

PUBHBP 7532– Program Evaluation

3 credits – Autumn 2025

Tuesday and Thursday, 8:00am-9:20am

330 Cunz Hall

Course Instructor

Tonni Oberly, PhD, MPH, City and Regional Planning and Health Behavior and Health Promotion, The Ohio State University, 2023 and 2016

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Instructor's Office Hours

Thursdays 11:00am-12:00pm, 359D Cunz Hall

Or by appointment

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.
- **Discussion board:** Either the TA or the instructor will check and reply to messages in the discussion boards at least every 24 hours on school days, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistant (GTA)

Rayonna Booth

Booth.282@osu.edu

Office hours: Wednesdays from 11:00am-12:00pm or by appointment

Zoom link for office hours: <https://osu.zoom.us/j/93543507201?pwd=p9HxylkrHloy7t6rmkjgb8dEsZ4rym.1>

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

This course will prepare graduate students on the foundational elements of planning a useful program evaluation for a public health program. Course activities will build skills for the development of a proposal for process and outcome evaluation. Elements of this proposal will include a logic model, selection of an appropriate evaluation design, development of qualitative and/or quantitative data collection methods, description of the expected results, and plan for dissemination of findings to suitable stakeholder groups. Each student will be able to choose a real-world program for the proposal, but the evaluation proposal will NOT be implemented.

Prerequisites

There are no prerequisites for this course.

Course Learning Objectives

At the completion of the course students will be able to:

- Analyze public health programs to understand program elements in sufficient depth to consider the most appropriate type of evaluation needed.
- Propose appropriate designs for evaluation studies and recognize the strengths and weaknesses of various potential designs.
- Plan evaluations that will yield useful results.
- Recognize common types of problems encountered in implementing evaluation proposals and propose solutions.
- Report evaluation findings in appropriate ways.

Competencies:

MPH Foundational Public health Competencies

(#11): Select methods to evaluate public health programs

(#19): Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation

(#21): Integrate perspectives from other sectors and/or professions to promote and advance population health

HBHP Specialization Competencies:

(#2) Critically assess the scientific literature describing health promotion interventions

(#3) Collaboratively design and carry out process and outcome evaluations of health promotion programs

A complete list of College of Public Health Competencies is located on the College of Public Health website:

<https://cph.osu.edu/students/competencies>.

Text/Readings:

There is not required textbook for this course. Required and optional readings are available on the course Carmen site.

Recommended Evaluation Resources

American Evaluation Association: Guiding Principles for Evaluators

<http://www.eval.org/p/cm/ld/fid=51>

Centers for Disease Control and Prevention: A Framework for Program Evaluation

<http://www.cdc.gov/eval/framework/index.htm>

The Evaluation Center, University of Western Michigan

<http://www.wmich.edu/evalctr/>

W.K. Kellogg Foundation Evaluation Handbook

<https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Mertens DM & Wilson AT (2019). Program Evaluation Theory and Practice: A Comprehensive Guide, 2nd edition. New York, NY: The Guilford Press.

https://www.homeworkforyou.com/static_media/uploadedfiles/Program%20Evaluation%20Theory%20and%20Practice.pdf

Patton MQ (2008). Utilization-focused evaluation, 4th edition. Thousand Oaks, CA: Sage.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** In-person
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading and assignment preparation) to receive a grade of (C) average.
- **Attendance and participation requirements:** Students will be evaluated for the quality of participation in synchronous sessions and accessing course materials.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Below is an outline of the major course assignments. Detailed assignment guides will be posted on Carmen for all written assignments.

Assignments: 100%

Public health program description (25 points)

Each student will complete a detailed summary of a real-world local public health program of their choosing that will serve as the subject for the major course assignments (process and outcome evaluation plans). This will include program purpose, goals and objectives, summary of key program activities, and links to appropriate materials to further describe the program.

Logic model (25 points)

Each student will create/revise a logic model for their public health program. Logic models will include inputs, outputs, and expected outcomes.

Process evaluation and Outcome evaluation questions (50 points, 25 points each)

Each student will create evaluation questions for their process and outcome evaluation plans. This will include a statement of the evaluation purpose, rationale for the questions, alignment with logic model component(s), and relevance to primary use of stakeholders.

Process evaluation plan (100 points)

Based on the selected public health program, each student will individually prepare a proposal outlining the elements of a process evaluation. Proposals will include a background summary of the program need/importance, explicit statement of evaluation question(s), logic model, data collection methods, and alternative designs/limitations.

Outcome evaluation plan (100 points)

Based on the selected public health program, each student will individually prepare a proposal outlining the elements of an outcome evaluation. Proposals will include an explicit statement of evaluation question(s), logic model, data collection methods, expected outcomes, dissemination methods, and alternative designs/limitations.

In-class activities (18 points, 3 points each)

Various activities throughout the semester will have associated assignments to be submitted in Carmen. Assignments turned in within 48 hours after the due date will receive half credit unless previously discussed with the instructor. Emailed assignments will not be accepted. Unless otherwise specified, all work should be completed independently.

Grading

Below is the weighted percentages that each assignment will contribute to the final grade. Students will not be graded on a curve, and final grades will not be rounded.

- Public health program description (7.9%)
- Logic model (7.9%)
- Process evaluation and Outcome evaluation questions (15.7%)
- Process evaluation plan (31.4%)
- Outcome evaluation plan (31.4%)
- In-class activities (5.7%)

Grading Scale

93–100: A	Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
90–92.9: A-	Excellent work that reflects mastery of the material
87–89.9: B+	Good work that reflects mastery of most of the class material
83–86.9: B	Good work that reflects mastery of some of the class material
80–82.9: B-	Good work that reflects mastery of a few aspects of the class material
77–79.9: C+	Mediocre work that reflects familiarity with, but not mastery of the class material
73–76.9: C	Mediocre work that reflects familiarity with the class material
70–72.9: C-	Mediocre work that reflects little familiarity with class material
67–69.9: D+	Poor work that reflects familiarity with class material
60–66.9: D	Poor work that reflects little familiarity with class material
Below 60: E	Poor work that is not reflective of familiarity with class material

Class Policies

Communicating with the instructor

- Email is the preferred way to communicate with me outside of the classroom.
- Please **DO NOT** send messages to me through Carmen. Inevitably, I miss these communications and replies are significantly delayed.
- When emailing, include "HBHP 7532" in the subject line to ensure a timely response.
- Allow at least 24 hours on school days before expecting a reply.
- Expect limited-to-no response over weekends and holidays.

Assignment Submissions: Unless otherwise specified, assignments are to be submitted to Carmen **before** 11:59pm on the due date. Unless discussed prior to the due date, **late assignments will receive half credit if submitted within 48 hours of the due date. After 48 hours, assignments not receive credit.** It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with Carmen will not be accepted as sufficient reason for late or non-submission of required assignments.

Files should be labeled per this example:

- **LastName_AssignmentName.doc**
- **Example: Oberly_ProgramDiagnosis.doc**
- Unless otherwise specified, all assignments must be posted to Carmen in order to receive a grade. Do not submit assignments via email.
- All assignments should include a header with student name, assignment title and due date.
- Unless otherwise specified, all assignments should have 1" margins, 11-12-pt font, and citations should

follow the AMA or APA style. *Points will be deducted from your assignment if this is done incorrectly.*

- Strong writing skills and attention to detail will be critical in your public health professions. Please read over all submissions carefully for content, spelling, punctuation, and grammar before turning them in. Written submissions with three or more grammatical/spelling errors will automatically be lowered one letter grade. The Writing Center at the Center for the Study of Teaching of Writing offers academic writing tutoring services for all students. The writing tutors work with students on any stage of the composing process, including: pre-writing, revising, or polishing a final version of a paper. Please take advantage of these services as necessary.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow AMA or APA style to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.
- **NOTE: The instructor reserves the right to change this syllabus at any time. Any changes to these policies or assignments will be discussed in class and posted on Carmen.**

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Use of Generative AI: Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of generative artificial intelligence (GenAI) tools such as **Copilot, ChatGPT, or writers aids like Grammarly** are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's **Academic Integrity** policy and **Code of Student Conduct** because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the **Committee on Academic Misconduct**.

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including

mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her/their educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week	Date	Readings & Topics	Assignments Due
1	Aug 26	Introduction	
	Aug 28	What is a public health program? Evaluability	
2	Sept 2	Evaluation ethics	
	Set 4	Engage stakeholders	
3	Sept 9	Evaluation Theory Guest Lecture: Nia Mitchell, PhD, MPH Assistant Professor University of Illinois Urbana-Champaign	Program Description
	Sept 11	Describe the program: Program theory Describe the program: Logic models	
4	Sept 16	Focus evaluation design: Process evaluation	
	Sept 18	<i>Logic model peer review</i>	
5	Sept 23	Focus evaluation design: Evaluation questions	Logic Model
	Sept 25	Gather evidence: Indicators	Indicator Development Activity (due Sept 26)
6	Sept 30	Gather evidence: Reliability, validity, bias	
	Oct 2	<i>Process questions peer review</i>	Validity, Reliability, and Bias Knowledge Check
7	Oct 7	Gather evidence: Focus group discussions	Process Evaluation Questions
	Oct 9	Gather evidence: Focus group discussions	Developing a Focus Group Discussion Guide Activity (Due Oct 10)
8	Oct 14	Gather evidence: Focus group discussions	Revised Focus Group Discussion Guide (Due Oct 15)
	Oct 16	Autumn Break- no class	
9	Oct 21	Gather evidence: Survey design	Survey design Activity (Due Oct 22)
	Oct 23	Justify conclusions: Analysis, interpretation qual	
10	Oct 28	Focus evaluation design: Outcome evaluation	Process Evaluation Plan
	Oct 30	<i>Outcome questions peer review</i>	
11	Nov 4	Election Day- no class	
	Nov 6	Gather evidence: Secondary data	Outcome Evaluation Questions
12	Nov 11	Veterans Day- no class	
	Nov 13	Justify conclusions: Analysis, interpretation quant	
13	Nov 18	Evaluation in the Field: Center for Health Outcomes and Policy Evaluation Studies (HOPES)	Justifying Conclusions Case Study
	Nov 20	Justify conclusions: Making recommendations	
14	Nov 25	Ensure use: writing the report	

Week	Date	Readings & Topics	Assignments Due
	Nov 27	Thanksgiving Day- no class	
15	Dec 2	Topic: Data visualization Guest lecture Sarah Murphy, OSU Data Literacy and Visualization Librarian	
	Dec 4	Ensure use: Dissemination	Dissemination Activity (due December 5)
16	Dec 9	-	Outcome Evaluation Plan

Alignment of Competencies with Assessments

The table below shows the competencies met by the course and the associated assignments.

Competencies	Program Description	Logic Model	Process Evaluation Plan	Outcome Evaluation Plan
<i>MPH Foundational Public health Competencies</i>				
(#11): Select methods to evaluate public health programs			x	x
(#19): Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation		x	x	x
(#21): Integrate perspectives from other sectors and/or professions to promote and advance population health		x	x	x
<i>HBHP Specialization Competencies:</i>				
(#2) Critically assess the scientific literature describing health promotion interventions	x			
(#3) Collaboratively design and carry out process and outcome evaluations of health promotion programs	x	x	x	x