround and it is fine to present on Tuesday the 19 th . Please indicate this in the sign-up google sheet.)	Bamberger, Rugh, Mabry. 2012. <i>Real World Evaluation: Working Under Budget, Time, Data, and Political Constraints</i> . Chapter 1 (Blackboard) Herbert. 2014. Researching Evaluation Influence: A review of the Literature. <i>Evaluation Review</i> . Vol. 38(5): 388-419. (Blackboard, Only read 388-395) Patton and Horton. 2009. Utilization-focused evaluation for agricultural innovation . Institutional Learning and Change Initiative. Additional resources Bamberger. 2005. Influential Evaluation: Evaluations that Improved Performance and Impacts of Development Programs. Washington DC: The World Bank. Summary . Full report . Hageboeck, Frumkin, Heavenrich, Kasimova. 2016. Evaluation Utilization at USAID . Washington DC: USAID.
3: Tues. May 19	Program design and theories of change: Most international organizations envision a project cycle involving strategy, program design, implementation, evaluation, and revision/adaptation. Central to linking design	Assignment 2: For submission by the start of next class. Select an international development intervention. These can be based on a real initiative or somewhat made-up based on a topic of interest to you (e.g., water and sanitation	Church and Rogers. “Chapter 2: Understanding Change” and “Chapter 3: Program Design.” In Designing for Results: Integrating Monitoring and Evaluation Transformation Activities , 10-42.

Class	Material	Assignment	Readings
	<p>and monitoring evaluation is a clear theory of change that links program activities to the desired goal. Church and Rogers discuss theories of change and program design using peacebuilding as an example and USAID's how-to-note provides general guidance in developing a theory of change and logic model.</p>	<p>project in South Sudan, early grade reading project in Indonesia, local government accountability project in Mexico).</p> <ol style="list-style-type: none"> (1) Write a short problem statement and a goal for the intervention. (2) Offer a brief 1-2 paragraph description of a project activities (real or made up) that aim to address the problem and achieve the goal. (3) Identify the theory of change tying the activities to the goal (4) Produce a logic model that shows the causal chain. Include a visualization. (5) Identify the main assumptions in the theory of change, or the risks where the theory might not hold (at least three). (6) For each assumption or risk, identify mitigation strategies to strengthen the theory of change. <p>Keep it simple and 2-3 pages. Projects can be based on real interventions or made up, but the thinking should be your own and not derived from existing sources. This assignment is linked to the next assignment, which asks you to produce a results framework and indicators.</p>	<p>Washington, DC: Search for Common Ground, 2011.</p> <p>USAID. 2017. How-To-Note: Developing a Project Logic Model (and its Associated Theory of Change). USAID.</p> <p>Additional resources IPA. Goldilocks Resource: Theory of Change and Program Design. Lists resources on theory of change.</p> <p>Vogel. 2012. Review of the use of 'Theory of Change' in international development. DFID.</p> <p><i>Further information on project cycles of key agencies:</i></p> <ul style="list-style-type: none"> • USAID • World Bank Group • UNOCHA
4: Thurs. May 21	<p>Monitoring indicators and adaptive M&E: In this class we will return to the logic models and discuss how to develop indicators for the various outcomes identified. We also discuss the limitations of an overly rigid approach to monitoring and the role M&E can plan in supporting program design adaptations based on realities on the ground.</p>	<p>Assignment 3: For submission by the start of next class. This assignment builds on the logic models produced in the previous assignment.</p> <ol style="list-style-type: none"> (1) Group pairs should identify at least five indicators that correspond with the steps in the logic model, including high level outcomes. Use the guidance provided by Church and Rogers and by USAID's Performance Monitoring Indicator Criteria Checklist. 	<p>Church and Rogers. Chapter 4: Indicators." In Designing for Results: Integrating Monitoring and Evaluation Transformation Activities, 10-42.</p> <p>Washington, DC: Search for Common Ground, 2011.</p> <p>Sabet. 2019. Adaptive M&E for Adaptive Management: Improving MCC Institutional Reform Projects. Social Impact. (Blackboard)</p> <p>Additional resources</p>

Class	Material	Assignment	Readings
		<p>(2) Add to assignment 2 bullets for each indicator to explain the indicator and the outcomes the correspond to.</p> <p>(3) For each indicator, group pairs should fill out a Performance Indicator Reference Sheet (PIRS) and include it in the submission.</p> <p>Resubmit the PIRS along with Assignment 2 and clearly note any changes to the Assignment 2 submission (e.g., the logic model).</p>	<p>USAID’s Monitoring Toolkit with resources such as:</p> <ul style="list-style-type: none"> • USAID Performance Monitoring Indicator Criteria Checklist. • USAID. 2016. Performance Indicator Reference Sheet. • USAID 2016. How-To-Note: Activity Monitoring Evaluation, and Learning Plan. • USAID. 2017. Indicator Resources. • USAID 2017. Selecting Performance Indicators. • USAID. 2018. Complexity-Aware Monitoring Discussion Note. USAID. <p>USAID’s Collaborating, Learning, and Adapting (CLA) Toolkit.</p> <ul style="list-style-type: none"> • USAID 2018. Discussion Note: Adaptive Management. USAID. <p>IPA. Goldilocks Resources: Resources for Monitoring. Links to monitoring sources.</p>
5: Tues. May 26	<p>Evaluation, causal inference, and randomization: In evaluation we are typically not satisfied with knowing if a program was implemented well or if it met its output targets. We want to know if it solved the problem it was designed to address. This is a challenging research task as higher-level outcomes depend factors exogenous to (beyond) the intervention. In the classes that follow we explore diverse evaluation approaches and the challenge to making inferences about interventions’ impact or influence. We begin this class with understanding the logic of inference, the concept of the “counterfactual,” and</p>	<p>Assignment 4: For submission by the start of class 7 (<i>next Tuesday</i>), complete the causal inference worksheet saved to Blackboard assignments. These should be done individually.</p>	<p>IEIP, Chapter 3 “Causal Inference and Counterfactuals” and Chapter 4 “Randomized Assignment.”</p> <p>Humphreys. 10 Things to Know about Causal Inference. EGAP</p> <p>Long. 10 Things to Know about Reading a Regression Table. EGAP</p> <p>Additional resources: J-PAL. Impact evaluation methods: (2page summary)</p>

Class	Material	Assignment	Readings
	randomized controlled trials as a means to estimate the counterfactual.		Heard et al. 2017. Real World Challenges to Randomization and their Solutions . J-PAL.
6: Thurs. May 28	Randomization continued: We will continue our conversation of randomization. After reviewing the causal inference worksheet, groups will present on previously conducted influential evaluations or field experiments. While many consider randomized controlled trials to be the “gold standard” in evaluation work there are many detractors. The conversation between Banerjee and others in the Making Aid Work forum raises some of the key issues.	<p>Assignment 5: For this class, six group teams will give a 5-7 minute presentation on one of the articles listed. Please select an article on a topic of your interest and sign up on the Blackboard sheet. Presentations should use PowerPoint:</p> <ol style="list-style-type: none"> (1) State the overarching evaluation question (e.g., does deworming improve student learning?) (2) Briefly describe the intervention, the outcomes tested, and how the outcomes were measured. (3) Explain how the study authors randomized assignment and note and any other key elements of the research design (4) Identify any evaluation challenges that the authors had to overcome (5) Briefly note the overall findings. <p>Visualizations from the paper should be included in the presentation if possible. Greater emphasis should be placed on points 3 and 4, but all points should be covered. Sign up on the google sheet.</p>	<p>Belluz, Julia. 2015. Worm wars: The fight tearing apart the global health community, explained. Vox: July 28.</p> <p>Banerjee, Abhijit. “Making Aid Work.” Boston Review 31, no. 4 (2006).</p> <ul style="list-style-type: none"> • Response by Ian Goldin, Halsey Rogers and Nicholas Stern. • Response by Ruth Levine. <p>IEIP Checklist: An ethical and credible impact evaluation (pg. 243)</p> <p>Articles for presentations Select a randomized controlled trial from the list provided on Blackboard.</p> <p>Additional resources: <i>More on the worm wars</i></p> <ul style="list-style-type: none"> • Cochrane. The deworming debate • Evans, David. 2015. Worm Wars: The Anthology. Development Impact: Aug. 4. <p><i>Long-term impact:</i> ERIE Consortium. 2018. Guide for Planning Long-Term Impact Evaluations (LTIEs). USAID. (Presentation)</p> <p><i>Mixed methods example:</i> Rao, Vijayendra, Kripa Ananthpur, and Kabir Malik (2017) The Anatomy of Failure: An Ethnography of a Randomized Trial to Deepen Democracy in Rural India. <i>World Development</i>. Vol 99: 481-497.</p>
7: Tues. June 2	Quasi-Experimental Designs: Instrumental variables and regression discontinuity: There are frequently times when it is impossible to	Assignment 6: Answer the modified HISP questions on Blackboard and submit prior to next class.	IEIP , Chapters 5 “Instrumental variables,” Chapter 6 “Regression Discontinuity Design,” and 9 “Addressing Methodological Challenges.”

Class	Material	Assignment	Readings
	<p>randomize treatment; however, quasi-experimental designs use the logic of an experiment to produce an estimate of the counterfactual. In this class we explore two quasi-experimental approaches: instrumental variables and regression discontinuity. We also will discuss some of the methodological challenges with experimental and quasi-experimental evaluations.</p>		<p>Regression Discontinuity application: Lucas and Mbiti. 2014. Effects of School Quality on Student Achievement: Discontinuity Evidence from Kenya. <i>American Economic Journal: Applied Economics</i>. Vol 6(3): 234-263. (Blackboard)</p> <p>Additional resources Cattaneo, Idrobo, and Titiunik. 2017. A Practical Introduction to Regression Discontinuity Designs. Draft monograph.</p> <p><i>Regression discontinuity example:</i> Dee and Wyckoff 2013. Incentives, Selection, and Teacher Performance: Evidence from IMPACT. NBER Working Paper 19529.</p> <p><i>Instrumental variable example:</i> Olken. 2009. Do Television and Radio Destroy Social Capital? Evidence from Indonesian Villages. <i>American Economic Journal: Applied Economics</i>. Vol. 1(4): 1-33. (On Blackboard)</p>
<p>8: Thurs. June 4</p>	<p>Quasi-experimental designs: Difference and difference and matching: We will continue our conversation on quasi-experimental approaches and discuss difference and difference and matching, which are frequently strategies that are combined together. We will also continue the conversation on methodological challenges.</p>	<p>Assignment 7: Answer the modified HISP questions on Blackboard and submit prior to class 9.</p>	<p>IEIP. Chapters 7 “Difference-in-Difference” and Chapter 8 “Matching.”</p> <p><i>Matching application:</i> Mu and van de Walle. 2011. Rural Roads and Local Market Development in Vietnam. World Bank Policy Research Working Paper 4340</p> <p>Additional resources <i>Synthetic control application:</i> Saunders, Lundberg, Braga, Ridgway, Miles. 2015. A Synthetic Control Approach to Evaluating Place-Based Crime Interventions. <i>Journal of</i></p>

Class	Material	Assignment	Readings
9: Tues. June 9	<p>Sampling: In most cases we are unable to study entire populations and we select samples representative of those populations. Typically it is not feasible to do a simple random sample, and instead we must use other techniques. For example, if we are evaluating an educational program, we might randomly select schools and then randomly select classrooms or students within those schools, what we call a cluster sample. This adds a layer of complexity as we need to know both how many schools and how many students to treat or to survey to be confident in our conclusions. In this class we will discuss sampling and also review a sample impact evaluation design report.</p>	<p>Assignment 8: Answer the modified HISP questions on Blackboard and submit prior to class 10.</p>	<p><i>Quantitative Criminology</i>. Vol. 31: 413-434. (On Blackboard)</p> <p>IEIP Chapter 15 “Choosing a Sample”</p> <p><i>Example impact evaluation design report:</i> Rostapshova and Lam. 2013. Impact Evaluation of the “Increasing Services for Survivors of Sexual Assault” Program in South Africa. USAID. (Blackboard) (<i>Skim to get a sense of an evaluation report structure. Pay particular attention to the power calculations section although this might be a bit difficult to understand.</i>)</p> <p>Additional resources See the resources at the conclusion of Chapter 15.</p> <p>Ozler. 2016. Did you do your power calculations using standard deviations? Do them again... Development Impact Blog. World Bank.</p>
10: Thurs. June 11	<p>Measurement: We’ve already discussed measurement as part of the class on monitoring indicators, but we return to the topic here. We will discuss diverse measurements used in evaluation, and we will focus our attention on surveys and survey design.</p>	<p>Assignment 9: To submit prior to next class. Return to your logical framework and monitoring from Assignment 2 and 3. Are there outcomes that could be measured through a baseline and endline survey? Update your Assignment 3 document to:</p> <ol style="list-style-type: none"> (1) Identify and explain the population of interest (2) Identify at least one way you could sample this population for a survey and explain. (3) Calculate the sample size necessary for the survey and explain how you arrived at this. 	<p>IEIP Chapter 16 “Finding adequate sources of data”</p> <p>McKenzie. 2013. Three new papers on measuring stuff that is difficult to measure. Development Impact Blog post. World Bank.</p> <p>Manheim. 2006 “Survey Research.” <i>Empirical Political Analysis</i>. (Blackboard)</p> <p>Additional resources The World Bank has useful PowerPoints on survey guidelines, instrument design and the practicalities of preparing for a survey.</p>

Class	Material	Assignment	Readings
		<p>(4) Develop at least ten survey questions that help measure your outcomes of interest.</p> <p>(If there are not items that make sense to measure through a survey, please discuss with me.)</p>	<p>DIME Wiki. Questionnaire Design. World Bank</p>
<p>11: Tues June 16</p>	<p>Performance evaluation methods: US government agencies tend to characterize non-experimental evaluations as “performance” evaluations. Performance evaluations typically (although not always) rely more heavily on qualitative methods. Much of what we have discussed in sampling and measurement applies to large-n performance evaluations; however, sampling a smaller number of observations and qualitative measurement confronts a different set of challenges. We will discuss how we can still draw valid inferences with small-n studies. This and the next class will entail group presentations of different performance evaluation approaches. We will also explore an example of an inception report.</p>	<p>Assignment 10: For this class and the following class each group will give a five minute presentations on different qualitative evaluation approaches listed on the betterevaluation.org approaches site (here). Participants will (1) give an overview of the approach, (2) walk us through an example of how it has been applied in practice or how you would use it in an evaluation of your interest, (3) note the strengths and weaknesses of the approach, (4) and note situations where we might want to use this approach. Sign up on the google sheet.</p>	<p>Better Evaluation: Approaches</p> <p>Mack, Woodson, MacQueen, Guest, Namey. 2005. “Module 1: Qualitative Research Methods Overview.” <i>Qualitative Research Methods: A Data Collector’s Field Guide</i>. FHI-360. (Blackboard)</p> <p>White. 2012. Can we do small-n impact evaluations? World Bank Development Impact Blog: July 23.</p> <p>Additional resources</p> <p>White and Phillips. 2012. Addressing attribution of cause and effect in small n impact evaluation: Towards an integrated framework. Working paper 15. 3ie.</p> <p>Morra Imas and Rist 2009. <i>The Road to Results: Designing and Conducting Effective Development Evaluations</i></p>
<p>12: Thurs June 18</p>	<p>Performance evaluation methods (cont.):</p>	<p>Assignment 10 cont.</p> <p>Assignment 11: To submit prior to next class. You have been tasked with conducting a performance evaluation of the project analyzed in Assignments 2, 3, and 9. The evaluation SOW lists the following questions:</p>	<p>Better Evaluation: Approaches</p> <p>Social Impact. 2018. Yetu Initiative Mid-Term Performance Evaluation: Revised Inception Report. USAID. (Blackboard) (Statement of Objectives or scope of work is provided in Annex H on page 86)</p>

Class	Material	Assignment	Readings
		<ul style="list-style-type: none"> • What aspects of the intervention are seen as working well and which were viewed as less effective? • How sustainable is the intervention likely to be? • What were the lessons learned? <p>The SOW envisions a team of four researchers spending three weeks in country and a budget of \$150,000. Write a summary of an inception report that includes:</p> <ol style="list-style-type: none"> (1) A short description of the intervention (2) The evaluation questions (3) Which of the examined PE approaches will you draw upon and how. (4) What data sources you will use. (5) How larger units of study will be selected (e.g., villages, schools, health clinics) (6) How individuals will be selected (e.g., household heads, students, nurses)? (7) What kinds of questions will you ask. <p>Be brief. This should be limited to 2-3 pages. If some of these questions do not work for your case, please contact me.</p>	
13: Tues June 23	Overflow and Careers in evaluation: In this last class we will cover any important material that we did not have time to delve into and also discuss evaluation as a potential career option for SIS graduates.	Assignment 12: Use USAID's Development Experience Clearinghouse to identify a performance evaluation on a topic of your interest in a country of interest. Download the report and read through using the evaluation report checklist (See Blackboard) to assess the report. Be sure to include justifications for your ratings in the	
14:Thurs June 25	Final review		
TBD	Final exam		

Additional and general resources

General evaluation

- [Better Evaluation](#) is an amazing resource across a wide range of evaluation topics.
- The [American Evaluation Association](#) hosts an [annual meeting](#) (October 2020 in Portland), offers training and [professional development](#) including short webinars (coffee breaks), and the [EvalTalk](#) listserv, although many resources are only for members.
- Innovations for Poverty Action [Right-Fit Evaluation](#): A step away from randomized controlled trials to meet the *Goldilocks Challenge* to ensure evaluations that don't cost too much and maximize learning.
- [Evaluation Community](#): Offers links, resources, and a newsletter but primarily a forum for job postings.
- Data visualization: This is a huge topic with many paid for services (e.g., Tableau, Power BI). A popular source for guidance is [Stephanie Evergreen](#).

Impact evaluation

- Abdul Latif Jameel Poverty Action Lab (J-PAL) [Resource page](#): Information on all aspects of the impact evaluation process with toolkits, training, and case studies.
- A Quick Guide to 100+ Research Articles by each of the 2019 Economics Nobel Winners [Esther Duflo](#), [Michael Kremer](#), [Abhijit Banerjee](#), including many impact evaluations and field experiments.
- World Bank's [Development Impact Blog](#). Essential blog for impact evaluations, including a [curated list of postings](#) on technical topics.
- [Evidence in Governance and Politics](#): Another great impact evaluation/field experiment resource, particularly for governance interventions with the [Metaketa Initiative](#), which replicates the same treatment and research design in diverse context to address external validity concerns, [Policy Briefs](#), and [Methods Guides](#), with “ten things to know” on key topics.
- [International Initiative for Impact Evaluation](#) (3ie): Has a [Development Evidence Portal](#) that is a database of impact evaluations, [evidence gap maps](#) on diverse topics that show what research has been done tying diverse interventions to diverse outcomes (e.g., Intimate partner violence [gap map](#)), [replication studies](#) of previous impact evaluations, [publications](#), including [systematic reviews](#).
- Innovations for Poverty Action provides access to its many studies on its [research page](#), they also have a blog, and Chris Blattman has a [weekly links blog](#) that is very good.

Guidance for practical application

- IPA's [Research Protocols](#) on data quality, data security, and transparency.
- USAID [evaluation toolkit](#) with resources on evaluation planning and management.
- World Bank has [video recordings](#) from its 2019 Manage Successful Impact Evaluations training.
- World Bank's Development Impact Evaluation (DIME) group has a [wiki page](#) on the evaluation process.
- The UK government's evaluation guidance document: [The Magenta Book](#) and [methods annex](#).

Evaluation databases

- 3ie has a [Development Evidence Portal](#) that is a database of impact evaluations
- MCC [Evaluation Catalogue](#)
- USAID [Development Experience Clearinghouse](#)
- World Bank impact evaluations at [DIME](#)

American University Policies and Services

Academic Integrity

The following notice informs students about the American University Academic Integrity Code and their rights and responsibilities under it:

All students are governed by American University's Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct. Details about the Code can be found on the AU website (www.american.edu/academics/integrity).

Academic Support

The following notice informs students about academic support resources available through the Academic Support and Access Center:

All students may take advantage of the Academic Support and Access Center (ASAC)(MGC 243) for individual academic skills counseling, workshops, Tutoring, peer tutor referrals, and Supplemental Instruction. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.

Center for Diversity and Inclusion

The following notice informs students about resources available through the Center for Diversity and Inclusion:

The Center for Diversity and Inclusion (x3651, MGC 201) is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to "advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy." See www.american.edu/ocl/cdi/index.cfm.

Counseling Center

The following notice informs students about resources available through the Counseling Center:

The Counseling Center (x3500, MGC 214) offers intake and urgent care services, counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Emergency Preparedness for Disruption of Classes

The following notice informs students about what happens as a result of an unexpected closure of the University due to weather or safety concerns, for example:

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.

In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

OASIS: Confidential Victim Advocacy

The following notice informs students about resources available through the Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS):

A program of the Health Promotion and Advocacy Center (x3276, Hughes Hall 105), OASIS (the Office of Advocacy Services for Interpersonal and Sexual Violence) provides free and confidential victim advocacy services for American University students who are impacted by all forms of sexual violence (e.g. sexual assault, rape, dating or domestic violence, sexual harassment, or stalking)--either directly or indirectly. To schedule an advocacy meeting with one of AU's confidential victim advocates, visit their You Can Book Me page at auhpac.youcanbook.me.

Students with Disabilities

The following notice informs students with disabilities about appropriately requesting accommodations through the Academic Support and Access Center:

***If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended.** To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by the ASAC in MGC 243.*

Writing Center

The following notice informs students about resources available through the Writing Center:

The Writing Center (x2291, Bender Library, 1st floor) provides writing consultants to assist students with writing projects. Students must call to set up a free appointment. See www.american.edu/cas/writing/index.cfm.