**ERMA 8100 - Program Evaluation**

**Spring 2020**

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Class: Haley 3430

**Course Readings**:

They are Schwandt, T. (2015*). Evaluation foundations revisited: Cultivating a life of the mind*

*for practice.* First Ed. Stanford Press.

Alkin, M. ed. (2013). *Evaluation roots: A wider perspective of theorists’ views and influences.*

Sage, New York.

**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**:

20 points – Attendance, Class Participation, Weekly Questions\*

20 points – Group Presentations

20 points - Assignments (individual and group assignments)

40 points – Individual Course Project

\*Each student should prepare at least two questions for each chapter of the readings about that include the following: Things you have genuine doubt about, would like more information about, or would like to discuss. These are handed in weekly

**Course Policies:**

1. **Having more than one unexcused absence will result in not receiving credit for the class.**

2. Late work is not accepted.

3. Professionals use appropriate means for discussing disagreements. If you don’t understand something, ask during class. If you still don’t understand, e-mail, phone, or catch me in the building. If you think you deserve a different grade, please contact me within 48 hours, otherwise my poor memory will become even poorer. Please don’t be so unprofessional as to take class time to discuss grades or other points of contention.

4. Professionals take responsibility for their own learning.

5. Professionals understand that teaching and learning are ongoing processes for everyone. There are things I haven’t thought of here. Understand that I am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that may arise.

6. Professionals make others aware of what they need to be successful. Please inform me within the first week of class if you require adaptations of modifications to any assignment or exam procedure or due date because of special needs (disabilities, religious observances, and so on).

## Individual and Group Assignments (40 points)

Individual Assignments (20 points). Assignments are included throughout the course schedule. These assignments will be discussed in further detail as they are made. Each assignment will be expected when due.

Class Assignments (20 points). You will work on a group assignment throughout the course. This project 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.

**Course Outline**: Readings

**1/13** Introductions, Syllabus, Etc.

**1/27** Readings: Alkin, Ch. 1, 3, and 4 Schwandt, Ch. 1 and 2

2/3 Readings: Alkin, Ch. 2, 5, 6, and 7 Schwandt Ch. 3 and 4

**2/10\*** Alkin, Ch. 8,9, 10, 11 Schwandt Ch. 5 and 6

**2/17\*** Alkin, Ch. 12, 13, 14, 15, 16

**2/24\***AlkinCh. 17, 21, 22, 23

**3/2\*** Alkin Ch. 18, 19, 20, 24

**3/9 Spring Break. Class does not meet**

**3/16** Alkin Ch. 25, 26 and 27Schwandt, Ch. 7. Guest speakers

**3/23** Logic Models: Readings to be provided. Budgeting and getting PAID.

**3/30** Practical Guidelines for Planning Evaluations

Clarifying Evaluation Requests/Responsibilities

Setting Boundaries and Analyzing the Evaluation Context Identifying Evaluation Questions and Criteria

**4/6** Models of Evaluation.

**4/13** Responding to Grants and RFPs What does the final evaluation report contain?

**Presentation of evaluation models.**

**4/20** **Class Presentations of Models Last Day of Class**

**4/27 Final Project is due in my office by 5 PM**

\*Group Assignment: Read assigned chapters. Prepare a brief summary and presentation. Each person/team will be assigned a specific chapter. Each group will prepare a brief overview presentation of their assigned evaluation approach. Each group will provide, a week ahead of time, two journal articles focused on the area of evaluation on which you will present.

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.

**Guidelines for Class Project (40 points)**

The major course project is a program evaluation plan. This plan should be roughly 15-20 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)?
* Include a Logic Model for your evaluation