SCHOOL OF PUBLIC ADMINISTRATION

Program Evaluation
PADM 597, Spring 2021
Shuyang Peng, PhD
Email: speng@unm.edu
Office Location: SSCO 3012
Office Phone: (505) 750-4768
Office Hours: Mondays 4:00 – 5:00 pm (virtual office hour)
or by appointment

Class Meeting Day(s): Tuesdays 4:00-6:30pm

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 topics such as needs assessment, program theory, program outcome measurement, data collection, program impact evaluation, and evaluation result reporting.

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 anticipate or improve program performance.

Required Textbook and Readings

Rossi, Peter H., Mark W. Lipsey, and Howard E. Freeman. (2004). Evaluation: A Systematic Approach, 7th Ed., Thousand Oaks, CA: Sage Publication. ISBN-13: 978-0761908944; ISBN-10: 9780761908944

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 UNM Learn. Make sure you check the Learn regularly.

Other Recommended Resources

1. Patton, M. 2008. Utilization-Focused Evaluation. Thousand Oaks, CA: Sage. (or earlier editions).
2. Hutchinson, K. 2018. Evaluation failures. Thousand Oaks, CA: Sage.
3. American Evaluation Association www.eval.org
4. 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
5. Perform Well http://performwell.org
6. Learning Qualitative Data Analysis on the Web: http://onlineqda.hud.ac.uk/Introduction/index.php

Quizzes, Assignments, and Final Project

Weekly Reading Quizzes

A weekly reading quiz will be given at the beginning of each class throughout the semester starting from session 2. Each reading quiz contains five multiple-choice questions. You only need to answer four questions correctly to get the full score. There are 10 quizzes in total and no quizzes will be given in Session 9&11. No make-up quiz will be provided.

Assignment 1: Logic Model

You will prepare a logic model for a program of interest. A detailed explanation of the assignment and requirements is posted on UNM Learn under Assignments.

Assignment 2: Outcome Measurement
You will identify an outcome of a program that interests you. A detailed explanation of the assignment and requirements is posted on UNM Learn under Assignments.

Assignment 3: Critique of An Impact Evaluation Study

You will select an *IMPACT EVALUATION* study and prepare a written critical review on it. A detailed explanation of the assignment and requirements is posted on the UNM Learn under Assignments.

Assignment 4: Interview Protocol

In Session 11, you will have an opportunity to conduct an interview with one of your classmates in class. The purpose of this exercise is for you to gain first-hand experience of conducting an interview. In order to do that, you need to create an interview protocol for a 20- minute interview

on a topic of your choosing. A detailed explanation of the assignment and requirements is posted on UNM Learn under Assignments.

Assignment 5: Final Exam

Final Exam Part A includes 10 multiple choice/answer questions and 3 short answer questions (15 points). You are given 2-hour to complete this part of the exam, although it should take way less time. You can take the Part A exam at any time that works for you during the 1-week period of time. But you will have to finish the exam within one sitting. You only have one attempt at finishing this part of the exam. After the due date, the exam answers will be available to you.

For the Final Exam Part B, you need to design an impact evaluation for a given program (10 points). Please find detailed instructions on UNM Learn. There is no time limit for finishing this part of the exam as long as you submit the assignment by the due date.

Missing Assignments, Grade Reduction Schedule, and Assignment Revision

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). For in-class submission, if an assignment is submitted on the due date after class, 5% will be deducted. For online submission, if an assignment is submitted after the due time, 5% will be deducted. I will grade any work submitted after **7-day** delay with a **ZERO** (the same grade I would give if you did not submit your work). Be aware that a zero mark in one of the assignments may **seriously hinder** your chances of passing the course.

You have one opportunity to revise the assignment for improvement after receiving the first grade. In order to be considered, the revision 1) must be submitted to me within a week of receiving the first grade; 2) must use a different color of font to show the revised part; 3) must have the grading rubric from the first submission attached to the assignment. The revision does not guarantee grade improvement and the grade for the revision will not exceed 85.

Quizzes	1x10=10%
In-Class Participation	10%
Attendance	10%
Logic Model Assignment	15%
Outcome Measurement Assignment	5%
Impact Evaluation Report Critique	15%
Interview Protocol	10%
Final Exam	25%
Total	100%

All quizzes and assignments are graded on a 100-point scale. The final grade point is a weighted total of the grades for all course work.

Class Policies

Class Participation and Discussion. All students are expected to attend class regularly, complete assigned readings before class and actively participate in classroom discussion. I am, however, well aware of the potential negative effect of external factors on your learning or the possibility that you may be facing a tough time or an illness. I will require written proof from your supervisor or your physician for an accommodation. Any other absences will result in a 2-point penalty per absence off the total grade.

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.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress

appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

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.

Laptops, Tablets, and Cell Phones Use. *These technology devices CANNOT be used during the class unless otherwise approved!* A recent study conducted by MIT scholars found that the use of computer has a significant negative impact on student performance in class http://seii.mit.edu/wp-content/uploads/2016/05/SEII-Discussion-Paper-2016.02-Payne-Carter-Greenberg-and-Walker-2.pdf .

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.

Accommodation Statement. 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 for additional information.

If you need an accommodation based on how course requirement interacts with the impact of a disability, you should contact me 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 you have not previously contacted them I encourage you to do so.

APA Citation Style. 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

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*.

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

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-title-ix.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, see: https://policy.unm.edu/university-policies/2000/2740.html

Course Schedules

Date	Session Theme and Readings	Assignment & Due Date
Jan. 19	**Session 1: Introduction to the Course and Overview of the Field of Program Evaluation** ▪ American Evaluation Association. (1995). Guiding principles for evaluators, *New Directions for Program Evaluation*, No. 66, 19-26	
Jan. 26	**Session 2: Getting Started: Understanding the Social Context of Evaluation, and Communicating with Stakeholders and Learning to Formulating Evaluation Questions** ▪ Rossi et al. Chapter 2, 3 ▪ 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) ▪ Oakes, J. M. (2002). Risks and wrongs in social science research: An evaluator's guide to the IRB. *Evaluation Review*, 26(5), 443-479. (pp. 460-467).	Quiz 1 (Rossi Chapter 2&3)
Feb. 2	**Session 3: Needs Assessment** ▪ Rossi et al. Chapter 4. Assessing the Need for a Program ▪ Berberet, H. M. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. *Child Welfare*, 85(2), 361. *(Bring a hard copy of the paper to class)* ▪ *Recommended:* Watkins, R. et al. (2012). A Guide to Assessing	Quiz 2 (Rossi Chapter 4)

	Needs: Tools for collecting information, making decisions, and achieving development results.	
Feb. 9	**Session 4: Program Theory** ▪ Rossi et al., Chapter 5. Expressing and Assessing Program Theory. ▪ Newcomer at al. 2015. Chapter 3. Using Logic Models ▪ Goldstein, J. (2013). The Crazy Cash-Giveaway Experiment. New York Times Magazine. ▪ *Recommended*: W.K. Kellogg Foundation, December 2001. *Logic Model Development Guide.* Battle Creek, MI: Author.	Quiz 3 (Rossi Chapter 5)
Feb. 16	**Session 5: Process/Formative Evaluation** ▪ Rossi et al., Chapter 6 Assessing and Monitoring Program Process ▪ 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.*(Bring a hard copy of the article to class)* ▪ 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 (Skip the section of outcome evaluation).	Quiz 4 (Rossi Chapter 6) ==Logic model due== Electronic submission via UNM learn by 4:00pm
Feb. 23	**Session 6: Monitoring Change and Assessing Program Outcomes I** ▪ Rossi et al., Chapter 7 Measuring and Monitoring Program Outcomes ▪ 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.	Quiz 5 (Rossi Chapter 7 & Remler & Van Ryzin Chapter 4)
Mar. 2	**Session 7: Monitoring Change and Assessing Program Outcomes II** ▪ 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 and Program Planning*, *23*(3), 293-300.	No Quiz ==Outcome measurement due== Electronic submission via UNM learn Assignment submission due by 3:29pm Discussion board submission available between 3:30 -4pm
Mar. 9	**Session 8: Assessing Program Impact I** ▪ Rossi et al., Chapter 8 *Assessing Program Impact: Randomized*	Quiz 6 (Rossi Chapter 8)

	Field Experiments ▪ 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. *(Bring a hard copy of the article to class)* ▪ 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. *(Bring a hard copy of the paper to class)* ▪ Dennis, M. (1990). Assessing the validity of randomized field experiments: an example from drug abuse treatment research. *Evaluation Review, 14(4),* 347-373.	
Mar. 16	Happy Spring Break!	
Mar. 23	**Session 9: Assessing Program Impact II** ▪ Rossi et al., Chapter 9 *Assessing Program Impact: Alternative Designs* ▪ Jason, L. A., Berk, M., Schnopp-Wyatt, D. L., & Talbot, B. (1999). Effects of enforcement of youth access laws on smoking prevalence. *American journal of community psychology*, 27(2), 143-160. *(Bring a hard copy of the paper to class)* ▪ Babcock, J. C., & Steiner, R. (1999). The relationship between treatment, incarceration, and recidivism of battering: A program evaluation of Seattle's coordinated community response to domestic violence. *Journal of Family Psychology*, 13(1), 46. ▪ Van Ryzin, G. G. (1996). The Impact of Resident Management on Residents' Satisfaction with Public Housing a Process Analysis of Quasi-Experimental Data. *Evaluation Review*, 20(4), 485-506.	Quiz 7 (Rossi Chapter 9)
Mar. 30	**Session 10: Data Collection in Program Evaluation** ▪ Newcomer et al. 2015. Chapter 13. Using Agency Records ▪ Newcomer et al. 2015. Chapter 14. Using Surveys ▪ Newcomer et al. 2015. Chapter 17. Collecting Data in the Field	Quiz 8 (Newcomer Chapter 13, 14, 17) **Evaluation Study Critique Due** Electronic submission via UNM learn by 4:00pm
Apr. 4		**Interview protocol due** Electronic submission via UNM learn by 12:00pm

Apr. 6	**Session 11: Data Collection and Qualitative Data Analysis** ▪ Newcomer et al. 2015. Chapter 19. Conducting Semi-Structured Interviews ▪ Newcomer et al. 2015. Chapter 20. Focus Group Interviewing ▪ Newcomer et al. 2015. Chapter 22. Qualitative Data Analysis	No Quiz
Apr. 13	**Session 12: Detecting, Interpreting, and Analyzing Effects** ▪ Rossi et al., Chapter 10 Detecting, Interpreting, and Analyzing Effects ▪ Newcomer et al. 2015. Chapter 23. Using Statistics in Evaluation.	Quiz 9 (Rossi Chapter 10)
Apr. 20	**Session 13: Cost-Benefit Analysis** ▪ Rossi et al., Chapter 11 Measuring Efficiency	Quiz 10 (Rossi Chapter 11)
Apr. 27	**Final Exam Review**	
May 4	**Take home final exam available at 8 am on UNM Learn.**	
May 11	**Take home final exam Due at 8 am on UNM Learn.**	