



**Program Evaluation PADM 597
Syllabus Spring 2024**

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Office Hours: by appt.

Class Meeting Day(s): Wednesdays 6:00-8:45pm

Course Description:

Program evaluation is essential for designing and operating effective programs in public and nonprofit organizations. It involves the systematic use of scientific methods to obtain and utilize evidence that can assist decision makers to assess and improve their programs. This course will introduce students to program evaluation theory and practice, including discussion about a) the need and logic of evaluations, why do we need it and how do we use it?, b) the design and theory of evaluation practices, c) its implementation and d) how to understand the outcomes and impacts of a program. Upon successful completion of this course, students should: 1) Become familiar with the concepts, theories, and methods of evaluation research; 2) Describe the purposes and logic of program evaluation; 3) Raise concrete evaluation questions; 4) Apply principles of research design to evaluation questions; 5) Implement critical thinking to identify and propose evaluation methods for a chosen program.

Textbooks:

Rossi, Peter H., Mark W. Lipsey, and Gary T. Freeman. (2018). Evaluation: A Systematic Approach, 8th Ed., Thousand Oaks, CA: Sage Publication.

Newcomer, Kathryn E, Harry Hatry, and Joseph S. Wholey. (2015). The Handbook of Practical Program Evaluation, 4th Ed., Jossey-Bass. This book can be accessed via UNM E-library at <https://ebookcentral.proquest.com/lib/unm/detail.action?docID=2144898#>
Please note that the number of simultaneous access to the book is limited.

All other readings are posted on Canvas.

Course Requirements:

Assessment	%of Grade
Class participation/Quizzes	10
Canvas discussions	10
Assignment 1: Impact evaluation critique	10
Group Project proposal	20
Mid-term Exam	20
Assignment 2: Quantitative exercise	10
Final Project Report	20
Total	100%

Grading Scale:

A+ 97-100%; **A** 93 – 96%; **A-** 90 – 92%; **B+** 87 – 89%; **B** 83 – 86%; **B-** 80 – 82%; **C+** 77 – 79%; **C** 73 – 76%; **C-** 70 – 72%; **D+** 67-69%; **D** 65-66%; **F** Below 60%

Classroom etiquette:

Title IX The basic rule is one of respect. The goal is to create a community where all feel free to participate in discussions and are open to the ideas and contributions of others. We should expect to disagree with each other on at least some issues of debate, but discussion and disagreement must be expressed in a manner that recognizes the dignity of all and is open to learning from other perspectives. Disrespectful language and/or behavior will not be tolerated.

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Support: LoboRESPECT Advocacy Center and the support services listed on its website, the Women's Resource Center and the LGBTQ Resource Center all offer confidential services and reporting.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you

choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Electronic devices: I expect a responsible use of electronic devices, which means that students should not engage in other activities other than those related to the class. Please turn off cell phones and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. Some class activities will be easier if students have access to a laptop.

Zoom Students Decorum Guidelines: Students taking the course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance. Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the **computer's camera on** for the entire session: students not visible to the instructor will not be considered in attendance. It is expected that distance students will devote their attention to class while it is in session.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting.

Detail on quizzes, assignments, and final project:

A weekly reading quiz will be given at any point during each class throughout the semester starting from session 2. NO make-up quizzes will be provided, but the lowest quiz score will be dropped for each student at the end of the semester. Please do not ask me about make-up quizzes, this syllabus states clearly the rules. If you have to miss more than one quiz you may take advantage of the many extra credit opportunities provided throughout the semester.

Individual Assignment 1: Critique of an impact evaluation study. You will have the opportunity to select one IMPACT EVALUATION study among a set of options given and prepare a written critical review on it. A detailed explanation of the assignment and requirements is posted on the UNM Canvas site under Assignments.

Individual Assignment 2: Quantitative exercise where you will perform a simple cost-benefit analysis, discuss the importance and consequences of different discount rates, and explain your

assumptions. A detailed explanation of the assignment and requirements is posted on the UNM Canvas site under Assignments.

Canvas discussions: Canvas discussions will be graded based on the content of the participation and response to the guide question for each discussion. Students must also engage with at least one comment from another student. More details about the rules for Canvas discussions participation will be provided on Canvas.

Final Group Project: Work in groups to write an evaluation proposal of a public problem or program of your interest. You will write a summary of a needs assessment and a complete profile of the objectives, target population and methodologies of the proposed evaluation while defending/explaining your choices. In this assignment you will be expected to implement the concepts and tools discussed during the semester.

Attendance and missing assignments policy: Regular and punctual attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible. This class is an interactive learning class, which means that student engagement is vital to maximizing the learning experience for everyone. However, if you need to miss a class, please contact me. Distance students: if there are technical difficulties for any reason, the recording of the class will be made available to you as soon as possible.

The assignment due dates are marked in the syllabus. If your assignment is not submitted on time, I will deduct 5% per day (e.g. the maximum grade you could possibly receive after a one-day late submission would be 95 out of 100, after 2 days 90, after 3 days 85, and so on). Be aware that a zero mark in one of the assignments may seriously hinder your chances of passing the course.

Accommodations: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 or arcsrvs@unm.edu for additional information. UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at arcsrvs@unm.edu or by phone 277-3506

APA Citation Style: For this class, assignments and final research proposal should strictly follow APA citation style. The following websites provide basic guidelines:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.lcc.edu/library/help/citation/apaonline.aspx>

Library and Tutorial Services: UNM-Main campus provides many library services and tutorial services, including a range of services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM’s online services.

SCHEDULE OF ACTIVITIES

The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing.

Wk	Date: Topic	Readings^Ψ	Assessments
1	01/17: Introduction: What is program evaluation and why is it needed?	*Rossi et al., Ch 1. *Kaskins, R. (2014) Social programs that work. The New York Times. (Available on Canvas)	---
2	01/24: Getting started, formulating questions, evaluation contexts.	*Rossi et al., Ch 2	In class Quiz
3	01/31: Needs assessment & Evaluation framework	*Berberet, H. M. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. (On Canvas) *Chianca, T. (2008). The OECD/DAC criteria for international development evaluations: An assessment and ideas for improvement. On Canvas	In class Quiz Canvas discussion 1
4	02/07: Program theory	*Rossi et al., Chapter 3. Expressing and Assessing Program Theory.	Assignment DUE 02/11: <u>Project Proposal Report</u> through Canvas In class Quiz
5	02/14: Evaluating program impacts	*Rossi et al., Chapter 5, 6. *Optional: Lester, P. et al. (2012). Evaluation of a family-centered prevention intervention for military children and families	In class Quiz

		facing wartime deployments. (On Canvas)	
6	02/21: Evaluating program impacts: Experiments & unintended effects	*Akobeng, A.K. Understanding randomized controlled trials. Archives of Disease in Childhood 2005; 90:840-844 Only read pages 840 to 844. (On Canvas). Optional: Nymark, L., & Vassall, A. (2020). A comprehensive framework for considering additional unintended consequences in economic evaluation. (On Canvas)	Individual Assignment 1 DUE at 11:59 pm through Canvas In class Quiz
7	02/28: Ethical concerns in evaluation & IRB	*Oakes, J. M. (2002). Risks and wrongs in social science research: An evaluator's guide to the IRB. Evaluation Review, 26(5). (On Canvas).	In class Quiz
8	03/06: Quantitative measurement & Data collection. Population & sampling	*Newcomer et al., Handbook of Practical Program Evaluation: Chapter 23. Optional: Dufrene, R. (2000). An evaluation of a patient satisfaction survey: validity and reliability. Evaluation and Program Planning. (On Canvas)	Midterm Exam assigned. In class Quiz
9	03/13: NO CLASS – BREAK	---	Midterm Exam DUE 03/20 by 11:59 pm
10	03/20: Quantitative measurement & Data collection: Surveys	*Glasow, P. A. (2005). Fundamentals of survey research methodology. Retrieved January, 18, 2013. (Available on Canvas). Optional: Koponen, P., & Aromaa, A. (2017). (On Canvas).	Quiz In class activity
11	03/27: Qualitative analysis for evaluation.	*Newcomer et al., Handbook of Practical Program Evaluation: Chapters 19	No class Canvas discussion 2

		Optional: Chapter 20 & 21 Handbook of Practical Program Evaluation.	
12	04/03: Qualitative analysis for evaluation 2	*Newcomer et al., Handbook of Practical Program Evaluation: Chapter 22	In class Quiz
13	04/10: Evaluating program efficiency & cost effectiveness	* Rossi et al., Chapter 10 Optional: Newcomer et al., Handbook of Practical Program Evaluation: Chapter 24	In class Quiz
14	04/17: Measuring intangible benefits & Costs & intertemporal valuation		Assignment 2: Quantitative exercise DUE 04/19 by 11:59 pm through Canvas
15	04/24: Final Project Time – Work during class on final project		Work in groups on the final project
16	05/01: Use of evaluation, pitfalls, and recommendations	*Newcomer et al., Handbook of Practical Program Evaluation: Chapter 26	Canvas discussion 3 Quiz
17	05/08: Final Exams Week		Final Project due on assigned final exam date through Canvas.

ΨSome references included in this table are incomplete due to space limitations, but you can find the complete references along with access to the materials on Canvas.
Additional in-class activities (not for grade) may not be listed here.