MEDT 8480: Program Evaluation

Semester/Year: Fall, 2013
Time/Location: 100% Online
Instructor: Frances Chumney, PhD
Office Location: Education Annex, room 153
Office Hours: Tuesdays, 9am - 11am; Additional times available by appointment
Online Hours: Thursdays, 9am - 11am; Additional times available by appointment
Telephone: Direct Line: (678) 839-6123
Department Line: (678) 839-5259
Email: Please send email via CourseDen
Online Support: D2L Home Page
   https://westga.view.usg.edu/
   D2L UWG Online help
   http://uwgonline.westga.edu/students.php
   D2L 24 hour Help
   https://d2lhelp.view.usg.edu/
   UWG Distance Learning
   http://uwgonline.westga.edu/
   Distance Learning Library Services
   http://libguides.westga.edu/content.php?pid=194430
   Resources for Distance & Off-Campus Students
   http://libguides.westga.edu/content.php?pid=194459
   Ingram Library Services
   http://www.westga.edu/library/
   University Bookstore
   http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is designed to prepare students to effectively and efficiently participate in program evaluation at school sites. Students are expected to evaluate efficacy of existing programs and/or the appropriateness of programs being considered for implementation.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework, and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

APPROACHES TO INSTRUCTION

This course will be delivered entirely online using UWG’s CourseDen system, other Internet resources, and printed materials. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, online videos, and class discussions. All assignments and evaluation criteria upon which grades will be based are described in detail below.

Required readings and assignment due dates are included in the Course Schedule at the end of this document. A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Audio/Video Lectures/Instruction</td>
<td>2250 minutes (37.5 hours)</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>720 minutes (12 hours)</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>3780 minutes (63 hours)</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

Students will:

1) Be able to discuss the basic purposes and concepts of curriculum and program evaluation in a school setting in class and online (Fitzpatrick, Sanders, & Worthen, 2003; Kaufman, Guerra, & Platt, 2006; Sanders, 2001)
   decision makers, lifelong learners, adaptive, empathetic, knowledgeable

2) Enhance their knowledge of national and state curriculum frameworks and standards and refer to them as they relate to class projects and activities (Sanders, 2001; Stake, 2004).
   leaders, lifelong learners, empathetic, knowledgeable, proactive; ISTE TF-II.C; AASL 2.5

3) Increase their knowledge of district and state evaluation and assessment programs and refer to them as they relate to class projects and activities (Sanders, 2001; Stake, 2004).
   lifelong learners, empathetic, knowledgeable, reflective; ISTE TF-II-C; AASL 2.9

4) Identify and locate sources of research literature and tools related to program evaluation in the school setting (Fitzpatrick, Sanders, & Worthen, 2003; Kaufman, Guerra, & Platt, 2006; Patton, 2002; Rossi, Lipsey, & Freeman, 2003; Sanders, 2001).
   decision makers, lifelong learners, knowledgeable, reflective

5) Be able to develop a proposal for a program or organization evaluation in their setting (Fitzpatrick, Sanders, & Worthen, 2003; Haertel & Means, 2003; Kaufman, Guerra, & Platt, 2006; Patton, 2002; Rossi, Lipsey, & Freeman, 2003; Sanders, 2001; Stake, 2004).
   decision makers, leaders, knowledgeable, proactive, reflective; ISTE TF-IV.B; AASL 4.2; AASL 8.9

6) Be able to complete an evaluation report and present results for a school or district setting (Fitzpatrick, Sanders, & Worthen, 2003; Haertel & Means, 2003; Kaufman, Guerra, & Platt, 2006; Patton, 2002; Rossi, Lipsey, & Freeman, 2003; Sanders, 2001; Stake, 2004).
   decision makers, leaders, knowledgeable, proactive, reflective; ISTE.TF-IV.B and C; AASL 8.10

TEXTS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

Required Instructional Resource: Tk20 Subscription
These are available at the UWG Bookstore or http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Research Ethics: UWG Institutional Review Board
http://www.westga.edu/~irb/
**Course References**


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

Evaluation of student performance in this course is based on successful completion of various tasks throughout the semester, including group discussions and written components of an evaluation project. Each type of task is described below. When appropriate, additional information will be provided to students via the CourseDen course web site. **All work submitted for this course must represent original work developed by students for this course during this semester.**

**Group Discussions**

Online discussions allow students to share thoughts, exchange ideas, and consider new perspectives. This course will utilize online discussions as a key tool for idea and project development throughout the semester. The class will be divided into discussion groups of 4-5 students for the purposes of completing group discussion tasks. To ensure students receive consistent, meaningful feedback throughout the semester, the instructor will randomly assign students to groups at the beginning of the semester. These groups will remain the same for the entire course. Group discussions for this course will take place using the designated discussion boards available within CourseDen.

Seven (7) group discussions are scheduled to take place throughout the semester. For each discussion, students will be provided a critical thinking activity (e.g., self-assessment inventory, set of questions related to development of the evaluation project, etc.) which will serve as the starting point of the discussion. Each student should post their response(s) to the critical thinking activity as a new thread within the appropriate discussion forum. Students will then provide constructive feedback to all other group members by replying to their thread. Constructive feedback can take many forms, including positive comments, clarification questions, and reflective comments/suggestions.

Each discussion will be graded as satisfactory/unsatisfactory and will earn five (5) or zero (0) points, respectively; class discussions are worth up to 35 points (5 points per discussion × 7 discussions = 35 points). Students who do not participate in all discussions will have five (5) percentage points deducted from their final grade for each discussion to which they do not contribute.

✔ Course Objectives: 1, 2, 3, 4, 5, 6
**Assignment 1: Evaluation Contract**

The first step in the implementation of a program evaluation is the evaluation contract. An evaluation contract is an agreement between a stakeholder and an evaluator which outlines the purpose of the evaluation, details the deliverables that will result from the project, and grants permission for the individual/entity to complete the intended evaluation. Each student must prepare an evaluation contract for the evaluation project they wish to conduct during this semester, and have it signed by an appropriate individual. More information about this assignment is available on CourseDen.

The evaluation contract is worth up to fifteen (15) points and should be submitted by September 15.

- Course Objectives: 1, 2, 3, 4, 5, 6

**Assignment 2: Evaluation Plan**

The second step in the implementation of a program evaluation is the development of the evaluation plan. An evaluation plan is a document which outlines the details of the evaluation project prior to its initiation. A typical evaluation plan will list the purpose of the evaluation, the specific research methodology to be used, the intended data analytic approach, and the evaluator's plan for reporting and disseminating the results/findings. More information about this assignment is available on CourseDen.

The evaluation plan is worth up to twenty (20) points and should be submitted by October 28.

- Course Objectives: 1, 2, 3, 4, 5, 6

**Assignment 3: Evaluation Report**

The final step in the implementation of a program evaluation is to actually conduct the program evaluation (i.e., collect data), and prepare a report of your findings. The evaluation report is a document prepared at the end of an evaluation for the purpose of telling the complete "story" of the project. A typical report includes all the elements of the evaluation plan (with more details), a summary of the findings, and a set of recommendations based on those findings, among other elements. More information about this assignment is available on CourseDen.

The evaluation report is worth up to thirty (30) points and should be submitted by November 17.

- Course Objectives: 1, 2, 3, 4, 5, 6

**Evaluation Procedures**

Final course grades will be based on the total number of points earned for group discussions and assignments. In total, 100 points are possible in this course. All group discussions and assignments must be completed/submitted via CourseDen; due dates are included in the course schedule presented at the end of this document.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Group Discussions</td>
<td>35</td>
</tr>
<tr>
<td>Assignment #1: Evaluation Contract</td>
<td>15</td>
</tr>
<tr>
<td>Assignment #2: Evaluation Plan</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #3: Evaluation Report</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grading

A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, and F = Below 70%.

For each group discussion in which a student does not actively participate with his/her assigned group, five (5) percentage points will be deducted from that student's final grade in this course.

Students who fail to complete all three assignments related to their evaluation project (i.e., Evaluation Contract, Evaluation Plan, Evaluation Report) will not earn a passing grade in this course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Class Policies

Class Materials. All course materials will be available via CourseDen. Inability to effectively navigate CourseDen is not an acceptable excuse for missing deadlines. UWG provides helpful resources to facilitate online learning (http://www.westga.edu/~distance/webct1/students/). If you need additional assistance learning to use CourseDen for this course, contact the instructor during the first week of the semester.

Grade Questions/Disputes. All concerns regarding grades should be addressed directly to the instructor within three (3) days of grade assignment. You are welcome to contact the instructor by phone to discuss grades; you will be asked to send an email to the instructor which outlines your concern. Having a written record of any concerns will help both the student and instructor to understand both the issue at hand as well as how that concern is addressed and resolved.

Email & Course Communication. University of West Georgia students are provided a MyUWG email account. The University considers this account to be an official means of communication between the University and the student. It is the student’s responsibility to check this email account for important University-related information.

The primary means of communication between instructor and students for this course will be email. Specifically, the instructor will send information and announcements to students using the email feature within CourseDen. Students are responsible for knowing how to access within the CourseDen system, and for checking email regularly. In addition to emails, information and announcements relevant to this class will be posted to the “News” section of the CourseDen course web site. The instructor will make every effort to respond to emails in a timely manner (generally within 24 hours).

Late Work. Due dates are firm! Late submissions will not be accepted except in emergency situations. Documentation of any emergency event which prevents students from completing course expectations by their due dates will be required. All due dates are included on the course schedule (below), and are available on the CourseDen course events calendar. Students should not expect to receive reminders from the instructor regarding due dates. All discussion posts, quizzes, assignments, reviews, projects, etc. are due no later than 11:59 pm (EST) on the date provided in the course schedule.
Professional Conduct. Students are expected to conduct themselves professionally. Professionalism includes but is not limited to the following:

- Participating in class interactions and activities in an online environment in a positive manner
- Turning in assignments on time
- Showing respect to the instructor and other students

Please remember that joking, teasing, and other comments (which may be perfectly acceptable in person) can be easily misunderstood when expressed in written form, including email and discussion posts. This is not to say that informal conversation is inappropriate in this course, but a friendly reminder of a special challenge to the online learning environment.

University Policies

Please carefully review the information pertaining to Common Language for Course Syllabi (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Dishonesty. The university has a responsibility to promote academic honesty and integrity, and to develop procedures to deal effectively with instances of academic dishonesty. All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Accommodations for Students with Disabilities. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. For more information, please contact Disability Services at the University of West Georgia, http://www.westga.edu/studentDev/index_8884.php.
<table>
<thead>
<tr>
<th>Week</th>
<th>Required Readings &amp; Due Dates*</th>
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</table>
| 1    | Welcome to Course, Syllabus Review, Introduction to Program Evaluation  
     | - Read: Kaufman et al., *A Short Self-Assessment of Evaluation*, & chapter 1  
     | - Begin Group Discussions 1 & 2 |
| 2    | Fundamental Principles & Tools of Evaluation  
     | - Read: Kaufman et al., chapter 2  
     | - Begin Group Discussion 3 |
| 3    | Contracting for Evaluation Services  
     | - Read: Kaufman et al., chapter 9  
     | - Assignment 1: Evaluation Contract (due 9/15; must be signed by 9/22) |
| 4    | Building Aligned Evaluation Criteria  
     | - Read: Kaufman et al., chapter 3  
     | - Begin Group Discussion 4 |
| 5    | Identifying What Data Must Be Collected  
     | - Read: Kaufman et al., chapter 4  
     | - Begin Group Discussion 5 |
| 6    | Collecting the Data  
     | - Read: Kaufman et al., chapter 5; Supplemental materials for chosen research method  
     | - Begin Group Discussion 6 |
| 7    | Analyzing & Interpreting the Data  
     | - Read: Kaufman et al., chapter 6  
     | - Begin Group Discussion 7 |
| 8    | Development & Organization of Materials  
     | - *Independent Work Time*  
     | - Begin Assignment 2: Evaluation Plan (due 10/28) |
| 9-10 | Data Collection  
     | - *Independent Work Time*  
     | - Completion & Signing of Evaluation Plan (due 10/28) |
| 11-13| Data Analysis & Report Writing  
     | - *Independent Work Time*  
     | - Assignment 3: Evaluation Report (due 11/24) |
| 14   | Thanksgiving Break – No Course Expectations |
| 15-16| Debriefing, Grading, & Feedback  
     | - *Individual meetings will be scheduled* |

*Refer to CourseDen for a complete list of materials and activities associated with each learning module.

Please take a few minutes to complete an evaluation of this course at the end of the semester!