EDLD 8200

Assessment and Evaluation in Learning Organizations

Spring 2010

**Hybrid course with
five class meetings at
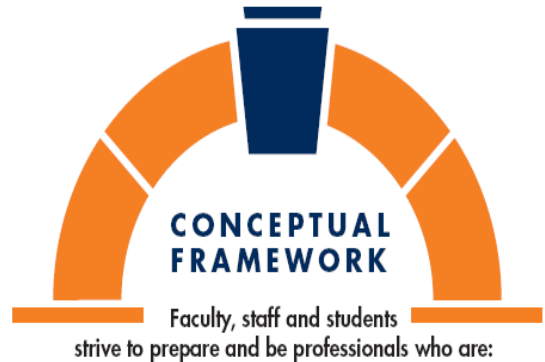Opelika Middle School**

Dr. Lisa Kensler

4002 Haley Center

Work: 334-844-3020
Cell: 484-554-2524
Fax: 334-844-3072
E-Mail: lisakensler@auburn.edu
lisakensler@gmail.com

Office Hours:
By Appointment

EFLT
College of Education

COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

Faculty, staff and students
strive to prepare and be professionals who are:

Competent
equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed
dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective
devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All

AUBURN
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Auburn University is an equal opportunity educational institution/employer

> **EDLD 8200**
> **Assessment and Evaluation in Learning Organizations**
> **Auburn University - College of Education**
> Educational Foundations, Leadership, and Technology Department
> Spring 2010

HINI CONTINGENCY PLAN: If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials and will be posted on Blackboard.

Class Time: This class is being offered as a hybrid course. We will meet at Opelika Middle School from 7:10 – 10:00pm five times during the semester: Jan 14, Feb 4, Feb 25, Apr 1, and Apr 22.

Location: Opelika Middle School

Instructor: Dr. Lisa Kensler

4002 Haley Center

 Office: 334-844-3020

Cell: 484-554-2524

Fax: 334-844-3072

E-Mail: lisakensler@auburn.edu

Office Hours**: B**y appointment

1. **Course Number**: EDLD 8200

   Course Title: Assessment and Evaluation in Learning Organizations

   Credit Hours: 3 semester hours

   Prerequisites: Admission to AESG or ASCG Doctoral Program

2. **Syllabus Revised**: December 2009

3. **Texts**:

Russ-Eft, D. & Preskill, H. (2009). Evaluation in organizations: A systematic approach to enhancing learning, performance, and change. New York: Basic Books.

W. K. Kellogg Foundation Handbook.
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

Blackboard materials, handouts, class exercises, and other supplementary reading citations/materials provided via the class Blackboard site.

4. **Course Description**: This is an introductory course that offers an overview of program evaluation. The course will provide students with the background and experience in designing a program evaluation. Students will learn the historical, theoretical, and practical issues related to program evaluation and will learn to plan, implement, and communicate the results of a program evaluation.

5. **Course Objectives:** Upon completion of this course, students will be able to:
   - Describe how organizations are changing and what that means for assessment and evaluation practices
   - Apply a systems approach to assessing school culture and programs
   - Discuss what it means to learn at the individual, team, and organizational level
   - Describe the multiple roles that leaders play within learning organizations and their responsibilities related to program evaluation
   - Describe the purposes of and differences between standardized assessments and "authentic" assessments
   - Analyze a variety of types of data useful for school decision-making
   - Apply needs assessment and gap analysis strategies in a situation to identify areas for improvement in teaching/learning processes
   - Apply learning processes that facilitate evaluative inquiry
   - Understand the key concepts and definitions related to program evaluation, including:
     - evolution of program evaluation
     - differences between research and evaluation
     - purposes of evaluation
     - The American Evaluation Association Guiding Principles for Evaluation
   - Develop the key components of an evaluation plan, including:
     - Rationale
     - Purpose
     - Key questions
     - Evaluation design
   - Understand core issues, including:
     - the role of stakeholders
     - the driving political and ethical issues
     - the impediments and facilitators of program evaluation
     - the role of program evaluation in building organizational learning capacity

- **Course Content and Schedule:**

NOTE: OMS = Opelika Middle School

Session	Date	Time	Content and Assignments Due

1	Jan 14	**OMS 7-10pm**	**Introduction**
			 DUE:
			   Bring text to class
			   Bring possible evaluation project ideas

2	Jan 21	ONLINE	**Deciding to Evaluate**
			 DUE:
			   Read Russ-Eft & Preskill (RE&P) Chs 1-3
			   Part I: Identification of the Evaluand (Post to Bb by 8:00AM Jan 25)

3	Jan 28	ONLINE	**Building a Logic Model** DUE: Read Kellogg Fdn Hdbk, ch 4

4	Feb 4	**OMS 7-10pm**	**Focusing the Evaluation**
			 DUE:
			   Read RE&P, chs 5-6
			   Part II: Logic Model (Post to Bb by 8:00AM Feb 8)

5	Feb 11	ONLINE	**Engaging the Organization**
			 DUE:
			   Read RE&P, ch 4, 17
			   Read RE&P, Appendix A

6	Feb 18	ONLINE	**Data Collection**
			 DUE:
			   Read RE&P, ch 7, 9, 10
			   Part III: Organizational Description (Post to Bb by 8:00AM Feb 25)

7	Feb 25	**OMS 7-10pm**	**Instrumentation and Interview Protocols**
			 GUEST: Dr. George White presentation on Middle School Evaluation
			 DUE:
			   Read RE&P, ch 11
			   Part IV: Evaluation Design (Post to Bb by 8:00AM Mar 1)

8	Mar 4	ONLINE	**Sampling Strategies**
			 DUE:
			   Read RE&P, ch 12
			   Part V: Survey or Interview Protocols (Post to Bb by 8:00AM Mar 8)

9	Mar 11	ONLINE	**Data Analysis** DUE: Read RE&P, ch 13

---	Mar 18	ONLINE	**SPRING BREAK**
10	Mar 25	ONLINE	**Reviewing Evaluation Designs** DUE: 　　Part VI: Data Analysis Plan (Post to Bb by 8:00AM Mar 29)
11	Apr 1	**OMS 7-10pm**	**Reporting and Implementation Plan** DUE: 　　Read RE&P, ch 14
12	Apr 8	ONLINE	**Resource Allocation** DUE: 　　Read RE&P, ch 15
13	Apr 15	ONLINE	**Evaluating the Evaluation** DUE: Read RE&P, ch 16
14	Apr 22	**OMS 7-10pm**	**Final Presentations** DUE: 　　Presentation: Overview of Evaluation Plan
15	Apr 29	ONLINE	**Peer Reviews of Evaluation Plans** DUE: 　　Post Bb Peer Reviews
---	May 3 Final Posting DUE!!!	ONLINE	DUE: 　　Part VII: Final Evaluation Plan (Post to Bb by 8:00AM May 3)

8. **Course Requirements/Assignments**

Evaluation Plan
This cumulative assignment asks you to develop, in multiple stages, the core dimensions of a standard program evaluation program, activity, process, or other *evaluand* in your own or another organization. I have divided this evaluation plan into several segments, so that you can prepare each section as the course progresses and build on your developing understanding of evaluation work. For your final assignment, you will submit a full evaluation plan that incorporates all the individual elements that you will have worked on over the course of the semester.

Please note: in order to unpack the assignment and focus more deeply on certain critical aspects of the evaluation development, the assignments will not fully parallel the organization of the final plan you submit. I will provide a recommended order for this final evaluation plan later in the course.

Individual or group work? You may choose, but read on for additional guidelines.
- Working individually is encouraged, but not required.
- You may form groups of up to three people - absolutely NOT more than three.
- There are seven assignments including the final evaluation plan.
    - Each person in the group must take primary responsibility for leading/organizing/formatting/submitting/etc. an equal number of assignments. The primarily responsible person must be noted on each submission.
    - EACH INDIVIDUAL IN THE GROUP MUST SUBMIT THEIR OWN FINAL EVALUATION PLAN – organized, formatted, and written individually. Certainly, you may use your group's previous assignments as a resource for this final evaluation plan and copying/pasting some sections from the group's previous work may be appropriate.
- Choosing to work as a group must make sense for the evaluation plan you are developing… for example, you all work in the same system or with the same program…
- I must approve your group and your group's plan for completing assignments (who will be taking primary responsibility for each assignment?)
- For some of you who may be interested in going into higher education, here are some evaluands (targets of an evaluation) that you might find interesting (should you wish to follow through on your evaluation plan (actually conduct the evaluation), doing so could result in a publication with EDLD faculty):
    - EDLD Doc Program – cohort model
    - EDLD Doc Seminar experience

Part I: Identification of the Evaluand – due January 24th
What do you want to know about in your own or another organization? In this first assignment, describe the evaluand you intend to evaluate. Please answer the following questions:
1) What is the evaluand?
2) What do you want to know – i.e., what is the *purpose* of the proposed evaluation?
3) What are your proposed evaluation questions?
4) Why do you want to know about it – i.e., what is your *intended use?*
5) Why do these questions and issues matter?
6) What are the anticipated challenges?
7) Is this a feasible evaluation? Why or why not?
8) Are there any important timing issues to consider?
9) What is your role in the organization

Part II: Evaluation Logic Model – due February 8th
On what assumptions does your evaluand work? In other words, what is the underlying theory that explains what resources and activities yield which outcomes or accomplishments? For this assignment, construct a table that addresses the following components:
1) Core assumptions about program
2) Resources required to support program goals
3) Activities implemented to support program goals
4) Outputs
5) Short-term outcomes
6) Long-term outcomes
In addition, prepare a one-page model that illustrates the logic model of your program.

Part III: Organizational Description – due February 25th
This document provides critical information about the organization's history, context, and readiness for evaluation. Please include the following sections:
1) Organizational background (context and brief history)
2) Evaluand description (what, why, why now, etc.)
3) Stakeholders (please use table to indicate stakeholder/group, stakeholder level, core interests and questions, readiness, and political and ethical considerations)
4) Evaluation purpose
5) Evaluation questions
6) Intended use of findings
7) Anticipated challenges or considerations
8) Assessment of organizational readiness for evaluation

Part IV: Evaluation Design – due March 1st
1) Purpose statement
2) Evaluation questions
3) Role of evaluator

4) How will this evaluation be undertaken using an *organizational learning approach* that engages stakeholders and builds organizational capacity?
5) Evaluation team
6) Evaluation design (organize by question in a table format):
    a. Question
    b. Source(s) of information
    c. Data collection methods
    d. Sample
7) Rationale for selected evaluation design
8) Limitations of design

Part V: Survey or Interview Protocols – due March 8th

This is the survey or interview protocol you would use to collect data to address your evaluation question(s) *if* you were conducting your evaluation. *Please note*: I do *not* expect you to collect data and do a formal analysis. I will, however, expect you to pilot the survey to a small group.

Part VI: Data Analysis Plan – due March 29th

Expanding the table you used previously in Part Four (evaluation design), add a section that describes how you will analyze and interpret the qualitative and/or quantitative data your evaluation proposes to collect.

Part VII: Final Evaluation Plan – due May 3rd

The final plan will incorporate all the sections previously described *as well as* a preliminary proposed evaluation budget and a reporting and implementation plan (both of which we will work on in class this semester). I will distribute later in the semester an outline for all the elements that should be included in this final plan.

In addition, I will ask you to present informally your proposed plan to your classmates during our final class meeting on April 22nd. *Please note:* this presentation is not graded; it is simply a way to share with your colleagues the work you have done this semester. You will also be asked to post peer-reviews of the presentations on Bb by April 29th.

9. **Grading**

Assignment	Points Possible	Due Date
Class participation	10	ongoing
Part I: Identification of Evaluand	10	Jan 25, 8AM
Part II: Evaluation Logic Model	10	Feb 8, 8AM
Part III: Organizational Description	15	Feb 25, 8AM
Part IV: Evaluation Design	15	Mar 1, 8AM
Part V: Survey/Interview Protocol	10	Mar 8, 8AM
Part VI: Data Analysis Plan	10	Mar 29, 8AM
Final Evaluation Plan	20	May 3, 8AM
TOTAL POINTS	**100**	

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 69-60
F = Below 60 Points

10. **Class Policy Statements:**
A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/tigercub/handbook.html) will be allowed (student illness or family member's serious illness documented with doctor's verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance.* If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor within one week of the missed assignment. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance.** For approved absences, an alternative assignment will be administered to the student in order to assess comprehension of the material which was missed during the absence/s. The alternate assignment will count up to the full worth of the participation points. Unexcused absences will result in missed opportunities to earn participation points and submit assignments.

B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to

makeup missed work may result in a zero for the missed work. See
http://education.auburn.edu//files/file1610.pdf for additional guidelines for which you are
responsible.

C. Make-up exams will be given only for University-approved excuses as outlined in the
Tiger Cub. Arrangements with the professor must be made in advance. Unavoidable
absences for class must be documented and cleared with the instructor in advance. You
may call my cell phone at 484-554-2524 even minutes before class to report your
unavoidable absence. See http://education.auburn.edu//files/file1610.pdf for additional
guidelines for which you are responsible.

D. Late work: Work for this class should be turned in on time. Without prior permission
from the instructor to turn an assignment in late and/or a university approved excuse, no
credit will be given for late work. With permission to submit late work (granted on very
rare occasions), up to five points per day late may be deducted from the total points for
that assignment. Your final project/paper must be turned in on time, as I have a limited
time period to complete grading and submit final grades. Submitting your final
project/paper late without contacting me first is like not showing up for your final exam
and may result in a zero for your final project/paper.

E. Accommodations: Students who need accommodations are asked to arrange a
meeting during office hours the first week of classes, or as soon as possible if
accommodations are needed immediately. If you have a conflict with my office hours,
an alternative time can be arranged. To set up this meeting, please contact me by e-
mail at lisakensler@auburn.edu . Bring a copy of your Accommodation Memo and an
Instructor Verification Form to the meeting. If you do not have an Accommodation
Memo but need accommodations, make an appointment with the Program for Students
with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

F. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub
Rules and Regulations pertaining to Cheating will apply to this class. I will report all
academic honesty violations or alleged violations to the Office of the Provost, which will
then refer the case to the Academic Honesty Committee. *Please note that copying
and/or pasting other individuals' work and then presenting it as your own (intentional or
unintentional) is considered plagiarism and is in direct violation of the Honesty Code.
Violations of the Honesty Code may result in a zero for the assignment, a failing grade
for the course, suspension and/or expulsion from the university.*

*Please note: I expect you to produce original work for this class. You may not submit
work for this class that you have previously completed for a different class. If you have
any questions, please see me prior to submitting your assignment. You will receive a
zero for work that is reflective of another course's work.*

Please see http://www.auburn.edu/academic/provost/story.html?1149111436000133
and http://www.auburn.edu/tigercub/handbook.html for additional information for which
you are responsible.

G. Professionalism: As faculty, staff and students interact in professional settings; they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Evaluation References and Resources

Brinkerhoff, R.O. (2003). The success case method: Find out quickly what's working and what's not. San Francisco: Berrett-Koehler.

Bouchard, T.J. (1976) Unobtrusive measures: An inventory of uses. Sociological Methods and Research, 4, 267-300.

Dillman, D.A. (1999). Mail and internet surveys: The tailored design method (2nd edition). New York: John Wiley & Sons.

Fink, A. (1995). How to ask survey questions. Thousand Oaks, CA: Sage.

Fink, A. (1995). The survey handbook. Thousand Oaks, CA: Sage.

Fink, A. (2003). The survey kit (2nd edition). Thousand Oaks, CA: Sage.

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). Program evaluation: Alternative approaches and practical guidelines (Third ed.). Boston: Pearson.

Herman, J.L. (Ed.). (1987). Program evaluation kit (Second ed.). Newbury Park, CA: Sage Publications.

Jaeger, R. M. (Ed.). (1992). The program evaluation guides for schools. Newbury Park, CA: Sage/Corwin Press.

Jason, M.H. (2003). Evaluating programs to increase student achievement. Glenview, IL: Skylight Professional Development.

Newman, D. L., & Brown, R. D. (1996). Applied ethics for program evaluation. Thousand Oaks, CA: Sage.

Patton, M.Q. (2001). Qualitative research and evaluation methods (3rd edition). Thousand Oaks, CA: Sage

Patton, M. Q. (1997). Utilization-focused evaluation: The new century text (3rd ed.). Thousand Oaks, CA: Sage.

Preskill, H. & Torres, R.T. (1999). Evaluative inquiry for learning in organizations. Thousand Oaks, CA: Sage publications.

Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (2003). Evaluation: A systematic approach (7th edition). Thousand Oaks, CA: Sage.

Sanders, J.R. & Sullins, C.D. (2006). <u>Evaluating school programs: An educator's guide</u> (Third ed.). Thousand Oaks, CA: Corwin Press.

Shadish, W. R., Jr., Cook, T. D., & Leviton, L. C. (1991). <u>Foundations of program evaluation: Theories of practice</u>. Newbury Park, CA: Sage Publications.

Stufflebeam, D.L. (2001). <u>Evaluation models: New directions for evaluation, No. 89</u>. San Francisco: Jossey Bass.

Torres, R.T., Preskill, H. & Piontek, M. (2005). <u>Evaluation strategies for communicating and reporting: Enhancing learning in organizations</u> (2nd edition). Thousand Oaks, CA: Sage.

Weiss, C.H. (1998). <u>Evaluation: Methods for studying programs and policies</u> (Second ed.). Upper Saddle River, NJ: Prentice Hall.

Online Resources

American Evaluation Association: http://www.eval.org

American Evaluation Association Guiding Principles for Evaluators. (Available at http://www.eval.org).

American Institutes for Research for US Department of Education. <u>Educator's guide to evaluating the Use of Technology in Schools and Classrooms</u>. http://www.ed.gov/pubs/EdTechGuide/. Washington, DC: author.

American Journal of Evaluation (Available at http://www.eval.org)

Evaluation Center at Western Michigan University. http://www.wmich.edu/evalctr.

Learning Technology Dissemination Initiative, Heriot Watt University (199). <u>Evaluation Cookbook</u>. http://www.icbl.hw.ac.uk/ltdi/cookbook/contents.html. Edinburgh, Scotland: author.

New Directions for Evaluation (Available at http://www.eval.org)

W.K. Kellogg Foundation (October, 2000). <u>Logic Model Development Guide</u>. Battle Creek, MI. http://www.wkkf.org.