

Humphrey School of Public Affairs
PA 8081- Section 13- Program Evaluation Capstone Workshop

Spring Semester 2021

Class will be offered remotely, with a mixture of synchronous and asynchronous online content.

On-line Zoom class synchronous meetings, Mondays 6:00-8:45 pm: 1/25/21 and 5/3/21

3 credits

Instructor: Emily Kalnicky, Ph.D.

Pronouns: She/her/hers

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Office hours: I will be available for individualized and group coaching throughout the semester. Groups or individual students can email or call/text me to schedule a virtual meeting.

Course Description:

The Program Evaluation Capstone builds upon PA 5311: Program Evaluation (which is a requirement for taking this Section), by enabling students to work directly with clients to revise and implement program evaluation plans in community-based settings, such as public agencies, schools, non-profit organizations, and collaborative initiatives. Class sessions and a select number of readings will encourage students to further enhance their understanding of the purpose and best practices of program evaluation in public policy and program delivery as well as best practices in navigating the consultant and client relationship. Students are encouraged to arrange times early in the semester to meet with their groups to successfully implement their evaluation plans and to navigate the client relationship.

As a part of the revised Capstone Project selection process, all students were able to rank their choices from interested clients. The list of possible clients included current clients participating in the 2020 Fall and previous 2020 Spring PA 5311 course that agreed to allow students enrolled in this Capstone course to implement the evaluation plans (after additional feedback and modifications) at their organization. This semester our clients will include: Capitol River District Council, Hands Across the World, and the Minnesota Zoo. While students were assigned to their first or second choice project this semester, the goal is for students to be able to learn from each of the group projects, in order to develop a deeper understanding of the breadth of program evaluation, and to further the client and consultant best practices.

Learning Objectives:

1. Demonstrate the importance of using best practices in program evaluation in order to effectively refine, develop, and implement a program evaluation plan for a specific public or nonprofit program or initiative.

2. Demonstrate effectively working collaboratively with a team of fellow evaluators to successfully implement the evaluation plan, analyses, and reporting.
3. Analyze, synthesize, think critically, and solve problems in program evaluation using quantitative and qualitative methods.
4. Demonstrate effectively working with external partners or clients in order to meet their needs and expectations for the evaluation plan and report.
5. Present findings in clear and relevant outlets, including a summative evaluation report and professional presentation of the program evaluation for the community partner; a short professional presentation for fellow classmates.

Course Prerequisites:

Must have successfully completed PA 5311: Program Evaluation and the PA 5080: Capstone Prep Workshop.

Canvas:

All course materials will be accessed through the course Canvas site. Find the site at canvas.umn.edu, or go to “Key Links” on my.umn.edu and scroll down to Canvas. For help with Canvas, go to <https://z.umn.edu/CanvasHelpandSetup> or click the “Canvas Help” link on our course Canvas site. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information.

Set Your Canvas Notification Preferences

This course depends upon your ability to receive communications from your instructor and/or about the class. It's important that you set up your Canvas “notification preferences” to choose how and when you’d like to receive messages via text, email, or both. Find easy-to-follow instructions at “How do I set my Canvas notification preferences as a student?": <https://community.canvaslms.com/docs/DOC-10624-4212710344>.

It is strongly recommended that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don’t risk missing important class communication. For assistance, please contact help@umn.edu or your instructor.

Zoom:

All synchronous course meetings will take place in our Zoom classroom. The link can be found on our Canvas site.

Other Technical Support:

Contact the University’s IT department: email- help@umn.edu ; phone: 612-301-4357 or via 24/7 chat at: <http://chat.it.umn.edu>.

Course readings and materials:

You can access course written materials on the course Canvas site. Links will be provided to the resources on the University of Minnesota Library system. The readings for each week will be linked to that week's module in Canvas.

Access to readings and materials after semester:

Students lose access to Canvas sites and course reserves at the end of the semester. If you would like to download class material (depending on copyright), or your own work for personal use, please do so during the semester.

Session Schedule:

Success in this course is dependent on successfully completing the readings and assignments, as well as meeting regularly with your team.

Week of	Readings, Podcasts, and Videos	Online Synchronous Class & Asynchronous Materials (AM)	Deliverables (due 6:00 pm)
1-25	Introduction & Overview + Ethics in Evaluation <i>Readings:</i> AEA (2018); Data Center (2020); Leiderman (2005) <i>Podcast:</i> Stanford Inside Social Innovation Podcast, Preskill (2014) <i>Video:</i> Ypifany (2019)	Online Synchronous: Introductions and course overview	Answer intro questions (1/20)
2-1	Effective Collaboration <i>Readings:</i> Bakken (2018); Garcia & Stevahn (2019); King & Stevahn (2013); Wei-Skillern & Silver (2013)	AM Student Presentation- Effective Collaboration AM Student Presentation- Ethical Evaluation	Complete CITI training (2/1)
2-8	Survey Design Considerations <i>Readings:</i> Dillman (2012); Hughes, Camden & Yangchen (2016)	AM Student Presentation- Survey Design	Refined Logic Model, Evaluation Design, and Design Matrix (2/10)
2-15	Evaluation Analysis <i>Readings:</i> Koundinya & Bakken (2018)	AM Student Presentation- Analysis Plan	Data Collection & Analysis plan (2/20)

2-22	Culturally Responsive Evaluation <i>Readings:</i> Cram & Phillips (2012); Frierson et al (2010); Hood, Hopson, & Kirkhart (2015)	AM Student Presentation- Culturally Responsive Evaluation	
3-1	Power & Culture <i>Readings:</i> Haugen & Chouinard (2019); Hopson, Kirkhart & Bledsoe (2012)	AM Student Presentation: Power and Culture	
3-8	Reflective Practice <i>Readings:</i> Smith et al. (2015)	AM Student Presentation: Reflective Practice	Reflection Paper (3-10)
3-15	Decolonizing Evaluation <i>Reading:</i> LaFrance & Nichols (2010) <i>Video:</i> Johnston, Walter, & Cram (2020)	AM Student Presentation: Decolonizing Evaluation	
3-22	Developmental Evaluation <i>Videos:</i> Patton (2009); Wong (2015)	AM Student Presentation: Developmental Evaluation	
3-29	Evaluation Report Design <i>Reading:</i> Evergreen (2011)	AM Student Presentation: Best Practices in Evaluation Report Design	
4-5	SPRING BREAK		
4-12	Communicating Results <i>Video:</i> The University of Melbourne (2019)		Draft results (4/14)
4-19	Report refinement		Draft report (4/20)
4-26	Presentation refinement <i>Reading:</i> Miller (2019) <i>Video:</i> Weinschenk (2012)		Draft presentation (5/3)
5-3	Final Presentation of Project with your Team	Online Synchronous: Presentations for peers <i>Arrange time to meet with clients during this week,</i>	Final Deliverables (5-9) Client Presentation (5-9)

		<i>after online presentation for peers and instructor, send time and date information to instructor</i>	Peer assessment of contribution (5/10)
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Assignments and Grading:

The assignments for this course are designed to help you achieve the course's learning outcomes and further develop your skills as a Program Evaluator.

- **Workshop Presentations:** You will share two, 5-15 minute presentations with the class to focus on your current knowledge and skills related to your Capstone evaluation project and course materials. You will pick your presentation topic from available slots, and you will need to upload your presentation to Canvas website by 6:00 pm CST on the date for the topics you have selected. The presentations should focus on highlighting the materials provided for that week's topic, as well as any additional materials the student wishes to share with the class. Students should also connect the topic to their Capstone project this semester (5% each, total of **10% of final grade**).
- **Reflection Paper:** You will complete one, 2-3 page (1.5 spaced, 11 pt. font) reflection paper to give you a chance to reflect upon your current knowledge and skills related to your Capstone Project and course materials. (**5% of final grade**).
- **Program Evaluation Field Work:** Your mastery of knowledge in this capstone course will be largely demonstrated through the refinement, implementation, analysis, and presentation of your completed evaluation plan for a public or nonprofit client. There will be assignments due related to the following specific items (**30% of final grade total**):
 - Refined Logic Model, Evaluation Design, and Design Matrix (10%)
 - Data collection tools and analysis plan (10%)
 - Draft results (5%)
 - Draft Presentation (5%)
- **Written report and presentation:** The final report and presentation represents the culmination of your knowledge and experience with Program Evaluation. The final written report and presentation account for **55% of your final grade**, and will include the following components:
 - Peer assessment of professionalism and contribution to project (15%)
 - Client assessment of overall product (10%)
 - Final plan and presentation for class and client (30%)

Assignments submitted after the due date will be penalized 5 percentage points for each 24-hour period that they are late. Unless otherwise noted, the assignments will be due at 6 pm on the date note.

Grades will be assigned as follows: A (90-100%), B (80-89.9%), C (70-79.9%), D (60-69.9%), F (below 60%).

Full List of Readings/Journal Articles/Podcasts/Videos (Alphabetical):

AEA (American Evaluation Association) (2018). AEA Guiding Principles (2018 Update).

Bakken, L. L. (2018). Communication and Negotiation. In *Evaluation Practice for Collaborative Growth* (pp. 22–24).

Cram, F., & Phillips, H. (2012). Claiming Interstitial Space for Multicultural , Transdisciplinary Research Through Community-up Values Fiona Cram , Katoa Ltd , Auckland. *International Journal of Critical Indigenous Studies*, 5(2), 36–49.

Data Center. (2020). Research Justice: A Strategic Framework to Transform Structural Inequities in Research to Centralize Community Power: <http://www.datacenter.org/services-offered/research-justice/>

Dillman (2012). Summing it Up 2012. Practical Guidance for Public Health Program Planning, Evaluation, and Survey Design and Use. Center for Community and Public Health. https://www.une.edu/sites/default/files/Microsoft-Word-Guiding-Principles-for-Mail-and-Internet-Surveys_8-3.pdf

Evergreen, S. D. H. (2011). *Evaluation Report Layout Checklist*.

Frierson, H. T., Hood, S., Hughes, G. B., & Thomas, V. G. (2010). A Guide to Conducting Culturally Responsive Evaluations. In J. Frechtling (Ed.), *The 2010 User-Friendly Handbook for Project Evaluation* (pp. 75–96).

Garcia, G. L., & Stevahn, L. (2019). Situational Awareness and Interpersonal Competence as Evaluator Competencies. <https://doi.org/10.1177/1098214018814941>

Haugen, J. S., & Chouinard, J. A. (2019). Transparent , Translucent , Opaque : Exploring the Dimensions of Power in Culturally Responsive Evaluation Contexts. <https://doi.org/10.1177/1098214018796342>

Hood, S., Hopson, R., & Kirkhart, K. E. (2015). Handbook of Practical Program Evaluation. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of Practical Program Evaluation* (pp. 281–317).

Hopson, R., Kirkhart, K. E., & Bledsoe, K. L. (2012). Decolonizing Evaluation in a Developing World. Implications and Cautions for Equity-Focused Evaluation. In *Evaluation for equitable development results* (pp. 59–83).

Hughes, J., Camden, A., & Yangchen, T. (2016). Rethinking and Updating Demographic Questions: Guidance to Improve Descriptions of Research Samples. <https://doi.org/10.24839/2164-8204.JN21.3.138>

- Johnston, A.L.K, Walter, M., & Cram, A. (2020). Decolonizing Evaluation: An in-depth look into equitable evaluation work with First Nations communities.
<http://culturalresearchnetwork.org/october-27-28-virtual-study-group-decolonizing-evaluation-an-in-depth-look-into-equitable-evaluation-work-with-first-nations-communities/>
- King, J. A., & Stevahn, L. (2013). The Nuts and Bolts of Evaluation Conversations. In *Interactive evaluation practice: Mastering the interpersonal dynamics of program evaluation* (pp. 66-95). Sage Publications.
- Koundinya, V., & Bakken, L. L. (2018). Analyzing and Interpreting Quantitative & Qualitative Data. In *Evaluation Practice for Collaborative Growth* (pp. 139–186).
- LaFrance, J. & Nichols, R. (2010). Reframing Evaluation: Defining an Indigenous Evaluation Framework. *The Canadian Journal of Program Evaluation*, 23(2), 13-31. Available: <https://evaluationcanada.ca/secure/23-2-013.pdf>
- Leiderman, S. (2005). Doing Evaluation Differently. *Flipping the Script: White Privilege and Community Building*, edited by edited by Maggie Potapchuk, Sally Leiderman, Donna Bivens, and Barbara Major, 91-101. MP Associates, Inc. and the Center for Assessment and Policy Development. <https://www.racialequitytools.org/resourcefiles/Sec-3-ch-9.pdf>
- Miller, A. (2019). 6 Dos and Don'ts for Next-Level Slides, from TED Presentation Expert. <https://ideas.ted.com/6-dos-and-donts-for-next-level-slides-from-a-ted-presentation-expert/>
- Patton, M.Q. (2009). Developmental Evaluation Compared with R&D. https://www.youtube.com/watch?feature=player_embedded&v=M81Xp9eRhv0
- Smith, T. L., Barlow, P. B., Peters, J. M., & Skolits, G. J. (2015). Demystifying reflective practice : Using the DATA model to enhance evaluators ' professional activities. *Evaluation and Program Planning*, 52, 142–147. <https://doi.org/10.1016/j.evalprogplan.2015.04.004>
- Stanford Inside Social Innovation Podcast, Preskill (2014): “Optimized Social Responsibility Through Evaluation”:
https://ssir.org/podcasts/entry/optimized_social_responsibility_through_evaluation#
- The University of Melbourne (2019). Analysing, interpreting and presenting data”:
<https://www.youtube.com/watch?v=e1hqXq0JyK0>
- Weinschenk, (2012). “5 Things Every Presenter Needs to Know about People”
<https://vimeo.com/44267609>
- Wei-Skillern, J., & Silver, N. (2013). Four Network Principles for Collaboration Success. *The Foundation Review*, 5(1), 121–129.

Wong, C. (2015). Developmental Evaluation.

<https://www.youtube.com/watch?v=oL8Nz83KUZ8>

Ypifany, Abram. C. (2019). Decolonizing Evaluation.

<https://www.youtube.com/watch?v=kcaAslJ0W0Q>

University and Humphrey School Policies:

The University of Minnesota and the Humphrey School have a variety of policies focused on student conduct, grade definitions, use of personal electronic devices in the classroom, makeup work for legitimate absences, scholastic dishonesty, appropriate student use of class notes and course materials, sexual harassment, equity, diversity, and equal employment opportunity and affirmative action, and more. To view the policies, please go to:

<https://z.umn.edu/PolicyStatements>.

Name and Pronoun Usage

Class rosters should be provided to the instructor with the student's legal name, unless a preferred name has been entered into a student's OneStop account. Visit this link for more information -- https://onestop.umn.edu/howto/set_name.html.

Note: it usually takes 24 hours for your information to change. Also, 'preferred' name will show up on class rosters but not on class waitlists.

I will happily honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

Mental Health and Stress Management Services:

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 or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at short notice to address any concerns you have and provide further resources within the University. **Humphrey Student Services, HHH 280, (612) 624-8162.**

Disability Accommodations:

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The

Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).
- Additional information is available at <https://diversity.umn.edu/disability/> or by e-mail at drc@umn.edu.