Program Evaluation

ERMA 8100

3 credit hours

Course Syllabus – Fall 2021

**Instructor:** David T. Marshall, Ph.D.

4084 Haley Center

[dtm0023@auburn.edu](mailto:dtm0023@auburn.edu)

334-844-5038

**Office Hours:** Tuesdays 12:30-2:00pm by appointment

**Meeting Time:**

Wednesdays 5:00-7:50pm

Haley Center 3420

Davis Arboretum Pavilion

**Course Description and Objectives**

The purpose of this course is to provide students with an introduction to program evaluation, examine factors which influence planning, and explore a variety of methods used in program evaluation. By the end of the semester, students should attain the following learning goals:

1. Understand the fundamentals of program evaluation.
2. Describe different approaches to conducting evaluations.
3. Develop a logic model for a program of your choice.
4. Plan an evaluation for a program of your choice.
5. Evaluate and critique evaluations that others have done.

**Texts**

**Required**

There are two required texts for this course. Other readings will be assigned and provided as needed.

Stufflebeam, D.L., & Coryn, C.L.S. (2014). *Evaluation theory, models, & applications* (2nd ed.).

San Francisco: Jossey-Bass.

ISBN-13: 978-1118074053; ISBN-10: 111807405X

Hutchinson, K. (2019). *Evaluation failures: 22 tales of mistakes made and lessons learned.* Sage Publications.

ISBN-13: 978-1-5443-2000-7; ISBN-10: 781544320007

**Recommended**

American Psychological Association. (2020). *Publication manual of the American Psychological*

*Association (*7th ed.). American Psychological Association.

## Schwandt, T.A. (2015). *Evaluation foundations revisited: Cultivating a life of the mind for practice.* Stanford Business Books.

## Course Activities and Deliverables

**Class Attendance**

Excellent attendance is expected. If you are not going to be able to attend class, it is your responsibility to inform the instructor prior to the start of class and obtain notes from another student. Students missing more than 20% of course meetings will have their final grade reduced by one letter grade.

Some classes will be held outdoors at the Davis Arboretum Pavilion. These scheduled classes may be moved indoors to Haley Center 3420 in the event of inclement weather. Whether class is held in the Haley Center or at the Arboretum is subject to change. Students will not be permitted to attend via Zoom. The lone exception to this would be if the university mandated remote learning as the only available learning modality.

**Program Evaluation Proposal, Assignments 1-4; Roundtable Presentation**

Students will work in groups of three and select a program based on their own interests related to your degree program, employment, or professional interests. The objective of these assignments is to design an evaluation of this program. The evaluation design should be of sufficient detail that an external reviewer will fully understand why and how you will implement the proposed evaluation.

The proposal will include the following:

* Background on the program and relevant literature
* The purpose of the evaluation, including the evaluation approach that will be employed
* Evaluation questions
* Description of interaction with stakeholders
* A description of the design
* A description of potential barriers that may impact the implementation of the program

Assignments 3 and 4 involve reviewing a peer’s evaluation proposal. For Assignment 3, you should have a full draft of your evaluation proposal submitted and shared with a peer. For Assignment 4 involves a review of a peer’s proposal. Feedback will be given in writing and in an in-class conference with your partner. The evaluation proposal will be presented on November 17 in a roundtable format. Additional details are available in Canvas.

**Evaluation Critique**

Working in groups of 4-5, students will read and critique a program evaluation. Choose one evaluation report from the IES website. <https://ies.ed.gov>. This critique will address the following:

* The purpose of the evaluation
* Specific evaluation questions addressed
* Nature of the evaluation
* Identification of the evaluation approach
* A critique of the validity of the conclusions and recommendations offered
* Improvements on the design
* Usefulness of the evaluation

These will be presented in class on September 29. Specifications for the presentations will be posted in Canvas.

**Evaluation Approach Presentation**

This is a group presentation assignment. Four groups of 4-5 students each will be established during the second class session and each group will be responsible for giving a presentation and leading a discussion on an evaluation approach for the class. Groups will present on September 8. Additional details will be made available in Canvas.

**In-Class Assignments**

During most class sessions, there will be an assignment that needs to be completed or uploaded to Canvas. Students must be in attendance to receive credit for these. Only students with documented emergencies and situations approved by the instructor in advance of the date in question will be allowed to make up this work.

**Evaluation Project Meetings**

All students will be required to meet with the instructor to discuss progress on their evaluation project between October 13-14. There will be time slots posted in Canvas to sign up for meeting times/dates. These meetings will take place via Zoom.

**Grading Procedure**

The grade for each assignment is criterion-referenced. Overall grades will be determined by the following weights:

Evaluation Proposal 50%

Evaluation Approach Presentation 15%

Assignments 20%

Evaluation Proposal Roundtable Presentation 15%

**Grading Scale**

100 – 90 A

89.99 – 80 B

79.99 – 70 C

69.99 – 60 D

59.99 and below F

Grades are not rounded up at the end of the semester.

**Late Assignments Policy**

All assignments that are due at 11:59pm on the date they are due. The exception is Assignment 4 which is due by the start of class. This will not be accepted late.

Late assignments will receive a deduction of 10% for each day they are late. Assignments submitted more than a week after the due date will not be accepted. The only exceptions will be documented emergencies and situations approved with the instructor in advance of the due date.

Open communication is the key. If you have a situation that interferes with your ability to complete an assignment on time, it is your responsibility to contact the instructor as soon as you are aware of this. Life happens, and individual circumstances will be considered on a case-by-case basis.

All work is expected to be typed. The late penalty will be applied to hand-written work and then turned in late in a typed format. All electronic documents submitted for the course are expected to be in Word format.

**Incompletes and Withdrawals**

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th day of class to mid-quarter a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that a new incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting an IN grade be assigned. If this form is not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades.

**Academic Misconduct**

The Department of Educational Foundations, Leadership, and Technology recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be assigned several sanctions upon violations of the Student Academic Honesty Code. See the Student Policy eHandbook for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

**Disability Accommodations**

Students who need special accommodations in class, as provided for by the Americans with Disabilities Act, should arrange a confidential meeting with the instructor during office hours in the first week of classes, or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**COVID-19 Information**

This class will abide by all campus directives related to COVID-19, including those related to facial coverings. If you have symptoms, please inform the instructor, and do not come to class. These absences will not be counted against you. Please be kind, exercise grace, and be flexible as we navigate another pandemic semester. Most of all, please keep yourself and others safe.

**Course Schedule**

This represents a schedule of the assignments and activities for the semester. Assignments and activities may be added to the schedule per the needs of the learning community. The third column represents the readings, assignments, and activities to be completed by the date listed.

All readings that do not list an author are from the Stufflebeam and Coryn text.

EF=Evaluation Failures.

**\* Assignment due at the start of class**

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| **DATE**  **MEETING LOCATION** | **TOPIC(S)** | **TO BE COMPLETED PRIOR TO CLASS** |
| August 18  Haley 3420 | Course introduction | * None |
| August 25  Davis Arboretum | Fundamentals of Evaluations | * Ch. 1 |
| September 1  TBD | Evaluation Theory and Standards | * Ch. 2-3 |
| September 8  Haley 3420 | Evaluation Approaches | * Ch. 13-16 * Evaluation Approach Presentations * Topic paper |
| September 15  Haley 3420 | Pseudoevaluations | * Ch. 5 * EF 6 |
| September 22  Davis Arboretum | Designing Evaluations; Evaluation Questions | * Ch. 19 * EF 14 * Tennessee Study * Fitzpatrick chapter * Assignment 1 due\* |
| September 29  TBD | Logic Models  *Guest Lecturer:*  Dan Henry  Auburn Center for Evaluation | * Kellogg report * EF 10 * Evaluation Critique presentation |
| October 6 | NO CLASS  FALL BREAK OBSERVED | * None |
| October 13 | NO CLASS  Individual Conferences | * Individual conferences with each group via Zoom * Bring logic model to meeting |
| October 20  Davis Arboretum | Conducting Evaluations | * Ch. 11-12 * Assignment 2 due * New Directions for Evaluation Fall 2019 issue * Complete survey by noon prior to class |
| October 27  Haley 3420 | Evaluation Use  *Guest Lecturer:*  Divya Varier  George Mason University | * Schwandt chapter * EF 15-17 * Assignment 3 due |
| November 3  Davis Arboretum | Communicating Evaluation Findings  *Guest Lecturer:*  David Shannon  Auburn University | * Ch. 24 * EF 5, 11 * Assignment 4 due\* |
| November 10  TBD | Contracting Evaluations | * Ch. 20-21 * EF 9 |
| November 17  Haley 3420 | Metaevaluations;  Presentations | * Ch. 25 |
| November 24 | NO CLASS  THANKSGIVING BREAK | * None |
| December 1 | Course Wrap-Up | * Final evaluation report due |

**Course Expectations**

Course expectations will be co-constructed during class on August 18, 2021, through a class discussion. Expectations for students, the instructor, and for the community at large will be established. These can be updated throughout the course of the semester.