

**EDRS 7101/9101
Program Evaluation I
Introduction to Program Evaluation**

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
 Department Line:

Email

Online Support *Insert those applicable to your course, for example:*

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/>

Ingram Library Services
<http://www.westga.edu/library/>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards (*American Evaluation Association Guiding Principles for Evaluators*) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be utilized in this course, including small and large group discussions, interactive technology, case studies, and guest speakers. These methods will emphasize the theoretical and practical approaches to program evaluation in a variety of community settings.

COURSE OBJECTIVES

Students will:

1. Outline important components of high-quality program evaluation practice. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
2. Demonstrate an understanding of key evaluation theories. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
3. Differentiate between quantitative, qualitative, and mixed methods research approaches in program evaluation studies. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
4. Describe how evaluation can impact a program. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)
5. Develop a program evaluation outline. (AEA Guiding Principles for Evaluators A-E; Royse, Thyer, & Padgett, 2009)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**Required Textbook**

Royse, D., Thyer, B.A., & Padgett, D.K. (2009). *Program evaluation: An introduction*. Belmont, CA: Wadsworth.

Required Tk20 Subscription

These are available at the University Bookstore or at

<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.

Course References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Los Angeles, CA: Sage.

Sharpe, G. (2011). A review of program theory and theory-based evaluation. *American International Journal of Contemporary Research*, 1(3), 72-75.

Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles. *American Journal of Evaluation*, 30(3), 275-295.

Tashakkori, A., & Teddlie, C. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignments for the course are listed below and will be described in more detail throughout the semester. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

***Note: Assignments will vary for students enrolled in EDRS 9101.**

Evaluation Procedures

1. Readings & Online Discussions (25 points)

Read assigned material and participate in **five** online discussions. For each discussion, you will include an initial post and responses to at least two other posts. Topics for discussion will be provided.

2. Reaction Papers (20 points)

Write **four** reaction papers on topics that will be covered in the class. You will write an in-depth response to the material and not just a regurgitation of the textbook/readings and lecture/discussion. Guidelines for reaction papers on each topic will be provided. ***Reaction papers guidelines will vary for students enrolled in EDRS 9101.** (Course Objectives 1-5)

3. Professional Interview (10 points)

Interview a professional in your area of interest about their experience and thoughts on program evaluation. More details and example interview questions will be provided. *** Students enrolled in EDRS 9101 will conduct two professional interviews.** (Course Objectives 1, 4, 5)

4. Program Evaluation Critique (15 points)

Critique a program evaluation report that has been published in your area of interest. A rubric will be provided with more details. ***Students enrolled in EDRS 9101 will critique two program evaluation reports.** (Course Objectives 1-5)

5. Logic Model (15 points)

Develop a logic model applicable for a program in a setting of your choice. (Course Objectives 1-5)

6. Program Evaluation Proposal Outline (15 points)

Prepare a program evaluation proposal outline applicable for a program evaluation in setting of your choice. (Course Objectives 1-5)

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on the due date before midnight (by 11:59pm) Eastern Standard Time. Assignments must be submitted to the Dropbox on CourseDen. Emailed assignments will not be accepted.

Assignment	Points	Due Dates
Readings & Online Discussions (5)	25 (5 points each)	
Reaction Papers (4)	20 (5 points each)	
Professional Interview	10	
Program Evaluation Critique	15	
Logic Model	15	
Program Evaluation Proposal Outline	15	
TOTAL POINTS	100	

Late Work

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

Grading

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Extra Credit

There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission page to the CourseDen Dropbox.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). 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. In addition to the above information the following policies apply to this course.

Academic Honesty: 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*.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. 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. For more information, please contact Accessibility Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.

- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

You are expected to check your CourseDen and UWG email at least once a day Monday thru Friday for course updates and announcements.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

PREVENT@UWG: PREVENT@UWG is a campus-wide mental health wellness and suicide prevention program. PREVENT@UWG is housed within the UWG Counseling Center, in collaboration with the Department of Clinical and Professional Studies. Actively enrolled UWG students can obtain free and confidential counseling services through the Counseling Center. For mental health assistance, please contact the Counseling Center ([678-839-6428](tel:678-839-6428); 123 Row Hall) or UWG Health Services ([678-839-6452](tel:678-839-6452)) during normal business hours. For after-hours emergencies, please contact University Police ([678-839-6000](tel:678-839-6000)). Additionally, the National Suicide Prevention Lifeline is available 24/7 via webchat (<http://www.suicidepreventionlifeline.org/>) and by phone [1-800-273-8255](tel:1-800-273-8255). For additional mental health awareness and suicide prevention information and resources, please visit the PREVENT@UWG website at <http://www.westga.edu/prevent/index.php>

Course Schedule

Week	Topic	Assignment Due
Week 1	Introductions & Course Overview	Online Discussion 1
	What is Program Evaluation?	
Week 2	History of Program Evaluation	
Week 3	Ethical Issues in Program Evaluation	Reaction Paper 1
	Expectations of Evaluators	
Week 4	Community Partnerships & Stakeholders	Online Discussion 2
Week 5	Evaluation Design, Sampling, Methods, Collection, and Analysis	Professional Interview
	Developing Evaluation Questions	
Week 6	Logic Models	Reaction Paper 2
	Designing your Logic Model	
Week 7	Program Evaluation Theory	Online Discussion 3
	Needs Assessment	
Week 8	Process Evaluation	Logic Model
	Outcome Evaluation	
Week 9	Overview of Quantitative Research Designs	Reaction Paper 3
Week 10	Overview of Qualitative Research Designs	Online Discussion 4
Week 11	Overview of Mixed Methods Research Designs	Reaction Paper 4
	Overview of Survey Research Design	
Week 12	Writing & Reviewing Evaluation Proposals	Program Evaluation Critique
Week 13	Program Evaluation Guest Speaker	Online Discussion 5
Week 14	Issues in Program Evaluation Implementation	Program Evaluation Proposal Outline
Week 15	Program Evaluation Proposal: Next Steps	

* Weekly readings and resources will be posted on CourseDen.