

EDUCATIONAL PROGRAM PLANNING & EVALUATION (EDAD 5346/6346)
SPRING 2017
The University of Texas at El Paso

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Office hours: Tuesdays & Thursdays 11:30am-1:30pm
To schedule a meeting outside of these hours, please **email** me to arrange a meeting time.

Class meetings: Tuesdays, 6pm - 8:50pm; Education Building, Room 313

Hybrid course utilizing Blackboard: Blackboard will be used to provide course materials, send and receive assignments and graded work, and facilitate communication between the instructor and students.

You need a UTEP username and password to log into Blackboard at <https://my.utep.edu/>. For technical assistance with accessing Blackboard, please contact the UTEP Helpdesk (747-5257, helpdesk@utep.edu).

Course materials. The texts required for the course are not available from the UTEP bookstore, but rather, are available at discounted rates online, particularly for older editions. See the Announcements module on Blackboard for suggestions on textbook purchases online.

Required text #1: *Program Evaluation: A Systematic Approach*

Authors: Rossi et al.

Publisher: Sage

ISBN-10: 0761908943

[Note: 7th edition is newest, but other editions are acceptable for use in this course.]

Required text #2: *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis*

Author: Spaulding

Publisher: Jossey-Bass [Wiley]

ISBN-10: 0787986852

[Note: 1st edition is preferable to 2nd, but either edition is acceptable for use in this course.]

Course description. This course provides an overview of approaches, techniques, and tools for the evaluation of educational programs. The relationship of evaluation to program planning is also a major theme of the course. The course learning objectives and student learning outcomes are stated below.

Learning objectives. This course aims to guide students toward attaining the following learning objectives: (1) comprehension of key concepts in educational program planning and evaluation; (2) knowledge regarding approaches, models, techniques, and methods of program evaluation; and, (3) appreciation for the importance of program planning and evaluation from the perspective of an evaluator, educator, and decision-maker/stakeholder.

Student learning outcomes. By the conclusion of this course, students will have achieved the following outcomes: 1) Identify various approaches to program planning and evaluation; 2) describe the purpose of needs assessments, formative evaluations, and summative evaluations; 3) understand

concepts and issues in educational program planning and evaluation through analysis of case studies; 4) distinguish between common objectives for program evaluators and program stakeholders; 5) construct a program logic model through systematic identification of program goals, outcomes, activities, resources, and outputs; 6) identify various tools and methods for program evaluation; 7) construct questions to guide program evaluation research; 8) develop a proposal for program evaluation research.

Course policies. Please observe the university's academic regulations outlined in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>), in addition to more detailed course policies described below.

Attendance Policy: Full attendance is expected, especially due to the limited meeting dates and group presentations at each session. Missing more than two classes will result in a significantly lower grade or being dropped from the class (depending on the number of absences and quality of class participation). Prior notification of absence is expected if possible, but will not necessarily excuse your absence from being counted against you; each absence will be reviewed on a case-by-case basis. Class interruptions, such as late arrivals, early departures, answering phone calls, sending/receiving electronic messages, or using computers for non-course-related purposes are highly discouraged.

Academic Integrity: Students are expected to demonstrate academic integrity in two respects: (1) proper citation of informational sources in written and orally presented work; and (2) unless otherwise stated, completion of all work individually, such that submitted work is original to each student. In more practical terms, for every assignment each student should (1) follow APA guidelines on citing sources, and (2) compose work in his/her own words according to his/her own interpretation of the material. Independent work allows the instructor to assess *each* student's level of understanding of course material. Students may discuss course material prior to completing assignments in order to facilitate an understanding of concepts, but students should work on assignments separately to avoid submission of work identical (or nearly so) in part or in whole. Submitting work from outside sources that is not your own similarly constitutes plagiarism. Please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>) under the heading "For Students - Research & Citation - Citing research & Avoiding plagiarism".

Grading Policies: For each assignment, a set of written instructions will be provided that describes the expected content, structure, and format. Grades for assignments will reflect adherence to these instructions, as well as accuracy and quality of content. Grading rubric for the assignments and final project are available on Blackboard.

Late work: No higher than a B can be earned on an assignment that is **2 days** overdue. In other words, the assignment will be graded starting at a "B" and additional points will be lost for incorrect, incomplete, or unsatisfactory responses, as outlined in the assignment rubric.

I will not review a student's assignment for errors prior to submission of the assignment for a grade, which amounts to "pre-grading." In other words, when asking for assistance with assignments, students must come prepared to the instructor with **specific** questions, not general requests to review work. Similarly, I will not review drafts of papers outside the context of a meeting to discuss specific questions about the paper. This policy is set in order for me to provide **equivalent** feedback to all students in the course.

I will assign an "Incomplete" for the course only under the conditions described in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>).

Final grades of A, B, C, and lower will be assigned according to the number of points earned in the course, as shown in the section below on "Evaluation."

Requirements. In addition to mandatory class attendance, as described above in "Course policies," students will be evaluated on their completion of the assignments described below.

Evaluation:

Assignments

Individual submissions (4) x 5 points each = 20 points

Group submissions (4) x 10 points each = 40 points

Case study presentations (2) x 15 points each = 30 points

Program evaluation presentation (1) x 10 points = 10 points

Total points = 100

Grading scale:

Final grades: A = 100-90%

B = 89-80%

C = 79-70%, etc.

Assignments: The assignments are important for reinforcing the comprehension of course concepts, delivered through class participation, required reading, and in Blackboard learning modules.

Instructions for completing each assignment are posted on Blackboard. **Learning objectives** are stated on each set of assignment instructions and correspond to the course learning objectives and student learning outcomes outlined on p.1-2 of this syllabus.

When assignments are specified as individual work, each student must submit his/her own original work as reflections of his/her own conceptualizations, phrasing, and language. Independent work allows the instructor to assess *each* student's level of understanding of course material.

When assignments are stated as group work, each group member is expected to fulfill responsibilities as assigned by the group. Full participation on group assignments is vital to their success, and group work is intended to prepare students for collaboration in educational program planning and evaluation.

See Blackboard for further guidelines on **individual and group** assignments.

Assistance with writing & citations: Students are expected to submit work that is proof-read and formatted in APA-style, where applicable. If you need assistance with APA style or general scientific writing skills, please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>). Useful APA-style tutorials are provided on their website under the heading "Helpful Information -- Citation Styles".

Course schedule

Important: STUDENTS are RESPONSIBLE for ALL COURSE CONTENT – necessary for successful completion of assignments

***Intro:** *Program Evaluation: A Systematic Approach* (Rossi et al.)

****Case:** *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis* (Spaulding)

Date	Topic	Assignment DUE
1/17	CLASS MEETING LEARNING MODULES: <ul style="list-style-type: none">• Intro to Program Planning & Evaluation• Needs Assessments TEXTS: <ul style="list-style-type: none">• *Intro: Ch. 1, 4• **Case: Ch. 1, 2	
1/24	LEARNING MODULES: <ul style="list-style-type: none">• Ethics in Program Evaluation• Hiring an Evaluator TEXTS: <ul style="list-style-type: none">• Intro: Ch. 2, 12• Case: Ch. 3, 7	<i>Individual Submission: Assignment #1</i>
1/31	LEARNING MODULES: <ul style="list-style-type: none">• Logic Models• Program Outcomes TEXTS: <ul style="list-style-type: none">• Intro: Ch. 7• Case: Ch. 4, 10	<i>Group Submission: Assignment #1</i>
2/7	CLASS MEETING <i>Case Study Group Presentations #1</i> Case Chs. 2, 3, 7, 4, 10	
2/14	TEXTS: <ul style="list-style-type: none">• Intro: Ch. 6• Case: Ch. 8, 9	<i>Individual Submission: Assignment #2</i>
2/21	TEXTS: <ul style="list-style-type: none">• Intro: Ch. 11• Case: Ch. 11, 5, 6	<i>Group Submission: Assignment #2</i>
2/28	CLASS MEETING <i>Case Study Group Presentations #2</i> Case Chs. 8, 9, 11, 5, 6	
3/7	LEARNING MODULES: <ul style="list-style-type: none">• Evaluation Questions TEXTS: <ul style="list-style-type: none">• Intro: Ch. 3	<i>Individual Submission: Assignment #3</i>

3/14	SPRING BREAK	
3/21	TEXTS: <ul style="list-style-type: none"> • Intro: Ch. 8, 9 	<i>Group Submission: Assignment #3</i>
3/28	LEARNING MODULES: <ul style="list-style-type: none"> • Evaluation Data 	
4/4	TEXTS: <ul style="list-style-type: none"> • Intro: Ch. 10 	
4/11	LEARNING MODULES: <ul style="list-style-type: none"> • Evaluation Reports – Examples 	
4/18	CLASS MEETING <i>Presentations on Evaluation Plan</i>	
4/25	Final Individual Assignment due	<i>Individual Submission: Assignment #4</i>
5/2	Final Group Assignment due	<i>Group Submission: Assignment #4</i>