KINE 5371: Introduction to Program Planning and Evaluation

SPRING 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Kyrah Brown
Office Number: Maverick Activities Center, Room 227
Office Telephone Number: 817-272-3288
Email Address: Kyrah.Brown@uta.edu (preferred)
Faculty Profile: https://mentis.uta.edu/explore/profile/kyrah-brown

Office Hours: Students may request an appointment via email. Appointments may be held by phone, video conference, or in-person.

GENERAL INFORMATION

Section Information: Section 001

Time and Place of Class Meetings: Thursdays 5:30PM – 8:20PM in Science Hall 105

Description of Course Content: Program evaluation is the systematic application of scientific methods to assess the design, implementation, and outcomes of a program. In this course, program planning and evaluation are introduced as inter-related activities. Students will learn how to assess program design, develop evaluation plans and tools, and identify strategies for using and sharing results. This course has a service-learning component which involves the class working as a group to collaborate with a community partner to ultimately provide key evaluation deliverables. All assignments within the course are interrelated and build on another offering students multiple avenues to apply their knowledge and skills. At the end of this course, students will have developed a practical literature review (which demonstrates students’ ability to translate technical information for lay audiences), a program logic model, a theory of change model, and an evaluation plan that includes a budget. Each of these “products” can be included in students’ professional portfolios.

Service Learning Course
According to the UTA Center for Service Learning, Service Learning integrates academic coursework with service to the community; and provides students with the opportunity to engage in classroom activities and discussions, perform projects in the community related to the academic coursework, and reflect upon those experiences.


Additional readings and additional resources/tools are posted on Blackboard.


Other Requirements: As a requirement for this course, students are expected to make a visit to the community partner site at least once before February 20, 2020. There is also a possibility that the final presentation will take place at the community partner site.
COURSE LEARNING OBJECTIVES AND COMPETENCIES

By the end of this course, students will be able to:

1. Define key terms, concepts, theories and approaches in program planning and evaluation
2. Recognize the role of social, political, and cultural context in program planning and evaluation
3. Describe and facilitate evaluation planning processes with a community partner
4. Develop evaluation planning tools (e.g., logic model, theory of change, data management plan)
5. Develop a comprehensive evaluation plan and budget
6. Gather and synthesize empirical evidence for diverse stakeholder audiences
7. Interpret and communicate empirical evidence for diverse stakeholder audiences
8. Collaborate to prepare and present evaluation products to a community stakeholder
9. Identify and communicate strategies using and sharing evaluation findings with public health stakeholders
10. Demonstrate reflective learning in program planning and evaluation

MPH Competencies

Course assignments and activities are aligned with the Council on Education for Public Health (CEPH) Master of Public Health Foundational Competencies.

<table>
<thead>
<tr>
<th>MPH Competency</th>
<th>Course Objective</th>
<th>Assessment Method(s)</th>
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| Planning and Management to Promote Health | ● Define key terms, concepts, theories and approaches in program planning and evaluation  
● Develop evaluation planning tools (e.g., logic model, theory of change, data management plan)  
● Develop a comprehensive evaluation plan and budget  
● Demonstrate reflective practice in program planning and evaluation | Vocabulary/Concept Quiz  
Evaluation Plan and Budget  
Reflection Papers |
| Evidence-Based Approaches to Public Health | ● Gather and synthesize empirical evidence for diverse stakeholder audiences | Group Project: Evaluation Report |
| Interprofessional Practice | ● Collaborate to prepare and present evaluation products to a community stakeholder | Group Project |
| Leadership | ● Describe and facilitate evaluation planning processes with a community partner | Group Project: Facilitation Session with Community Partner |
| Communication | ● Identify and communicate strategies using and sharing evaluation findings with public health stakeholders  
● Interpret and communicate empirical evidence for diverse stakeholder audiences | Group Project: Final Presentation and Evaluation Report |
| Systems & Policy in Public Health  
Systems Thinking | ● Recognize the role of social, political, and cultural context in program planning and evaluation | Reflection Paper  
Group Project |
This is a graduate-level course. Therefore, self-initiative and high quality work is expected.

Note Taking
It is the student’s responsibility to be engaged, take notes, and be responsible for information missed after an absence. Students are welcome to record class sessions.

Attendance
Timely attendance is critical to your success in this course. Attendance will be taken at the start of each class and students who are more than 15 minutes late will not be counted. Excused absences will be honored for travel or events that are directly related to school business (e.g., UTA Athletics) and require at least two-week notification. Please see the instructor to discuss in more detail if this applies to you. If you know that you are going to be absent or late for a class session, please let the instructor know so that exercises can be adjusted.

Late Assignments
Late assignments will be accepted and receive a 11% deduction each day (24 hours) it is late for up to three (3) days.

Make-up/Late Exams
There will be no “make-up exams”. Late submissions for exams on Canvas will be accepted and receive a 11% deduction each day (24 hours) it is late for up to three (3) days. Exams will be completed out of class. Once the exam is started, it must be completed during that setting. Exams are ‘open-book’ and are timed at two hours (although it should only take you 45mins to an hour if you study).

Communications and Assignment Submission
MavMail (UTA email) and Canvas are the two official means of communication for this course. Response to student emails can generally be expected within a 48-hour maximum timeframe for emails sent during business hours (8:00AM – 5:00PM) during the work week. All assignments will be submitted to Canvas only unless otherwise noted. If you encounter a system/technological error during submission, please email me your assignment before the deadline as back up.

Expectations for Out-of-Class Study
A general rule of thumb is: for every credit hour earned, a student should spend at least 3 hours per week working outside of class. Hence, for this 3 credit hour course, there is a minimum expectation of 9 hours of reading, studying and/or assignment work per week.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext. For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.
COURSE ASSIGNMENTS AND GRADING INFORMATION

In this course, you will complete individual and group-based assignments. All assignments are available in Canvas.

Quizzes, Exams, and Survey

1. Syllabus Quiz
   This purpose of this quiz is to familiarize you with this course. You must score 100% to receive credit.

2. Exam
   There will be one to assess your knowledge of key terms and concepts in program planning and evaluation. The multiple-choice questions will be straightforward and based on course content covered prior to the date of the quiz. A general study guide will be available on Canvas. The exams will be administered in Canvas. Exams will be completed out of class. Once the exam is started, it must be completed during that setting. Exams are ‘open-book’ and are timed at two hours (although it should only take you 45mins to an hour if you study).

Individual Assignments

1. Class Facilitation
   Each student will select a reading from a list of articles to lead in class. Students will lead 15 minutes of class discussion by (a) briefly summarizing the article and (b) engaging classmates in a discussion or activity related to the reading material.

2. Reflection Papers
   Eight 1 – 1 ½ single-spaced reflection papers (do not exceed 1 ½ pages) will be assigned to promote students’ personal and professional reflection. Detailed instructions and a grading rubric are available on Canvas.

3. Individualized Program Evaluation Plan and Budget
   An evaluation plan is essential for any program or project. It is especially useful when preparing grant or contract proposals. It clarifies the steps needed to assess the processes and outcomes of a program as well as how evaluation results will be analyzed, reported, and used. During this course, students will design a program based on their interest, an existing program, or a program developed in another class. This assignment will be broken up into separate assignments over the course of the semester. For each section that is not submitted, there will be a 10% deduction from the final evaluation plan and budget. Detailed instructions are available on Canvas.

4. Final Reflection
   At the end of the semester, students will complete a final reflection and evaluation of course activities and their service learning experience.

Group-Based Assignments

The instructor will allocate time during most classes for teams to work on the group/class project.

1. Team Contract
   At the beginning of the semester students will generate a team contract to establish group
roles and expectations, to identify the quality of work the team wishes to achieve, and the level of participation and accountability each individual will contribute. The team contract will be completed in class.

2. **Community Partner Site Visit**
   Students are required to plan and attend a visit to the community partner’s site to learn more about the program. Students should plan to make a site visit no later than February 20, 2020.

3. **Team Evaluations**
   Students will complete a team evaluation two times during the semester. The first team evaluation form will require students to evaluate their own performance and the performance of their teammates. The first evaluation is intended to provide insight into team functioning, identify team strengths, and identify areas of improvement that can be addressed. The second team evaluation form will cover the same content as the first form, but will also be used to help determine team member grades.

4. **Team Player Grade**
   On Team Evaluation II, students will give themselves a grade (0% to 100%) and a grade justification. Each student will also receive a grade and grade justification from each team member. The instructor will use the ratings to assign students’ team player grades.

5. **Theory of Change Model**
   A theory of change is a graphic illustration of how and why desired change is expected to happen as a result of the community partner’s program. The student team will develop a theory of change model based on the community partner’s program.

6. **Logic Model**
   A logic model is a visual representation of a program’s resources, activities, expected outcomes, assumptions, and contextual factors. The student team will develop a logic model based on the community partner’s program.

7. **Brief Evaluation Report**
   The student team will prepare a written evaluation report that includes an introduction, methods, results, and recommendations section. The brief evaluation report will be delivered to the community partner. More information is available on Canvas.

8. **Final Presentation**
   The student team will prepare a 10-minute presentation that will be delivered to the instructor and community partner. Presentation guidelines are available on Canvas.
## GRADING SCALE

<table>
<thead>
<tr>
<th>Component</th>
<th>Points (Percentage)</th>
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<tbody>
<tr>
<td><strong>Quizzes and Exams (20%)</strong></td>
<td></td>
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<tr>
<td>Syllabus Quiz</td>
<td>20</td>
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<tr>
<td>Exam</td>
<td>100</td>
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<tr>
<td><strong>Individual Assignments (50%)</strong></td>
<td></td>
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<tr>
<td>Class Facilitation</td>
<td>25</td>
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<tr>
<td>Reflection Papers (7)</td>
<td>70</td>
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<tr>
<td>Program Evaluation Plan and Budget</td>
<td>95</td>
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<tr>
<td>Team Player Grade</td>
<td>100</td>
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<tr>
<td>Final Course Reflection</td>
<td>10</td>
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<tr>
<td><strong>Group-Based Assignments (30%)</strong></td>
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<tr>
<td>Team Contract</td>
<td>20</td>
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<tr>
<td>Community Partner Site Visit</td>
<td>20</td>
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<tr>
<td>Team Evaluation</td>
<td>20</td>
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<tr>
<td>Theory of Change Model</td>
<td>20</td>
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<tr>
<td>Logic Model</td>
<td>20</td>
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<tr>
<td>Evaluation Report</td>
<td>50</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>30</td>
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<tr>
<td><strong>Total Points (100%)</strong></td>
<td><strong>600</strong></td>
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As the instructor of this course, I reserve the right to adjust this schedule, including the deadlines for assignments, in any way as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Module 1: Introduction to Program Planning and Evaluation</strong></td>
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| Week 1: Jan 23 | Semester roadmap  
Introduction  
Evaluation Capacity Building  
Team Building | Harris Ch. 1  
Additional Readings on Canvas | Reflection #1  
Syllabus Quiz |
| Week 2: Jan 30 | NO CLASS MEETING (See Canvas)  
Community Health Assessments  
Program Planning in Public Health: PRECEDE-PROCEED | Harris Ch. 2  
Read WonderKit materials  
Additional Readings on Canvas | Reflection #2  
Group Project: Team Contract |
| **Module 2: Program Planning and Development** |
| Week 3: Feb 6 | Community Partner Visit: Introduction  
Program Planning in Public Health: PRECEDE-PROCEED  
Designing New Programs  
- Defining the Issue  
- Goals and Objectives  
- Planned Processes and Activities  
- Financial and Operations Planning  
- Theory of Change  
- Program Logic Model  
*Theory of Change Exercise | Harris Ch. 3  
Harris Ch. 4  
Additional Readings on Canvas | Submit EP Section 1: Program Overview |
| Week 4: Feb 13 | **Project Data Collection Begins Feb 10**  
Adopting or Adapting Programs  
- Evidence-Based Programs  
- Levels of Evidence  
- Selecting Programs and Considerations  
- Adapting Programs and Considerations  
*Program Logic Model Exercise | Additional Readings on Canvas | Submit Reflection Paper 3  
Submit EP Section 2: Logic Model  
Group Assignment: Submit Community Partner Theory of Change Model |
| Week 5: Feb 20 | Program Evaluation: Definition and Purpose  
Evaluability Assessments  
Organizational Readiness and Capacity for Evaluation  
Data/Evaluation Challenges in Nonprofit | Harris Ch. 5  
Additional Readings on Canvas | Reflection Paper 4  
Group Assignment: Submit Report Introduction  
Group Assignment: Submit Community Partner Logic Model |
|---|---|---|---|
| **Module 3: Evaluation Planning: Theories and Approaches** | **Week 6: Feb 27** | No Class Meeting (See Canvas)  
Evaluation Approaches and Models  
Types of Evaluation  
Process Evaluation  
Outcome Evaluation | Harris Ch. 6  
Harris Ch. 7 | Reflection Paper 5 |
| **Week 7: Mar 5** | **Project Data Collection Ends**  
Community Partner Visit: Facilitation  
Process Evaluation  
Outcome Evaluation | Additional Readings on Canvas | Reflection Paper 6  
Team Evaluation #1 |
| **Week 8: Mar 12** | SPRING BREAK (No class) | | |
| **Module 4: Evaluation Methods, Measurement, and Analysis** | **Week 9: Mar 19** | Data Management and Analysis Plans  
Evaluation Questions  
Evaluation Design  
Quantitative Methods  
- Measurement and Sampling  
- Rigor and Quality  
- Survey Design  
- Logic Model and Indicators  
- Quantitative Data Analysis | Harris Ch 8  
Harris Ch 10 (pp.243-257)  
Additional Readings on Canvas | Reflection Paper 7 |
| **Week 10: Mar 26** | Data Management and Analysis Plan  
Qualitative Methods  
- Approaches  
- Data Collection Methods  
- Measurement and Sampling  
- Rigor and Quality  
- Question Design  
- Qualitative Data Analysis | Harris Ch 9  
Harris Ch 10 (pp.258-269)  
Additional Readings on Canvas | Submit EP Section 3: Approach Exam |
| **Week 11: Apr 2** | Qualitative and Quantitative Data Analysis Session | Additional Readings on Canvas | Group Assignment: Submit Report Methods Section |
## Module 5: Evaluation Reporting

| Week 12: Apr 9 | Evaluation Plan Budgeting  
Communication Plan  
Evaluation Report Design/Formatting | Harris Ch. 11  
Additional Readings on Canvas | Submit EP Section 4: Communication Plan  
Submit EP Section 5: Budget  
Group Assignment: Submit Results Section |
|----------------|---------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------|
| Week 13: Apr 16 | Data Storytelling and Visualization  
Summarizing and Reporting Results  
Developing and Writing Recommendations | Additional Readings on Canvas | Submit Final Evaluation Plan  
Group Assignment: Submit Recommendations Section  
Group Assignment: Submit Executive Summary |
| Week 14: Apr 23 | Summarizing and Reporting Results  
Developing and Writing Recommendations  
Using Evaluation Findings for Improvements and Decision-Making | Additional Readings on Canvas | Group Assignment: Submit Preliminary Presentation Slides  
Submit Full Evaluation Report Draft |

## Module 6: Reflection and Lifelong Learning in Evaluation

| Week 15: Apr 30 | Lifelong Learning in Evaluation  
Mock Presentation and Feedback  
Final Reflections  
Course Evaluation | Additional Readings on Canvas | Submit Final Evaluation Report  
Final Reflection  
Team Evaluation |
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<tr>
<td>Week 16: May 7</td>
<td>Final Presentation @ Community Partner Site</td>
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Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I take attendance every class session and expect students to attend regularly. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Phone Numbers

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Writing Support and Library Information

The English Writing Center (411LIBR)

The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make
appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Librarian to Contact

Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Plagiarism

Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via http://library.uta.edu/plagiarism/index.html.

Turnitin (Canvas) is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to Turnitin at any time to evaluate for plagiarism. Plagiarism may also be determined by reviewing references directly and does not require the use of Turnitin. Students who commit plagiarism will receive a zero on the assignment (including group assignments) and will be referred to the Office of Student Conduct. For group assignments, it is the entire group’s responsibility to ensure plagiarism has not occurred. In the event a group assignment is plagiarized, the assignment will receive a zero and students will be referred to the Office of Student Conduct.

Include IU plagiarism survey.