

Evaluating Health Education Programs

HSC 6712 | Section MHEI | Fall 2024

Instructor

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Course Description & Objectives

This course examines the principles of effective health education/promotion program evaluation, including formative and summative best practices. Upon completion of this course, students will be able to:

1. Describe the purpose of evaluation.
2. Distinguish the different types, levels, and stages of evaluation.
3. Identify appropriate data sources for assessing health needs and benchmarking program progress.
4. Identify evidence-based health education programs using existing databases and literature.
5. Assess the strengths and limitations of evaluation studies found in the peer-reviewed literature.
6. Propose an evidence-based program to address the health need(s) of a selected target population or community.
7. Assess a program's readiness and need for evaluation within target community.
8. Implement effective strategies for engaging stakeholders in the target community.
9. Develop a logic model that can be used to inform evaluation questions and design.
10. Examine the strengths and weaknesses of experimental, quasi-experimental, and observational evaluation designs.
11. Differentiate quantitative and qualitative evaluation methods and apply them appropriately in the different stages of evaluation.
12. Define indicators and assess data sources for answering evaluation questions.
13. Compare the strengths and weakness (e.g., reliability & validity) of various measurement methods.
14. Create an evaluation plan for a health education or health promotion program using the CDC Framework for Program Evaluation.

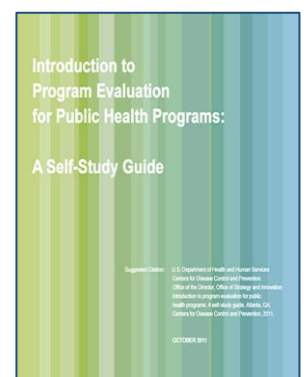
Course Materials

Required:

U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention, 2011. Available FOR FREE at:

<https://www.cdc.gov/evaluation/guide/CDCEvalManual.pdf>

Additional required & supplemental readings will be posted under the weekly modules on Canvas.



Grading Scale

Grade	Percentage	Points
A	93% - 100%	465 – 500
A-	90% - 92%	450 – 464
B+	88% - 89%	440 – 449
B	83% - 87%	415 – 439
B-	80% - 82%	400 – 414
C+	78% - 79%	390 – 399
C	73% - 77%	365 – 389
C-	70% - 72%	350 – 364
D+	68% - 69%	340 – 349
D	63% - 67%	315 – 339
D-	60% - 62%	300 – 314
E	59% and below	0 – 299

Note: Missed assignments will not be made up; there is a certain level of missingness built into the course (e.g., lowest 2 quizzes are dropped). Extra credit (EC) opportunities will be provided throughout the semester thus, all final grades are final and will not be adjusted.

Class Format

This section is scheduled as an asynchronous online course. Our section will not meet via regularly scheduled times and it is your responsibility to view the recorded lectures, meet in groups to complete the project and complete all course assignments by the specified deadlines.

You can view/download class lectures, readings, and assignments from the Canvas website through the UF e-Learning dashboard. Engagement with the material is essential for synthesis and comprehension. I encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357 or <https://helpdesk.ufl.edu/>). NOTE: *A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes/exams.*

A virtual learning environment can present significant challenges; particularly to individuals who are not 'self-starters' or those who do not possess advanced writing skills. Procrastination often results in low quality performance and will be reflected in student grades.

This course is partially self-paced. While you are welcome to work through the lecture materials and individual assignments at your own pace, you are expected to adhere to the course quiz schedule and engage in zoom meetings with your group. Further, group project assignments build on one another, so it will be beneficial to wait for feedback on one part before moving ahead to the next. Feedback will be timely.

Assignments are due on the date and time specified on Canvas. I generally respond to all e-mails within 48 hours. Anytime you have a question or problem, email me immediately.

Course Assignments

This course requires the completion of a major course project as well as various engagement opportunities and evaluative components (detailed below). Upon successful completion of the course you will meet the following student learning outcomes (SLO):

- Plan, implement, and conduct evaluation and research related to health education/promotion. (SLO3)
- Administer and manage health education/promotion programs. (SLO4)
- Serve as a health education/promotion resource person. (SLO5)

Course Evaluation

Individual Assignments	
Course discussions & engagement	30 points
Applied practice assignments	30 points
Evaluation planning worksheets (7 @ 5pts each; can drop 1; 5pts EC if all completed)	30 points
Quizzes (8 @ 10 pts each; drop lowest 2)	60 points
Final Exam	100 points
Group evaluation proposal project	
3 written components; 1 presentation; 2 team meetings with prof; peer evaluation	250 points
Total:	500 points

Below you will find a description of each evaluative component. Additional information, resources and rubrics can be found on Canvas. All assignments are to follow APA 7th edition formatting guidelines. Keep in mind points will be deducted if the assignment does not follow the formatting completely.

Course discussion and engagement (30 points total)

Various activities will be provided throughout the semester. These opportunities may involve engagement in discussion boards, reflections, and other participatory involvement. The purpose of these activities is to develop authentic engagement, participation and evaluative skills within the course.

Applied Practice Assignments (3 @ 10 pts each = 30 points total)

Throughout the course, you will complete three individual assignments designed to provide low-stakes opportunities to apply complex concepts in real-life scenarios. These will include a Needs Assessment related to your group project topic (described below), an Applied Measurement activity, and Practice with Data.

Evaluation Planning Worksheets (7 @ 5pts each [allowed to drop one] = 30 points total)

This course is centered around the CDC 6-step evaluation planning model. You will complete a worksheet to facilitate individual brainstorming on solutions or approaches for completing each evaluation step within the context of your selected group project (described below). Worksheets will be graded for completion and used to offer early feedback on your approach. There are 7 worksheets total, but only 6 will be counted towards your grade (i.e., you can miss one without penalty). **Complete them all and get 5 extra credit points (35 points total)!**

Quizzes (8 @ 10 pts each; drop the lowest 2 scores = 60 points total)

Eight quizzes will be provided throughout the semester assessing course content. Questions will draw from lectures, course readings, and other module materials. Each quiz will be composed of 10 multiple/choice questions. Any missed quizzes will receive a score of zero; there will be no make ups. **I will drop your lowest two quiz scores at the end of the semester.**

Final Exam (100 points)

The final exam will be composed of **50 multiple choice questions from prior quizzes**. The cumulative content will cover the scope of the semester. A topical outline will be provided to support study efforts. The exam will be timed, closed notes, and one attempt will be allowed.

Evaluation Proposal Project (250 points total)

Students will develop teams of 3-4 students and learn about a health promotion program, assess the program's evaluability, create a comprehensive evaluation design, test the feasibility of that design, and develop a final proposal complete with evaluation methodology and dissemination plans. This project will be completed in three phases over the course of the semester, providing multiple opportunities for stakeholder/instructor feedback before the final project is due. By working together in small groups, students will develop an evaluation proposal to assess various aspects of a program's impact. Additional information regarding project components, resources, and rubrics can be found on Canvas.

Attendance/Engagement

Although online courses offer students the option of doing their work in isolation, participation is still a critical components. Attendance will be recorded by tracking your progress through the course via meeting deadlines, time spent viewing lectures and module materials, etc. Inactivity in the course site is evidenced by Canvas' tracking statistics. You will find you learn from this class in direct proportion to your contributions. You are responsible for participating regularly and attending the asynchronous sessions.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#). If personal circumstances arise that may interfere with your ability to meet a deadline, **please let me know as soon as possible before the due date**. Acceptable absences with documentation include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, court-imposed legal obligations, and participation in official University activities.

Tentative Course Schedule

Notes: All assignments are due by **11:59pm** on stated due dates; Under discussion posts you'll see two dates: **O** = date your **original** post is due; **R** = final date for any **responses** to peers' posts; **BLUE** text identifies **group assignments/activities**. **Bolded** assignments require submission/posting in Canvas.

Module	Week # (dates)	Topic(s)	Assignments/Activities	Due Date(s)	Points
1	Week #1 (8/22 – 8/25)	Welcome! (Course Orientation) What is Program Evaluation?	Hi! My name is... (Introductory Discussion Post) UF Academic Integrity Module Orientation quiz & course pre-test Quiz 1: Introduction to program evaluation	8/25 8/25 8/25 8/25	5 n/a 5 10
	Week #2 (8/26 – 9/1)	Getting Started: Identifying the Problem & Potential Solutions	Begin Needs Assessment Team Project Topic & Team Selection	n/a 9/1	n/a n/a
2	Week #3 (9/2 – 9/8)	Step 1—Engaging Stakeholders	Submit Needs Assessment Complete Step 1 Brainstorming Worksheet Contribute to Development of Your Team Contract	9/8 9/8 9/8	10 5 5
	Week #4 (9/9 – 9/15)	Step 2—Describe the Program	Quiz 2: Stakeholder engagement, logic models, & evaluability Complete Step 2 Brainstorming Worksheet Team Activities: Prepare Stakeholder Questions & Schedule initial stakeholder/instructor meeting	9/15 9/15 By 9/15	10 5 n/a
	Week #5 (9/16 – 9/22)	Step 3—Focusing Your Evaluation	Quiz 3: Evaluation Types Evaluation Design Discussion Post Begin work on Step 3 Brainstorming Worksheet Team Activity: Meet with Stakeholder/Instructor	9/22 9/18 (O); 9/22 (R) n/a TBD	10 5 n/a n/a
	Week #6 (9/23 – 9/29)	Outcome Evaluation Designs	Continue work on Step 3 Brainstorming Worksheet Team Project Part 1: Project Description & Evaluability Assessment (Steps 1 & 2)	n/a 9/29	n/a 50
	Week #7 (9/30 – 10/6)	Outcome Evaluation Designs (continued)	Quiz 4: Evaluation Design Submit Step 3 Brainstorming Worksheet Complete Mid-Course Feedback/Evaluation	10/6 10/6 10/6	10 5 n/a
	Week #8 (10/7 – 10/13)	Step 4—Gathering Credible Evidence: Quantitative Methods	Team Project Mid-term Presentation (recorded) Schedule Team Feedback Meeting w/ Instructor	10/13 By 10/16	40 n/a
3	Week #9 (10/14 – 10/20)	Quantitative Methods (continued)	Quiz 5: Quantitative Methods & Measurement Applied Measurement Activity Begin work on Step 4a Brainstorming Worksheet Team Activity: Attend Mid-term Feedback Meeting	10/20 10/20 n/a TBD	10 10 n/a n/a
	Week #10 (10/21 – 10/27)	Qualitative Methods	Quiz 6: Qualitative Methods & Measurement Submit Step 4A Worksheet	10/27 10/27	10 5
	Week #11 (10/28 – 11/3)	Evaluation Implementation Practices	CHiPS Evaluation Design Discussion Board	10/30 (O); 11/3(R)	5
4	Week #12 (11/4 – 11/10)	Module 4 Intro & Quantitative Analysis Best Practices	Quiz 7: Quantitative Data Analysis Team Project Part 2: Draft Evaluation Plan & Feasibility Assessment (Steps 3 & 4)	11/10 11/10	10 50
	Week #13 (11/11 – 11/17)	Qualitative Analysis Best Practices	Complete Step 4B Brainstorming Worksheet Quiz 8: Qualitative Data Analysis Practice with Data Activity Schedule final Stakeholder/Instructor meeting	11/17 11/17 11/17 By 11/17	5 10 10 n/a
	Week #14 (11/18 – 11/24)	Step 5: Justify Conclusions	Scientific Justification Discussion Board Complete Step 5 Brainstorming Worksheet Team Activity: Attend final stakeholder meeting	11/20(O); 11/24(R) 11/24 TBD	5 5 n/a
	Week #15 (11/25 – 12/1)	Step 6: Ensure Use of Evaluation Findings/Share Lessons Learned	Complete Step 6 Brainstorming Worksheet	12/1	5
	Week #16 (12/2 – 12/4)	Project & Course Wrap-Up	Team Project Part 3: Final Evaluation Proposal Submit Peer Group Evaluations **Remember to complete your End of Course Evaluation at https://ufl.bluera.com/ufl/	12/4 12/4 12/6	100 10 n/a
	Week #17 (12/7 – 12/12)	Finals Week!	Final Exam (Available on Canvas 12/7-12/12) **MUST be complete by 11:59pm on 12/12**	12/16	100

Additional Course Policies & Information

Learning Barriers

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center \(https://disability.ufl.edu/students/get-started/\)](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Respectful Environment

Each of you has a heritage, history, and variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity, however, that makes us each unique and important. In this course, we will attempt to minimize barriers of sensitive topics and maximize a trusting environment.

Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code \(https://policy.ufl.edu/regulation/4-040/\)](https://policy.ufl.edu/regulation/4-040/).

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, unauthorized use of Artificial Intelligence [AI] technology, etc.) will not be tolerated. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

Office Hours & Communication

Please feel free to contact me at my UFL email (nscaglione@ufl.edu) if you have questions or concerns throughout the semester. **I am available to meet on an appointment basis.** I am happy to work with your schedule and ask you provide advance notice for optimal scheduling.

For general course questions, I encourage you to check the **Course Questions Discussion Board** since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the [Netiquette Guide](#) (also on course website) for further important information.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Evaluation period: November 26 – December 6

Getting Help

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. The following links provide support services for students:

[Online Computing Help Desk- e-Learning Support Services](#)

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu

(352) 392-4357

<https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at: <https://distance.ufl.edu/getting-help/>

[Online Library Help Desk](#)

The help desk is available to assist students with access to all of the UF Libraries resources.

Copyright/Recording Statement

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and the University of Florida and may not be used for any commercial purposes. Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy will be subject to disciplinary action under the UF Conduct Code.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to teach enrolled students about a inform or particular subject including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under University of Florida Regulation 4.040 Student Honor Code and Student Conduct Code.

Disclaimer

This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, will be communicated clearly, are not unusual, and should be expected.

Campus Resources

U Matter, We Care - Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Health and Wellness

- **Counseling and Wellness Center:** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#)
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)

NCHEC Responsibilities & Competencies Covered in this Course

This course will help prepare you to pass the Certified Health Education Specialist (CHES) exam. Your coursework not only gives you the knowledge you need but also skills which you will use as a health educator. Evidence of these skills includes course discussions, projects, and activities that directly apply to the Eight Areas of Responsibility critical to the public health education profession. Italicized sub-competencies are advanced-level. Below are the primary responsibilities covered in this course, though skills developed here will also enhance your competencies in planning, implementation, advocacy and serving as an effective resource person. See full list of 2020 responsibilities/competencies here: https://assets.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies_052020.pdf.

Area IV: Evaluation and Research	
4.1	Design process, impact, and outcome evaluation of the intervention.
4.1.1	<i>Align the evaluation plan with the intervention goals and objectives.</i>
4.1.2	Comply with institutional requirements for evaluation.
4.1.3	<i>Use a logic model and/or theory for evaluations.</i>
4.1.4	<i>Assess capacity to conduct evaluation.</i>
4.1.5	<i>Select an evaluation design model and the types of data to be collected.</i>
4.1.6	<i>Develop a sampling plan and procedures for data collection, management, and security.</i>
4.1.7	<i>Select quantitative and qualitative tools consistent with assumptions and data requirements.</i>
4.1.8	Adopt or modify existing instruments for collecting data.
4.1.9	<i>Develop instruments for collecting data.</i>
4.1.10	<i>Implement a pilot test to refine data collection instruments and procedures.</i>
4.2	Design research studies.
4.2.1	<i>Determine purpose, hypotheses, and questions.</i>
4.2.2	<i>Comply with institutional and/or IRB requirements for research.</i>
4.2.3	<i>Use a logic model and/or theory for research.</i>
4.2.4	<i>Assess capacity to conduct research.</i>
4.2.5	<i>Select a research design model and the types of data to be collected.</i>
4.2.6	<i>Develop a sampling plan and procedures for data collection, management, and security.</i>
4.2.7	<i>Select quantitative and qualitative tools consistent with assumptions and data requirements.</i>
4.2.8	<i>Adopt, adapt, and/or develop instruments for collecting data.</i>
4.2.9	<i>Implement a pilot test to refine and validate data collection instruments and procedures.</i>
4.3	Manage the collection and analysis of evaluation and/or research data using appropriate technology.
4.3.1	<i>Train data collectors.</i>
4.3.2	Implement data collection procedures.
4.3.3	Use appropriate modalities to collect and manage data.
4.3.4	<i>Monitor data collection procedures.</i>
4.3.5	Prepare data for analysis.
4.3.6	<i>Analyze data.</i>
4.4	Interpret data.
4.4.1	<i>Explain how findings address the questions and/or hypotheses.</i>
4.4.2	<i>Compare findings to other evaluations or studies.</i>
4.4.3	Identify limitations and delimitations of findings.
4.4.4	<i>Draw conclusions based on findings.</i>
4.4.5	<i>Identify implications for practice.</i>
4.4.6	<i>Synthesize findings.</i>
4.4.7	<i>Develop recommendations based on findings.</i>
4.4.8	<i>Evaluate feasibility of implementing recommendations.</i>
4.5	Use findings.
4.5.1	<i>Communicate findings by preparing reports, and presentations, and by other means.</i>
4.5.2	<i>Disseminate findings.</i>
4.5.3	<i>Identify recommendations for quality improvement.</i>
4.5.4	<i>Translate findings into practice and interventions.</i>

Assignment Rubrics

Discussion Board Posts (5 points each)

Required Element	Scoring Criteria			Score
Initial Post	0 points	.5 point	1 point	Score
Relevance of post	No post or posting fails to address the prompt. Makes short or irrelevant remarks. Postings lacks connection to practice.	Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas. Posting references assigned content but may not make connections to practice.	Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas. Posting integrates assigned content and makes strong connections to practice.	
Contribution to the Learning Community	No post or minimum effort is made to participate in learning community as it develops.	Attempts to direct the discussion and to present relevant view points for consideration by group; interacts freely.	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topic.	
Mechanics	Writing contains grammatical, spelling or punctuation errors that make it difficult to interpret post	N/A	Post is well-written and articulate; few or no grammatical or spelling errors	
Response to Peers	0 points	1 point	2 points	Score
Quality of Response	No feedback is provided to fellow student(s) or responds, but with minimal effort (e.g., "I agree.")	Appropriate/relevant comments and responds fully to others' postings.	Appropriate comments; thoughtful, reflective, and respectful of others' postings.	

Individual Assignments (Needs Assessment, Applied Measurement Activity, Practice with Data)

All individual assignments are worth 10 points. Assignment details and points allocation/section are provided on Canvas.

Evaluation Step Brainstorming Worksheets

Each evaluation step brainstorming worksheet is worth 5 points, awarded as "all or nothing" based on whether the worksheet was completed/submitted or incomplete/not submitted. These assignments are not graded for accuracy, but instead offer an early opportunity to receive feedback on how you are thinking about the relevant step as it relates to your project.

Team Evaluation Project

Rubrics are presented by project component on the following pages.

Team Project Part 1

Requirement/Section (length estimates; possible points)	Points
Introductory Information (1/2 page) Adequate and clear provision of... (1 pt. each) <ul style="list-style-type: none"> ○ Purpose of this paper ○ Model used for Evaluability Assessment (CDC framework) ○ Developers of the Evaluability Assessment (this paper) ○ Who was consulted (stakeholders) ○ Additional contextual information 	5
Purpose & Context of the Program (1-1.5 pages) <ul style="list-style-type: none"> ○ Clear description of the target population/community the program serves (5 pts) ○ Clearly identified program setting – where the program takes place (5) ○ Sufficient support for why the program is needed (appropriate citing literature and stakeholders) (5) 	15
Program Description (2-3 pages) <ul style="list-style-type: none"> ○ Described the program’s underlying theoretical framework and how it works (i.e., logic model and program components), giving special attention to program goals and objectives (5) <ul style="list-style-type: none"> ○ Includes figure of accurate, clear logic model (5) ○ Describes prior evaluations conducted on this program or similar programs (including findings) (2) ○ Identify stakeholder’s interest in having the program evaluated, including definition of program success and possible use of findings (2) ○ Addressed political and other considerations (1) 	15
Evaluability Assessment (1 page) <ul style="list-style-type: none"> ○ Correctly identifies the program implementation stage and appropriate evaluation type(s) (3) ○ Provides an accurate assessment of how well defined the model is and how measurable the objectives are. (2) ○ Inclusion of at least 2 process and 2 outcome evaluation questions (2) ○ Sufficiently addressed the evaluability of the program incorporating concepts learned in class (e.g., anticipated barriers and facilitators). (3) 	10
Additional Considerations <ul style="list-style-type: none"> ● Overall project clarity (1; Students understood the purpose of the assignment, followed instructions, and brought together concepts learned in class) ● APA styling and formatting (2; points deducted for inaccuracies) ● Clarity of writing (2; points deducted for lack of clarity/flow/continuity) ○ Additional deductions will be made for egregious grammatical/spelling errors 	5
TOTAL	50

Team Project Midterm Presentation

Requirement/Section	Points
Describe the History, Purpose, and Function of the program <ul style="list-style-type: none"> Sufficient support for why the program is needed (appropriate citing literature and stakeholders) (1) Clear description of the target population/community the program serves (1) Clearly identified program setting – where the program takes place (1) Described the program model and program components, giving special attention to program goals and objectives (2) <ul style="list-style-type: none"> Includes figure of accurate, clear logic model (2) Describes prior evaluations conducted on this program or similar programs (including findings). (1) 	8
Demonstrate Program Evaluability <ul style="list-style-type: none"> Provides an accurate assessment of how well defined the model is and how measurable the objectives are. (1) Clearly identify the program’s implementation stage and the most appropriate type of evaluation (1) 	2
Define Evaluation Questions <ul style="list-style-type: none"> Intervention focus is logical based on implementation stage and stakeholder priorities (1) Clearly state evaluation questions (2) Clearly state and define specific objectives or hypotheses stemming from larger evaluation questions (2) 	5
Describe Evaluation Plan (2 points each) <ul style="list-style-type: none"> Clear overview of the design Clear mapping of design to evaluation questions/how it will meet objectives Clearly identified strengths of the plan Clearly identified weaknesses of the plan Have started to think about what data are needed and how to get them Have thought through who will do what and when 	12
Identify Anticipated Challenges and Limitations of the Design <ul style="list-style-type: none"> Careful consideration of logistical and capacity challenges (3) Careful consideration of the plan’s limitations (3) Proposed solutions for overcoming challenges and limitations (2) 	8
Project clarity <ul style="list-style-type: none"> Students understood the purpose of the assignment, followed instructions, and brought together concepts learned in class 	2
Additional Considerations <ul style="list-style-type: none"> Overall presentation quality and organization (1) All group members contributed to the presentation of material (1) Team scheduled follow-up feedback meeting with instructor by specified date without prompting (1) Additional deductions will be made for egregious grammatical/spelling errors 	3
TOTAL	40

Team Project Part 2

Grading Criteria (possible points)	Points
<p>Revisions to Introductory Information (see Part 1 rubric for section-specific requirements)</p> <ul style="list-style-type: none"> • Team adequately incorporated/addressed instructor feedback on <ul style="list-style-type: none"> ○ Proposal Introduction (1) ○ Program Purpose & Context (2) ○ Program Description (2) 	5
<p>Overview of Evaluation Plan (adapted from Evaluability Assessment in Part 1)</p> <ul style="list-style-type: none"> • Provides a connection between the program’s current implementation stage and the type(s) of evaluation that will be used (2) • Evaluation questions are well-defined and linked to appropriate portions of the logic model (2) • Authors include a table or figure that provides an overview of the evaluation design and methodology (5) • Table/figure is appropriately referenced in the text (1) 	10
<p>Evaluation Design & Methodology</p> <ul style="list-style-type: none"> • Evaluation plan includes separate subsections for process and outcome evaluation methods (each subsection is worth 10 points) • Process Evaluation Subsection has: <ul style="list-style-type: none"> ○ A well-justified (via scientific literature) data collection plan that is linked to the defined evaluation questions ○ Accounted for validity and reliability ○ Procedures to protect participant privacy and data safety ○ Well-justified and/or validated measures that will be used to answer each evaluation question • Outcome Evaluation Subsection has: <ul style="list-style-type: none"> ○ A well-justified (via scientific literature) design and data collection plan that is linked to the defined evaluation questions ○ Accounted for validity and reliability ○ Procedures to protect participant privacy and data safety ○ Well-justified and/or validated measures that will be used to answer each evaluation question • Overall, authors provide rationale for how proposed design is appropriate and rigorous with description of methods that will be used to answer the evaluation questions 	20
<p>Evaluation Plan Feasibility Assessment</p> <ul style="list-style-type: none"> • Authors provide justification for the feasibility of the proposed plan, including facilitators that will ensure the plan can be successfully executed (1) • Team considered practical and methodological limitations of their design and plan (3) • Alternatives are proposed for overcoming barriers and limitations (3) • Authors have thought through any remaining questions needed to fully assess evaluation plan feasibility (1) 	10
<p>Additional Considerations</p> <ul style="list-style-type: none"> • Overall project clarity (1; Students understood the purpose of the assignment, followed instructions, and brought together concepts learned in class) • APA styling and formatting (2; points deducted for inaccuracies) • Clarity of writing (2; points deducted for lack of clarity/flow/continuity) • Additional deductions will be made for egregious grammatical/spelling errors 	5
<p>TOTAL</p>	50

Team Project Part 3 (Final Proposal)

Section-Specific Grading Criteria (possible points)	Points
Revisions to Introductory Information (See Part 1 rubric for section-specific requirements) <ul style="list-style-type: none"> • Introduction (Purpose of proposal; who developed the proposal; use of CDC Framework) • Purpose and Context of the Program (e.g., who needs it and why?) • Program Description <ul style="list-style-type: none"> ○ Include logic model and link to program goals/objectives ○ Identify key stakeholders and what they define as program success 	10
Revisions to Evaluation Plan (See Part 2 rubric for section-specific requirements) <ul style="list-style-type: none"> • Overview • Process Evaluation Methodology • Outcome Evaluation Design and Methodology • Evidence of Plan Feasibility <ul style="list-style-type: none"> ○ Description of anticipated challenges ○ Consideration of alternative design options to overcome challenges 	25
Data Analysis Plan <ul style="list-style-type: none"> • Who will be in charge of data management and analysis? (2 points) • How will data be organized and analyzed? (15 points) • Identified source of comparison/justification for determining “significance”/meaning of each analysis (10 points) • Considers strengths and limitations of the proposed analytic plan, offering alternative options when possible (3 points) 	30
Reporting & Communication Plan <ul style="list-style-type: none"> • Sufficient explanation for why a plan is needed (5) • Identification of key dissemination approaches for each identified stakeholder (10) • Provide recommendations to stakeholders for ensuring use off evaluation findings (5) 	20
Additional Considerations <ul style="list-style-type: none"> • Overall project clarity (2; Students understood the purpose of the assignment, followed instructions, and brought together concepts learned in class) • APA styling and formatting (4; points deducted for inaccuracies) • Clarity of writing (4; points deducted for lack of clarity/flow/continuity) <p>Additional deductions will be made for egregious grammatical/spelling errors.</p>	10
Peer Evaluations <ul style="list-style-type: none"> • Each group member submitted a peer evaluation form (Only those who do not submit one will lose points) 	5
TOTAL	100