

# Course Syllabus

Education/Psychology 6010

Fall, 2016

Introduction to Program Evaluation: Evaluation Models and Practical Guidelines

Version 2.0

Class: Mondays 4:30-7:00PM in Room 454, Education Building (The Room may change)

Instructor: Margaret M. Lubke, Ph.D.

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Email: Margaret.Lubke@usu.edu (best method of contact). We will use the CANVAS system to communicate. Please use separate messages for different questions or issues.

Texts: Required: Sanders, J. R. & Sullins, C. D. (2006). Evaluating School Programs, 3rd Ed. Thousand Oaks, CA: Corwin Press –A Sage Publications Company.

Recommended: Joint Committee on Standards for Educational Evaluation. (1994). The program standards are included in Appendix D of the text pp.75-79

Additional readings and handouts from other texts and journals will be provided to you electronically on Blackboard.

**Due the first day of class or before: Initial Getting to Know You Assignment on CANVAS** Tell me the following (Just a simple list, like below):

1. Name – how would you like me to address you?
2. Your school district or education connection.
3. Your professional history, as it pertains to your graduate work.
4. Your reasons for pursuing the Doctor of Education.

5. Which of the following courses have you completed? 6600 (Design and Analysis I), 6770 (Qualitative Methods I), 7610 (Design and Analysis II) , 7780 (Qualitative Methods II)

6. Your possible dissertation area and or topic.

7. Any thing else you think might be useful for me to know.

Course Goal: 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.

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 theory
  - 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

Activities: 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 Recordssection of USU's General Catalog (available electronically at <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.

Class Schedule: Mondays 4:30-7:00 PM Room 454 Education Building

Activity	Points	Description
<b>Class Participation</b>	10 points per class * 15 classes = <b>150 points</b>	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.
<b>Class Topic Papers</b>	<b>50 points</b>	Students will select a class topic, find an article or other resource and prepare a summary of the main points. Students will write two thoughtful test questions WITH answers and upload on CANVAS the following materials <b>Sept 12th</b> <ul style="list-style-type: none"> <li>· Summary of 1 article or resource -- 1 page (30 points).</li> <li>· Two thoughtful test questions with answers (20 points).</li> </ul>
<b>In-Class Activities</b>	25 points per activity * 8 activities = <b>200 points</b>	During class each week, individual and small-group activities will be conducted related to the concepts contained in the readings and presentations. Active participation in these activities, during which you will apply and practice concepts related to evaluation, is required.
<b>In-Class Quizzes</b>	10 points per quiz * 10 quizzes = <b>100 points</b>	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 <b>beginning of class periods</b> on CANVAS. These quizzes, usually comprised of open-ended questions or short definitions and <b>cannot</b> be completed at a later time or date. Answers to the quizzes will be discussed in class. <i>Please bring your laptop or other device to complete the quizzes.</i>
<b>Evaluation Plan</b>	<b>400 points</b> (see points for the 4 parts below)	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. When you submit the **final** project with any needed revisions on **Dec 15th** you may receive up to 50% of any points missed on the 4 individual parts as a **final** score.

80 points      Part 1: Program Description: Students will submit a short (1 - 2 pages) **logic model** description of their selected social program and a brief 2-3 paragraph narrative describing the program. **Due Sept 19<sup>th</sup>.**

50 points      Part 2: Evaluation Questions: Students will submit the evaluation questions that their evaluation plan will address. These will be reviewed for appropriateness. **Due Oct 3rd**

150 points      Part 3: Methods and Measures: Students will submit the criteria, standards and rationale, data sources, specific measures and instruments, and the data collection methods and analysis plans for their evaluation plan. **Due Oct 31st (start on this early)**

120 points      Part 4: Data Analysis, Interpretation, and Report: Based on an available or a supplied data set, students will submit the data analysis, the data interpretation, and the final report for their evaluation plan. **Due Nov 21st**

**Open Book Exam**      **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. It will also include your Topic questions that you submitted on Sept 26th. **Due Dec 9th**

**Total**      **1000 points**

Topic Areas—Sign up for one by August 31st.

Capacity Building  
Contextual Factors

Culture  
Ethics  
International Perspectives  
Language

Legislation  
Needs Assessment

Responsive Evaluation  
Stakeholders-  
Systems  
Evaluation Use

If you wish to submit another topic that includes an evaluation and focuses directly on your area of study, talk to Dr. Lubke.

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

A	94-100% Exceptional	C+	73-75% Satisfactory
A-	90-93%	C	69-72%
B+	86-89% Above Average	C-	65-68%
B	80-85%		
B-	76-79%		

### Course Schedule

Note: Adjustments to this outline are likely – Changes will be communicated by CANVAS Announcements. Additional Readings will be provided.

	<b>Date</b>	<b>Topics</b>	<b>Assigned Readings</b>
1	8/29	Introduction Definition of Program Evaluation; Types of Evaluation, Logic Models; Why Evaluate Your School or Programs pp.1-6, Focusing the Evaluation pp. 7-22. Standards for Program Evaluations pp.75-79	Resource A --Annotated Bibliography on Program Evaluation Sanders & Sullins Introduction 1 & 2 Resource D

Topic Paper-Select topic by 8/31 and Review a topic paper by 9/12

2	9/5	Labor Day Holiday (USU closed, no classes)	
		Evaluation Models, Approaches, and Designs	
3	9/12	Planning Evaluations: Program Theory; Evaluation Questions; & Needs Assessment	
		<b>Due: Topic Assignment</b>	
4	9/19	Planning Evaluations: Stakeholders, Evaluator Roles, & Focus Groups	
5	9/26	Planning Evaluations: Evaluation Questions, Indicators, Measures, Validity, & Sampling	
6	10/3	Collecting Information	Sanders and Sullins 3;
		Administering the Evaluation	Sanders and Sullins 6;
7	10/10	Evaluating Program Implementation, Outcomes, and Impact	
8	10/17	Impact Analysis: Experimental and Quasi-Experimental Designs	
9	10/24	Organizing and Analyzing Information Analyses: Qualitative Methods-Case Study,	Sanders and Sullins 4;
10	10/31	Mixed Methods, Cost Effectiveness, Meta-Analysis	
11	11/7	Observation, Content Analysis, Retention and Tracking, Missing Data, When Research Goes Off the Rails	JCSEE handout

		<b>Reporting Information</b>	
12	11/14	Reporting, Ethics, and Standards and Culture in Evaluation	Sanders and Sullins 5;
13	11/21	Politics, Systems, Language, International Perspectives, Evaluation Communities	
14	11/28	,Practices & Tips Reflecting on Learning How to Present Data to Humans in a Humane Way	
15	12/5	<b>Final Exam</b>	
0	12/15	<b>Due:</b> Final Proposal with all changes—Can turn it in earlier.	

Note: Assignments are due on the date specified in the course schedule. Five points will be deducted for each class session between the time due and when the assignment is received.

## Course Policies

### PLEASE NOTE:

Please note that to earn an A- or A grade, the assignment must go beyond the minimum expected.

Plagiarism is against University policy and plagiarized assignments will not receive any credit.

Assignments must be submitted on time to receive credit.

All assignments need to be submitted through Canvas Assignments.

Assignments must follow directions to be reviewed and graded.

If you wish to discuss a grade, email a written explanation of your argument and arrange for a private(face to face) meeting or phone call. Except for unusual circumstances, appeals for

an individual assignment or project will be considered only within two weeks after the grade has been posted.

## University Policies

### Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

### Honor Pledge

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

### Academic Honesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

Acts of academic dishonesty include but are not limited to:

- Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: <http://www.usu.edu/student-services/student-code/>. (Links to an external site.)

## Incomplete Policy

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

## Assignments Summary:

<b>Date</b>	<b>Details</b>
Mon Aug 29, 2016	<a href="#"><u>Getting to Know You</u></a>
Wed Aug 31, 2016	<a href="#"><u>Select a Topic Area</u></a>
Mon Sep 12, 2016	<a href="#"><u>Activity #1 Review Logic Models and provide feedback</u></a> <a href="#"><u>Topic Summary Paper and 2 Test Questions &amp; Answers</u></a>
Mon Sep 19, 2016	<a href="#"><u>Program Description and Logic Model</u></a>
Mon Oct 10, 2016	<a href="#"><u>Activity #2-Developing Evaluation Questions</u></a>

**Date****Details**

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Mon Oct 17, 2016

[Activity #3 Using Questions to Guide an Eval Design and Data Collection Methods](#)

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Mon Oct 24, 2016

[Activity #4 Data Analysis Plan Evaluation Questions](#)

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Mon Oct 31, 2016

[Methods and Measures](#)

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Mon Nov 7, 2016

[Activity #5 Qualtrics Demo](#)

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Mon Nov 14, 2016

[Collecting Data Quiz #1](#)

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Mon Nov 21, 2016

[Data Analysis, Interpretation, and Report](#)

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Mon Dec 5, 2016

[Open Book Exam](#)

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