

**Department of Psychology
Online MA and Certificate in Program Evaluation
Fall Semester 2021 Syllabus**

Evaluation Design



Part 1: Course Information

Instructor Information

Instructor: Jodi Petersen, PhD

Office: Virtual

Office Hours: By appointment, via Zoom (<https://msu.zoom.us/j/8082336270>)

Office Telephone: None

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Note: Please email me through the D2L email system and do not send course-related emails to my regular MSU or any other email address. I may include my other email address in correspondence; please reply all.

Course Description

In this course, students will be introduced to the evaluation design process; learn how to engage stakeholders in crafting evaluation designs; study the fundamentals of designing exploratory, process, and outcome evaluations; and learn how to select an evaluation design that best meets a client's information needs.

Prerequisite

None.

Textbooks & Course Materials

- Rossi, P.H., Lipsey, M.W. and Henry, G.T. (2019). *Evaluation: A systematic approach* (8th edition). Thousand Oaks, CA: Sage
- Newcomer, K.E., Hatry, H.P., Wholey, J.S., & (Eds.) (2015). *Handbook of Practical Program Evaluation* (4th edition). San Francisco, CA: Jossey-Bass.

Please note that MSU students have free access to the Newcomer, et al. textbook through the MSU library at <http://catalog.lib.msu.edu/record=b11855358~S39a>.

Additional Readings

There are two types of additional readings for this class:

1. Readings for which copyright permissions are required, available through an electronic course pack (e-pack) for purchase. Instructions for purchasing and accessing the course pack are in D2L.
2. Public access (i.e., free of cost) readings, for which the electronic links are provided in the table of contents of the course pack and in D2L.

Course Requirements

- Computer manufactured within the last five years
- High speed Internet connection (DSL, LAN, or cable connection desirable)
- Access to Desire2Learn (D2L)

Course Structure

This course will be delivered online through the course management system, Desire2Learn (D2L). You will need your MSU NetID to login to the course from the D2L home page (<http://D2L.msu.edu>).

In D2L, you will access online lessons, course materials, and additional resources. Each weekly unit of the course includes learning objectives, assigned readings, narrated PowerPoint presentations of core concepts, and assignments. PowerPoint files and transcripts are available for each narrated presentation, as is closed captioning. Assignments include online discussion forums, written responses to case study questions, and in small groups designing three types of evaluation plans. In addition, there will be periodic and **optional online Town Hall Meetings**, where selected topics will be discussed and questions answered.

This course is built on a weekly framework. The course materials will open at **12:00 am Eastern Time on Wednesday morning** for the upcoming week. Assignments may be completed and submitted at any time during the week they are due, however, **all assignments need to be posted by no later than 11:59 pm Eastern Time on Tuesday of each course week, or on the date indicated in the course outline below**. Weekly course folders will remain open throughout the semester.

Technical Assistance

If you need technical assistance at any time during the course or want to report a problem, you can:

- Contact the MSU IT Service Desk (Phone: 517-432-6200 Option 2 or Email: ithelp@msu.edu)
- Visit the [Desire2Learn Help Site \(http://help.d2l.msu.edu/\)](http://help.d2l.msu.edu/)
- Call Distance Learning Services: (844) 678-6200 or (517) 432-6200

Resource Center for Persons with Disabilities (RCPD)

- To make an appointment with a specialist, contact: (517) 353-9642 or TTY: (517) 355-1293
- Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

Learning Communities and “Netiquette”

Because our course is delivered entirely online and you will not have access to the ordinary social cues in fact-to-face encounters to guide you in judging how others perceive you, writing in a respectful and civil manner is critical to our establishing a productive learning environment for everyone. It is also a core competency for an evaluator to develop! We are all responsible for creating an atmosphere of trust and respect and for thinking carefully about how easy it is for online communication to be misinterpreted. To see specific suggestions for online etiquette read this posting by the American InterContinental University on etiquette for online students: <http://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students>.

Part 2: Course Objectives

Learning Objectives

The primary learning objectives for this course are:

1. Select an evaluation design that meets clients' informational needs (Weeks 1 & 2)
2. Identify and engage stakeholders in planning an evaluation design (Week 3)
3. Develop an appropriate sampling and recruitment design for an evaluation (Week 4)
4. Design a needs assessment (Week 5)
5. Construct a logic model and/or theory of change (Week 6 & 7)
6. Design a process evaluation (Week 8)
7. Determine program evaluability (Week 9)
8. Design an outcome evaluation (Weeks 10, 11, 12 & 13)
9. Determine when ongoing program monitoring is appropriate (Week 14)
10. Review challenges, issues, and trends in evaluation design and beyond (Week 15)

Core Competencies

Using the [Evaluator Competency Framework](#) developed by Jean King and colleagues, and endorsed by the American Evaluation Association, by fulfilling the learning objectives above this course will support the development of the following core competencies (as revised in April 2018) for program evaluators:

1. Professional Practice
 - 1.1. Acts ethically through practice that demonstrates integrity and respects people from different cultural backgrounds and indigenous groups.
 - 1.2. Applies the foundational documents adopted by the American Evaluation Association that ground evaluation practice.
 - 1.3. Selects evaluation theories and approaches appropriately.
 - 1.5. Reflects on evaluation formally to improve practice.
 - 1.8. Identifies how evaluation practice can promote social justice and the public good.
2. Methodology
 - 2.1. Identifies evaluation purposes and needs.
 - 2.2. Determines evaluation questions.
 - 2.3. Designs credible and feasible evaluations that address identified purposes and questions.
 - 2.4. Determines and justifies appropriate methods to answer evaluation questions (e.g., quantitative, qualitative, mixed methods).
 - 2.5. Identifies assumptions that underlie methodologies and program logic.
 - 2.6. Conducts reviews of the literature when appropriate.
 - 2.7. Identifies relevant sources of evidence and sampling procedures.
 - 2.8. Involves stakeholders in designing, implementing, interpreting, and reporting evaluations as appropriate.

- 2.9. Uses program logic and program theory as appropriate.
- 2.12. Identifies strengths and limitations of the evaluation design and methods.
- 3. Context
 - 3.1. Responds respectfully to the uniqueness of the evaluation context
 - 3.2. Engages a diverse range of users/stakeholders throughout the evaluation process
 - 3.3. Describes the program, including its basic purpose, components, and its functioning in broader contexts.
 - 3.4. Attends to the systems issues within the context.
 - 3.6. Facilitates shared understanding of the program and its evaluation with stakeholders.
 - 3.7. Clarifies diverse perspectives, stakeholder interests, and cultural assumptions.
- 4. Planning and Management
 - 4.2. Addresses aspects of culture in planning and managing evaluations.
 - 4.4. Plans for evaluation use and influence.
 - 4.7. Teams with others when appropriate.
- 5. Interpersonal
 - 5.1. Fosters positive relationships for professional practice and evaluation use.
 - 5.2. Listens to understand and engage different perspectives.
 - 5.3. Facilitates shared decisions making for evaluation.
 - 5.5. Attends to the ways power and privilege affect evaluation practice.
 - 5.7. Facilitates constructive and culturally responsive interaction throughout the evaluation.

Part 3: Course Outline/Schedule

Below is a brief outline of the weekly topics and their corresponding readings, narrated PowerPoint lectures, and assignments. Assignments will be explained in detail within each week's corresponding learning module in D2L. If you have any questions, please contact me.

Weekly Activities and Assignment Due Dates

WEEK 1: INTRODUCTION TO PROGRAM EVALUATION AND THE DESIGN PROCESS	
Date Opens:	Monday, January 11, 2021, 12:00am EST
Readings:	Rossi (2019) Chapter 1: <i>What is Program Evaluation and Why is it Needed?</i> (In class textbook) American Evaluation Association Guiding Principles (Available on D2L)
Narrated PowerPoints:	Evaluation Design – Part 1 Evaluation Design – Part 2
Assignments:	Introductory Discussion Post Assignment details are available on D2L. Survey Survey details are available on D2L. Due Tuesday, January 19 at 11:59pm EST.

WEEK 2: FOCUSING THE EVALUATION DESIGN	
Date Opens:	Wednesday, January 20, 2021, 12:00am EST
Readings:	Newcomer (2015) Chapter 1: <i>Planning & Designing Useful Evaluations</i> (In class textbook) Sample Goals & Objectives Training Module – focus on parts one and two of each reading in this module (Available on D2L)
Narrated PowerPoints:	Focusing the Evaluation Design - Part 1 Focusing the Evaluation Design - Part 2
Assignments:	Discussion Forum Discussion starter questions will be posted by 11:59pm EST Friday, January 22. Post responses to two starter questions, following the assignment details in the assignment and grading rubric section of this syllabus. Discussion closes Tuesday, January 26 at 11:59pm EST.

WEEK 3: ENGAGING STAKEHOLDERS IN THE DESIGN PROCESS	
Date Opens:	Wednesday, January 27, 2021, 12:00am EST
Readings:	<p>Newcomer (2015) Chapter 2: <i>Analyzing & Engaging Stakeholders</i> (In class textbook).</p> <p>Patton, M.Q. (2012). <i>Essentials of Utilization-focused Evaluation</i>. Thousand Oaks, CA: Sage. Chapter 2: Assess and Enhance Evaluator Readiness and Competence (pp. 37-60). (In course pack).</p> <p>Patton, M.Q. (2012). <i>Essentials of Utilization-focused Evaluation</i>. Thousand Oaks, CA: Sage. Chapter 3: Identify, Organize, and Engage Primary Intended Users (pp. 61-86). (In course pack)</p> <p>Newcomer (2015) Chapter 12: <i>Culturally Responsive Evaluation</i> (In class textbook)</p> <p><u>Optional:</u> Interview with Dr. Rodney Hopson on the role of culture in evaluation and assessment: https://www.youtube.com/watch?v=db99KpII9-I&list=PLEqC4yIGBH5z_pMrDc6LjvUJkO1ht2WuO&index=4</p>
Narrated PowerPoints:	<p>Engaging Stakeholders - Part 1</p> <p>Engaging Stakeholders - Part 2</p>
Assignments:	<p>Discussion Forum</p> <p>Discussion starter questions will be posted by 11:59pm EST Friday, January 29. Post responses to two starter questions, following the assignment details in the assignment and grading rubric section of this syllabus.</p> <p>Discussion closes Tuesday, February 2, at 11:59pm EST.</p>

WEEK 4: SAMPLING METHODS & RECRUITMENT	
Date Opens:	Wednesday, February 3, 2021, 12:00am EST
Readings:	<p>Singleton, R.A., & Straits, B.C. (2009). <i>Approaches to Social Research (5th edition)</i>. New York: Oxford University Press. Chapter 6: Sampling (pp. 150-191). (In course pack)</p> <p>Newcomer (2015) Pages 357-359: <i>Select the Sample</i>. (In class textbook)</p> <p>Newcomer (2015) Chapter 9: <i>Recruitment & Retention of Study Participants</i> (In class textbook)</p> <p>Sullivan, C.M., Rumptz, M.H., Campbell, R., et al. (1996). Retaining participants in longitudinal community research: A</p>

	comprehensive protocol. <i>Journal of Applied Behavioral Sciences</i> , 32, 262-276. http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1177/0021886396323002)
Narrated PowerPoints:	Sampling and Recruitment – Part 1 Sampling and Recruitment – Part 2 Sampling and Recruitment – Part 3
Assignments:	Case Study Assignment details are on D2L and in the assignments and rubrics section available below. Case Study is due Tuesday, February 9 at 11:59pm EST.

WEEK 5: NEEDS ASSESSMENTS	
Date Opens:	Wednesday, February 10, 2021, 12:00am EST
Readings:	Rossi (2019) Chapter 2: <i>Social Problems and Assessing the Need for a Program</i> (In class textbook) Altschuld, J.W. & Kumar, D.D. (2010). <i>Needs Assessment: An Overview</i> . Thousand Oaks, CA: Sage. Chapter 1: Beginnings (pp. 1-28). -2 (pp. 1-56). (In course pack) Altschuld, J.W. & Kumar, D.D. (2010). <i>Needs Assessment: An Overview</i> . Thousand Oaks, CA: Sage. Chapter 2: A Generic Needs Assessment Model and Steps (pp. 29-56). (In course pack) Gupta, Sleezer, & Russ-Eft (2014). <i>A Practical Guide to Needs Assessment</i> . San Francisco, CA: Pfeiffer. Chapter 1: Overview of needs assessment (pp.15-33).(https://ebookcentral-proquest-com.proxy1.cl.msu.edu/lib/michstate-ebooks/reader.action?docID=1599317&ppg=31) <u>Optional:</u> Anselma, M., Maldy, M., & Altenburg, T. (2018). Determinants of child health behaviors in a disadvantaged area from a community perspective: A participatory needs assessment. <i>International Journal of Environmental Research and Public Health</i> , 15(4), 644-658.
Narrated PowerPoints:	Needs Assessment – Part 1 Needs Assessment – Part 2

Assignments:	<p>Discussion Forum</p> <p>Discussion starter questions will be posted by 11:59pm EST Friday, February 12. Post responses to two starter questions, following the assignment details in the assignment and grading rubric section of this syllabus.</p> <p>Discussion closes Tuesday, February 16 at 11:59pm EST.</p>
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WEEK 6: ASSESSING PROGRAM THEORY: LOGIC MODELS	
Date Opens:	Wednesday, February 17, 2021, 12:00am EST
Readings:	<p>Rossi (2019) Chapter 3: <i>Assessing Program Theory and Design</i> (In class textbook)</p> <p>Newcomer (2015) Chapter 3: <i>Using Logic Models</i> (In class textbook)</p> <p>Sample Logic Model and Logic Model Reports (Available on D2L)</p> <p><u>Optional Resources:</u></p> <ul style="list-style-type: none"> • W.K. Kellogg Foundation Logic Model Development Guide (https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide) • For logic model examples, templates and guides, See University Of Wisconsin Program Development And Evaluation (https://fyi.extension.wisc.edu/programdevelopment/logic-models/)
Narrated PowerPoints:	<p>Program Theory – Logic Model – Part 1</p> <p>Program Theory – Logic Model – Part 2</p>
Assignments:	<p>Case Study</p> <p>Assignment details are on D2L and in the assignments and rubrics section available below.</p> <p>Case Study is due Tuesday, February 23 at 11:59pm EST.</p> <p>Evaluation Project Part 1: Developing a Logic Model</p> <p>This is a group project. The assignment instructions are in the assignments and rubrics section below and on D2L. It is due Tuesday, March 2.</p>

WEEK 7: ASSESSING PROGRAM THEORY: THEORY OF CHANGE MODELS	
Date Opens:	Wednesday, February 24, 2021, 12:00am EST
Readings:	<p>Patton, M.Q. (2012). <i>Essentials of Utilization-focused Evaluation</i>. Thousand Oaks, CA: Sage. Chapter 9: Determine What Intervention Model or Theory of Change is Being Evaluated (pp. 230-262). (In course pack)</p> <p>Sample Theory of Change (Available on D2L)</p> <p><u>Optional:</u></p> <p>Taplin, D.H. and Clark, H. (2012). <i>Theory of Change Basics: A primer on theory of change</i>. New York: ActKnowledge. (https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCBasics.pdf)</p> <p>Taplin, D.H. and Rasic, M. (2012). <i>Facilitator's Source Book: Source book for facilitators leading Theory of Change Development Sessions</i>. New York: ActKnowledge. (https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCFacilitatorSourcebook.pdf)</p>
Narrated PowerPoints:	<p>Program Theory – Theory of Change – Part 1</p> <p>Program Theory – Theory of Change – Part 2</p>
Assignments:	<p>Reminder: The logic model assignment is due Tuesday, March 9. Submit it in the Week 7 Assignment Dropbox called “Logic Model Assignment”. There are no other assignments due this week.</p> <p>Please note that MSU is closed for break on March 2 and 3.</p>

WEEK 8: PROCESS EVALUATION	
Date Opens:	Wednesday, March 10, 2021, 12:00am EST
Readings:	<p>Rossi (2019) Chapter 4: <i>Assessing Program Process and Implementation</i> (In class textbook)</p> <p>Linnan, L., & Steckler, A. (2002). Process evaluation for public health interventions and research. In A. Steckler & L. Linnan (Eds.) <i>Process Evaluation for Public Health Interventions and Research</i>. San Francisco, CA: Jossey-Bass. Chapter 1 (pp. 1-23). (In course pack)</p>

Narrated PowerPoints:	Process Evaluation – Part 1 Process Evaluation – Part 2
Assignments:	Case Study Assignment details are on D2L and in the assignments and rubrics section available below. Case Study is due Tuesday, March 16 at 11:59pm EST. Evaluation Project Part II – Developing a Process Evaluation. This is a group project. The assignment instructions are in the assignments and rubrics section below and on D2L. You have two weeks to complete the assignment. It is due Tuesday, March 23.

WEEK 9: EXPLORATORY EVALUATION	
Date Opens:	Wednesday, March 17, 2021, 12:00am EST
Readings:	Newcomer (2015) Chapter 4: <i>Exploratory Evaluation</i> (In class textbook) Basile, K.C., Lang, K.S., Bartenfeld, T.A., & Clinton-Sherrod, M. (2005). Evaluability assessment of the rape prevention and education program: Summary of findings and recommendations. <i>Journal of Women’s Health, 14</i> , 201-207. (http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1089/jwh.2005.14.201) McNall, M., & Foster-Fishman, P.G. (2007). Methods of rapid evaluation, assessment, and appraisal. <i>American Journal of Evaluation, 28</i> , 151-168. (http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1177/1098214007300895)
Narrated PowerPoints:	Exploratory Evaluation – Part 1 Exploratory Evaluation – Part 2
Assignments:	Reminder: The process evaluation assignment is due Tuesday, March 23. Submit it in the Week 9 Assignment Dropbox called “Process Evaluation Assignment”. There are no other assignments due this week.

WEEK 10: OUTCOME EVALUATION: NON-EXPERIMENTAL DESIGNS	
Date Opens:	Wednesday, March 24, 2021, 12:00am EST
Readings:	Rossi (2019) Chapter 5: <i>Measuring and Monitoring Program Outcomes</i> (In class textbook) Newcomer (2015) Chapter 8: <i>Conducting Case Studies</i> (In class textbook)
Narrated PowerPoints:	Outcome Evaluation – Non-Experimental Designs – Part 1 Outcome Evaluation – Non-Experimental Designs – Part 2
Assignments:	Discussion Forum Discussion starter questions will be posted by 11:59pm EST Friday, March 26. Post responses to two starter questions, following the assignment details in the assignment and grading rubric section of this syllabus. Discussion closes Tuesday, March 30 at 11:59pm EST.

WEEK 11: OUTCOME EVALUATION: EXPERIMENTAL DESIGNS	
Date Opens:	Wednesday, March 31, 2021, 12:00am EST
Readings:	Rossi (2019) Chapter 6: <i>Impact Evaluation: Isolating the effect of social programs in the real world</i> (In class textbook) Rossi (2019) Chapter 8: <i>Impact Evaluation: Designs with Strict Controls on Program Access</i> (In class textbook) Newcomer (2015) Chapter 7: <i>Randomized Controlled Trials</i> (In class textbook) Tsemberis, S., Gulcur, L., & Nakae, M. (2004). Housing first, consumer choice, and harm reduction for homeless individuals with a dual diagnosis. <i>American Journal of Public Health, 94</i> , 651-656. (http://search.ebscohost.com.proxy1.cl.msu.edu/login.aspx?direct=true&db=bth&AN=12667292&site=ehost-live)
Narrated PowerPoints:	Outcome Evaluation – Experimental Designs – Part 1 Outcome Evaluation – Experimental Designs – Part 2
Assignments:	Case Study Assignment details are on D2L and in the assignments and rubrics section available below. Case Study is due Tuesday, April 6 at 11:59pm EST.

	Evaluation Project Part III – Developing an Outcome Evaluation Plan. This is a group project. The assignment instructions are in the assignments and rubrics section below and on D2L. You have three weeks to complete the assignment. It is due Tuesday, April 20.
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WEEK 12: OUTCOME EVALUATION: EXPERIMENTAL DESIGNS (IMPLEMENTATION)	
Date Opens:	Wednesday, April 7, 2021, 12:00am EST
Readings:	<p>American Evaluation Association Guiding Principles (Available on D2L)</p> <p>Sample Systematic Reviews (Tolan et al., 2013; Regehr et al., 2013) (Available on D2L)</p> <p>Kemm, J. (2006). The limitations of ‘evidence-based’ public health. <i>Journal of Evaluation in Clinical Practice</i>, 12, 319-324. (http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1111/j.1365-2753.2006.00600.x)</p> <p>Devine, J. A., Wright, J. D., & Joyner, L. M. (1994). Issues in implementing a randomized experiment in a field setting. <i>New Directions for Program Evaluation</i>, 63, 27-40. (http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1002/ev.1681)</p> <p>Lam, J.A., Hartwell, S.W., & Jekel, J.F. (1994). “I prayed real hard, so I know I’ll get in:” Living with randomization. <i>New Directions for Program Evaluation</i>, 63, 55-66. (http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1002/ev.1684)</p>
Narrated PowerPoints:	<p>Outcome Evaluation – Experimental Design Implementation – Part 1</p> <p>Outcome Evaluation – Experimental Design Implementation – Part 2</p>
Assignments:	<p>Discussion Forum</p> <p>Discussion starter questions will be posted by 11:59pm EST Friday, April 9. Post responses to two starter questions, following the assignment details in the assignment and grading rubric section of this syllabus.</p> <p>Discussion closes Tuesday, April 13 at 11:59pm EST.</p>

WEEK 13: OUTCOME EVALUATION: QUASI-EXPERIMENTAL DESIGNS	
Date Opens:	Wednesday, April 14, 2021, 12:00am EST
Readings:	<p>Rossi (2019) Chapter 7: <i>Impact Evaluation: Comparison Group Design</i> (In class textbook)</p> <p>Newcomer (2015) Chapter 6: <i>Comparison Group Designs</i> (In class textbook)</p> <p>Campbell, R. (2006). Rape survivors' experiences with the legal and medical systems: Do rape victim advocates make a difference? <i>Violence Against Women</i>, 12, 1-16. (http://ezproxy.msu.edu/login?url=http://dx.doi.org/10.1177/1077801205277539)</p> <p><u>Optional Reading:</u></p> <ul style="list-style-type: none"> ● Regression Discontinuity Design: https://www.betterevaluation.org/en/evaluation-options/regressiondiscontinuity and https://conjointly.com/kb/regression-discontinuity-design/ ● Propensity Score Matching: Onifade, E., Wilkins, J., Davidson, W., Campbell, C., Petersen, J., (2011). Comparative analysis of recidivism with propensity score matching of informal and formal juvenile probationers. <i>Journal of Offender Rehabilitation</i>, 50(8), 531-546. (https://www-tandfonline-com.proxy2.cl.msu.edu/doi/full/10.1080/10509674.2011.618526)
Narrated PowerPoints:	<p>Outcome Evaluation – Quasi-Experimental Designs – Part 1</p> <p>Outcome Evaluation – Quasi-Experimental Designs – Part 2</p>
Assignments:	<p>Reminder: The outcome evaluation assignment is due Tuesday, April 20. Submit it in the Week 13 Assignment Dropbox called “Outcome Evaluation Assignment”. There are no other assignments due this week.</p>

WEEK 14: PERFORMANCE MONITORING	
Date Opens:	Wednesday, April 21, 2021, 12:00am EST
Readings:	<p>Newcomer (2015) Chapter 5: <i>Performance Measurement</i> (In class textbook)</p> <p>Desouza, K.C. and Smith, K.L. (2014). Big Data for Social Innovation. <i>Stanford Social Innovation Review</i>, Summer (https://ssir.org/articles/entry/big_data_for_social_innovation)</p> <p>Reform Support Network (n.d.). Data Dashboards and Scorecard for Educator Evaluation Systems. (https://rtt.grads360.org/api/ApplicationMedia/GetDownload/21983)</p>
Narrated PowerPoints:	<p>Performance Monitoring – Part 1</p> <p>Performance Monitoring – Part 2</p>
Assignments:	<p>Case Study</p> <p>Assignment details are on D2L and in the assignments and rubrics section available below.</p> <p>Case Study is due Tuesday, April 27 at 11:59pm EST.</p>

WEEK 15: CHALLENGES, ISSUES, AND TRENDS IN EVALUATION DESIGN AND BEYOND	
Date Opens:	Wednesday, April 28, 2021, 12:00am EST
Readings:	<p>Newcomer (2015) Chapter 26: <i>Pitfalls in Evaluations</i> (In class textbook)</p> <p>Newcomer (2015) Chapter 31: <i>Evaluation Challenges, Issues and Trends</i> (In class textbook)</p>
Narrated PowerPoints:	<p>Challenges, Issues and Trends – Part 1</p> <p>Challenges, Issues and Trends – Part 2</p>
Assignments:	There are no assignments for this week. An optional discussion board will be posted.

Part 4: Assignments and Grading Rubric:

1. DISCUSSION FORUMS: Participating in Our Online Learning Community

<p>Purpose:</p>	<p>The purpose of the discussion assignments is to engage all students in creating an online learning community. In face-to-face instruction, there is regular opportunity to discuss key topics, emerging ideas, class assignments, etc. Through the D2L Discussion Forum, we will create a similar dialogue during some of the units. There are two components to this assignment:</p> <ol style="list-style-type: none"> 1) Serving as a discussion starter 2) Responding to ongoing discussions
<p>Requirements:</p>	<p>Each student is responsible for:</p> <ol style="list-style-type: none"> 1) Serving as a discussion starter for one week. Students will be assigned a week (based on their preference and availability, when possible). On their assigned week, students will post one question to the week's discussion forum that focuses on integrating and applying the material. Discussion starter questions should not simply be clarification or reiteration of the material, but should focus on building discussion—drawing out different points of view for consideration (e.g., in Reading X, Author Y stated Z; however, it seems to me that perhaps the issue is more complex than the Author suggests. What about Situation D, E, F? How might an evaluator respond in those situations? Would the Author's advice to do Z really apply in Situations D, E, F? Why or why not?) 2) Posting at least two responses to discussion questions each week noted above (i.e., questions posed by other students or the Instructor). <p>Answers should be respectful, thoughtful, and thorough—imagine that this discussion is happening in a team meeting in your dream evaluation job.</p> <p>Please note that not all weeks will have a discussion forum.</p> <ol style="list-style-type: none"> 3) OPTIONAL: There will also be an ongoing Question and Answer forum where students can post additional integration/application questions or clarification questions at any time. Both instructors and students can reply to

	questions/comments in this forum. This forum will not be graded.
Due Dates:	Discussion questions & replies are due on the posted due dates. Post your one question no later than 11:59 pm Eastern Time on Friday evening of the assigned week. You will know which week you are assigned well in advance. Post your two responses by 11:59 pm EST on the Tuesday at the end of the unit's week. Please make a concerted effort to post questions well before the Tuesday deadline so there is ample time for back and forth discussion.
Grading Rubric:	Discussion starter = 6 points Discussion responses = 6 discussion forums, 2 responses each, 2 points per response = 24 points

2. CASE STUDY ESSAYS: Writing Response Essays to the Evaluation Design Case Studies

Purpose:	The purpose of this assignment is to explore the “real world” challenges in the profession of evaluation and consider the myriad decisions evaluators must tackle in a project.
Requirements:	For select units, the instructor will post an evaluation design case study. These case studies show how an evaluator attempted to resolve an evaluation design issue for a client—sometimes successfully, sometimes not successfully at all! Each case study PowerPoint presentation includes discussion questions regarding what went well and not-so-well in the project. Use the discussion questions at the end of the case study PowerPoint as a guide for developing a 3-5 page (double spaced, 12 point font, one inch margins) response essay to each and every case study. Do not simply submit a list of answers to the questions—craft an actual essay that weaves together the ideas and themes that are raised by the discussion questions.
Due Dates:	The due dates for each case study essay are listed in the syllabus under the relevant weeks/units. This is an individual assignment.
Grading Rubric:	5 case study essays, 5 points per essay = 25 points

3. EVALUATION DESIGN PROJECT: Part I—Developing a Logic Model

Purpose:	The purpose of this assignment is to practice developing a logic model.
Requirements:	<p>This will be a group assignment. You will be assigned groups by the instructor at the beginning of the course and will work with those groups for all three evaluation design projects. Your group will also be assigned a program description that you will use for all three assignments, as they build on one another. The instructor can be a resource to you if you have questions about the program description that is assigned to you. For this assignment, you are to take that program description and design a logic model that accurately captures the details of the program.</p> <p>The assignment itself will consist of three parts:</p> <ol style="list-style-type: none"> 1) Develop a 1-2 page table or figure that depicts your logic model. Refer to examples provided in assigned readings for example formats. 2) Develop a 2-3 page narrative description “walk through/talk through” of the model. Refer to examples provided in assigned readings for example formats. 3) Develop a 2-3 page description of how you would facilitate developing this logic model with your clients (the program staff/board).
Due Dates:	Submit your logic model project in the Week 7 Dropbox called “Logic Model Assignment”. The logic model assignment is due Tuesday, March 9, 2021.
Grading Rubric:	15 points (see rubric on D2L)

4. EVALUATION DESIGN PROJECT: Part II—Developing a Process Evaluation Plan

Purpose:	The purpose of this assignment is to practice developing a process evaluation plan.
Requirements:	<i>BUILDING ON YOUR PREVIOUS LOGIC MODEL ASSIGNMENT</i> , work with the same group to develop a process evaluation plan for your program (6-8 pages total, double spaced, 12 point font). If the program is a multi-component intervention, you may choose to focus on just one part for this assignment.

	<p>Refer to the “Set 1” process evaluation questions discussed in the core concepts PowerPoint regarding the quantity and quality of services provided:</p> <ol style="list-style-type: none"> 1) Describe how you would assess how many persons/units are receiving services 2) Describe how you would assess what services are being provided and what is being received 3) Describe how you would assess whether clients/participants have received the proper amount, type, quality of services <p>For <i>each</i> of these three sets of questions, describe and justify your choices regarding:</p> <ol style="list-style-type: none"> a) Who would be doing the assessment/collecting the data (staff? evaluators? both?) b) When would you do the assessment/collect the data c) What kind of data would you collect (archival, survey, interview, observation, other) d) What would be collected (give some sample questions, charts, checklists) e) How would evaluate whether the program was doing a “good job” for each process evaluation question
Due Dates:	Submit your logic model project in the Week 9 Dropbox called “Process Evaluation Assignment”. This assignment is due Tuesday, March 23, 2021.
Grading Rubric:	15 points (see rubric on D2L)

5. EVALUATION DESIGN PROJECT: Part III—Developing an Outcome Evaluation Plan

Purpose:	The purpose of this assignment is to practice developing an outcome evaluation plan.
Requirements:	<i>BUILDING ON YOUR PREVIOUS LOGIC MODEL ASSIGNMENT and PROCESS EVALUATION ASSIGNMENT</i> , work with the same group to develop a 6-8 page (double-spaced, 12 point font) experimental OR quasi-experimental outcome evaluation plan for your program. If the program is a multi-component intervention, you may choose to focus on one component.

	<p>Refer to the core concepts PowerPoint materials to help you select an appropriate experimental or quasi-experimental evaluation design.</p> <ol style="list-style-type: none"> 1. Describe which design you selected and provide a detailed rationale for that decision (i.e., why did you select this design and why is it an appropriate design for this program/program component?). 2. Describe how you would implement this outcome design (i.e., “walk through” what would need to be done to conduct this outcome evaluation). Be sure to include details regarding: <ol style="list-style-type: none"> a) How many groups will be studied and how they will be formed b) What outcomes will be assessed (i.e., awareness, knowledge, attitudes, behavioral intentions, behaviors regarding _____?) c) How many assessments/observations (O’s) will be conducted and when (over the course of the evaluation) they will be conducted d) Explain when the program/intervention will be implemented and what steps will be taken to ensure that the control/comparison group will NOT receive the program/intervention 3. Describe which threats to internal validity are possible in your evaluation and describe what steps you will take to prevent/neutralize these threats. TIP: Remember that random assignment does not fix all threats!!
Due Dates:	Submit your logic model project in the week 13 Dropbox called “Outcome Evaluation Assignment”. This assignment is due Tuesday, April 20, 2021.
Grading Rubric:	15 points (see rubric on D2L)

Part 5: Grading Policy

Graded Course Activities

The table below describes the graded course activities including points and activity description. The first column includes the points possible, and the second column includes a description for each activity.

Points	Description
6	Discussion starter (one time only)
24	Discussion responses: 6 discussion forums, 2 responses each, each response worth 2 points
25	Case study essays: 5 case studies, 5 points each
15	Group assignment 1: Logic model
15	Group assignment 2: Process evaluation
15	Group assignment 3: Outcome evaluation
100	Total Points Possible

Late Work Policy

We will grade late work per the grading rubric outlined for each assignment. Students will receive their earned points MINUS 10% for each 24-hour period after the assignment was due. That is, an assignment that would have earned 10 points had it been turned in on time, would receive a maximum of 9 points if it were turned in after the due date but fewer than 24 hours late.

Viewing Grades

Unless otherwise indicated by the instructors, you can expect grades for the completed assignments to appear in the gradebook in D2L the following week that the assignments were due. If we expect a delay in completing grading or providing you with feedback, I will inform you.

Grading Scale

Final grades are determined based on your mastery of the course materials and demonstration of the required skills. All of these components will contribute to the final grade, which will be determined by professional standards at the graduate level. You can view the total points earned at any given point in the semester via the gradebook in D2L.

Grades will be assigned using the following grading scale:

PERCENT	POINTS	GRADE
90 – 100%	90-100	4.0
85 – 89%	85-89	3.5
80 – 84%	80-84	3.0
75 – 79%	75-79	2.5
70 – 74%	70-74	2.0
65 – 69%	65-69	1.5
60 – 64%	60-64	1.0
Less than 60%	<60	0.0

Part 6: Course Policies

Commit to Integrity: Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.) For questions, contact the [MSU Ombudsperson](#).

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructors, we must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with us:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to us at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is listed in the MSU Academic Calendar. The last day to drop this course with no refund and no grade reported is also listed in the MSU Academic Calendar. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

Participation

Students are expected to participate in all online activities as listed on the course calendar. If you miss more than three consecutive weeks of class (i.e., you do not participate actively in class assignments or activities, and have not communicated with us to be excused from class), you will receive a failing grade of 0.0 in the course.

If you are going to be absent from class for a week (or more) and unable to complete an assignment on time, you must inform us in advance to be formally excused and still receive credit for the assignment. You must provide us with an explanation in writing at least 24 hours before the absence. We will not honor emails received later than this and will not accept your assignment.

If you have an emergency, you must contact us prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).

We will use your participation in weekly online discussions and activities described in D2L to monitor your course participation.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

Assignments for this course will be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THE SYLLABUS DURING THE COURSE OF THE SEMESTER.