Pub Ad 522 **Bruce J. Perlman, Ph.D.**
Fall, 2013 **277-3313**
Office Hours: Mon 2-4pm **bperlman@unm.edu**

Program Evaluation
Course Syllabus

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 stated, have goals and serve citizens, clients, or recipients. Program evaluation aims to determine whether programs achieve their intended goals or make a contribution 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 a number of 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. The course will look at program evaluation from both 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.

II. Readings and Other Course Materials
A. Texts
There are three required texts for the course. The required texts have been ordered for purchase at the UNM bookstore. Also, they may be purchased on-line from the publisher or another source. In addition, two of the three required texts are available for electronic purchase and use at CourseSmart, a digital textbook service.

- **Required Texts**

P. H Rossi, M. W. Lipsey, & H. E. Freeman, (2004). **Evaluation: A Systematic Approach** (7th Ed.), Thousand Oaks, CA: Sage

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

- CourseSmart http://www.coursesmart.com/IR/2103271/9781577667780?__hdv=6.8

James C. McDavid, Irene Huse, Laura R.L. Hawthorn, (2013) **Program Evaluation and Performance Measurement** (2nd Ed), Thousand Oaks, CA: Sage

- CourseSmart http://www.coursesmart.com/IR/2103271/9781412978316?__hdv=6.8

- **Other Materials and Readings**
  - **Journal Articles**

Students will be expected to read a number of articles from academic journals as part of their course work. These readings will be necessary to complete course assignments. All assigned articles are available through the UNM library http://library.unm.edu/ in full-text, PDF files. In order to access these articles, students must have a valid UNM NetID and password to access the UNM library on-line. 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.

  - **Slides**

Microsoft Power Point Slides will be posted for all topics on the UNM Learn course site https://learn.unm.edu/ . These slides will cover some of the assigned reading, provide considerable additional information relevant to the particular topic not found in the reading, and will present any assignments that are to be completed by students. Students are expected to review these slides and understand the content in them for application to and completion of course assignments.

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/ . As indicated in the course schedule below, activities are divided into "acquisition activities" which are aimed at helping students acquire concepts from the Slides, Readings, and other posted audio and video explications, and "application activities" or exercises which endeavor to have the student apply the concepts covered to instances and cases both for practice and feedback as well as for submission as assigned coursework. These course activities may be supplemented by others, but initially they will consist in the following:

- **Slide Review** – as indicated above, slides will be posted with additional information on topics for students to review
- **Audio-Video Viewing** – to help explain important topics and show and provide practice for the application of concepts, short video clips or audio with picture clips will be posted for students to view
- **Discussion Questions** – as indicated above, the instructor will post questions on the course discussion board for students to respond as well as offer comments on the responses of others
- **Debriefings** – after assignments are completed and submitted, the instructor will post short audio-video summaries indicating both the work well done and the most common missteps as feedback to the entire class
- **Virtual Question and Answer** (Q&A) – as well as being available to answer questions by email or by phone during office hours or at another time arranged, the instructor will set aside time to answer student questions using on-line chat or videoconference
- **Group Assignments** – both as concept acquisition and concept application practice students will complete short assignments in assigned groups and will post them for presentation to and feedback from the instructor and other students
- **Individual Assignments** – as indicated below, students will complete individual assignments and submit these to the instructor who will assign points and provide feedback to students individually

B. Assignments

There will be no tests. Students will complete four individual assignments, several group exercises, on-line class discussions, and a final project. These will be completed in the order indicated on the course schedule below (extensions to submit assignments will not be granted, 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. Each assignment will be further explained in instructions posted on-line. All assignments will be submitted digitally. Class discussions will be completed through web postings by each student in response to instructor initiated requests and instructions. Brief explanations of the assignments follow:

- **Discussions** (10 points x 8 = 80 points; as assigned)

Each student is expected to participate fully and enthusiastically in the on-line discussions outlined above. This will be accomplished by first commenting in response to questions posed on-line on the discussion board by the instructor and then to the responses and comments of other students. Students are expected to demonstrate their understanding of key concepts in these on-line forums, get feedback from and help other students understand them as well. For each discussion, students will be expected to post an initial response that will be worth a maximum of six (6) points and two (2) additional comments worth two (2) points each for a total of ten (10) points for each discussion. A rubric will be posted indicating the desirable features of good quality responses and comments. Also, the discussions will have opening and closing time limits for student postings.

- **Individual Assignments** (25 points x 4 = 100 points; due as assigned)

1. Program Goals and Objectives
2. Evaluation Research Questions
3. Data Collection Plan
4. Data Analysis Plan

- **Group Assignments** ([10 points x 4]+ 10 points participation = 50 points; due as assigned)

Students will be assigned groups. Group members will be able to communicate asynchronously using email and in real time using the chat, discussion, and other conferencing tools built into the UNM Learn Site software. In addition, they will be able to post and collaborate through the site. Groups will complete four (4) assignments applying class concepts to a short project worth ten (10) points each for a total for forty (40) points. Each student is expected to participate fully in activities and group work and an evaluation sheet for each student will be posted for feedback from other group members on participation. Participation will be worth ten (10) points.

IV. Grading

Points earned for completing course requirements will provide the basis for course grades. The value of each requirement is detailed above. Grades will be assigned on the basis of cumulative points earned. A grading scale is presented below. It presents the grades earned for levels of accumulated points.

Grading Scale

Grade	Points
A+	230
A	229-220
A-	219-210
B+	209-200
B	199-190
B-	189-180
C+	179-170
C	169-160
etc.	

V. Incomplete Grades

The grade of Incomplete MUST be requested in writing (electronic mail is acceptable) from 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. According to 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".

VI. 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.

VII. Course Schedule (Subject to Amendment and Change)

MODULE 1 INTRODUCTION TO PROGRAM EVALUATION			
TOPICS	**ACQUISITION ACTIVITIES**	**APPLICATION PRACTICE ACTIVITIES**	**READING**
Topic 1: Course Introduction			
• Syllabus and Requirements • Course Organization	• Review Intro Slides • Virtual Q&A: Course	• Individual Assignment: Pre Test	
Topic 2: Programs in the Public Sector			

• Development of Program Evaluation
  ○ Evaluation Practice
  ○ Evaluation Research
• Role of the Evaluator
	• Review Intro Slides
	• View Pre Test Answers Debrief
	• Discussion: Programs and Program Evaluation
		• Individual Assignment: Pre Test Correction	• Rossi, Lipsey and Freeman, pages 3-28; 369-419
			• Sylvia and Sylvia, pages 118-19
			• McDavid and Hawthorn, pages 15-34; 401-429
			• Modarresi, Newman & Abolafia, Academic evaluators versus practitioners: alternative experiences of professionalism, Program Planning & Evaluation 24 (2001) 1-11
			• Lewis & Zarb, Federal Program Evaluation from the OMB Perspective Public Administration Review, Vol. 34, No. 4 (Jul. - Aug., 1974), pp. 308-317
			• Poland, Program Evaluation and Administrative Theory Public Administration Review, 34 (4) 1974 333-338
			• Davis, Do You Want a Performance Audit or a Program Evaluation? Public Administration Review, 50 (1) 1990 35-41

MODULE 2 UNDERSTANDING PROGRAM PURPOSE & CONTEXT			
TOPICS	**ACQUISITION ACTIVITIES**	**APPLICATION PRACTICE ACTIVITIES**	**READING**
Topic 3: Program Background and Aims			

• Identifying Stakeholders
  ○ Engaging the Stakeholders
  ○ Stakeholder Communication and Participation
• Mission, Goals & Objectives
	• View Writing G&O Practice
	• Virtual Q&A: G&O Writing
	• Discussion: Stakeholders
		• Individual Assignment: Writing Goals & Objectives	• Rossi, Lipsey and Freeman, pages 41-44; 48-52
			• Sylvia and Sylvia, pages 31-32; 38-41; 121-127
			• Jung, Developing and Validating New Concepts and Measures of Program Goal Ambiguity Administration & Society 44(6) 2012 675 –701
			• Geist, Using the Delphi method to engage stakeholders-A comparison of two studies, Evaluation & Program Planning 33 (2010) 147–154
			• Wittig, Goals and Objectives International

			Journal of Education for Library and Information Science, 33 (2) 199 129-140Bryson, Patton & Quinn Working with evaluation stakeholders-A rationale, step-wise approach and toolkit ,Evaluation & Program Planning 34 (2011) 1–12 • Khakee, Reading Plans as an Exercise in Evaluation, Evaluation 6 (2) 2000 119–136 • Bryson, Patton & Quinn Working with evaluation stakeholders-A rationale, step-wise approach and toolkit Evaluation & Program Planning 34 (2011) 1–12 •
Topic 4: Programs in the Social Context			
• Social Systems Concepts o Purpose and General Systems Concepts o Task and Social Environments of Programs • Programs as Social Change Entities o Need Analysis o Program Service Analysis • Flow Charting Social Environment	• Review Social System Slides • View Social System Practice • Discussion: Social Systems	• Group Assignment: Social System Assessment	• Rossi, Lipsey and Freeman, pages 54-55; 101-130 • Sylvia and Sylvia, pages 3-23 • McDavid and Hawthorn, pages 39-69;201-229 • Bridgeforth, Toward a General Theory of Social Systems, Int'l. Journal of Sociology and Social Policy 25 (10-11) 2005 54-81 • Johnson, Applying Social Capital Theory to Needs Assessment, Administrative Theory & Praxis, 21 (1) 1999 12-21
Topic 5: Programs in the Production Context			
• Programs as Productive Operating Entities o Production Systems Concepts o Processes and Capacity • Flow Charting Production and Problems	• Review Operating Slides • View Flow Charting • Discussion: Capacity		• Rossi, Lipsey and Freeman, pages 169-199 • Sylvia and Sylvia, pages 56-74 • McDavid and Hawthorn, pages 281-302 • Brown Enhancing and Measuring Organizational Capacity Public Administration Review 76 (4) 2012504-515 • Maher et al, Methodology Matters, Tropical Medicine & Int'l Health 17 (30) 2012 264–271 • Bendoly, Donohue & Schultz, Behavior in Operations Management Journal of Operations Management 24 (2006) 737–752

Topic 6: Programs In the Action Context			
• Programs as Parts of Ongoing Organizations • Evaluability Analysis	• Review Action Slides • View Writing G&O Debrief • Review Background Slides • Discussion: Evaluability	• Group Assignment: Evaluability Assessment	• Rossi, Lipsey and Freeman, pages 136-138; 331-366 • Sylvia and Sylvia, pages 75-89; 91-111 • McDavid and Hawthorn, pages 376-393 • Thurston & Potvin, Evaluability Assessment as a Tool for Incorporating Evaluation in Social Change Programs Evaluation 2003, 453-69
MODULE 3 FOCUSING THE PROGRAM EVALUATION			
TOPICS	**ACQUISITION ACTIVITIES**	**APPLICATION PRACTICE ACTIVITIES**	**READING**
Topic 7: Program Logic			

• Program Theory
  ○ Cause and Effect Chain
  ○ Effects Logic
• Program Logic
  ○ Depicting the Cause and Effect Chain
	• Review Focus & Effects Slides
	• View Logic Model Practice
	• Virtual Q&A: Logic Model
	• Discussion: Theory and Logic
		• Group Assignment: Program Theory and Logic	• Rossi, Lipsey and Freeman, pages 93-96; 139-166; 301-317
			• Sylvia and Sylvia, pages 115-119
			• McDavid and Hawthorn, pages 39-69; 118-124
			• Byrne, Evaluating complex social interventions in a complex world Evaluation 19 (3) 2013 217-28
			• Hill & Thies, Program theory and logic model Evaluation & Program Planning 33 (2010) 356–364
			• Millar, Simeone & Carnevale, Logic models- a systems tool for performance management Evaluation & Program Planning 24 (2001) 73-81
			• Cobigo, Morin, Mercier, Logic Model for Behavior Disorder, Jo of Dev Disabilities 18 (1) 2012 87-95
			• Crane, Using Qualitative Data to Refine a Logic Model, Qualitative Report 15 (4) 2010 899-931

Topic 8: Program Research Design			

• Selecting an Evaluation Approach and Type
• Developing Program Evaluation Questions
  ○ Evaluation Questions
  ○ Evaluation Questions, Concepts, and Constructs
	• Review Design & Measures Slides
	• View Evaluation Questions Practice
	• Virtual Q&A: Evaluation Questions
	• View Logic Model Debrief
	• View Evaluation Questions Debrief
		• Individual Assignment: Project Upstream Evaluation Questions	• Rossi, Lipsey and Freeman, pages 33-47; 67-97; 203-213
			• Sylvia and Sylvia, pages 125-130
			• McDavid and Hawthorn, pages 305-333
			• Oakley, Strange & Stephenson, Evaluating Processes, Evaluation Vol 10(4) 2004 440-62
			• Havens, Program Evaluation and Program Management Public Administration Review, 41 (4) 1981),480-485
			• Schalock, Bonham & Verdugo, The conceptualization and measurement of quality of life, Evaluation & Program Planning 31 (2008) 181–190
			• Epstein & Klerman, When is a Program Ready for a Rigorous Impact Eval, the Role of a Logic Model ,Evaluation Review 36 (5) 2013 75-401

MODULE 4 THINKING ABOUT PROGRAM EVALUATION DATA			
TOPICS	**ACQUISITION ACTIVITIES**	**APPLICATION PRACTICE ACTIVITIES**	**READING**
Topic 9: Data Collection			
• Turning Constructs into Measures • Levels of Measurement • Sampling Considerations	• Review Collection Slides • View Collection Plan Practice • Virtual Q&A: Collection Plan • Discussion: Measurement	• Individual Assignment: Data Collection Plan	• Rossi, Lipsey and Freeman, pages 113-118 • McDavid and Hawthorn, pages 146-160 • Stipak, Citizen Satisfaction with Urban Services Potential Misuse as a Performance Indicator PAR 1979 Vol. 39, No. 1 (Jan. - Feb., 1979), pp. 46-52 • Coker & Friedel, The Data Collection Matrix Model, A Tool for Functional Area and Program Evaluation Research, 32, (1) 1991. 71-81 • Wellisch & Jordan, Sampling and Data Collection in Natl Nutrition, Am J Clin Nutr 40 1984 368-381 • Lichtenberger & Ogle, The Collection of Post-Release Outcome Data for the Evaluation of Correctional Education Programs Jo of Correctional Ed 57 (3) 2006 230-238

Topic 10: Data Analysis			
• Quantitative Analysis • Qualitative Analysis	• Review Analysis Slides • View Collection Plan Debrief • View Analysis Plan Practice • Virtual Q&A: Analysis Plan • Discussion: Data	• Individual Assignment: Data Analysis Plan	• Rossi, Lipsey and Freeman, pages 233-236 • Sylvia and Sylvia, pages 168-170 • McDavid and Hawthorn, pages 129-145; 165-296 • Wistow & Byrne, Using Qualitative Comparative Analysis to understand complex policy problems Evaluation19(2) 2013 126 –140 • USGAO, Quantitative Data Analysis 1992 • Strauss & Corbin, Grounded Theory Research Procedures, Canons, and Evaluative Criteria Qualitative Sociology 3 (1)1999 2-21 • Corden & Sainsbury, Exploring Quality-Research Participants' Perspectives on Verbatim Quotations Int. Jo of Soc Res Methodology 9 (2) 2006 97-110 • Choi & Li, Qualitative case studies in operations management Trends, research outcomes Journal of Operations Management 29 (2011) 329–342
Topic 11: Threats to the Validity of Data			
• Experimental & Quasi-Experimental Models • Strengthening Claims	• Review Threat Slides • Virtual Q&A: Flawed Designs • View Flawed Designs Practice • View Analysis Plan Debrief	• Group Assignment: Flawed Designs	• Rossi, Lipsey and Freeman, pages 239-297 • Sylvia and Sylvia, pages 141-167 • McDavid and Hawthorn, pages 79-120 • LeBaron & Wallace, Design Down & Up An argument-based approach to validity in evaluation Evaluation 17 (3) 2011-233-46
Topic 12: Data Use			
• Reporting Evaluation Results ○ Improving Utilization ○ Dissemination and Reporting	• Review Reporting Slides • View Flawed Designs Debrief	• Individual Assignment: Post Test	• Rossi, Lipsey and Freeman, pages 413-419 • Neuman, et al, Evaluation Utilization Research, Evaluation & Program Planning 36 (2013) 64–70 • Andrews, Start at the end: empowerment evaluation product planning, Evaluation & Program Planning 27 (2004) 275–285
Topic 13: Final Assignment			
• TBD		• Individual Assignment: Post Test Correction	