



PubH 6034
Program Evaluation for Public Health Practice
Spring 2016

Credits: 3
Meeting Days: Monday (01/25/2016 - 05/02/2016)
Meeting Time: 3:35-6:35 pm
Meeting Place: Bruininks Hall 530B, TCEASTBANK
Instructor: Boris Volkov, PhD
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Office Hours: Upon request

I. Course Description

It is important for individuals working within the field of public health to be able to determine if existing programs are effective and to have the skills to evaluate public health initiatives. This course provides the basic knowledge on program evaluation; students learn through hearing lectures and presentations, being actively involved in discussions, critically analyzing evaluations of public health initiatives, and working within a group of students to develop an evaluation plan for a community-based public health initiative.

Acknowledgments

The contents of PubH 6034 have been developed with the contributions of two instructors. Dr. Boris Volkov, the current instructor, has been involved with the majority of recent content and modifications. Former instructor, Dr. Dianne Neumark-Sztainer, had an important role in the conceptual development and actual content of the current course, and is acknowledged for her contribution.

II. Course Prerequisites

This course is designed for graduate students in public health – particularly students in Community Health Promotion, Public Health Nutrition, and Maternal and Child Health. Background in health program planning, through other courses, is highly desirable.

III. Course Goals and Objectives

Overall goal of class: Students will understand the essential approaches to and components of program evaluation within the context of public health and be able to critically review and conduct evaluations of public health initiatives.

Specific objectives:

By the end of the semester students will:

1. Be able to describe the importance of program evaluation for public health.
2. Be able to describe the main stages of program evaluation including: needs/community assessment, process evaluation, impact evaluation, and outcome evaluation components.
3. Have the skills to develop an evaluation plan with a flow from start to finish using a theoretical framework/logic model for program development, implementation, and evaluation.
4. Be able to choose and prepare survey instruments for program evaluation.
5. Be able to describe and utilize key qualitative methods for program evaluation.
6. Be familiar with the roles of program evaluators operating at the community and research levels and as external and internal evaluators.
7. Be able to critically evaluate evaluations of public health initiatives – either appearing in the scientific literature or out in the field.
8. Be familiar with the challenges inherent to program evaluation and will be able to describe strategies for navigating these challenges.
9. Have worked with a health initiative to develop a plan for evaluation.

IV. Methods of Instruction and Work Expectations

Methods of instruction include the following:

1. Lectures and presentations by the class instructor and others working within the field of evaluation.
2. Class discussions with active participation by students and student presentations to the class with opportunity for feedback.
3. Reading the textbook, required readings, and both research articles and other descriptions of program evaluations, frameworks for program evaluation, and whatever else students can find. The more students read – the more they will learn.
4. Critically analyzing a program evaluation of interest (identified by students) in a brief written report.
5. Working within a small group to develop a plan for an evaluation of a real-life public health initiative. Students may select a program from the examples provided by the instructor or identify their own project.

Class philosophy:

This is a practical, hands-on class designed to familiarize students with the basic components of program evaluation. The course is designed to help students develop the necessary skills to be able to critically analyze program evaluations, reported in the literature and/or conducted in the field, and to be able to implement their own program evaluations. Students will also learn about the challenges and opportunities inherent to this field including different types of evaluations, different terminologies, balancing community needs with evaluation/research needs, budgeting decisions, and working with different partners. This class is an introductory class in program evaluation – while many skills will be acquired, those students with a strong interest in evaluation may wish to take further classes or do more extensive readings than those assigned in class.

This class philosophy has two parts: 1) we will all contribute to the learning experience and 2) everyone gives their maximum effort. With regard to the first point, we all have different levels of knowledge and experience to bring to the table including the instructor, our teaching assistant, the various guest speakers, and the students. All parties are invited to share their perspectives in a respectful manner for optimal learning. Some parties will have more content knowledge (e.g., tobacco, nutrition) than others, and we will all have different levels and types of evaluation experience (e.g., none, research, community). We will all learn from each other through discussions, readings, presentations, and shared work. My expectations of students are that you come to class with a positive attitude and readiness to learn, do the assigned readings and as much extra reading as possible, participate in class discussions, and work in a collaborative manner with your group. If you have concerns with any aspects of the class, or suggestions for improvements, please bring them up with the instructor or the teaching assistant (as part of an ongoing process evaluation).

Different learning strategies will be utilized including reading the material, listening to lectures and presentations, being a presenter, class discussions, written assignments, and group projects. The group project will be the largest assignment and will involve working with your classmates to develop an evaluation for a community project.

The following policies will be utilized in this class to allow for successful learning, timely feedback on assignments, and a respectful classroom: 1) Students are expected to attend all classes – please notify the instructor if you will not be able to attend due to illness, religious holidays, or important life events. If you need to miss class for any reason, please get the missing information from students who were in attendance that day. 2) Students are also expected to arrive on time to class and stay until the end of class. 3) Assignments should be handed in at the beginning of class on the day that they are due (points will be deducted for any delay). 4) Students are allowed to use laptops during class only for class-related work such as note taking and readings. 5) Students are expected to contribute in a fair and respectful manner to their group projects. All of the above will be taken into consideration in students' final grades but much more importantly – will contribute to students' learning.

V. Course Text and Readings

All class readings are listed on the class website on Moodle

<https://ay14.moodle.umn.edu/course/view.php?id=8133>

This class has a required textbook that students will need to purchase:

Evaluating Public and Community Health Programs by Muriel J Harris, John Wiley and Sons, Inc. San Francisco, 2010.

Another required text (available for download at <http://www.cdc.gov/eval/guide/CDCEvalManual.pdf>):

U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the

Director, Office of Strategy and Innovation. *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention, 2011.

Other articles are also assigned. Additionally, students are strongly encouraged to review both the scientific literature and various websites to learn more about program evaluations within content areas of interest. There are more assigned readings at the beginning of the class; later on in the semester, students are encouraged to identify and read articles of relevance to their group projects.

VI. Course Outline/Weekly Schedule

Assignments

Note: All assignments are due at the beginning of class on the assigned dates. Hard copies need to be handed in. Points will be deducted for late assignments.

Assignment #1: Review and critique of the evaluation of the New Moves program

Due date: Monday, February 15th (10% of final grade)

Read the following article describing the implementation and evaluation of the New Moves study. You may also want to refer to the other article included in the readings (and listed below) that describes the New Moves intervention. Also check out the website: www.newmovesonline.com to read more about the intervention and the study design and to see the surveys.

Neumark-Sztainer D, Friend SE, Flattum CF, Hannan PJ, Story MT, Bauer KW, Feldman SB, Petrich CA. New Moves-Preventing weight-related problems in adolescent girls: A group-randomized study. *American Journal of Preventive Medicine*. 2010;39:421-432.

Neumark-Sztainer D, Flattum C, Feldman S, Petrich C. Striving to prevent obesity and other weight-related problems in adolescent girls: The New Moves approach. In: O'Dea J, Eriksen M, eds. *Childhood Obesity Prevention-International Research, Controversies, and Interventions*. Oxford University Press. 2010:271-277.

Briefly describe the intervention and the evaluation used. Provide a critique on the evaluation. What did you like and what could have been done better? Justify your critique. This assignment should be brief with concise writing: **1-page text**. Within your description, answer the following questions:

- What stages of evaluation were utilized and are described in the article and what is the main stage (e.g., formative evaluation/needs assessment, process evaluation, impact/outcome evaluation)?
- Are the objectives clearly stated?
- Is there a theoretical framework guiding the intervention and evaluation. If so, what is it and how is it used?
- What type of evaluation design was employed? Describe the control and intervention groups.
- What do you think could have been done better? Were the authors fair in their interpretation of the findings and recommendations for future steps?

This assignment will be done (and graded) on an individual basis.

Assignment # 2. Description and critique of an extant program evaluation.

Due date: Monday, March 7th (10% of final grade)

Identify a community-based program that has been evaluated. The program may be one in the community, described in detail online, or described in a research article. Briefly describe the program, its theoretical/planning framework, program objectives, study design, sample, evaluation components (e.g., needs assessment, process, impact, outcome), whether the evaluation utilized qualitative or

quantitative methods, and the evaluation tools used. Indicate what was learned from the evaluation. Provide a critique of the evaluation and how you think it could have been improved. Discuss what information was missing and what you would have liked to see. A clear and concise description and a thoughtful critique will be key components of this assignment. Prepare a **2-3 paged (double-spaced) paper** to be handed in. Additionally, in order to promote learning and exposure of all students to different types of evaluations, about 8-10 students will have the opportunity to share their critiques with the class as a 10-15 minute presentation.

This assignment is to be done in pairs. The assignment will be graded (10% of final grade). The grade will only be based on the written paper although volunteering to present to the class will be taken into account in the portion of the class grade for class participation. Given time restrictions, not all students will have an opportunity to present to the class. Please be in touch with the instructor to let him know if you are interested in presenting.

Assignment #3: Progress report on group evaluation projects and logic models

Due date: Monday March 28th (20% of final grade)

This group assignment is a progress report on a group project to date. See details for Assignment #4 for the final project to help guide the progress report. The purpose of the assignment is to make sure that students are on task and to allow for any feedback to ensure a successful project. Your progress report should be no longer than 4 pages, but can be shorter. It includes the following components:

- The public health initiative being evaluated.
- A brief description of work done to date (e.g., what have you done, who have you met, what happened).
- A brief description of any challenges and a plan for addressing these challenges.
- A draft of your logic model of the initiative being evaluated.
- Next steps and a timeline.

Assignment #4: Group evaluation project of a public health initiative

Due date: Monday May 2nd (last class) (40% of final grade)

The main assignment will involve the development of an evaluation plan for a public health initiative. This assignment is designed to provide students with a real-life experience of working with community groups to develop an evaluation. Student will work in groups of 5-6 students. If students have links to community or health organizations, they are encouraged to work with their group on such a project. Students are also encouraged to search out community/public health organizations in need of an evaluation – particularly in areas of potential interest to students. Some examples of health programs will also be presented in class and students can contact those organizations. Projects should be no longer than 20 pages (double-spaced except for tables/figures), not including references and appendices. Concise writing is important.

This assignment will include the following pieces:

1. Title page
2. Overview/Executive Summary: Description of initiative/program/organization, aims of program, purposes and uses of evaluation, evaluation users and uses, key evaluation questions, evaluation plan (approach, stages, design, methods), what was actually done, and any plans for results, interpretations, conclusions (if relevant). (1 page) (5% of group project assignment grade)
3. Problem background/Justification based on stakeholder input, literature review, and

community/needs assessment. What does the scientific literature say about the problem being addressed and the intervention strategies being used? Include relevant citations. Did your group conduct any type of community/needs assessment or have others done an assessment? Describe what was done and what was learned. What else would you have liked to see done in a community/needs assessment? Could this still be done? If so, make some recommendations for the organization. Address why the initiative is needed. Is it addressing a problem of public health concern? Are limited programs available? Why is this evaluation needed? (2-4 pages) (10% of group project assignment grade)

4. Initiative/program background: Describe the initiative being evaluated. What are the objectives of the initiative? Are they clearly described and if not, indicate how you have (or would like to) modify them. Describe the theoretical framework guiding the initiative. Provide a description of the actual initiative. Use a mixture of text and figures/tables. (2-4 pages) (10% of group project assignment grade)
5. Logic model: Include a logic model of the initiative, with evaluation activities incorporated. This piece is important as it guides the work to be done. The diagram itself should be 1 page. Additional text (up to 1 page) may be included. (10% of group project assignment grade)
6. Evaluation plan (and any results if collected): Include the following components in this section (50% of group project assignment grade):
 - a) **Provide an introduction into the evaluation plan.** Indicate the purposes of the evaluation, the stages of evaluation (e.g., process, impact), if only a piece of a larger program is being evaluated, evaluation questions, who the stakeholders are and how they have been involved, and any other information to introduce the evaluation plan. (1-2 pages)
 - b) **Evaluation design and justification.** Indicate what type of evaluation design (e.g., quasi-experimental, pre-post-post design with assessments at baseline, upon completion of initiative, and at 3 months follow-up) is being used and why this design was chosen. Describe the sample and justify why these individuals and the number of participants was selected. It is optional to include a statistical justification for your sample size. (up to 1 page)
 - c) **Timeline and description of data collection plan.** Include a timeline with the specific tasks to be done and when they will be done. Use a table/figure and some text. (1-2 pages)
 - d) **Description of process evaluation and tools.** Include a description of the process evaluation to be implemented and its components (linked to evaluation questions). Include both qualitative and quantitative components and describe. Indicate why it is important (or not) to place a large emphasis on the process evaluation. All tools should be briefly described in a short table with some text explaining the tools, why they were selected or developed, and any available psychometrics. Additionally, actual tools should be included in an appendix. Students should develop at least some of the tools, using principles discussed in class, although some items can be taken (and adapted) from existing tools. (2-4 pages + surveys)
 - e) **Description of impact/outcome evaluation and tools.** Include a description of impact/outcome evaluation to be implemented and its components (linked to evaluation questions). Include both qualitative and quantitative components and describe. All tools should be briefly described in a short table with some text explaining the tools, why they were selected or developed, and any available psychometrics. Additionally, actual tools should be included in an appendix. Students should develop at least some of the tools, using principles discussed in class, although some items can be taken (and adapted) from existing tools. (2-4 pages + surveys)
 - f) **“Findings” and presentation.** Prepare tables/figures for “data” presentation. Since no actual data collection will be done, prepare “dummy” or “skeleton” tables that show how your

results would be presented. Additionally, text may be used to describe the “data” presented. A clear plan for a future presentation will be very useful and help in planning the evaluation. (2-5 pages)

7. Budget and budget justification: Include a budget (in tabular format) and a budget justification that explains the details. Try to be realistic in terms of what the costs will be. (1-2 pages) (5% of group project assignment grade)
8. What has been learned through this process? Recommendations for next steps: Describe what was learned from this process and what recommendations you have for the organization in moving forward in either actually conducting the evaluation and/or in what was learned from the evaluation. (1-2 pages) (5% of group project assignment grade)
9. Final reflections: Given the reality of working with real-life programs, students may encounter different situations. For example, in some instances, programs will be at their very beginning stages whereas in other instances, programs may be up and running and ready for evaluation. Students may also find that some initiatives have very fine-tuned theory-based objectives while others do not. Additionally, in some cases a needs/community assessment may have been conducted while in other cases, this has not been done. Given that programs may be in different stages, and the fact that the semester goes quickly, the students’ ability to actually plan an evaluation will also differ. While all of these situations can make things a bit messy – the experience of getting out into a real-life situation is important. Thus, in addition to the evaluation plan, students will submit a “reflections” paper describing the experience of doing this evaluation (What did you enjoy? Learn? Find challenging?), obstacles encountered, what would have been helpful to know, and what you learned for the next time. (1-3 pages) (5% of group project assignment)
10. Additional sections: References (grade will be reflected in the total grade for the literature review and other relevant sections, such as tools) and Appendices (surveys, longer tables etc.).

Syllabus and Reading List: PUBH 6034 Program Evaluation for Public Health Practice

Week	Day	Topics	Readings
1	Monday January 25	<p>-Overview of class</p> <p>-Introductions with discussions of student areas of interest</p> <p>-Questions to consider: e.g., Why is this class important? Why is evaluation important? Who is the evaluation for? What are the differences and similarities between research and evaluation? Internal or external evaluation? What are some challenges inherent to evaluation within the field of public health? And how can we address these challenges?</p> <p>-Small/large group activities on evaluation images and definitions</p>	<p><i>Chapter 1 in Harris book</i> <i>CDC Introduction to Program Evaluation for Public Health Programs (p. 1-13)</i> http://www.cdc.gov/eval/guide/index.htm</p> <p><i>Framework for Program Evaluation in Public Health: A Checklist of Steps and Standards. (2014). MacDonald G., CDC.</i> http://www.wmich.edu/evalctr/wp-content/uploads/2014/06/CDC_Eval_Framework_Checklist.pdf</p> <p><i>Overview of the CDC Framework for Program Evaluation</i> http://www.cdc.gov/eval/materials/frameworkoverview.PDF</p>
2	Monday February 1	<p>-Needs/community assessment</p> <p>-Stages of program planning: Linear in theory only</p> <p>-A review of frameworks for planning with a flow from start to finish: theory-based, PRECEDE-PROCEED, and logic models</p> <p>-Logic model presentation with student practice work in developing logic models</p>	<p><u><i>For an overview and introduction to logic models:</i></u> Chapters 2-3 in Harris book. <u><i>Explore these websites:</i></u> The University of Wisconsin-Extension Logic Model resource webpage http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html and online module “Enhancing Program Performance with Logic Models” http://www.uwex.edu/ces/lmcourse/ Also, review “What a Logic Model Can Do For You” (http://tinyurl.com/m25p4k6)</p> <p><u><i>For a theory-based approach:</i></u> Neumark-Sztainer DR, Friend SE, Flattum CF, Hannan PJ, Story MT, Bauer KW, Feldman SB, Petrich CA. New Moves— Preventing weight-related problems in adolescent girls: A group-randomized study. <i>American Journal of Preventive Medicine.</i> 2010;39:421-432.</p> <p><i>Neumark-Sztainer D, Flattum C, Feldman S, Petrich C.</i> Striving to prevent obesity and other weight-related problems in adolescent girls: The New Moves approach. In: O’Dea J, Eriksen M, eds. <i>Childhood Obesity Prevention-International Research, Controversies, and Interventions.</i> Oxford University Press. 2010:271-277.</p> <p><u><i>For an overview of the PRECEDE-PROCEED framework:</i></u> Green LW, Kreuter MW. Health Promotion Today and a</p>

Week	Day	Topics	Readings
			<p>Framework for Planning. <i>In: Health Promotion Planning: An Educational and Environmental Approach. Second Edition</i>, Mayfield Publishing, Mountain View, CA, 1991, pp 1-43. (Pay most attention to the figures in these chapters)</p> <p>Green LW, Kreuter MW. Evaluation and the Accountable Practitioner. <i>In: Health Promotion Planning: An Educational and Environmental Approach. Second Edition</i>, Mayfield Publishing, Mountain View, CA, 1991, pp 215-270. (Pay most attention to the figures in these chapters)</p>
3	Monday February 8	<ul style="list-style-type: none"> -Choosing an evaluation design -Small/large group activity on various evaluation models and approaches -Group formation and discussion of evaluation projects 	<p><i>Chapters 5, 6 in Harris book</i></p> <p>CDC Introduction to Program Evaluation for Public Health Programs (p. 42 - 55)</p> <p>Green LW, Kreuter MW. Behavioral and Environmental Diagnosis. <i>In: Health Promotion Planning: An Educational and Environmental Approach. Second Edition</i>, Mayfield Publishing, Mountain View, CA, 1991, pp. 125-149.</p> <p>Look at this example: Jones D, MacDonald G, Volkov B, Herrera-Guibert D. Multisite Evaluation of Field Epidemiology Training Programs: Findings and Recommendations. Centers for Disease Control and Prevention; Atlanta, Georgia, 2014. http://www.cdc.gov/globalhealth/fetp/pdf/fetp_evaluation_report_may_2014.pdf</p> <p>Recommended but not required: RWJF – A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions http://www.rwjf.org/en/research-publications/find-rwjf-research/2009/12/the-robert-wood-johnson-foundation-evaluation-series-guidance-fo/a-practical-guide-for-engaging-stakeholders-in-developing-evalua.html</p>

Week	Day	Topics	Readings
4	Monday February 15	<p>-Developing evaluation plan -Discussion and activities around evaluation plan development -Updates on group projects</p> <p>Hand in Assignment #1: Critique of New Moves evaluation. See articles Neumark-Sztainer articles →</p>	<p><i>Chapter 4 in Harris book Developing an Effective Evaluation Plan.</i> Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health; Division of Nutrition, Physical Activity, and Obesity, 2011. http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf</p> <p>Neumark-Sztainer DR, Friend SE, Flattum CF, Hannan PJ, Story MT, Bauer KW, Feldman SB, Petrich CA. New Moves— Preventing weight-related problems in adolescent girls: A group- randomized study. <i>American Journal of Preventive Medicine.</i> 2010;39:421-432.</p> <p>Neumark-Sztainer D, Flattum C, Feldman S, Petrich C. Striving to prevent obesity and other weight-related problems in adolescent girls: The New Moves approach. In: O’Dea J, Eriksen M, eds. <i>Childhood Obesity Prevention-International Research, Controversies, and Interventions.</i> Oxford University Press. 2010:271-277.</p>
5	Monday February 22	<p>-Process and outcome evaluation -Student presentations on evaluations in the field (two student presentations: sign up)</p>	<p><i>Pages 64 and 94-97, Harris book Introduction to Process Evaluation in Tobacco Use Prevention and Control</i> http://www.cdc.gov/Tobacco/tobacco_control_programs/surveillance_evaluation/process_evaluation/index.htm</p> <p>Michael Quinn Patton “Implementation/Process Evaluation Questions: Examples for Seven Evaluation Purposes” Story M et al. <i>Fruit and Vegetable Consumption: 5-a-Day Power Plus: Process Evaluation of a Multicomponent Elementary School Program to Increase, Health Educ Behav, 2000:27:187.</i> Tom Baranowski and Gloria Stables, <i>Process Evaluations of the 5-a-Day Project, Health Educ Behav, 2000:27:157.</i></p> <p>National Resource Center (2010). <i>Measuring Outcomes guidebook.</i>http://strengtheningnonprofits.org/resources/guidebooks/MeasuringOutcomes.pdf</p> <p>Rogers T, Chappelle EF, Wall HK, Barron-Simpson R. <i>Using DHDSP Outcome Indicators for Policy and Systems Change for Program Planning and Evaluation.</i> Atlanta, GA: Centers for Disease Control and Prevention; 2011. http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/docs/using_indicators_evaluation_guide.pdf</p>

Week	Day	Topics	Readings
6	Monday February 29	<ul style="list-style-type: none"> -Quantitative methodology for program evaluation -Survey development -Guest speaker: TBD on quantitative methodology -Group work: Getting started on survey tools -Student presentations on evaluations in the field (two student presentations: sign up) 	<p><i>Chapters 7 and 8 in Harris book</i></p> <p>CDC Introduction to Program Evaluation for Public Health Programs (p. 56 - 73)</p> <p>Survey Fundamentals: A guide to designing and implementing surveys. http://oqi.wisc.edu/resourcelibrary/uploads/resources/Survey_Guide.pdf</p> <p>Neumark-Sztainer D, Story M, Perry C, Casey M. Factors influencing food choices of adolescents: Findings from focus-group discussions with adolescents. <i>Journal of the American Dietetic Association.</i> 1999;99(8):929-937</p> <p>Larson NI, Neumark-Sztainer D, Story M, van den Berg P, Hannan PJ. Identifying correlates of young adults' weight behavior: Survey development. <i>American Journal of Health Behavior.</i> 2011;35:712-725.</p> <p>Also see surveys from New Moves and Project EAT at: www.newmovesonline.com and www.sphresearch.umn.edu/epi/project-eat/</p>
7	Monday March 7	<ul style="list-style-type: none"> -Qualitative methodology for program evaluation -Guest speaker: Ellen Wolter, UMN CTSI evaluator on qualitative evaluation -Group work (time permitting) on incorporating qualitative assessments <p>Hand in Assignment # 2. Description and critique of an extant program evaluation</p>	<p><i>Chapters 9 and 10 in Harris book</i></p> <p><i>CDC Introduction to Program Evaluation for Public Health Programs (p. 74 - 81) – helpful when thinking about your evaluation in Assig 2.</i></p> <p>Qualitative Evaluation: Checklist by Michael Quinn Patton. http://www.wmich.edu/evalctr/archive_checklists/qec.pdf</p>
8	Monday March 14	Spring Break	

Week	Day	Topics	Readings
9	Monday March 21	<ul style="list-style-type: none"> -Effective communication/reporting -Group activities on communication/reporting -Discussion and questions regarding group projects 	<p><i>Chapters 11 and 12 in Harris book</i> <i>CDC Introduction to Program Evaluation (p. 82 - 100)</i> Centers for Disease Control and Prevention. Evaluation Reporting: A Guide to Help Ensure Use of Evaluation Findings. Atlanta, GA: US Dept of Health and Human Services; 2013 http://www.cdc.gov/dhdsp/docs/Evaluation_Reporting_Guide.pdf</p> <p>Look at this example: Jones D, MacDonald G, Volkov B, Herrera-Guibert D. Multisite Evaluation of Field Epidemiology Training Programs: Findings and Recommendations. Centers for Disease Control and Prevention; Atlanta, Georgia, 2014. http://www.cdc.gov/globalhealth/fetp/pdf/fetp_evaluation_report_may_2014.pdf</p>
10	Monday March 28	<ul style="list-style-type: none"> -Participatory and interactive evaluation practice (Guest speaker: Dr. Jean King, Professor & Director of the Minnesota Evaluation Studies Institute) -Group work <p>Hand in Assignment #3: Progress report on group evaluation projects and logic models</p>	<p>Available on the class Moodle site: The Interactive Evaluation Practice book's sample chapters Utilization-Focused Evaluation Checklist (Patton, 2013)File resourc Deliberative Democratic Evaluation Checklist (Stake & Howe, 2000)</p>
11	Monday April 4	<ul style="list-style-type: none"> -Fundamental issues in developing Monitoring & Evaluation systems -Group work on overall projects and opportunity to work with instructor 	<p>Nigel Simister, 2009. Developing M&E Systems for Complex Organisations: A Methodology http://www.intrac.org/resources.php?action=resource&id=663#sthash.pBRkWo6L.dpufhttp://www.intrac.org/resources.php?action=resource&id=663</p> <p>Review this book (not required): Ten steps to a results-based monitoring and evaluation system : a handbook for development practitioners / Jody Zall Kusek and Ray C. Rist. https://openknowledge.worldbank.org/bitstream/handle/10986/14926/2/96720PAPER0100steps.pdf?sequence=1</p>
12	Monday April 11	<ul style="list-style-type: none"> -Program evaluator competencies (Guest speaker: Dr. Jean King, Director of the Minnesota Evaluation Studies Institute) -Reflecting on your competencies (activity/discussion) -Group work on projects and opportunity to work with instructor <p><i>Assignment to be done before class:</i> Reflect on your evaluation knowledge, skills, and dispositions using the Essential Competencies for Program</p>	<p>Stevahn, L., King, J. A., Ghere, G., & Minnema, J. (2005). Establishing essential competencies for program evaluators. American Journal of Evaluation, 26, 43–59. http://www.wmich.edu/evalphd/wp-content/uploads/2010/05/Establishing_Essential_Competencies.pdf</p>

Week	Day	Topics	Readings
		Evaluation Self-Assessment Tool [PDF] . Please print, fill out, and bring the form to class.	
13	Monday April 18	<ul style="list-style-type: none"> -AEA Guiding Principles training exercise. -Ethically and culturally responsive evaluation -Sign-up for group project presentations 	<p>American Evaluation Association Guiding Principles For Evaluators http://www.eval.org/p/cm/ld/fid=51</p> <p>Developing a Well-Reasoned Response to a Moral Problem in Scientific Research by Muriel J. Bebeau</p> <p>American Evaluation Association Statement on Cultural Competence in Evaluation (2011): http://www.eval.org/p/cm/ld/fid=92</p> <p>A Conversation on Multicultural Competence in Evaluation. Joseph Trimble, Ed Trickett, Celia Fisher, and Leslie Goodyear. American Journal of Evaluation 2012 33: 112</p>
14	Monday April 25	<ul style="list-style-type: none"> -Metaevaluation -Group project evaluations: presentations and class discussion/feedback 	<p>Program Evaluations Metaevaluation Checklist (Based on The Program Evaluation Standards) by Daniel L. Stufflebeam, 1999 http://www.wmich.edu/evalctr/archive_checklists/program_metaeval.pdf</p>
15	Monday May 2	<ul style="list-style-type: none"> -Group project evaluations (if have not completed in previous two weeks) -Summing things up: What have we learned? What are our plans for using this knowledge and learning more? -Evaluation of this class.; focus on both process and outcomes <p>Hand in final assignment: Evaluation plan for community initiative (group project)</p>	

VII. Evaluation and Grading

Final grade will be assessed on a 100-point scale and will be based on the following scale:

A 93-100% **B-** 80-<83 **D+** 67-<70

A- 90-<93 **C+** 77-<80 **D** 63-<67

B+ 87-<90 **C** 73-<77 **D-** 60-<63

B 83-<87 **C-** 70-<73 **F** Below 60

Class participation: Attendance, timeliness, active participation in discussions and presentations, evidence of doing readings (10%)

Group project participation: Ratings by other group members (10%)

Assignment #1: Critique of New Moves evaluation (10%)

Assignment #2: Critique of an extant program evaluation (10%)

Assignment #3: Progress report (20%)

Assignment #4: Final group project (40%)

Assignments

All assignments are due at the beginning of class on the assigned dates (to be submitted to the instructor via email). Points will be deducted for late assignments. If you anticipate any difficulty meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements must be made with your instructor in advance of the actual due date to receive full credit for the assignment.

Course Evaluation

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further

information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or

physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity Diversity EO AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the

college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.