SCHOOL OF PUBLIC ADMINISTRATION

Program Evaluation PADM 597
Fall 2025

Instructor: Hansel Burley, PhD, Professor of Public Administration Email: hburley@unm.edu
Office Location: SSCO (Social Sciences Bldg.) 3004
Office Hours: Monday 1-3p. Other times by appt.
Class Meeting Day: Wednesday. Meeting Day(s): Wed: 6:00-8:45pm
Location: Dane Smith Hall Rm 132
Semester: 8/18/2025-12/13/2025
Delivery: Synchronous online/Zoom/lecture
Related CRNs: 70707(001) Hybrid; 73764(002) Online Max

Course Description and Objectives

Program evaluation is essential for designing and operating effective programs in public and nonprofit organizations. It systematically uses scientific methods to obtain empirical information that can assist managers to assess and improve their programs. The course contains needs assessment, program theory, program outcome measurement, data collection, program impact evaluation, and evaluation result reporting.

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

Upon successful completion of this course, students should:
- Become familiar with the concepts, theories, and methods of evaluation research;
- Describe the purposes and logic of program evaluation;
- Raise concrete evaluation questions;
- Apply principles of research design to evaluation questions;
- Propose an appropriate evaluation plan to assess the implementation and effectiveness of
  a program;
- Use evaluation results to anticipate or improve program performance.

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.

Statement Acknowledging the Labor and Sacrifices of Black Americans

At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.

Inclusivity
UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.

Religions and Faith Traditions
The University of New Mexico promotes respect for all religions and faith traditions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or cultural observance, or due to related travel, is encouraged to speak with their instructor about an excused absence and opportunities to make up, without unreasonable burden, any work that has been missed.

Subject to Change Notice
All material, assignments, and deadlines are subject to change with prior notice. It is the student's responsibility to stay in touch with the instructor, review the course site regularly, or communicate with other students to adjust as needed if assignments or due dates change.

Required Textbook and Readings
Rossi, Peter H., Mark W. Lipsey, and Gary Henry. (2019). Evaluation: A Systematic Approach, 8th Ed., Thousand Oaks, CA: Sage Publication. ISBN: 978-1-5063-0788-6

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.

Other Resources for Students

Patton, M. 2008. Utilization-Focused Evaluation. Thousand Oaks, CA: Sage. (or earlier editions).
Hutchinson, K. 2018. Evaluation failures. Thousand Oaks, CA: Sage.
American Evaluation Association www.eval.org
Kellogg Foundation Evaluation Guidebook. This handbook provides a framework for thinking about evaluation as a relevant and useful program tool.
http://www.wkkf.org/knowledge- center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx
Perform Well http://performwell.org
Learning Qualitative Data Analysis on the Web:
          http://onlineqda.hud.ac.uk/Introduction/index.php

Assignments

Detailed prompts and explanation of the assignments will be posted in UNM Canvas in each module and under Assignments.

Exploratory (Preliminary) Evaluation (20%). Students will prepare an exploratory evaluation of a program of interest using public and other available and archived data.

Evaluation Plan and Logic Model (20%). Students will prepare a logic model for a program of interest using publicly available data.

Resources packet (20%). Students will compile sample resources that can serve as models for program evaluation products.

Mock Final Report (20%). Students will produce a report that includes all elements of an actual final report. Students with proper access to real data may use that.

Quizzes and participation (20%). After reading chapters or articles (as prompted), students will complete short quizzes designed to highlight key concepts in the readings. Quizzes will appear at random, will be timed, and students will take them in class. Additionally, students will be asked to read articles or chapters and present them to the class as teams. Your presentations will have a prescribed format.

Summary of Assignments	
	%
Exploratory evaluation	20
Evaluation plan	20
Resources packet	20
Mock final report	20
Reading Quizzes and Participation	20
Total	100

Grading

Writing as a Process. The learning goals of this course include students' developing values and skills that produce positive social change and demonstrating how they can apply those values and skills. Course assignments represent evidence of where students are in their leadership development, as framed by the context of this course. As a public service skill, effective writing is essential. Many smaller assignments serve as practice steps leading to larger assignments. A good part of these "steps" will appear as drafts. For key assignments, I will provide the opportunity to turn in some drafts early for review. However, I will not allow "do-overs" after I have graded papers-- unless some unusual event has occurred.

To some degree, all public servants are leaders. A primary method that leaders communicate their ideas and start the implementation process is through their writing. Additionally, it is through writing that we all can see our developing ideas and skills. Students will write a good deal in this course. These major writing assignments will be judged based on this fundamental performance rubric: Exceptional (grade A), exceeds expectations (grade B), meets expectations (grade C), needs improvement (grade D), and unsatisfactory performance (grade F). Each assignment will fall within one of three domains: public service understanding, 7C values and skills representations, and social change plan development as part of a team. Each assignment prompt will include performance indicators that are most relevant to the assignment. Finally, I also want to see at least one draft of your writing assignments.

Analytic Scoring. For students' major assignments, students will get scores based on the presence and quality of indicators associated with the assignment. For example, an assignment that requires that students reflect on good citizenship could have expectations that students define citizenship, discuss how they have demonstrated it in the past, speculate on how they see themselves being a public servant with good

citizenship, and do this writing task with good writing skill, grammar, and mechanics. Each of these four aspects of the project could represent an equal portion of the final grade for this reflection paper. If a student does extremely well on three of the paper requirements but totally leaves out one, that student could lose up to 25 points (25%), making the best possible grade on the assignment a 75.

Final Grades. The course goals reflect students' perceived growth and development as informed and skilled public servants. I determine final grades by relying on your evaluated work, examining the improvement in your assigned work, reviewing the feedback from your teammates on your assigned work, and reviewing your self-evaluations and reflections throughout the course. I reserve the right to change grades as appropriate. The general expectation is that your work is original, not AI-generated or reused from another course.

APA Style. All written assignments should adhere to the APA 7th Edition formatting guidelines. Most importantly, citations should be in-text, and there must be a reference section to the paper. There are many online sources should you need help, like the Purdue Owl:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Best resources. An implicit learning expectation is that you will also attempt to find the best resources to support your arguments. The basis for "Best" should include the following for your sources: recognized as best, timeliness, relevance, publisher, peer reviewed status, credibility, and primary status (primary, secondary, tertiary, and open internet). The best place to begin your search for articles is at the UNM library website: https://library.unm.edu/. For the most part, you will use the "Articles" search tool. The Library site uses a network of search tools that focus on scholarly works/literature/research. Google Scholar is a nice complement to the library tools. To some degree, these sources have been screened.

Discernment is needed.

- ✓ The convenience of the internet can make finding sources deceptively easy. However, please realize that anyone can post anything on the internet. Relying on open internet sources can lead you to heavily biased and misleading sources.
- ✓ However, when you are looking for the latest information (current periodicals in newspapers or institutional/program websites), the internet can also be an invaluable resource. Your use of sources ought to fit the need and assignment context.
- ✓ Citations and references generated by artificial intelligence (AI) services can be

wrong. See the section below about using AI. Unless specified, please realize that most AI tools are trained on the entire internet, not just verified scholarly sources.

Original work. While enrolled in this course, there is a basic expectation that the work you turn in for a grade will be original. Do not present AI generated work as original. Should you have any doubts in your mind, this work is NOT original. There are many tools/apps that will help you find and use various sources. You MUST double check what these tools provide you. In the final analysis, you are on the honor system, as I cannot catch everything. I respectfully request that you turn in work that is wholly yours and original.

  ✓ Plagiarized work and work clearly created with too much AI contribution will result in a zero for the assignment.

Submitting Assignments and Late Work

All assignments, unless otherwise announced, MUST be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email, unless the instructor gives you expressed permission.

Course Deadlines

Unless otherwise noted, due dates are final. No exceptions will be provided without the instructor's written approval or as allowed by university policy (see below). All assignments are due **before** **11:59 pm** on the **MONDAY AFTER THE LISTED CLASS DATE FOR THE LAST DISCUSSION OF THE ASSIGNMENT.** This requirement means you should plan on turning in your assignment ***before 11:59 pm,*** as Canvas takes a few minutes to upload documents. Plan accordingly.

Late work. All work must be turned in by the due date and time. Unexcused late work will result in a 0 grade. Late work grades other than 0 are at the discretion of the instructor. Students must contact the instructor to excuse work turned in late.

Engaging in the Course

Communication

Look for the answer first. When questions arise, please remember to check these three sources for an answer: (a) the course syllabus, (b) Canvas announcements, and the Q & A Canvas discussion thread. **You can always email. I will want to post clarifications and answers so everyone can benefit.**

Where to post your questions. If you cannot find an answer to your question, and it

is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A discussion thread. This discussion thread can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. I will post answers on the Q & A discussion thread within **1-2 business days**. For questions of a personal nature or if I have not answered on a discussion thread, email me directly at hburley@unm.edu. Allow between **1-2 business days** for replies to direct emails.

I am happy to respect all students who choose to use an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Students can change their displayed name in some UNM systems including Canvas.

Email: hburley@unm.edu

UNM email is an official means of communication among students, faculty, and staff. University faculty and staff expect students to read and act upon email promptly. All official correspondence for this class will be sent to students' UNM email accounts or posted to Canvas. I rely on Canvas announcements to communicate about deadlines, course materials, etc. Students should ensure that Canvas notifications are being sent to their email addresses.

Attendance and Excused Absences

Students are expected to attend all class meetings. A student with excessive absences may be dropped from a course (with a grade of W) or receive a grade of F at the end of the semester.
Absences due to illness or authorized university activity, such as field trips, athletic trips, etc., should be reported to me. The reporting of absences does not relieve students of the responsibility to turn in missed assignments, exams, etc. Students are expected to take the initiative in arranging to make up missed work.

Excused absences for classes will be given without penalty to the grade in the case of any of the following six reasons: (1) university-sanctioned and/or university-approved activities; (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (5) illness, quarantine or self-isolation related to illness; and (6) family death or emergency. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence. Excused absences do not relieve students from the responsibility for completing course assignments. I will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work. Failure to notify

me a week in advance may result in grade penalties. Absences for illness, quarantine, or self-isolation related to illness or a family emergency should be communicated as soon as possible (by emailing me at hburley@unm.edu).

Students will be dropped after 3 unexcused absences.

Withdrawing and Dropping the Course. Students needing to withdraw from the course should alert the instructor in advance. Pay attention to drop deadlines. More information can be found at the Registrar's website: https://registrar.unm.edu/semester-deadline-dates/index.html. It is important that students initiate course drops or withdrawals from class. Depending on a student's particular circumstances, course drops and withdrawals can result in the loss of scholarships and fellowships and can result in the student owing money to the university. When left to the instructor, the student may receive either an F grade or a W.

For more information on absences see: https://pathfinder.unm.edu/campus-policies/class-absences-and-student-attendance.html.

Accessibility Statement

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 at arcsrvs@unm.edu or 505-277-3506.

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 accommodation. You must take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students requiring assistance in emergency evacuations should contact the instructor regarding the most appropriate procedures. Contact Accessibility Resource Center at 277-3506 for additional information.

If students need approved course accommodations, they should contact the instructor to arrange an appointment as soon as possible. At the appointment, we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If students have accommodation needs and have not previously contacted them, I encourage you to do so. Students must take this step to make sure we can apply accommodations.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. The course instructor 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 above. UNM, as an institution, has committed to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website. You can access this information by clicking on this link: http://undocumented.unm.edu/.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

In an effort 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-titleix.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, please click on this link: https://policy.unm.edu/university- policies/2000/2740.html.

UAP 2720 and 2740. Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video recording, audio recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as "study sites" (e.g. Course Hero) or other similar course information-sharing sites is expressly prohibited. Copyright

violations may subject students to disciplinary charges for academic integrity violations.

Student Conduct

Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out the rights and responsibilities of UNM students. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought are encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their acts violate the student code of conduct, either in-person or online. Click on this link to access the student code of conduct: https://pathfinder.unm.edu/code-of-conduct.html.

Respectful behavior and absences

Respectful Conduct Expectations: I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with University expectations [and/or classroom community agreements]. Interventions and enforcement may include but are not limited to required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. [Insert number] or more unexcused absences may result in permanent removal and a drop from the course (see attendance policy). The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: D75: Classroom Conduct, Student Code of Conduct, University Policy 2240 – Respectful Campus, University Policy 2210 – Campus Violence.

Please note that

- disruptive behavior will result in a student being asked to leave a class meeting, which will be recorded as an unexcused absence.

Support for Students and Academic Integrity

Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised to follow the guidelines **in the student handbook (Student Pathfinder),** which can be accessed by visiting this link: https://pathfinder.unm.edu. Visit this website to learn more about the many services available to help UNM students be successful:

https://students.unm.edu.

Responsible Learning and Academic Honesty: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including plagiarism, can be tricky. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial presented by the Graduate College. Students should also review this reference on avoiding plagiarism by clicking on this link: https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiari sm/index.html.

Here are practices that will help students succeed:

1. If unsure about providing a citation, please ask!

2. Always provide a citation for direct quotations and paraphrases or summaries of someone
   else's work.
3. Acknowledge the people you collaborate with on any assignments.
   It is considered cheating to change, alter, or revise someone else's work and submit it as your own. It is also considered cheating to let someone else change and submit your work as their own. Honor system request: I ask you not to submit prior work from other classes for this course.

Working with Difficult Content

This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed

could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. The instructor's intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Students should feel free to remove themselves from class or discussions where they anticipate discomfort. Students are responsible for any material missed. Much like the Civility in the Classroom statement's purpose, this policy aims to maintain an environment that helps students learn. I hope all students can benefit from this policy when our discussions push past comfort zones. This policy covers our course-related meetings and activities, whether face-to-face or online.

Finding Support

Thriving and Finding Support: Students are especially successful at UNM when they take advantage of support and get involved in campus and academic life. Your MyUNM login page provides direct links to wellbeing resources, including financial capability, mental health, food, jobs, and resource centers. MyUNM will help you identify academic resources like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. I look forward to providing you with information about academic opportunities related to our class and to helping you find support resources

Course Recordings

Policies concerning recordings must follow university guidelines posted at this site: https://at.unm.edu/legal-and-compliance/ferpa-considerations.html. Additional information and policies can be found at https://catalog.unm.edu/catalogs/2021-2022/student-services- information.html.

In short, those who record course learning activities risk violating several university, state, and federal privacy regulations and guidelines. Prior to any recordings, the correct paperwork must be filed, permissions obtained, and processes followed.

At the beginning of a Zoom session, please feel free to remind the instructor to record the class.

Artificial Intelligence (AI)

How to use AI resources is in an evolving state. It is unclear where to draw a boundary between tools like Grammarly that check your punctuation and sentence structures and versions of ChatGPT-like services that will write a whole paper for you. UNM provides good advice at this URL: https://airesources.unm.edu/ai-guidance/appropriate-use.html. Take a look at the "Students" tab. AI can also help

you find articles but be careful. As noted above, in your search for good sources, your AI tool may not evaluate your articles or whatever it presents to you from the internet.

The key to learning, especially as a graduate student, is to generate your original thought. If you have doubts about how to use AI in the support of an assignment, please as the instructor. Here are two quick principles that can guide most of your decision making with AI, as examples of the values you should bring to the use of AI.

- Use AI tools to support writing good grammatically correct and clear sentences.

- Your original writing ought to present unique arguments, logic, and reasoning that are supported by research and expert evidence.

- DO NOT use AI tools that write your papers for you.

  - ✓ More specifically, for this course, YOU must be the author of all coursework. You may use AI in some minor or non-substantive ways. For example, unless otherwise specified in the assignment, you may use AI to generate ideas, polish or edit text you have drafted, create an outline of an essay, modify or design presentation slides, review content, quiz yourself, or for other studying purposes.

    Unless otherwise specified, you may not use AI while taking a quiz or test; generate content that is directly used in an assignment (such as code, text, images, or other media); solve problems from assignments; write a first draft of a paper or essay; write all or part of a discussion post; analyze data. Always review individual assignments for specific instructions. If you are using language generated by an AI app, you must properly attribute that use by putting that language in quotation marks and adding a citation just like you would when you copy language from human authors.

Fall 2025
Program Evaluation Schedule of Topics

Date	Meeting Theme	Readings from Rossi Text	Student Led Readings	Major Assignments Due
Aug 20	Meeting 1: Introductions. Introduction to the course and overview of the field of program evaluation. **Simultaneous work and planning.** **Selections for student reading**	Syllabus		
Aug 27	Meeting 2: Getting started: Understanding the social context of evaluation, and communicating with stakeholders and learning to formulate evaluation questions What is program evaluation?	Haskins, R. (2014) Social programs that work. The New York Times. Rossi Chs. 1	Chelimsky, E. (1987). The politics of evaluation. Society, 25(1). Blustein, J. (2005). Toward a more public discussion of the ethics of federal social program evaluation. *Journal of Policy Analysis and Management*, *24*(4), 824-846. (pp. 823-840)	

Sep 3	Meeting 3: Session 3: Needs Assessment Social problems and assessing needs (Needs analysis)	Rossi Ch. 2	Watkins, Guide to Assessing Needs, Ch. 1. FAQs Newcomer Ch. 1, Planning	
Sep 10	Meeting 4: Program Theory and Logic Modeling Assessing program theory Assessing program process	Rossi Chs. 3-4	Newcomer Ch. 2 Stakeholders Newcomer Ch. 3 Logic models	
Sep 17	Meeting 5: Exploratory Evaluation		Goldstein, J. (2013). The Crazy Cash- Giveaway Experiment. New York Times Magazine. *Recommended*: W.K. Kellogg Foundation, December 2001. *Logic Model*	Draft exploratory evaluation
Sep 24	Meeting 6: Process/Formative Evaluation Impact evaluation	Rossi Ch. 6:	Curran, S., Gittelsohn, J., Anliker, J., Ethelbah, B., Blake, K., Sharma, S., & Caballero, B. (2005). Process evaluation of a store-based environmental obesity intervention on two American Indian Reservations. *Health Education Research*, *20*(6), 719-729	**Exploratory Evaluation**

			Chen, H. T., Wang, J. C., & Lin, L. H. (1997). Evaluating the process and outcome of a garbage reduction program in Taiwan. *Evaluation Review*, *21*(1), 27-42	

Oct 1	Meeting 7: Monitoring Change and Assessing Program Outcomes I
	
	  Impact evaluation
	  Planning an evaluation
		Rossi Chs. 7 & 11		Draft Evaluation plan

Oct 8	Meeting 8: Taking stock: Workshop on e v a l u a t i o n p l a n			
Oct 15	Meeting 9: Monitoring Change and Assessing Program.		Lester, P. et al. (2012). Evaluation of a family-centered prevention intervention for military children and families facing wartime deployments. *American Journal of Public Health*, *102*(S1), S48-S54. Dufrene, R. (2000). An evaluation of a patient satisfaction survey: validity and reliability. *Evaluation*	**Evaluation Plan**

			and Program Planning, *23*(3), 293-300.	
Oct 22	Meeting 10: Assessing Program Impact I Impact evaluation—Strict controls	Read Rossi Ch. 8		
			Seron, C., Frankel, M., Van Ryzin, G., & Kovath, J. (2001). The impact of legal counsel on outcomes for poor tenants in New York City's housing court: results of a randomized experiment. *Law and Society Review*, 419- 434 Grossman, J. B., & Tierney, J. P. (1998). Does mentoring work? An impact study of the Big Brothers Big Sisters program. *Evaluation review*, *22*(3), 403-426	
Oct 29	Meeting 11: Assessing Program Impact II Detecting . . . Program Effects	Read Rossi Ch. 9	Remler & Van Ryzin Chapter 4 Measurement Beebe, T. J., Harrison, P. A., Sharma, A., & Hedger, S. (2001). The community readiness survey: Development and initial validation. *Evaluation review*, *25*(1), 55-71.	Draft resources packet

Nov 5	Meeting 13: Data Collection and Qualitative Data Analysis Qualitative data analysis	Goodrick (Newcomer Ch. 22)	Possible student reports (future doc students)	**Resources Packet**
Nov 12	TBA Reading Meeting 12: Data Collection and Quantitative Data Analysis Quantitative data analysis	Newcomer Ch. 23	Possible student reports (future doc students)	
Nov 19	Meeting 14: Social context of evaluation Workshop for final reports	Rossi Ch. 12		Drafts of final reports due
Nov 26	NO CLASS			
Dec 3	Meeting 15: Final report:	Presentation of Final Reports		
Dec 10	Meeting 16:	Presentation of Final Reports		**Final reports due**