
PubH 7200 Section 106 Class #88053
Monitoring and Evaluation for Global Programs
May Term 2017

Credits:	1
Meeting Days:	May 30 9:00am – 12:00pm May 31, June 1, 2 8:00am – 12:00pm
Meeting Place:	Blegen Hall – Room 235
Instructors:	Imee Cambronerero, MPH Senior Specialist Monitoring and Evaluation Save the Children Elizabeth Hutchinson Kruger, MPH Evaluation Officer Margaret A. Cargill Philanthropies
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Office Hours:	By Appointment

I. Course Description

This course has an emphasis on understanding monitoring and evaluation in international development contexts for global health, food security, nutrition, and agriculture programs. Through real-life examples of programs being implemented in Africa and Asia, students will be exposed to key monitoring, evaluation, and learning (MEL) topics through a program lifecycle including designing and planning monitoring and evaluation activities and commonly used methods, tools, and practices. Practical and ethical challenges encountered in working in evaluation in international contexts will also be discussed.

Competencies

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

1. Analytic/Assessment Skills Tier 2:

1.4 Uses methods and instruments for collecting valid and reliable quantitative and qualitative data

2. Policy Development/Program Planning Skills Tier 2:

2.9. Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

5. Community Dimensions of Practice Skills Tier 2:

5.4. Facilitates collaboration and partnerships to ensure participation of key stakeholders

7. Financial Planning and Management Skills Tier 2:

- 7.8. Evaluates program performance
- 7.9. Uses evaluation results to improve performance

8. Leadership and Systems Thinking Skills Tier 2:

- 8.7. Contributes to the measuring, reporting and continuous improvement of organizational performance

II. Course Prerequisites

None

III. Course Goals and Objectives

1. Describe the difference between monitoring and evaluation for global programs.
2. Describe the 6 Steps in the CDC Framework for Evaluating Public Health Programs.
3. Discuss some of the commonly used methods, tools, and practices in conducting monitoring and evaluation activities.
4. Describe some of the practical aspects of conducting monitoring and evaluation in international settings, including design, methodology, and ethical considerations.

IV. Methods of Instruction and Work Expectations

This course will be taught with a combination of lecture, discussion, small group and independent work. Students are expected to attend and participate in all class sessions and complete all assigned readings and assignments.

A select number of pre-course readings are assigned in advance of the first day of the course to ensure all students have a common background and understanding of key evaluation topics which will be built upon during the course. Other required readings are detailed below and correspond to the subject matter covered in each class. It is expected that students complete all required readings assigned for each day before each class period.

Students will be expected to complete four assignments during the week of the course, which correspond with the topical area covered in class that day (each assignment is worth 10% of the overall course grade). These assignments contribute to the final Monitoring and Evaluation plan project, due one week after the end of the course (on June 9, 2017). The final project will be graded on quality and completeness. Instructions for the assignments and final projects will be provided to students the week of the course.

V. Course Text and Readings

Primary readings for this course are articles and documents available online and can be accessed by clicking on the weblink. Journal articles and other readings are available as PDF documents on the Moodle site associated with this course. Or, you can access them through PubMed or the University Libraries. Students are responsible for downloading all course materials and completing pre-course assignments.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Required pre-course readings are listed in the course outline table below. A number of optional and additional readings suggested by the instructors are available to students and listed below.

Required readings: Course readings are organized by content area in the table below. It is recommended for students to read as many required readings in advance of the course.

Optional readings: Below is a list of optional readings which supplement content covered in the course.

- Theory of Change A Guided Example: Superwomen Project (2003)
- Bryson, Patton & Bowman (2011) working with evaluation stakeholders: A Rationale, Step-wise Approach and Toolkit. Evaluation & Program Planning 34, p.1-12.
- Case study: “The Right to be Human: The Dilemmas of Rights-Based Programming at CARE - Bangladesh”
- Levinson, F. James, and Yarlini Balarajan, ‘Addressing Malnutrition Multisectorally: What have we learned from recent international experience?’, UNICEF Nutrition Working Paper, UNICEF and MDG Achievement Fund, New York, August 2013.
- USAID FANTA Guide (Household Hunger Scale <http://www.fantaproject.org/monitoring-and-evaluation/household-hunger-scale-hhs>)
- Food and Agriculture Organization Individual and Household Dietary Diversity <http://www.fao.org/docrep/014/i1983e/i1983e00.pdf>
- World Health Organization Infant and Young Child Feeding (Part I). http://www.who.int/maternal_child_adolescent/documents/9789241596664/en/index.html
- UNICEF Joint Monitoring Programme. Drinking water and Sanitation. <http://www.wssinfo.org/definitions-methods/data-sources/>
- Women’s Empowerment in Agriculture Index USAID Feed the Future and IFPRI http://feedthefuture.gov/sites/default/files/resource/files/weai_brochure_2012.pdf
- Grameen Progress out of Poverty Index <http://www.progressoutofpoverty.org/>
- Demographic Household Survey Core Survey Phase 6 (2008-2013) - http://www.measuredhs.com/pubs/pdf/DHSQ6/DHS6_Questionnaires_5Nov2012_DHSQ6.pdf

VI. Course Outline/Weekly Schedule

Date and Topics	Readings	Assignment
Pre-Course Readings	1. AEA Guidelines for Professional Evaluators. American Evaluation Association. http://www.eval.org/Publications/GuidingPrinciplesPrintable.asp 2. CDC (1997) Framework for Evaluation in Public Health. MMWR 48 (RR11)	<ul style="list-style-type: none"> • Read two assigned pre-course readings before first day of course. • Complete readings for first class session (5/30/17).
Tuesday, May 30th Introduction to CDC Evaluation Framework Evaluation for FNS Programs Evaluation Framework Steps 1 and 2	1. Preskill & Jones (2009). A Practical Guide for Engaging Stakeholders. Robert Wood Johnson Foundation Evaluation Series 2. WK Kellogg Foundation (2004) Logic Model Development Guide	<ul style="list-style-type: none"> • Assignment #1: Evaluation Questions, Stakeholders, Logic Model (Due in-class 5/31/17) • Complete readings for next class session (5/31/17)
Wednesday, May 31st Evaluation Framework Steps 3 and 4 Methodology, Data Collection, MLE plans	1. Brandon, PR (1998) Stakeholder Participation for the Purpose of Helping Ensure Evaluation Validity: Bridging the Gap Between Collaborative and Non-Collaborative Evaluations. The American Journal of Evaluation 19 (3), p.325	<ul style="list-style-type: none"> • Assignment #2: Methods and Logistics (Due in-class on Friday 6/2/17) • Assignment #3: Performance Monitoring Table (Due in class on Thursday 6/1/17)

	2. Bamberger et al (2004). Shoestring Evaluation: Designing Impact Evaluations under Budget, Time and Data Constraint	<ul style="list-style-type: none"> Complete readings for next class session (6/1/17)
Thursday, June 1st Evaluation Framework Steps 5 and 6 Program Monitoring, Dissemination, and Data for Decision Making	1. Sridharan & Nakaima (2011) Ten Steps to making evaluation matter. Evaluation & Program Planning, 34: 135-146	<ul style="list-style-type: none"> Assignment 4: Dissemination and Data Use Plan (Due in-class Friday 6/2/17)
Friday June 2th Bringing it All Together: Monitoring and Evaluation Plans – Ethics and Practical Considerations and Utilization and Learning		<ul style="list-style-type: none"> Final monitoring and evaluation plan project (Assignments 1-4)
Friday June 9th Final Monitoring & Evaluation Plan project due	No class; Final reports due by this date.	Evaluation Plans Due to Instructors

VII. Evaluation and Grading

Evaluation of student performance will be based on student participation (performance) in:

- 40% Assignments (10 points each assignment)
- 30% Class attendance and participation
- 30% Final Monitoring and Evaluation Plan project

The final project will consist of a written evaluation plan, based on the CDC Evaluation Framework. This will be a small group project (in student pairs) due one week following the last day of the course on Friday, June 9.

This course is offered A/F or S/N.

- **A/F letter grade will be determined by total effort as follows:**

A = 93-100	(4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- = 90-93	(3.67)
B+ = 87-90	(3.33)
B = 83-87	(3.0) Represents achievement that is significantly above the level necessary to meet course requirements.
B- = 80-83	(2.67)
C+ = 77-80	(2.33)
C = 73-77	(2.0) Represents achievement that meets the minimum course requirements in every respect.
C- = 70-73	(1.67)
D+ = 67-70	(1.0)
D = 63-67	(1.0) Achievement that is worthy of credit even though it fails to meet fully the course requirements.

D- = 60-63	
F = below 60	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

- **S/N option must complete all assignments to a C- level (70%):**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
N	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in

effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the

views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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