



Syllabus for PADM 597: Program Evaluation

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Course Credits: 3.0

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Office Hours: Thursdays, 4-6pm

Course Description: This course is intended to provide an advanced introduction to the theory and practice of program evaluation, along with policy analysis and evaluation. The role of a modern health or public administrator includes expertise in evaluation. Evaluations may be conducted for both internal and external purposes. While evaluations are conducted for a wide range of reasons, there are two fundamental questions driving most evaluations: (1) Is a specific program causing desired outcomes? And (2) Why or why not? Evaluations produce information that explain program performance and allow informed decisions to be made. Evaluation is a key management tool for funders, administrators, planners, policy-makers and other health officials.

This course will introduce students to program evaluation theory and practice. This course will provide a thorough foundation in evaluation methods. Students will apply these methods to assess the success of programs. This course is specifically designed for MHA students and the focus is on health programs and health services. However, all materials are relevant and tailorable for public administration students and students in other disciplines.

Course Objectives/Student Learning Outcomes (Behavioral Objectives) and Linked CAHME Competencies:

<i>Course Objective</i>	<i>Competencies</i>
Identify concepts, strategies, and techniques for evaluating programs & policies	<ul style="list-style-type: none"> Information seeking
Discuss political, administrative, ethical and cultural issues in evaluating programs & policies	<ul style="list-style-type: none"> Community collaboration Organizational awareness Professional & social responsibility
Describe examples of evaluation research in health services as well as other sectors	<ul style="list-style-type: none"> Information seeking
Assess effectiveness of programs for continuous improvement and responsiveness	<ul style="list-style-type: none"> Achievement orientation Analytical thinking Performance measurement Process & quality improvement Strategic orientation
Develop an evaluation plan for an existing program relevant to health administration	<ul style="list-style-type: none"> Community collaboration Organization awareness Achievement orientation Analytical thinking Communication skills 1-writing Communications skills 2-speaking & facilitating Initiative Performance measurement Process & quality improvement Project management Strategic orientation
Assess the adequacy of proposals and program evaluations designed by others	<ul style="list-style-type: none"> Analytical thinking Performance measurement Process & quality improvement Strategic orientation

Textbooks and Supplies:

Catsambas, Tessie Tzavaras & Davidson, E. Jane. (2025) *Evaluation Management: How to Commission & Conduct Evaluations that Matter*. Thousand Oaks, CA: SAGE Publications.

Hutchinson, Kylie. (2019). *Evaluation Failures*. Thousand Oaks, CA: SAGE Publications.

Kellogg Evaluation Guide (2017.) PDF on Canvas

Additional readings will be available on our course UNM Learn site.

Course Requirements:

Assessment	Due Date*	% of Grade	CAHME Competencies
Evaluation in Media	Assigned date	10	Information seeking
Logic Model + mini-SWOT	2/27	10	Achievement orientation, strategic orientation, performance management, process & quality improvement, community collaboration
Qualitative Exercise	3/6	10	Information seeking
Quantitative Exercise	4/3	10	Information seeking
Final Project:			
Final Project Proposal	3/27	10	Community collaboration, Organizational awareness, Achievement orientation,
Final Project Workshop	5/1 & 5/8	10	Analytical thinking, Communication skills 1-writing, Communication skills 2-speaking & facilitating, Initiative, Performance measurement, Process & quality improvement, Project management,
Final Project Deliverables	5/15	30	Information seeking, Strategic orientation, Professional & social responsibility
Participation		10	Information seeking, initiative
Total		100%	

Grading Scale:

A+: 100%	--
A: 93 – 99%	C+: 77 – 79%
A-: 90 – 92%	C: 73 – 76%
B+: 87 – 89%	C-: 70 – 72%
B: 83 – 86%	D: 60-69%
B-: 80 – 82%	F: Below 60%

Attendance 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.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility

Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

Academic Integrity: The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Cell Phones and Technology: As a matter of courtesy, please turn off cell phones, pagers, 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.

Library and Tutorial Services: UNM-Main campus provides many library services and tutorial services. 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.

Email policy: UNM policy 2540: Student Email notes that email policies may be determined by individual faculty for instructional purposes, which will be specified in the course syllabus, and must be followed by the students. For this class, all communications must be conducted either within the UNM Learn system or students' and instructor's UNM email. This is both to promote efficiency and to implement best practices in regard to digital communication, which as future health professionals will be of the utmost importance.

Weather: During the semester, contact the UNM hotline at 505-277-7669 to determine if classes have been cancelled. Appropriate adjustments will be made to the schedule as needed in the event of weather-related class cancellations.

Important UNM dates: <https://registrar.unm.edu/semester-deadline-dates/index.html>

Title IX: UAP 2720 and 2740. Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you ever need assistance or have concerns about incidents that violate this principle, please access campus support resources. These include confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. The University of New Mexico prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). UNM faculty and graduate teaching assistants are considered "responsible employees." "Responsible employees" must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information on the campus policy regarding sexual misconduct, reporting, and reporting for "responsible employees," please see UAP 2720 and UAP 2740.

Student Support: Confidential services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM Pregnancy and Parenting Support information is available.

Credit-hour statement: This is a three credit-hour course. Class meets weekly for a 2 hour and 45 minute session of direct instruction for fifteen weeks during the Spring 2025 semester. Please plan for a minimum of four hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Respect the UNM Community by Preserving Health: Please see the UNM COVID Student Guide:

<https://bringbackthepack.unm.edu/academics/student-guide/unm-policy-on-vaccination.html>

Wellness: If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me, and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.

Student Support: Student Health and Counseling (SHAC) at (505) 277-3136.

TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

SCHEDULE OF ACTIVITIES

The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing. Assignments due before class (6pm) on due date, unless otherwise noted.

Wk	Date: Topic	Readings	Assessments*
1	1/23: Introduction	Syllabus & Intro to Course	---
2	1/30: Overview of Evaluation Management	Catsambas & Davidson Ch. 1 Kellogg Ch. 1 & 2 Katzman et al., 2020 CDC Evaluation Framework	Introduction Assignment (class participation)
3	2/6: Commissioning Great Evaluations	Catsambas & Davidson Ch. 2 Kellogg Ch. 3 & 4 <i>Evaluation Failures</i> Foreword Whitman et al 2022	Evaluation in the Media (on day you signed up)
4	2/13: Pre-start up: Analyzing evaluation requirements	Catsambas & Davidson Ch.3 Kellogg Ch. 5 & 6 <i>Evaluation Failures</i> Ch. 1 & 2 Katzman et al 2021 Community Engagement 2022	---
5	2/20: Managing the Evaluation Contract—Start Up & Logic Models	Catsambas & Davidson Ch. 4 Kellogg Ch. 7 <i>Evaluation Failures</i> Ch. 2 & 3 Oakes & Espinoza 2021 Keith et al 2023	
6	2/27: Managing the Evaluation Team	Catsambas & Davidson Ch. 5 Kellogg Ch. 8 <i>Evaluation Failures</i> Ch. 3 & Ch. 4 Chen et al 2021 Rae et al 2023	Logic Model Assignment
7	3/6: Managing Data Collection	Catsambas & Davidson Ch. 6 Kellogg Ch. 8 <i>Evaluation Failures</i> Ch. 5-8 (Choose 2) Bertram et al 2021 AEA Cultural Competence & Eval.	Qualitative Exercise
8	3/13: Individual Final Project Proposal Conferences	Individual Final Project Proposal Conferences	Individual Conferences on Zoom
9	3/20: NO CLASS—SPRING BREAK	---	---
10	3/27: Managing Data Analysis	Catsambas & Davidson Ch. 7 Kellogg Ch. 8 <i>Evaluation Failures</i> Ch. 9, 10, 11 Lilo and West 2022	Final Project Proposal
11	4/3: Managing Evaluation Reporting	Catsambas & Davidson Ch. 8 Kellogg Ch. 9 <i>Evaluation Failures</i> Ch. 12 & 13 St Syr et al 2021	Quantitative Exercise
12	4/10: Final Project Workshop Time	Professor at Conference—Final Project Time	Final Project Conferences available on Zoom

13	4/17: Managing Evaluation Use & Influence	Catsambas & Davidson Ch. 9 <i>Evaluation Failures</i> Ch. 14-18 (Choose 2) Little et al 2022 Shanker & Korniejczuk 2024	---
14	4/24: Evaluation in Action: Professional Panel & Building Evaluation Management Capacity for Evaluation Commissioners	Guest Speaker Panel/ Catsambas & Davidson Ch. 10 <i>Evaluation Failures</i> Ch. 19-22 (Choose 2)	
15	5/1: Final Project Workshop 1	--	Workshops on Zoom at 6pm for all--Bring working draft
16	5/8: Final Project Workshop 2	---	Workshops on Zoom at 6pm for all--Bring working draft
17	5/15: Final Project Deliverables DUE	---	Final Evaluation Plan DUE 5/15 by 11:59pm