

**ERMA 8100 - Program Evaluation**

Fall, 2011

Wednesdays 4PM

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Office Hours: Wed, 9-12, and by appointment

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**Course Readings:**

Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R. (2004). Program Evaluation: Alternative Approaches and Practical Guidelines. . New York: Longman.

Readings pertaining to issues in program evaluation and examples of program evaluations will be assigned each week.

**Course Overview:**

This course is intended to provide an introduction to program evaluation, examine factors which influence evaluation planning, and explore a variety of methods used in program evaluation. You will be involved in several phases of ongoing evaluation projects and the development of other evaluation projects.

**Course Requirements:**

Readings  
Participation in Class Discussions and Work Sessions  
Class Assignments  
Completion of a Course Project

**Class Evaluation:**

10 points - Attendance and Class Participation  
15 points – Individual or Team Presentations  
25 points - Assignments (individual and group assignments)  
50 points – Individual Course Project

**Course Outline:****Readings****Introduction**

Role of Evaluation

Purposes of Evaluation

History of Evaluation

Overview of the Program Evaluation Process

Getting Started

3<sup>rd</sup> Edition - Chapters 1-2, Appendix4<sup>th</sup> Edition – Chapters 1-3

Handouts

Assignment 1: Interview a student and faculty member regarding the uses of program evaluation. Prepare 2-4 page summary of these interviews

**Practical Guidelines for Planning Evaluations**3<sup>rd</sup> Edition - Chapters 10-124<sup>th</sup> edition – Chapters 11-13

Handouts

Clarifying Evaluation Requests/Responsibilities

Setting Boundaries and Analyzing the Evaluation Context

Identifying Evaluation Questions and Criteria

Assignment 2: Identify a program/curriculum that you would like to evaluate. Complete the questions regarding “Focusing the Evaluation” on the Program Evaluation Worksheet (to be distributed in class). Begin to address the questions pertaining to the final project.

**Evaluation Approaches**3<sup>rd</sup> edition - Chapters 4-84<sup>th</sup> edition – Chapters 5-8

Presentation by Groups and Class Discussion

**Proposals and Budgeting**3<sup>rd</sup> edition - Chapter 134<sup>th</sup> edition – Chapter 14**Using Logic Models**

Posted Readings

**Conducting Evaluations**3<sup>rd</sup> edition - Chapter 14-154<sup>th</sup> edition – Chapters 15-16

Sampling Issues

Data Collection Methods

**Analyzing and Reporting Information from Evaluations**3<sup>rd</sup> edition - Chapters 164<sup>th</sup> edition – Chapters 17

Reporting and Using Evaluation Information

Discussion of Proposed Program Evaluations

Final Project is due.

### **Class and Group Participation (10 points)**

This is a discussion-oriented class. In order to explore topics effectively, attendance and class participation are essential. The evaluation of class participation will be made as follows.

- a. Attendance. You are expected to attend class and be on time. Should you not be able to attend class (and you have a valid excuse), you are responsible for making arrangements to complete that week's responsibilities. Each unexcused absence or lateness will result in a deduction of 2 points from your final grade.
- b. Readings and Class Preparation. You must complete the assigned readings prior to each class meeting. To prepare for each class, you are expected to prepare at least one written question or valid criticism he/she has about the week's readings. These questions/comments must be submitted to me at least one day prior to each class meeting. I will also accept these via email or Blackboard. Late submissions will not be accepted for credit.

### **Individual/Group Presentations (15 points)**

Read Chapters 4-9. Prepare a brief summary and presentation. Each person/team will be assigned a specific chapter.\*

Evaluation Approach	3 <sup>rd</sup> ED	4 <sup>th</sup> ED	Presenters	Date
Objectives-Oriented Evaluation	4	6		
Management-Oriented Evaluation	5	7		
Consumer-Oriented Evaluation	6	5		
Expertise-Oriented Evaluation	7	5		
Participant-Oriented Evaluation	8	8		
Alternative Evaluation Approaches	9	10		

\* Each group will prepare a brief overview presentation of their assigned evaluation approach. Samples of previous presentations will be made available for review. We will also develop a rubric to use in assessing these presentations.

## Individual and Group Assignments (25 points)

**Individual Assignments.** Assignments are included throughout the course schedule. These assignments will be discussed in further detail as they are made. They will pertain to specific components of program evaluation (e.g., construction an evaluation plan, logic models, budgets, etc...). These assignments will contribute toward the completion of you overall course project. Each assignment will be expected when due. Late submissions will result in a 10% deduction in grade

**Class Assignments.** In addition to individual assignments, you will contribute to group assignments and projects throughout the course. These projects will be tailored to the interests of the class. Topics in previous years have dealt with programs in K-12 settings, accreditation issues, and community programs. These activities will involve interaction with “clients” from ongoing program evaluations.

## Guidelines for Class Project (50 points)

The major course project is a program evaluation plan. This plan should be roughly 5-10 pages in length and address the following:

### Background

- What do you know about the project’s (program) background, purpose, goals, etc.?
- Describe how you learned (and will learn more) about the program.
  - ◆ Who did/will you talk with?
  - ◆ What resources, documents did/will you review?
  - ◆ What prior findings for the literature or similar evaluations exist?

### Sponsor, Clients, Stakeholders, Audience

- Description of sponsor (if any), client(s), stakeholders, and audience.
- How did/will you establish trust with these people?
- Describe your initial meetings with the program client, stakeholders, etc....  
What happened or what do you expect to happen when you meet these people?
- How do you plan to work with these individuals to establish trust and cooperation?

### Purpose of the Evaluation

- Who did/would request the evaluation and why?
- What is the purpose of the evaluation and specific examples of evaluation questions?
- How did/will you work to integrate the varying perceptions of the program and its purpose and focus the evaluation?
- What type(s) of evaluation (needs assessment, formative, summative) will be used?

### Evaluation Plan

- How do you plan to manage this evaluation project?
- Include a preliminary budget and timeline for project activities.
- What general evaluation approaches (models) do you plan to use?
- What types of data collection methods are planned and why are these most appropriate?
- Timeline and Budget
- How will the data gathered be used to inform (hopefully improve) the program?
- How will these findings be reported?
- What are the key findings (or expected findings)?

