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
Email: kaln0003@umn.edu                                             Cell phone: 608-335-8069
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.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Readings, Podcasts, and Videos</th>
<th>Online Synchronous Class &amp; Asynchronous Materials (AM)</th>
<th>Deliverables (due 6:00 pm)</th>
</tr>
</thead>
</table>
| 1-25    | **Introduction & Overview + Ethics in Evaluation**  
Reading: AEA (2018); Data Center (2020); Leiderman (2005)  
Video: Ypifany (2019) | Online Synchronous: Introductions and course overview | Answer intro questions (1/20) |
| 2-1     | **Effective Collaboration**  
Reading: 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**  
Reading: 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**  
Reading: Koundinya & Bakken (2018) | AM Student Presentation-Analysis Plan | Data Collection & Analysis plan (2/20) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>AM Student Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>Power &amp; Culture</td>
<td><em>Readings:</em> Haugen &amp; Chouinard (2019); Hopson, Kirkhart &amp; Bledsoe (2012)</td>
<td>AM Student Presentation: Power and Culture</td>
</tr>
<tr>
<td>3-8</td>
<td>Reflective Practice</td>
<td><em>Readings:</em> Smith et al. (2015)</td>
<td>AM Student Presentation: Reflective Practice</td>
</tr>
<tr>
<td></td>
<td><em>Video:</em> Johnston, Walter, &amp; Cram (2020)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-12</td>
<td>Communicating Results</td>
<td><em>Video:</em> The University of Melbourne (2019)</td>
<td>Draft results (4/14)</td>
</tr>
<tr>
<td>4-19</td>
<td>Report refinement</td>
<td></td>
<td>Draft report (4/20)</td>
</tr>
<tr>
<td>4-26</td>
<td>Presentation refinement</td>
<td><em>Reading:</em> Miller (2019)</td>
<td>Draft presentation (5/3)</td>
</tr>
<tr>
<td></td>
<td><em>Video:</em> Weinschenk (2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-3</td>
<td>Final Presentation of Project with your Team</td>
<td></td>
<td>Online Synchronous: Presentations for peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Deliverables (5-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Client Presentation (5-9)</td>
</tr>
</tbody>
</table>
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):


The University of Melbourne (2019). Analysing, interpreting and presenting data”: https://www.youtube.com/watch?v=e1hqXq0JyK0


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

https://www.youtube.com/watch?v=kcaAsJ0W0Q

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 

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.
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.