



**Program Evaluation PADM 597
Syllabus Fall 2022**

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Office Location: SSCO 3018
Office Hours: Wednesdays 1:30 –2:30 pm or by appt.

Class Meeting Day(s): Tuesdays 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. 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) Propose an appropriate evaluation plan to assess the implementation and effectiveness of a program; 6) Use evaluation results to propose ideas and strategies to improve program performance.

Textbooks:

Rossi, Peter H., Mark W. Lipsey, and Howard E. Freeman. (2004). *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
Assignment 1:	10
Proposal Report Final Project	10
Mid-term Exam	20
Assignment 2: Impact evaluation critique	10
Final Project Report	20
Final exam	20
Total	100%

Grading Scale:

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

Classroom etiquette: 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.

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 the beginning of 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.

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.

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.

Final Project: Work in groups to write an evaluation proposal of a public problem or program of your interest. You will write a needs assessment and a complete profile of the objectives, target population and methodologies of the proposed evaluation while defending/explaining your choices.

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 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	8/23: Introduction: What is program evaluation and why is it needed?	*Rossi et al., Ch 1. *Haskins, R. (2014) Social programs that work. The New York Times. (Available on Canvas)	---
2	8/30: Getting started, formulating questions, evaluation contexts.	*Rossi et al., Ch 2 *Chelimsky, E. (1987). What have we learned about the politics of program evaluation?. (On Canvas). *Berberet, H. M. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. (On Canvas)	Quiz Rossi et al., chapter 1, 2. Class discussion: formulating relevant questions
3	9/6: Program theory & Evaluation framework	*Rossi et al., Chapter 3. Expressing and Assessing Program Theory.	Quiz

		*Chianca, T. (2008). The OECD/DAC criteria for international development evaluations: An assessment and ideas for improvement. On Canvas	
4	9/13: Evaluating program impacts	*Rossi et al., Chapter 5, 6. *Lester, P. et al. (2012). Evaluation of a family-centered prevention intervention for military children and families facing wartime deployments. (On Canvas)	Assignment DUE 9/13: Final Project <u>Proposal Report</u> through Canvas Quiz
5	9/20: Evaluating program impacts 2. Unintended effects & externalities	*Helbling, T. (2020). Externalities: prices do not capture all costs. (On Canvas). * Nymark, L., & Vassall, A. (2020). A comprehensive framework for considering additional unintended consequences in economic evaluation. (On Canvas)	Quiz
6	9/27: Evaluating program impacts: Experiments and behavioral studies.	*Rossi et al., Chapter 8 *Dennis, M. (1990). Assessing the validity of randomized field experiments: an example from drug abuse treatment research. (On Canvas). *Hennig-Schmidt, H., Jürges, H., & Wiesen, D. (2019). Dishonesty in health care practice: A behavioral experiment on upcoding in neonatology. (On Canvas).	Assignment 1 DUE at 5:00 pm through Canvas Quiz
7	10/4: Final notes on behavioral evaluation. 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).	Quiz
8	10/11: NO CLASS – BREAK	---	Midterm Exam
9	10/18: Quantitative measurement & Data	*Newcomer et al., Handbook of Practical Program Evaluation: Chapter 23.	Midterm Exam DUE 10/17 by 11:59 pm

	collection. Population & sampling	*Dufrene, R. (2000). An evaluation of a patient satisfaction survey: validity and reliability. Evaluation and Program Planning. (On Canvas)	Quiz
10	10/25: 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	11/1: Qualitative analysis for evaluation.	*Newcomer et al., Handbook of Practical Program Evaluation: Chapters 19, 20, 21.	Quiz
12	11/8: Qualitative analysis for evaluation 2	*Newcomer et al., Handbook of Practical Program Evaluation: Chapter 22	Quiz
13	11/15: Evaluating program efficiency & cost effectiveness	* Rossi et al., Chapter 10 *Newcomer et al., Handbook of Practical Program Evaluation: Chapter 24	Quiz
14	11/22: Measuring intangible benefits & Costs & intertemporal valuation	*Kenkel, D. (2001). Using estimates of the value of a statistical life in evaluating regulatory effects. (On Canvas). *Groom, B., Hepburn, C., Koundouri, P., & Pearce, D. (2005). Declining discount rates: the long and the short of it. (On Canvas).	Assignment 2: Quantitative exercise DUE 11/22 by 11:59 pm through Canvas
15	11/29: Final Project Time – Work during class on final project		Work in groups on the final project
16	12/6: Use of evaluation, pitfalls, and recommendations	*Newcomer et al., Handbook of Practical Program Evaluation: Chapter 26	Final Project DUE 12/5 at 11:59 pm through Canvas

			Quiz
17	12/13: Take home Final Exam		Final Exam due 12/13 at 11:59 pm 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.