

# Syllabus

## Education / Psychology 6010 : Introduction to Program Evaluation

Fall 2017

**Class:** Mondays 4:30-7:00PM in EDUC 272 & IVC broadcast

**Instructor:** Matthew Wappett, Ph.D.

**Office:** Center for Persons with Disabilities (CPD) by appointment (contact Sharon Weston at [sharon.weston@usu.edu](mailto:sharon.weston@usu.edu))

**Phone:** 435-797-0836

**Email:** [wappett@usu.edu](mailto:wappett@usu.edu) (best method of contact). We will also use the CANVAS system to communicate.

**Textbooks & Readings:** This class will use the following textbooks for the core readings/assignments:

1. Boulmetis, J., & Dutwin, P. (2011). *The ABCs of evaluation: timeless techniques for program and project managers* (3rd ed.). San Francisco: Jossey-Bass.
2. Spaulding, D. T. (2014). *Program evaluation in practice: core concepts and examples for discussion and analysis* (2nd ed.). San Francisco, CA: Jossey-Bass.

Additional readings and handouts from other texts and journals will be provided to you by the instructor via the CANVAS system.

### Optional Resources:

- Kellogg Foundation Evaluation Guidebook: <http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx>
- Kellogg Foundation Logic Model Development Guide: <http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>
- American Evaluation Association: [www.eval.org](http://www.eval.org)

**Course Goals:** To provide the knowledge, skills, perspectives, and reflective practice you will need to effectively conduct a program evaluation. Accordingly, you will read the writings of current authors, present findings and reflections from those readings, participate in a program evaluation, write an evaluation plan for a program that is

relevant to you, and demonstrate your knowledge through writing, participation in activities, and assessments.

**Course Learning Objectives:** Upon successful completion of this course, you should be able to:

1. Identify appropriate uses of evaluation within particular contexts.
2. Describe a problem and a program designed to address the problem.
3. Develop an evaluation plan for evaluating a program, including:
  - Describe the program and the contexts in which it operates
  - Articulate program conceptual framework
  - Decide when and how to involve stakeholders in planning for and implementing an evaluation
  - Determine the evaluation focus and scope based on client needs, funding
  - Develop and prioritize evaluation questions
  - Identify threats to external and internal validity in specific contexts
  - Select evaluation methods that help control for those threats
  - Identify data sources and methods of data collection
  - Analyze data and interpret findings
  - Perform a benefit-cost analysis
  - Plan the components of an evaluation report
4. Identify biases and values that affect an evaluation.
5. Reflect on evaluation practices.
6. Conduct meta-evaluations based on evaluation standards.

**General Course Expectations:** To successfully accomplish the course objectives will require regular class attendance and participation, consistent effort outside of class time, and thoughtful application of concepts covered during class time and in course readings. Per the Records section of USU's General Catalog ([available electronically at http://www.usu.edu/ats/generalcatalog/](http://www.usu.edu/ats/generalcatalog/)), the standard for academic course credit, as identified by the Northwest Association of Schools and Colleges and followed by USU, is one credit awarded for three hours of student work per week during a 15-week semester. As a 3-credit class, you would be expected to attend class and complete up to 6-7 hours per week of study time outside of class time.

### **Assignments:**

1. **Class Participation (10 points per class x 15 classes = 150 points):** Because most course concepts will be practiced and applied during class activities, active and engaged participation is required every week. Class participation includes active participation in discussions and small group work, presentations, assignments, and assessments. Sharing your knowledge with others and actively participating to build skills and knowledge for yourself and classmates will help make this course more enjoyable, productive, and valuable for everyone.
2. **In-Class Quizzes (10 points per quiz x 10 quizzes = 100 points):** Because the content of the readings is crucial to full participation in small group activities and

class discussions, a short quiz will be given at the beginning of class periods on CANVAS. These quizzes, usually comprised of open-ended questions or short definitions and cannot be completed at a later time or date. Answers to the quizzes will be discussed in class. *Please bring your laptop or other device to complete the quizzes.*

- 3. In-Class Presentations & Written Critique (1 x 50 points = 50 points):** Students will identify an evaluation report from an organization or professional journal relevant to their area of interest / specialization and will do a 2-3 page written critique and a 10-15 minute in-class presentation that provides an overview, discussion and critique of their selected study. Students will sign up for a presentation time using CANVAS and will provide the instructor with the evaluation report or journal article they will present on at least two weeks prior to their scheduled presentation date. In-class presentations will begin on September 25.
- 4. Evaluation Plan (200 points):** In order to complete course objectives, you will write and submit an evaluation plan. Writing an evaluation plan will help you apply the concepts learned during the course and develop concrete skills for planning an evaluation. Grading rubrics will be available on CANVAS. Each part will be graded and improvement suggestions provided. The evaluation plan will be completed in 4 parts, as shown below. The final project, with any needed revisions, is due on Dec 11.
  - **Part 1: Program Description (50 points):** Students will submit a short (1-2 pages) logic model of their selected educational / social program and a brief 1-2 page narrative describing the program. Due Sept 25.
  - **Part 2: Evaluation Questions (25 points):** Students will submit the evaluation questions that their evaluation plan will address. These will be reviewed for appropriateness. Due Oct 9.
  - **Part 3: Methods and Measures (75 points):** Students will submit the criteria, rationale, methods for data collection, data sources, specific measures and instruments for their evaluation plan. Due Oct 30 (start on this early).
  - **Part 4: Data Analysis and Interpretation Plan (50 points):** Students will submit their proposed plans for data analysis, data interpretation, and an outline of the final report for their evaluation plan. Due Nov 20.
- 5. Open Book Final Examination (100 points):** The open book exam will assess your understanding of the course material, including concepts covered in the texts, during in-class activities, and from presentations. Due December 11.

**Late Assignment Policy:** Normally, all late assignments are penalized 10% for each day late (20% for any paper due on a Friday and turned in on the following Monday). After three days, late assignments will receive a grade of no higher than "C". Assignments will not be accepted more than one week late, and a grade of 0 will be recorded for that assignment.

**Grades:** Grades for the course will be calculated and assigned on a standard scale:

A	94-100%	Exceptional
A-	90-93%	
B+	86-89%	
B	80-85%	Above Average
B-	76-79%	
C+	73-75%	
C	69-72%	Satisfactory
C-	65-68%	
D	55%-64%	
F	54% or lower	Failing

I do give A's, and I do give F's. Both require work and are earned; neither should be a surprise. If you are concerned about the quality of your work, or do not understand a grade please come and talk to me. Here is what grades in my class mean:

- **A** = Exceptional work that goes beyond the expectations of the course.
- **B** = Very good work that meets all expectations.
- **C** = Good work that just demonstrates a basic understanding of course material.
- **D** = Less than satisfactory work that demonstrates little understanding or effort.
- **F** = Failure. Students most regularly fail courses in three ways: failing to complete assignments, failing to complete assignments on time, and failing to attend class.

The final grade students receive is based entirely on points earned and lost through assignments, homework, attendance, and contribution to discussions. Unless I have made a mathematical error, final grades are non-negotiable.

**Course Schedule (See CANVAS) (Note: Adjustments to this outline are likely – Changes will be communicated by CANVAS Announcements. Additional Readings will be provided.)**

**Classroom Learning Civility Clause:** In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern.

Showing respect for your fellow students and instructors includes:

- Respecting the rights of others to express their views, regardless of what you may think of them.
- Respecting the rights of others by voicing your own observations in a clear, concise and precise manner, and by not dominating the conversation.

- Adhering to common courtesies and civilities, such as coming to class on-time, turning off cell phones, computers, iPods etc., listening and not talking while others are talking, in short: "What you do **not** wish done to you, do **not** do to others."

**ADA Policy:** If you have specific special needs to participate in this course, please let me know so that I may make the appropriate accommodations. If I cannot make the requisite accommodations, I will work with you to get the necessary support from Disability Resource Center (DRC).

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. The Disability Resource Center (DRC) is the designated USU department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact the DRC and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

The mission of the DRC is to facilitate inclusion by reducing/eliminating barriers, whether they are attitudinal, structural, programmatic or otherwise. In doing so, students with disabilities have an equal opportunity to become successful through their own efforts and not held back by artificial barriers. Students are asked to notify the DRC as soon as possible to discuss disability-related concerns and needs. Services include, but are not limited to: alternate text, assistive technology information, readers, note takers, sign language interpreters, real-time captioning, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs.