SCHOOL OF PUBLIC ADMINISTRATION

Program Evaluation
PADM 597, Spring 2019
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Office Hours: Tuesdays 3:00-5:00pm or by appointment

Class Meeting Day(s): Monday 4:00-6:30pm
Class Location / Room: DSH 134

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 assessment, data collection, program impact assessment, 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) Understand the purposes and logic of program evaluation
3) Be able to raise concrete evaluation questions;
4) Be able to apply principles of research design to evaluation questions;
5) Be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program;
6) Be able to use evaluation results to anticipate or improve program performance.

Required Textbook and Readings

1. Rossi, Peter H., Mark W. Lipsey, and Howard E. Freeman. (2004). Evaluation: A Systematic Approach, 7th Ed., Thousand Oaks, CA: Sage Publication.

2. 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.

3. All other readings are posted on UNM Learn. Make sure you check the Learn regularly.

Other Recommended Resources

1. Patton, M. Utilization-Focused Evaluation. Thousand Oaks, CA; Sage, 2008 (or earlier editions).
2. American Evaluation Association www.eval.org
3. 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
4. Perform Well http://performwell.org
5. 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. There are 10 quizzes in total and no quizzes will be given in Session 9&11. No make-up quiz will be provided.

All students will take the quizzes on UNM learn. *All ABQ students should bring a laptop/iPad to the class to take the quizzes online.*

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 Assignment.

Assignment 2: Critique of 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 Assignment.

Assignment 3: 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 Assignment.

<u>**Assignment 4: Final Project**</u>
You are required to form a group with a maximum of 3 students in the group. The group needs to identify a real Request for Proposals (RFP) from a federal, state, or local government agency, a foundation, nonprofit organization, or international organization, which *calls for an evaluation of a program, project, or demonstration*. The group needs to propose an evaluation design based on the requirement of the RFP. It is encouraged that the group will identify a RFP that matches well with their interests; if not, a list of RFPs is available on UNM Learn. A detailed explanation of the final project and requirements is posted on UNM Learn.

The final project is composed of three parts:
1. **A One-Page Proposal**: you need to submit the identified RFP plus a one-page proposal that 1) describes the purpose of the RFP and 2) briefly introduce your preliminary plan of the evaluation design.

2. **Presentation Slides:** You need to prepare Power-Point slides for the presentation, which should last 12 to 15 minutes (depending on how many students are enrolled in our class). There will be a 3-5 minutes Q&A session after each presentation. The presentation will be graded on both the quality of the content and of the presentation delivery.

   Before the presentations, a peer evaluation form will be handed out to students. The purpose of the evaluation is to give the presenters an opportunity to gain feedback from the peers. Each student will give a score and comments to the presentation. All peer evaluation forms will be combined and emailed back to the presenter with the evaluator's name removed. The average grade given by all students will be taken into consideration of the final grade of the presentation.

3. **Final Paper**: The final paper should be 18-20 pages (excluding references and appendix) in length (double-spaced, Times New Roman, 12-point font).

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. <u>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).</u> Be aware that a zero mark in one of the assignment 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 <u>the grade for the revision will not exceed 85</u>.

Grading

Quizzes	1x10=10%
In-Class Participation	10%
Logic Model Assignment	20%
Evaluation Report Critique	20%
Interview Protocol	10%
Final Project	20%
Final Project Presentation	10%
Total	100%

All quizzes and assignments will be 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.

Laptops, Tablets, and Cell Phones Use. *<u>These technology devices CANNOT be used during the class unless otherwise approved!</u>* 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 interact 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. 14	**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. 21	**No Class -- Martin Luther King, Jr. Day**	
Jan. 28	**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. 4	**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 Needs: Tools for collecting information, making	Quiz 2 (Rossi Chapter 4)

	decisions, and achieving development results.	
Feb. 11	**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. 18	**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** ABQ students: Hard copy submission in class Zoom students: Electronic submission on UNM learn by 4:00pm
Feb. 25	**Session 6: Monitoring Change and Assessing Program Outcomes** ▪ 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. 4	**Session 7: Assessing Program Impact I** ▪ Rossi et al., Chapter 8 *Assessing Program Impact: Randomized 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)*	Quiz 6 (Rossi Chapter 8)

	▪ 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. 11	**Happy Spring Break!**	
Mar. 18	**Session 8: 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. 25	**Session 9: An Overview of the Final Project: Request for Proposal (RFP)**	No Quiz **Evaluation Study Critique Due** ABQ students: Hard copy submission in class Zoom students: Electronic submission on UNM learn by 4:00pm
Apr. 1	**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) **RFP and one-page proposal for final project due** ABQ & Zoom Students Electronic submission on UNM

		Learn by noon
Apr. 7		**Interview protocol due** ABQ & Zoom Students Electronic submission on UNM Learn by noon
Apr. 8	**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. 15	**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. 22	**Session 13: Cost-Benefit Analysis** ▪ Rossi et al., Chapter 11 Measuring Efficiency	Quiz 10 (Rossi Chapter 11)
Apr. 29	**Session 14: Final Project Presentation I**	**Final presentation slides due** ABQ & Zoom Students Electronic submission on UNM Learn by 11:59pm on Apr. 28 (Post slides on the discussion board)
May 6	**Session 15: Final Project Presentation II**	**Final presentation slides due** ABQ & Zoom Students Electronic submission on UNM Learn by 11:59pm on May 5 (Post slides on the discussion board)
May 13	**No Class**	**Final paper due** ABQ & Zoom Students Electronic submission on UNM Learn by 11:59pm on May 13