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EDLD 8206/8200

Assessment and Evaluation in Learning Organizations

Spring 2013

All classes will be online

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By Appointment – call, text, or email to set up an appointment

EFLT

College of Education

EDLD 8206/8200
Assessment and Evaluation in Learning Organizations
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department
Spring 2013

Class Time: This class is being offered as an online course. We will not meet face-to-face for this course.

Location: Online only

Instructor: Dr. Lisa Kensler
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Office Hours**: Sunday 7 – 9pm in the Canvas Chat Room** or by appointment – call, text, or email to set up an appointment.

1. **Course Number**: EDLD 8206/8200

   Course Title: Assessment and Evaluation in Learning Organizations

   Credit Hours: 3 semester hours

2. **Syllabus Revised**: December 2012

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

   Canvas materials, handouts, class exercises, and other supplementary reading citations/materials provided via the class Canvas 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:
     - o evolution of program evaluation
     - o differences between research and evaluation
     - o purposes of evaluation
     - o The American Evaluation Association Guiding Principles for Evaluation
   - Develop the key components of an evaluation plan, including:
     - o Rationale
     - o Purpose
     - o Key questions
     - o Evaluation design
   - Understand core issues, including:
     - o the role of stakeholders
     - o the driving political and ethical issues
     - o the impediments and facilitators of program evaluation
     - o the role of program evaluation in building organizational learning capacity

- **Course Content and Schedule:**

Week	Week Beginning…	Content and Assignments Due
1	Jan 7	**Introduction** DUE: Read the syllabus thoroughly and ask questions Post introductions to Canvas Discussion Set up your Canvas Preferences/Notifications
2	Jan 14	**Deciding to Evaluate** DUE: Read Russ-Eft & Preskill (RE&P) Chs 1-3 Post possible evaluation project ideas to Canvas Discussion
3	Jan 21	**Building a Logic Model** DUE: Read Kellogg Fdn Hdbk, ch 4 Part I: Identification of the Evaluand (Post to Canvas by 8:00AM Jan 21)
4	Jan 28	**Focusing the Evaluation** DUE: Read RE&P, chs 5-6
5	Feb 4	**Engaging the Organization** DUE: Read RE&P, ch 4, 17 Read RE&P, Appendix A Part II: Logic Model (Post to Canvas by 8:00AM Feb 4)
6	Feb 11	**Data Collection** DUE: Read RE&P, ch 7, 9, 10
7	Feb 18	**Instrumentation and Interview Protocols** DUE: Read RE&P, ch 11 Part III: Organizational Description (Post to Canvas by 8:00AM Feb 18)
8	Feb 25	**Sampling Strategies** DUE: Read RE&P, ch 12
9	Mar 4	**Data Analysis** DUE: Read RE&P, ch 13 Part IV: Evaluation Design (Post to Canvas by 8:00AM Mar 4)

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10	Mar 18	**Reviewing Evaluation Designs** DUE: Part V: Survey or Interview Protocols (Post to Canvas by 8:00AM Mar 18)
11	Mar 25	**Reporting and Implementation Plan** DUE: Read RE&P, ch 14 Part VI: Data Analysis Plan (Post to Canvas by 8:00AM Mar 25)
12	Apr 1	**Resource Allocation** DUE: Read RE&P, ch 15
13	Apr 8	**Evaluating the Evaluation** DUE: Read RE&P, ch 16
14	Apr 15	**Peer Review** DUE: Post Near-Final Evaluation Plans for Peer Review by 8:00AM Monday, Aprl 15
15	Apr 22	**Peer Reviews of Evaluation Plans** DUE: Complete your Peer Reviews by 8AM, April 22
16	Apr 29 Final Evaluation Plan DUE!!!	DUE: Part VII: Final Evaluation Plan (Post to Canvas by 8:00AM MONDAY, April 29)

Distance course management –

When you have a question related to the course, please do not email me individually. Please post your question/comments/concerns to the Discussion Board in Canvas. This way everyone will benefit from knowing what questions are asked and how they are answered… Feel free to add, as needed.

Check our course Canvas regularly! You are responsible for knowing what is happening online. I will not necessarily email you outside of Canvas every time I post new information. I will check our Canvas site every morning and respond to posted questions, etc. You may control the way that Canvas communicates with you! See http://www.auburn.edu/img/canvas/help/index.html for additional information on setting up personalized notification preferences in Canvas.

8. Course Requirements/Assignments

Evaluation Plan (Part I – VII – see below)
This cumulative assignment asks you to develop, in multiple stages, the core dimensions of a standard program evaluation plan for a 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. You will receive detailed feedback from me for each assignment. 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.

Part I: Identification of the Evaluand –
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 in the order listed:

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 –
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 –
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 –
1) Purpose statement (Your statement should reflect the feedback/guidance that you have received thus far.)
2) Evaluation questions (3-5 focused and answerable questions)
3) Role of evaluator
4) How will this evaluation be undertaken using an *organizational learning approach* that engages stakeholders and builds organizational capacity? (Your text provides a lot of guidance for you... refer to the concepts/ideas in the text in your answer!)
5) Evaluation team
6) Evaluation design (Table template for your use located in Canvas):
   - Question
   - Source(s) of information
   - Data collection methods
   - Sample
7) Rationale for selected evaluation design
8) Limitations of design

Part V: Survey or Interview Protocols –
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 –
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.

Draft for Peer Review: Near-Final Evaluation Plan –
Post your near final Evaluation Plan for peer review, review two peers' plans, and then use your peers' feedback to improve your final plan. Details related to the peer review process will be posted on Canvas.

Part VII: Final Evaluation Plan –
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.

Discussion Board Postings/Participation –
There will be approximately 15 discussion board posting possibilities in this course, primarily for the weekly check-ins, but not limited to these. As a member of this course, you are expected to authentically participate in the course conversations. This means that you will participate regularly, with relevant responses. I will not be grading each post. However, I will assess your participation overall according to the following guidelines:

10 Points: 20+ posts – posts are substantial, thoughtful, relevant, and responsive to others
9 Points: 20+ posts – posts are minimal and relevant, few posts in response to others
8 Points: 15 -19 posts – posts are substantial, thoughtful, relevant, and responsive to others
7 Points: 15 -19 posts - posts are minimal and relevant, few posts in response to others
6 Points: 10 – 14 posts - posts are substantial, thoughtful, relevant, and responsive to others
5 Points: 10 – 14 posts - posts are minimal and relevant, few posts in response to others
3-4 Points: less than 10 posts - posts are substantial, thoughtful, relevant, and responsive to others
1-2 Points: less than 10 posts - posts are minimal and relevant, few posts in response to others

9. **Grading**

Assignment	Points Possible	Due Date (by 8AM on date)
Discussion Board Postings/Participation	10	ongoing
Part I: Identification of Evaluand	10	January 21
Part II: Evaluation Logic Model	10	February 4
Part III: Organizational Description	10	February 18
Part IV: Evaluation Design	10	March 4
Part V: Survey/Interview Protocol	10	March 18
Part VI: Data Analysis Plan	10	March 25
Peer Review	10	April 15
Part VII: Final Evaluation Plan	20	April 29
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: This course will be delivered asynchronously online. Although weekly attendance is not required, students are expected to engage in the learning material and be an active presence on the Canvas discussion board. Students must meet the assignment deadlines described in the syllabus.

B. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence (submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall

such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences (http://education.auburn.edu//files/file1610.pdf).

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. Disability 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 Office of Accessibility (formerly called 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.*
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> *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 may receive a zero for work that is reflective of another course's work – even if it is your own 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). Evaluating school programs: An educator's guide (Third ed.). Thousand Oaks, CA: Corwin Press.

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

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

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

Weiss, C.H. (1998). Evaluation: Methods for studying programs and policies (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. Educator's guide to evaluating the Use of Technology in Schools and Classrooms. 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). Evaluation Cookbook. 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). Logic Model Development Guide. Battle Creek, MI. http://www.wkkf.org.