# MEDT 8480: Program Evaluation

**Semester/Year:** Spring, 2014  
**Time/Location:** 100% Online  
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[https://westga.view.usg.edu/](https://westga.view.usg.edu/)  
D2L UWG Online help  
[http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)  
D2L 24 hour Help  
[https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)  
UWG Distance Learning  
[http://uwgonline.westga.edu/](http://uwgonline.westga.edu/)  
Distance Learning Library Services  
[http://libguides.westga.edu/content.php?pid=194430](http://libguides.westga.edu/content.php?pid=194430)  
Resources for Distance & Off-Campus Students  
[http://libguides.westga.edu/content.php?pid=194459](http://libguides.westga.edu/content.php?pid=194459)  
Ingram Library Services  
[http://www.westga.edu/library/](http://www.westga.edu/library/)  
University Bookstore  
[http://www.bookstore.westga.edu/](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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</thead>
<tbody>
<tr>
<td>Audio/Video Lectures/Instruction</td>
<td>2250 minutes (37.5 hours)</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>630 minutes (10.5 hours)</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>3870 minutes (64.5 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
There is no required textbook for this course.

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 first discussion will be completed as a single group of all students; small groups of 4-5 students will be assigned for the completion of discussions 2-7. Group discussions for this course will take place using the designated discussion boards available within CourseDen.

Seven (7) 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 initial discussion post as a new thread within the appropriate discussion forum. For each discussion, students are expected to provide constructive feedback to no fewer than two other group members by replying to their thread. Constructive feedback can take many forms, including positive comments, clarification questions, and reflective comments/suggestions.

Each initial response to the discussion questions/prompts will be graded as excellent (20 points), fair (10 points), or unsatisfactory (0 points). Each reply will be graded as excellent (10 points), fair (5 points), or unsatisfactory (0 points). Each reply that does not include constructive feedback will be graded as unsatisfactory. Thus, each discussion is worth up to 20 points. Altogether, group discussions are worth up to 280 points (40 points per discussion × 7 discussions = 280 points).
Assignments

Assignment 1: Select Mock Evaluation Project

Students will develop an evaluation plan for a mock program evaluation project. Students are expected to select a program to evaluate from a list provided by the instructors. The program selected will serve as the basis for many of the group discussions and assignments completed throughout the semester. More information about this assignment is available on CourseDen.

Mock evaluation project selection is worth up to 50 points and should be completed by January 19.

Assignment 2: CITI Training

Ethical treatment of human subjects is an important component of educational research. Within the university setting, researchers are expected to obtain approval from the university’s Institutional Review Board (IRB) before conducting research involving human or animal participants. In school settings, the responsibilities of the IRB are typically assumed by the district school board. IRB training is an opportunity for researchers to learn about the history of research and why oversight such as that provided by an IRB-like governing body is important. Students will complete the CITI Training course. More information about this assignment is available on CourseDen.

The CITI Training is worth up to 100 points and should be completed by January 26.

Assignment 3: Client Questions for Evaluation Project

In order to develop an evaluation plan, the evaluator must obtain as much information from the client as possible. This helps the evaluator ensure they design a study that is appropriate for the program being evaluated, and will result in data relevant to the goals of the evaluation. To complete this assignment, students will submit a list of questions about the program and the goals of the evaluation to the mock evaluation clients (i.e., the course instructors). More information about this assignment is available on CourseDen.

The client questions assignment is worth up to 100 points and should be submitted by February 2.

Assignment 4: Submit Evaluation Plan Draft for Peer Review

An important 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 50 points and should be submitted for peer and instructor review by March 2.
Assignment 5: Peer Reviews of Evaluation Plans

Peer review is a valuable opportunity for students to improve critical thinking and writing skills. Students will be assigned two peers for whom reviews should be conducted. Rubrics will be provided to help guide the peer review process. More information about the peer review process will be available on CourseDen.

The peer reviews are worth up to 100 points and should be submitted by March 9.

Assignment 6: Evaluation Plan

The evaluation plan submitted for assignment 5 should be revised and completed. The final version of the evaluation plan is worth up to 170 points and should be submitted to the instructors via the Evaluation Plan dropbox by March 16. The evaluation plan is an item required for submission to students’ Tk20 portfolios. Evaluation plans should be submitted to Tk20 no later than March 24.

Assignment 7: 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. For this assignment, students will evaluate educational software and compose a report to summarize the results of that evaluation. More information about this assignment will be available on CourseDen.

The evaluation report is worth up to 150 points and should be submitted by April 13.

Evaluation Procedures

Final course grades will be based on the total number of points earned for group discussions and assignments. In total, 1000 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>Required Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussions</td>
<td>280</td>
</tr>
<tr>
<td>Assignment 1: Select Mock Evaluation Project</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 2: CITI Training</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 3: Client Questions for Evaluation Project</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 4: Submit Evaluation Plan Draft for Peer Review</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 5: Peer Reviews of Evaluation Plans</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 6: Evaluation Plan</td>
<td>170</td>
</tr>
<tr>
<td>Assignment 7: Evaluation Report</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
Grading

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

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. Students who submit discussion posts or replies after the due date should not expect to receive credit for their posts. Acceptance of late submissions of the course assignments will be at the discretion of the instructors. Students should keep in mind that the due dates provided are intended to set a pace and structure for this course. Students who work on schedule and meet these course deadlines will likely learn more from the course and have a more enjoyable experience overall. All due dates are included on the course schedule (below). Students should not expect to receive reminders from the instructors regarding due dates. All discussion posts and replies should be submitted no later than 11:59 pm (EST) on the last day of the week in which they are assigned in the course schedule. All assignments are due no later than 11:59 pm (EST) on the date specified 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.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics &amp; Due Dates*</th>
<th>Module</th>
</tr>
</thead>
</table>
| 1    | 1/6 - 1/12  | *Course Overview, Introductions*  
  • Group Discussion 1: Student Introductions (due 1/12) | Things you need to know |
| 2    | 1/13 - 1/19 | *Introduction to & Purposes of Program Evaluation*  
  • Assignment 1: Select Mock Evaluation Project (due 1/19) | Introduction to Evaluations |
| 3    | 1/20 - 1/26 | *Ethics in Research & Evaluation*  
  • Assignment 2: CITI Training (due 1/26) | Alignment, Purposes, Questions |
| 4    | 1/27 - 2/2  | *Alignment, Evaluation Purpose(s) & Questions*  
  • Group Discussion 2: Evaluation Statements & Questions (due 2/2)  
  • Assignment 3: Client Questions for Mock Evaluation Project (due 2/2) |  |
| 5    | 2/3 - 2/9   | *Research Design: Sampling*  
  • Group Discussion 3: Sampling (due 2/9) |  |
| 6    | 2/10 - 2/16 | *Research Design: Instruments/Materials, Data Collection Procedures*  
  • Group Discussion 4: Data Collection Procedures (due 2/16) | Research Design |
| 7    | 2/17 - 2/23 | *Research Design: Analytic Approach*  
  • Group Discussion 5: Analytic Approach (due 2/23) |  |
| 8    | 2/24 - 3/2  | *Evaluation Contracts & Plans*  
  • Assignment 4: Submit Evaluation Plan for Peer Review (due 3/2) |  |
| 9    | 3/3 - 3/9   | *Peer & Instructor Review of Evaluation Plans*  
  • Group Discussion 6: Evaluation Challenges (due 3/9)  
  • Assignment 5: Complete peer reviews of evaluation plans (due 3/9) | Evaluation Contracts & Plans |
| 10   | 3/10 - 3/16 | *Revise & Finalize Evaluation Plan*  
  • Assignment 6: Submit Final Evaluation Plan (due 3/16)  
  • Submit evaluation plan to Tk20 (due 3/24) |  |
| 11   | 3/17 - 3/23 | *Spring Break – No Course Expectations* |  |
| 12   | 3/24 - 3/30 | *Evaluation Reports*  
  • Select software for summative evaluation report | Evaluation Reports |
| 13   | 3/31 - 4/6  | *Critical Thinking About Evaluation*  
  • Group Discussion 7: Reporting Challenges (due 4/6) |  |
| 14-16| 4/7 - 4/25  | *Course Wrap-Up*  
  • Assignment 7: Submit Evaluation Report (due 4/13) |  |

*Refer to CourseDen for instructions, materials, activities, and additional resources for each topic.

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