1. Credit Hours: 3 semester hours

CTEE 7540 Evaluation of Program

Course Syllabus

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 Prerequisite: Admission to a graduate program in Teacher Education

 Class Time: Online

 Class Location: Distance Education

 Office Hours: By appointment only

2. Syllabus Prepared: June 2012

3. **Required Text:**

Fitzpatrick, J., Christie, C. & Mark, M. (2009). *Evaluation in Action: Interviews with Expert Evaluators.* Thousand Oaks, CA: Sage.

Sanders, J. & Sullins, C. (2006). *Evaluating school programs an educator’s guide (3rd ed.).*  Thousand Oaks, CA: Sage.

Program evaluation standards are available online at:

http://www.ericfacility.net/databases/ERIC\_Digests/ed385612.html

4. **Course Description:**

The primary purpose of this course is develop an introductory understanding of the skills and knowledge needed to design and implement program evaluations. The content of this course is designed toward recognizing the different approaches to program evaluation, building an evaluation plan, selecting and designing evaluation procedures, analyzing and reporting evaluations, and critiquing evaluations. It will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business).

5. **Course Objectives:**

In this course students will:

* Demonstrate the concept of educational planning and program evaluation
* Identify and describe different approaches to program evaluation
* Critically read and synthesize peer reviewed literature relative to program evaluation
* Evaluate various models of program evaluation
* Summarize and critique an evaluation of a current educational program
* Develop a program evaluation proposal.
* Discuss the purposes of program evaluation.
* Identify political issues associated with program evaluation.
* Analyze ethical issues associated with program evaluation.
* Compare and contrast the different evaluation models.

6. **Course Content and Schedule**

See attached content and schedule

7. **Course Requirements and Grading Policy**

 Grades will be assigned according to the following scale:

A Superior 90% – 100%

B Good 80% – 89%

C Acceptable 70% – 79%

D Passing 60% – 69%

F Failure Below 60%

**Academic Integrity:**

Instances of academic dishonesty will be reported to the Academic Honesty Committee. (See *Tiger Cub*, Section 4 of Rules, Regulations, and Policies and Title XII of the SGA Code of Laws). You should consult me if you are uncertain pertaining to an issue of academic honesty prior to submitting an assignment.

**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 via email. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. Any student needing special accommodations should contact the Office of the Program for Students with Disabilities, located in 1244 Haley Center.

**Assignments:**

All written assignments must be typed and should follow Standard English usage and conventions. Assignments must follow the 5th Edition of *The Publication Manual of the American Psychologist Association.* Assignments must be turned in on the designated due date. Assignments not turned in on due date will be considered late. A reduction of 10% each day the assignment is late will be enforced.

Note: Assignments are detailed under the assignment section of canvas

**Attendance Policy:** This is an online class with the following requirements:

All students must have access to AU’s Assess Canvas and adequate system requirements to be able to submit assignments online through AU’s Assess Canvas. JavaScript is needed for submissions and communication through this portal.

Students will be encouraged to use the broad range of electronic technology available in computer laboratories, libraries and the Internet. Attendance to class assignments, chat room discussions, and other components of this online course are the student’s obligation. If you are not able to meet these requirements you must notify the professor immediately. As in the face-to-face attendance policy students who are absent or have emergencies situations that will interfere with their participation in online instruction must notify me in advance. Unavoidable absences from the chat room, discussion posts, and missing assignments may result in an Incomplete, lower grade or failure of the course, therefore you must have documentation and clearance from the instructor in advance.

**AU Face-to-Face Attendance Policy**:

Attendance is required at each class meeting. Arriving late, leaving early, or missing a class for an unexcused absence will result in the deduction of points. If you will be absent from class, please notify me in advance. If an exam is missed, a makeup exam will be given only for University approved excuses as outlined in the *Tiger Cub*. Arrangements to take the makeup exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. (See *Tiger Cub*, Section I of Rules, Regulations, and Policies).

**Class Participation:**

Consistent and productive participation in discussions will be considered in determining the final grade. (See Professionalism) Assigned readings and the ability to synthesize and discuss the content are critical to this course. You are expected to initiate and contribute to the readings during discussion posts and chats.

**Expectations: Professionalism**

The following standards will be honored to create a professional learning environment.

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
2. All work and assignments are clearly noted on the syllabus, modules, and blackboard. Keep abreast of your assignments in this online environment as it is easy to fall behind.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before discussions and chats, your engaged participation in discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat the others in your online class with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others. When posting to others’ post you are not to ridicule one another but to make thoughtful and critical suggestions. On the other hand in receiving responses to your posts you are not to take them personally but to offered suggestions. Developing strong relationships with colleagues is one of the most important things we do as a teachers.
5. **As a courtesy to the class, please do not leave on beepers, phones or pagers in class.**
6. 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 as follows: (a) engage in responsible and ethical professional practices (b) contribute to collaborative learning communities (c) demonstrate a commitment to diversity (d) model and nurture intellectual vitality.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Comments |
| **Week 1** | Readings:* Read chapter 1 from the Sanders text
* Read chapter 12 from the Fitzpatrick text
 | Assignments:1. Answer discussion questions on Canvas
2. Reflect on the purpose of program evaluation. 2 pages max (post to Canvas, June 27th)
3. Answer discussion questions on page 322 from the Fitzpatrick text.(post to Canvas, due July 1st)
 |
| **Week 2** | Reading:* Read chapters 2 and 3 from the Sanders text
 | Assignment:* Research an article related to program evaluation. Using the guidelines in Appendix A, critique the article. 5 page max. (post to Canvas, due July 5th)
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| **Week 3** | Reading:* Read chapter 4 from the Sanders text
* Read chapter 5 from the Fitzpatrick text
 | Assignment:* Research and analyze how ethical issues are associated with program evaluation. 3 page max. (post to Canvas, due July 7th)
* Answer questions two and five, from Fitzpatrick chapter 5) on the discussion board (post to Canvas, due July 8th)
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| **Week 4** | Reading:* Read chapters 14 and 15 from the Fitzpatrick text
* Read chapter 5 and 6 from Sanders text
 | Assignment:* Respond to the focus questions on page 353 of the Fitzpatrick text. Response to questions should be written in a reflective paper that is 3 pages max. (post to Canvas, due July 11th)
* Reporting information and the administration of the evaluation are important components to program evaluation. After reading chapters 5 &6 research a program where you can critique the usefulness by addressing the following.
1. The audience (who)
2. Appropriate time and method for reporting findings
3. Plan of action that is appropriate
4. Management plan (budget, time schedule, and assignments)
5. Does the program attend to the political, ethical, and interpersonal dimension of the evaluation from beginning to end

(post to Canvas, July 14th) |
| **Week 5a** | Readings:U S Department of Evaluations<http://ies.ed.gov/ncee/pdf/20074005.pdf><http://ies.ed.gov/ncee/pdf/20074006.pdf> | Assignment:* Using the websites, compare and contrast the different evaluation models. Minimum of 3 programs. 3 pages max. (post to Canvas, July 17th)
 |
| **Final Project** | Develop a program evaluation that follows the program evaluation guidelines found in the handout. (post to Canvas, July 31st)  |  |

Appendix A

*Reviewing Journal Articles*

This appendix offers an outline of the issues and areas of inquiry to consider when reviewing and critiquing journal articles. Please note that these are only suggested guidelines. Students are not expected to address every point.

Introduction

* What is the stated purpose of the study?
* Does the literature review provide a context, background, and direction?
* Does it support the need for the study? Is the review adequate; if not, what seems to be missing?
* Is a theoretical framework presented? Is it appropriate? Can you think of a different or additional theoretical perspective that might have been useful?
* How does study intend to contribute to knowledge about the field of study?
* What are the research questions, hypotheses, and objectives? If there is a hypothesis, is it directional? What were the independent and dependent variables? Is there a connection between the literature review and the research questions, hypotheses, and objectives?

Research Design

* Is the study descriptive, causal-comparative, or correlational?
* Longitudinal?
* Cross-sectional? Qualitative? Quantitative?
* How well is this design suited to the research question or hypothesis? Is the design modified in response to any constraints? Are there threats to the internal validity of the research design?
* Is this an evaluation study? If so, was the model used appropriately?
* Is it a formative or summative evaluation?

Sampling

* Describe the characteristics of the population studied.
* Identify sampling procedures (e.g., simple random sampling), and explain why it was selected. Indicate the size of the sample and explain why the size is sufficient.
* Was a probability sampling method used? Was it representative of the population?
* What was the sample size? Was it sufficient?
* What was the response/participation rate? How did those who responded or participated differ from those who did not? How was this addressed?

Measures

* What measures were utilized? Were the variables operationalized as needed?
* What instruments were used? How were they developed? What did they measure?
* Were any standardized instruments used?
* Were the instruments valid, reliable, and appropriate? Describe any reliability and validity tests that were conducted? Was this sufficient?
* What other type of tests would you have recommended?

Data Analysis Procedures

* What kind of data analysis was conducted? What statistical analysis was conducted?
* Were the statistics appropriate for the type of questions and the variables being used?
* What were the units of analysis? Were they appropriate?
* Was the information discussed and described clearly and accurately? Describe the information presented in each of the figures and tables (e.g., in each, select two numbers and discuss what they represent).
* Were any statements made that are open to the ecological fallacy or that suggest reductionist reasoning?
* What were the findings? Do you think the conclusions are valid and reliable?
* Were any causal assertions made or implied in the hypotheses or in subsequent discussion? What approach was used to demonstrate the existence of causal effects?
* Were all four criteria for establishing causal relationships addressed?
* Were any variables controlled to reduce the risk of spurious relationships? Should any other variables have been measured and controlled? How satisfied are you with the internal validity of the conclusions?

Findings

* What were the study findings? Were they discussed and described clearly and accurately? Were explanations proposed for any anticipated and unanticipated findings? Were the results substantively important? Were conclusions well grounded?
* In the findings, was any light shed on the theoretical framework used?
* Are any other interpretations possible? Was any further research recommended? What might you recommend? Are there any questions you feel were not addressed or addressed adequately?
* Were there any confounding variables? If so, how might the research design have been improved to reduce interference from confounding variables?
* Was any further research recommended? What might you recommend? What additional research questions and hypotheses are suggested by the study’s results? Did the study yield additional insights?
* Was the study conducted in an objective fashion? Is there any evidence of bias? Are there limitations to the generalizability (i.e., external validity) of the findings?

Ethics and Human Subjects Review

* Did the study seem consistent with current ethical standards? Did it pose any threats to research participants? Were any steps taken to minimize these threats?
* How was cooperation of research participants obtained? Was there informed consent?
* If you were on a Human Subjects Review Committee, what kind of information would you want to know about this study’s design and methodology?