

Fall, 2020
PADM 597
Program Evaluation
Course Syllabus
(Revised 9/10/2020)

I. Introduction

A. Purpose

The purpose of this course is to present students with an overview of basic approaches used to understand and assess public programs. All public programs, however clearly defined, have goals and serve citizens, clients, or recipients. Program evaluation aims to determine whether public programs achieve their intended goals or contribute to those they serve and how to improve their effectiveness. As an academic practice, program evaluation contributes to social science research as well by testing ideas and generating knowledge. Moreover, there are several different ways to assess the extent to which programs are being carried out, operating, achieving goals, and producing desirable changes and benefits.

This course is a detailed introduction to the models, methods, and practices that are used to study the performance of public programs; that is, ongoing, publicly funded, and executed activities that are intended to carry out legislatively adopted public policies as distinct from educational, medical and business evaluation. The course will look at public program evaluation from a conceptual and analytical point of view and review the numerous ways of understanding and assessing program effectiveness. In addition, the course will be guided by a humanistic viewpoint that recognizes that evaluations examine programs and take place in organizations that are run by human beings. The ability to interact effectively with these human beings will have a substantial effect on the ultimate ability of an evaluation to improve a program.

B. Note on Prerequisite Knowledge,

Although they are not formal prerequisites for the course, students taking this course are expected to have a working knowledge of public policy and management of the sort laid out in Public Administration 500 and of public organizations as encountered in Public Administration 521. In addition, for students it is assumed that students will have the basic familiarity with statistics at the level of those admitted to the MPA.

C. Technical Skills and Requirements

▪ **Technical Skills**

To participate and be successful in this class, students are expected to have mastered the basic technical tasks listed below:

- Use email – including attaching files, opening files, downloading attachments
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Create, update, and upload MS Word and MS Word readable documents (Microsoft Office products are available free for all UNM students at UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)
- Create, update, and upload MS PowerPoint and MS PowerPoint readable presentations
- Download, annotate, save and upload PDF files

- Download and install applications or plug ins required for viewing course videos in Kaltura Media Tools and other applications

- **Technical Requirements**

To participate and be successful in this class students should have the basic technical tools listed below:

- A high-speed Internet connection (highly recommended)
- A supported browser (these include: Chrome, Internet Explorer, Firefox, and Safari; detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>)
- A computer capable of running a recently updated web browser (processor speed, amount of RAM and Internet connection speed can greatly affect performance; [UNM's Computer Pods](#) offer free high-speed Internet access)
- Latest versions of [Java](#), and [Flash](#) for using the Kaltura Media Tools Inside Learn

II. Texts and Other Readings and Course Materials

A. Texts

There are one required and two recommended texts for the course. The required texts may be purchased at the UNM bookstore. Also, they may be purchased on-line from the publisher or another source. In addition, textbooks are available for electronic purchase and use at Vital Source, a digital textbook service.

- **Required Text**

P. H Rossi, M. W. Lipsey, & G.T. Henry, (2004). **Evaluation: A Systematic Approach** (8th Ed.), Thousand Oaks, CA: Sage

- Vital Source <https://www.vitalsource.com/products/evaluation-peter-h-rossi-v9781506307893>

- **Recommended Texts**

Ronald D. Sylvia, Kathleen M. Sylvia, (2008). **Program Planning and Evaluation for the Public Manager** (4th Ed.), Oak Grove, ILL: Waveland Press

- Vital Source <https://www.vitalsource.com/products/program-planning-and-evaluation-for-the-public-ronald-d-sylvia-kathleen-m-v9781478636175>

James C. McDavid, Irene Huse, Laura R.L. Hawthorn, (2019) **Program Evaluation and Performance Measurement** (3rd Ed), Thousand Oaks, CA: Sage

- Vital Source <https://www.vitalsource.com/products/program-evaluation-and-performance-measurement-an-james-c-mcdavid-irene-huse-v9781506337074>

B. Other Readings and Course Materials

- **Journal Articles**

Students will be expected to read articles from academic journals as part of their course work. These readings will be necessary to complete course assignments. All assigned articles are available on-line in full-text, PDF files as part of the UNM Learn course website. Also, they are available through the UNM library <http://library.unm.edu/> in full-text, PDF files. Students may choose to download these articles or read them on-line. Full citations for these articles are included in the course schedule below under Readings.

III. Activities and Assignments

A. Concept Acquisition and Application Activities

Students will be expected to review all posted material and participate in class activities using the UNM Learn course site <https://learn.unm.edu/>. These course activities may be supplemented by others, but initially they will consist in the following:

- **Group Exercises**

Both as concept acquisition and concept application practice as well as building the important skill of working on evaluation in teams, students may complete short assignments in assigned breakout groups.

- **Discussions/Class Participation** (10 points)

Each student is expected to participate fully and enthusiastically in class discussions. The purpose of the discussions is for students to demonstrate their understanding of key concepts and to get feedback from and help other students understand them as well. For each discussion session, students will be expected to show knowledge of the assigned material found in the lectures and readings. Class participation rubric is attached in the UNM Learn course information page.

- **Individual and Group Assignments** – as indicated below, students will complete assignments and the instructor will assign points and provide feedback to students.

B. Assignments

Students are asked to take an ungraded pre-test at the course's beginning and an ungraded post-test at the course's end. The pretest and post-test are for comparison purposes so that students can evaluate their knowledge gains during the life of the course. For a grade, students will complete 1 individual assignment, 1 journal article presentation, 1 midterm, and 1 final project. These will be completed in the order indicated on the course schedule. Extensions to submit assignments are not given, but students may turn in assignments after they are due and should expect a deduction of points for lateness. No extra credit or make-up assignments will be given. Drafts or resubmissions will not be accepted. All assignments will be posted to the UNM Learn site for the course. Brief explanations of the assignments and important comments on how to complete them successfully follow:

- **Journal Article Presentation**

Students will be assigned to present a journal article during class. A detailed explanation of the assignment and requirements are posted on UNM Learn under Journal Club.

- **Individual Assignment: Logic Model**

Students will prepare a logic model for a program of interest. A detailed explanation of the assignment and requirements are posted on UNM Learn under Assignment.

- **Midterm**

Students will take a midterm exam. Information on the format and content of the midterm will be provided 3 to 4 weeks prior to the exam.

- **Final Project**

Students are required to form a group (3 students per group). The group needs to identify a real Request for Proposals (RFP) from a federal, state, or local government agency, a foundation, nonprofit organization, or international organization, which *calls for an evaluation of a program, project, or demonstration*. The group needs to propose an evaluation design based on the requirement of the RFP. It is encouraged that the group will identify a RFP that matches well with their interests; if not, a list of

RFPs will be available on UNM Learn. A detailed explanation of the final project and requirements will be posted on UNM Learn.

Students will prepare Power-Point slides to present their project to the class. Group presentations should last about 20-30 min, including a 3-5 minutes Q&A session after each presentation. The presentation will be graded on both the quality of the content and of the presentation delivery.

The group paper should be approximately 12-18 pages (excluding references and appendix) in length (1 ½ spaced, Times New Roman, 12-point font).

▪ **On-Line Course Evaluation** (5 points)

At the end of the course, students are given an opportunity to evaluate the course on-line by Learn as indicated on the Syllabus. Given that this is a course in evaluation, students are expected to complete this evaluation and will receive five (5) points for doing so. Each student should receive an email indicating when the evaluation is available on-line and must send a course message to the instructor after completing it in order to receive the five (5) points credit.

IV. Grading

Attendance	10%
In-Class Participation	10%
Journal Article Presentation	10%
Logic Model Assignment	15%
Midterm	20%
Final Project	30%
Course Evaluation	5%
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Total	100%

V. Course Communications

Course communications will take place in three main ways. First, through postings to the UNM Learn course site. Second, communications are handled through the Course Messaging function available as part of the UNM Learn site. Students should closely monitor the course web page and the course messages for updates, changes, and information. Third, communication can occur through teleconferences or appointment consultations arranged with the instructor. Students can email the instructor (KChong1@salud.unm.edu) at any time.

VI. Incomplete Grades

The grade of Incomplete MUST be requested in writing (electronic mail is acceptable) to the instructor. The grade of incomplete will not be assigned unless so requested. The request must state a reason appropriate to the UNM Office of Graduate Studies guidelines for incomplete grades. Per these guidelines... "the grade of "I" is given only when circumstances beyond the student's control have prevented completion of the course work within the official dates of a session."

VII. Plagiarism

The policy on plagiarism in this class follows the definitions used in the UNM Faculty Handbook. Plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit. It is done intentionally. Ideas and quotations from others must be cited appropriately. This includes all sources even the author's own work used elsewhere. Such work in the course will not be accepted to complete any assignment

VIII. Additional Notes: Title IX; Netiquette; ARC

A. Title IX

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

B. Netiquette

In accord with the UNM Student Handbook, it is expected that students will show respect to fellow students and to the instructor when interacting in person or on-line in this course. Netiquette suggestions should be taken seriously. All course posts should demonstrate respect for others and for their views and those that do not will be taken down immediately. The UNM Learn Netiquette document can be found at <http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf>

C. ADA Accommodation

In keeping with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and University Policy 2310 academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. The University provides reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Further information about accommodation and contact with the University’s Accessibility Resource Center (ARC) can be found by reviewing Policy 2310 at <https://policy.unm.edu/university-policies/2000/2310.html>

D. Academic Integrity

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

IX. Course Schedule

DATE	TOPICS	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
8/20/2020	Session 1: Introductions and Course Overview <ul style="list-style-type: none"> • Introductions • Pre-Test 	<ul style="list-style-type: none"> • In class Pre-Test 	
8/27/2020	Session 2: What is Program Evaluation and Why is it Needed?	<ul style="list-style-type: none"> • Group Assignment 1: Review of article for class discussion on 9/3/20. 	<ul style="list-style-type: none"> • Rossi et al. Ch.1 • *Sturges, K. M. (2015). Complicity Revisited: Balancing Stakeholder Input and Roles in Evaluation Use. <i>American Journal of Evaluation</i>, 36(4), 461-469. DOI: 10.1177/1098214015583329 • Page, T. F., Batra, A., Ghouse, M. M., & Palmer, R. C. (2014). Implementation Cost Analysis of a Community-Based Exercise Program for Seniors in South Florida. <i>Health Promotion Practice</i>, 15(4), 585-591. DOI: 10.1177/1524839913518221 • Yampolskaya, S., Nesman, T. M., Hernandez, M. & Koch, D. (2004). Using Concept Mapping to Develop a Logic Model and Articulate a Program Theory: A Case Example. <i>American Journal of Evaluation</i>, 25(2), 191-207. DOI: 10.1177/109821400402500204
9/3/2020	Session 3: Social Problems and Assessing the Need for a Program	<ul style="list-style-type: none"> • Group Discussion of Sturges (2015) article. • Journal article assignment 	<ul style="list-style-type: none"> • Rossi et al. Ch.2 • *Dierst-Davies, R., Rock Wohl, A., Pinney, G., Johnson, C. H., Vincent-Jones, C., & Pérez, M. J. (2017). Methods to Obtain a Representative Sample of Ryan White-Funded Patients for a Needs Assessment in Los Angeles County: Results from a Replicable Approach. <i>Journal of the International Association of Providers of AIDS Care</i>, 16(4), 383-395. DOI: 10.1177/2325957415592476 • *Karlsson, M. E. & Zielinski, M. J. (2018). Sexual Victimization and Mental Illness Prevalence Rates Among Incarcerated Women: A Literature Review. <i>Trauma, Violence, & Abuse</i>. DOI: 10.1177/1524838018767933 • Karras-Jean Gilles, J., Astuto, J., Gjicali, K., & Allen, L. (2018). Sample Retention in an Urban Context: Exploring Influential Factors Within a Longitudinal Randomized Evaluation. <i>American Journal of Evaluation</i>. DOI: 10.1177/1098214017742719
9/10/2020	Session 4: Program Theory and Logic Model	<ul style="list-style-type: none"> • Journal Article Presentations • Individual Assignment: Logic Model Assignment - Due Oct. 1 	<ul style="list-style-type: none"> • Rossi et al. Ch.3 • Rosas, S. R. (2005). Concept Mapping as a Technique for Program Theory Development: An Illustration Using Family Support Programs. <i>American Journal of Evaluation</i>, 26(3), 389-401. DOI: 10.1177/1098214005278760 • Munter, C. Cobb, P. & Shekell, C. (2015). The Role of Program Theory in Evaluation Research: A Consideration of the What Works Clearinghouse Standards in the Case of Mathematics Education. <i>American Journal of Evaluation</i>, 37(1), 7-26. DOI: 10.1177/1098214015571122 • Chandler, K. M. M. & Williamson, D. L. (2013). Explicating Practicum Program Theory: A Case Example in Human Ecology. <i>Journal of Experiential Education</i>, 36(3), 188-202. DOI: 10.1177/1053825913489101
9/17/2020	Session 5: Assessing Program Process and Implementation	<ul style="list-style-type: none"> • Journal Article Presentation 	<ul style="list-style-type: none"> • Rossi et al. Ch.4 • Roe, K. & Roe, K. (2004). Dialogue Boxes: A Tool for Collaborative Process Evaluation. <i>Health Promotion Practice</i>, 5(2), 138-150. DOI: 10.1177/1524839903260141

DATE	TOPICS	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
			<ul style="list-style-type: none"> • Bridges, A. J., Andrews III, A. R. & Deen, T. L. (2012). Mental Health Needs and Service Utilization by Hispanic Immigrants Residing in Mid-Southern United States. <i>Journal of Transcultural Nursing</i>, 23(4), 359-368. DOI: 10.1177/1043659612451259 • Lachman, J. M., Kelly, J., Cluver, L., Ward, C. L., Hutchings, J., & Gardner, F. (2016). Process Evaluation of a Parenting Program for Low-Income Families in South Africa. <i>Research on Social Work Practice</i>, 28(2), 188-202. DOI: 10.1177/1049731516645665
9/24/2020	Session 6: Measuring and Monitoring Program Outcomes	<ul style="list-style-type: none"> • Journal Article Presentation 	<ul style="list-style-type: none"> • Rossi et al. Ch.5 • Álvarez, M., Rodrigo, M. J. & Byrne, S. (2016). What Implementation Components Predict Positive Outcomes in a Parenting Program? <i>Research on Social Work Practice</i>, 28(2), 173-187. DOI: 10.1177/1049731516640903 • Anderson, K. A., Geboy, L., Jarrott, S. E., Missaelides, L., Ogletree, A. M., Peters-Beumer, L. & Zarit, S. H. (2018). Developing a Set of Uniform Outcome Measures for Adult Day Services. <i>Journal of Applied Gerontology</i>. DOI: 10.1177/0733464818782130 • Jackson, J. L., Kay, C., & Frank, M. (2015). The validity and reliability of attending evaluations of medicine residents. <i>SAGE Open Medicine</i>, 3. DOI: 10.1177/2050312115589648
10/1/2020	Session 7: Impact Evaluation: Isolating the Effects of Social Programs in the Real World	<ul style="list-style-type: none"> • Journal Article Presentation • Logic Model Assignment Due 	<ul style="list-style-type: none"> • Rossi et al. Ch.6 • Arseneault, C., Alain, M., Plourde, C., Ferland, F., Blanchette-Martin, N., & Rousseau, M. (2015). Impact Evaluation of an Addiction Intervention Program in a Quebec Prison. <i>Substance Abuse: Research and Treatment</i>, 9. DOI: 10.4137/SART.S22464 • Wimbush, E., Montague, S., & Mulherin, T. (2012). Applications of contribution analysis to outcome planning and impact evaluation. <i>Evaluation</i>, 18(3), 310-329. DOI: 10.1177/1356389012452052 • Sayago-Gomez, J., Piras, G., Jackson, R., & Lacombe, D. (2017). Impact evaluation of investments in the Appalachian Region: A reappraisal. <i>International Regional Science Review</i>, 41(6), 601-629. DOI: 10.1177/0160017617713822

DATE	TOPICS	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
10/8/2020	Session 8: Impact Evaluation: Comparison Group Designs	<ul style="list-style-type: none"> • Journal Article Presentation 	<ul style="list-style-type: none"> • Rossi et al. Ch.7 • Newcomb, T. M. (1984). Conservation Program Evaluations: The Control of Self-Selection Bias. <i>Evaluation Review</i>, 8(3), 425-440. DOI: 10.1177/0193841X8400800308 • Bell, S. H., Olsen, R. B., Orr, L. L., & Stuart, E. A. (2016). Estimates of External Validity Bias When Impact Evaluations Select Sites Nonrandomly. <i>Educational Evaluation and Policy Analysis</i>, 38(2), 318-335. DOI: 10.3102/0162373715617549 • Grady, M. D., Edwards, Jr., D., & Pettus-Davis, C. (2017). A Longitudinal Outcome Evaluation of a Prison-Based Sex Offender Treatment Program. <i>Sexual Abuse</i>, 29(3), 239-266. DOI: 10.1177/1079063215585731
10/15/2020	Session 9: Impact Evaluation: Designs with Strict Controls on Program Access	<ul style="list-style-type: none"> • Journal Article Presentation 	<ul style="list-style-type: none"> • Rossi et al. Ch.8 • Hind, J. (2010). Additionality: A Useful Way to Construct the Counterfactual Qualitatively? <i>Evaluation Journal of Australasia</i>, 10(1), 28-35. DOI: 10.1177/1035719X1001000105 • Minzner, A., Klerman, J. A., Markovitz, C. E., & Fink, B. (2014). The Impact of Capacity-Building Programs on Nonprofits: A Random Assignment Evaluation. <i>Nonprofit and Voluntary Sector Quarterly</i>, 43(3), 547-569. DOI: 10.1177/0899764013491013 • White, H. (2010). A Contribution to Current Debates in Impact Evaluation. <i>Evaluation</i>, 16(2), 153-164. DOI: 10.1177/1356389010361562

DATE	TOPICS	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
10/22/2020	<ul style="list-style-type: none"> Session 10: Detecting, Interpreting, and Exploring Program Effects 	<ul style="list-style-type: none"> Journal Article Presentation Midterm 	<ul style="list-style-type: none"> Rossi et al. Ch.9 Kulik, J. A. & Fletcher, J. D. (2016). Effectiveness of Intelligent Tutoring Systems: A Meta-Analytic Review. <i>Review of Educational Research</i>, 86(1), 42-78. DOI: 10.3102/0034654315581420 Reichardt, C. S. (2011). Evaluating Methods for Estimating Program Effects. <i>American Journal of Evaluation</i>, 32 (2), 246-272. DOI: 10.1177/1098214011398954 Mukherjee, D. & Kable, J. W. (2014). Value-Based Decision Making in Mental Illness: A Meta-Analysis. <i>Clinical Psychological Science</i>, 2(6), 767-782. DOI: 10.1177/2167702614531580
10/29/2020	<ul style="list-style-type: none"> Session 11: Assessing the Economic Efficiency of Programs 	<ul style="list-style-type: none"> Journal Article Presentation 	<ul style="list-style-type: none"> Rossi et al. Ch.10 Dalziel, K. M., Halliday, D., & Segal, L. (2015). Assessment of the Cost–Benefit Literature on Early Childhood Education for Vulnerable Children: What the Findings Mean for Policy. <i>SAGE Open</i>, 5(1). DOI: 10.1177/2158244015571637 Willis, E., Semple, A. C., & de Waal, H. (2016). Quantifying the benefits of peer support for people with dementia: A Social Return on Investment (SROI) study. <i>Dementia</i>, 17(3), 266-278. DOI: 10.1177/1471301216640184 Lee, S. & Aos, S. (2011). Using cost–benefit analysis to understand the value of social interventions. <i>Research on Social Work Practice</i>, 21(6), 682-688. DOI: 10.1177/1049731511410551
11/5/2020	<ul style="list-style-type: none"> Session 12: Planning and Evaluation 	<ul style="list-style-type: none"> Journal Article Presentation 	<ul style="list-style-type: none"> Rossi et al. Ch.11 Orr, L. L. (2018). The Role of Evaluation in Building Evidence-Based Policy. <i>The ANNALS of the American Academy of Political and Social Science</i>, 678(1), 51-59. DOI: 10.1177/0002716218764299 Francis, L. J. & Smith, B. J. (2015). Toward Best Practice in Evaluation: A Study of Australian Health Promotion Agencies. <i>Health Promotion Practice</i>, 16(5), 715-723. DOI: 10.1177/1524839915572574 House, E. R. (2017). Evaluation and the Framing of Race. <i>American Journal of Evaluation</i>, 38(2), 167-189. DOI: 10.1177/1098214017694963
11/12/2020	<ul style="list-style-type: none"> Session 13: The Social and Political Context of Evaluation 	<ul style="list-style-type: none"> Journal Article Presentation 	<ul style="list-style-type: none"> Rossi et al. Ch.12 Tossavainen, P. J. (2017). Co-create with stakeholders: Action research approach in service development. <i>Action Research</i>, 15(3), 276-293. DOI: 10.1177/1476750316641995 Steve Jacob, Yves Boisvert. (2010). To Be or Not to Be a Profession: Pros, Cons and Challenges for Evaluation. <i>Evaluation</i>, 16(4), 349-369. DOI: 10.1177/1356389010380001 Haviland, M. & Pillsbury, J. (2012). Challenges Faced when Evaluating the Jalaris Kids Future Club. <i>Evaluation Journal of Australasia</i>, 12(1), 26-31. DOI: 10.1177/1035719X1201200104
11/19/2020	Final Project Presentation	<ul style="list-style-type: none"> Final Project Presentation 	
11/26/2020	No Class (Thanksgiving Holiday)		
12/3/2020	Final Project Presentation	<ul style="list-style-type: none"> Final Project Presentation 	
12/10/2020	<ul style="list-style-type: none"> Course Wrap Up 	<ul style="list-style-type: none"> Post Test On-Line Course Evaluation 	