GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION of EDUCATIONAL PSYCHOLOGY,
RESEARCH METHODS AND EDUCATION POLICY

EDRS 631 - 002
Program Evaluation
80965

In partial fulfillment of the requirements leading to the MS in Educational Psychology

Credits: 3

Semester & Year: Fall 2013

Dates: From August 27, 2013 to December 3, 2013

Meeting Time/Days: Tuesdays, 4:30 p.m. to 7:10 p.m.

Location: Thompson Hall, L018

PROFESSOR(S): Lori C. Bland, Ph.D.

Name: Lori C. Bland, Ph.D.
Office hours: By appointment
Office location: Fairfax Campus, West Building, Room 2006
Office phone: 703-993-5047
Email address: lbland2@gmu.edu

This course is one of the electives within the Educational Psychology Program, EDPA concentration (Assessment, Evaluation, and Testing) which is in the Division of Educational Psychology, Research Methods, and Education Policy. For more information about the Division, please visit our website [See http://gse.gmu.edu/div-pmpi/]. For more information about the Educational Psychology program, please visit our website [See http://gse.gmu.edu/educational-psychology/]. For more information about the EDPA concentration, please visit our website [See http://gse.gmu.edu/educational-psychology/academics/masters-educational-psychology-assessment-evaluation-testing-concentration].

1

COURSE DESCRIPTION:

A. **Prerequisites/Corequisites:** None, but EDRS 590 or equivalent recommended.

B. **Catalog Description:** EDRS 631 Program Evaluation (3:3:0). Introduces students to perspectives of existing and emerging issues, theories, and models of program evaluation.

C. **Course Description:** This course examines the theory, ethics, and practice of program evaluation. Areas of focus include understanding the nature of program evaluation and using program evaluation in applied settings, including education, state or federal agencies, community health, nonprofits, etc. This course supports the mission of the Educational Psychology Program: "to conduct basic and applied research and program evaluation in government agencies and private and public educational organizational settings."

LEARNER OUTCOMES/OBJECTIVES:

This course is one of the elective courses offered within the Assessment, Evaluation, and Testing Concentration within the Master of Science in Educational Psychology. As a result of this course, the students will be able to:

- Understand the nature of program evaluation
- Compare and contrast program evaluation and social science research
- Apply the American Evaluation Association Guiding Principles in planning and conducting program evaluations
- Distinguish among the major models and methods of conducting program evaluation
- Apply evaluation models and methods appropriately within a given evaluation context
- Understand program evaluation questions, including but not limited to, satisfaction, program implementation, program outcomes, etc.
- Understand how to develop, implement, and analyze evaluation data from a variety of evaluation tools
- Understand the linkages between program evaluation, program design, and program implementation
- Understand issues related to utilization of evaluation information
- Understand the cultural, political, economic, and social justice implications of program evaluations

PROFESSIONAL STANDARDS

A. Educational Psychology Program Standards

The goal of the course is to facilitate development of a level high of competence and professional-level understanding of program evaluation design, practice, and use to make typical decisions about program improvement, program continuance, program budgeting, etc. Learner outcomes are consistent with the Educational Psychology Program standards:

- Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in program evaluation.
- Candidates will use their knowledge of program evaluation methods to critically read and evaluate program evaluations or articles about program evaluation.
- Candidates will use their knowledge of program evaluation to develop a program evaluation plan and conduct a program evaluation.
- Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. Communication and dissemination skills include the following:
  - Knowledge and use of APA style
  - Oral presentations
  - Poster presentations
  - Article abstracts
  - Literature reviews
  - Program evaluation proposals
  - Technological skills (including library/reference skills, interactive display skills, data analysis skills)

B. **Program Evaluation Standards** (Joint Committee on Standards for Educational Evaluation, 2011)

Students examine and develop competencies to adhere to the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation (2011) including:

1. **Utility Standards:** The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

2. **Feasibility Standards:** The feasibility standards are intended to increase evaluation effectiveness and efficiency.

3. **Proprietary Standards:** The proprietary standards support what is proper, fair, legal, right, and just in evaluations.

3

4. **Accuracy Standards:** The accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.

5. **Evaluation Accountability Standards:** The evaluation accountability standards encourage adequate documentation of evaluations and a metaevaluative perspective focused on improvement and accountability for evaluation processes and products.

C. Student Outcomes and Relationship to Professional Standards

The student outcomes are informed by the American Evaluation Association Guiding Principles (AEA, 2004) for professionals conducting program evaluation:

1. **Systematic Inquiry:** Evaluators conduct systematic, data-based inquiries.

2. **Competence:** Evaluators provide competent performance to stakeholders.

3. **Integrity/Honesty:** Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.

4. **Respect for People:** Evaluators respect the security, dignity, and self-worth of respondents, program participants, clients, and other evaluation stakeholders.

5. **Responsibilities for General and Public Welfare:** Evaluators articulate and take into account the diversity of general and public interests and values that may be related to evaluation.

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association. (6th Ed.).* Washington, DC: Author.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th Ed.). Boston: Pearson.

Frechtling, J. (2002). *The 2002 user friendly handbook for project evaluation* (NSF 02-057). Arlington, VA: The National Science Foundation. http://www.nsf.gov/publications/ods/results.jsp?TextQuery=02057&docType=0&docSubtype=0&Search3.x=6&Search3.y=4

Yarborough, D. B., Shulha, L. M., Hopson, R. K., Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd Ed.). Thousand Oaks: Sage.

ADDITIONAL READINGS:

Additional readings can be found on the indicated website, Blackboard, or will be distributed by the instructor in class.

Annie E. Casey Foundation. Real life lessons learned and resources in building capacity for advocacy and policy evaluation among KIDS Count grantees. Retrieved August 21, 2012: http://www.innonet.org/resources/files/AEA2008_AECF_and_ORS_10_Lessons.pdf

McCawley, P. F. The logic model for program planning and evaluation. (2009). Retrieved August 21, 2012: http://www.uiweb.uidaho.edu/extension/LogicModel.pdf

Rouda, R. H. & Kusy, M. E. Needs assessment. The first step. Retrieved August 21, 2012: http://alumnus.caltech.edu/~rouda/T2_NA.html

Virginia Department of Education (no date). *Developing a Program: Infrastructure and Process Planning Steps.* Richmond, VA: Author. Retrieved on August 16, 2012 from http://www.doe.virginia.gov/support/health_medical/virginia_school_health_guidelines/developing_program_infrastructure.pdf

Sample Program Evaluation Documents and Case Studies:

Fertman, C. I., Tarasevich, S. L., & Hepler, N. A. (November 2003). *Retrospective Analysis of the Pennsylvania Student Assistance Program Outcome Data: Implications for Practice and Research.* Bethesda, MD: CDM Group, Inc. Retrieved on August 16, 2012 from

http://www.doe.virginia.gov/support/prevention/dropout_truancy/resources/retrospective_analysis.pdf

Norris, J. (2009). Foreign Language Program Evaluation Case Studies. Foreign Language Program Evaluation Project. National Foreign Language Resource Center. University of Hawaii at Manoa. Retrieved August 21, 2012 at: http://nflrc.hawaii.edu/evaluation/E_casestudy.htm#1

Virginia Department of Education (2005).*Creating Community Service Opportunities for Suspended and Expelled Youth.* Richmond, VA: Author. Retrieved on August 16, 2012 from http://www.doe.virginia.gov/federal_programs/safe_drug-free/publications/community_service_suspended_expelled.pdf

Virginia Department of Education (December 2011). *Migrant Education Program Evaluation Report.* Richmond, VA: Author. Retrieved on August 16, 2012 from http://www.doe.virginia.gov/instruction/esl/migrants/vdoemep_evaluation_report.pdf

WEBSITE RESOURCES

Multimedia Educational Resources for Learning and Online Teaching (MERLOT) http://www.merlot.org/merlot/materials.htm;jsessionid=002A8DD7F8B7CEFD857F34D455374C14?sort.property=relevance&materialType=&keywords=Program+Evaluation&category=&newsearchbutton0.x=25&newsearchbutton0.y=21

National Center for Education Statistics, http://nces.ed.gov

National Research Center on Evaluation, Standards, and Student Testing (CRESST), http://www.cse.ucla.edu/

Wisconsin Center for Education Research, http://www.wcer.wisc.edu/

NATURE OF COURSE DELIVERY:

A 'big picture question," or a mini-lecture will generally open each instructional period to set the focus for the class session. While all class lectures are relevant to specific chapters in the required textbook, they are not taken exclusively from this source.   Students are expected to complete readings IN ADVANCE of the class. This means that from the Class Schedule looking at Session/Week 2, all of the readings listed must be completed **BEFORE** the class begins. Quizzes or other assignments related to the weekly reading may be given at the beginning of class.

Generally, the final segment of the class period will be devoted to small group discussions or in-class assignments. Students will be required to engage in field studies to gain practical experience with program evaluation methods. When available, guest speakers will enrich the course by sharing their experiences in program evaluation and providing students with insight into the world of the professional evaluator. The Blackboard site for this course includes readings, assignments, and other related resources. A variety of learning approaches will be used including, but not limited to:

- assigned readings
- lecture
- whole and small group discussion
- individual or small group work for in-class assignments
- individual or small group work for homework and projects
- examining case studies of previously completed program evaluations
- problem-based learning by identifying by (a) specific area(s) of need within an existing job or interest area
- conducting a program evaluation in a field study in identified area of need (previous bullet) or in conjunction with a program evaluation that is being conducted by the instructor

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. **Assignment descriptions:** Student products specified will require performance-based assessments guided by scoring criteria, such as rubrics.

    1. **Program Reflection (10 points).** Students will prepare a report about a program. Sections that must be included and the title of each section are in **bold.**

       a. **Program Description:** This section should include a description of the program. This description will be used as the basis for the program description in your evaluation report. The program description should include information from the following bulleted list. The bulleted list does not have to be listed as a sub-heading, but may if it makes the text easier to read.

- a clear description of the program
- the vision, mission, and/or goals and objectives of the program as they exist
- the design of the program to include program activities and intended outcomes
- information about the budget and any other information that will help portray a clear picture of the program

       b. **Stakeholders:** a description of the client served, other stakeholders, and program personnel (program officers/managers and staff), their role in relation to the program, and what they receive from or contribute to the program.

       c. **Program Documents:** a listing and description of the available program documents/website that will be used to understand, describe, and evaluate the program. This list should grow over the course of the evaluation.

       d. **Reflection:** your reflections about the program should include

- Program Issues: any issues, concerns, or challenges that the program faces.
- Causal Factors: potential underlying causal factors related to the issues, concerns, or challenges.
- Data: data that have been or are currently used for program monitoring, assessment, and/or evaluation, whether more data is needed, and if so what types of data would be helpful.

       e. **Evaluation Questions:** proposed evaluation questions based on what you have learned about this program, and a justification for each question.

2. **Evaluation Plan (20 points)** Students will develop an Evaluation Plan outlining the work proposal to evaluate your program based on the reflective analysis and evaluation questions. The Evaluation Plan is an extension of the reflective analysis paper. Therefore, any changes that you make to the reflective analysis paper should be resubmitted with the Evaluation Plan. The reflective analysis should be labeled *Part I: Reflective Analysis* and the Evaluation Plan should be labeled *Part II: Evaluation Plan*. When the plan is complete, the client will need to approve it. Sections that must be included and the title of each section are in **bold.** The proposal should include a:

   a. **Justification:** a justification for the evaluation, which should be a summary of the issues and causal factor identified in the Reflective Analysis and any new information that is pertinent. Literature to justify studying this particular problem should be included. This section should also include a description and justification for the Evaluation Approach as described in Fitzpatrick, Sanders, and Worthen ([FSW], 2011).

   b. **Revised Evaluation Questions:** Based on the Reflection paper, review and revise the proposed evaluation questions based on your evolving understanding. Revise the justification for the questions. Ensure you're your client has approved the questions before proposing them in this plan. These questions will need to remain fixed for the duration of the evaluation.

   c. **Methods:** a data collection/capture plan for what, who, when, where, how, and why data will be collected/captured to answer each of your evaluation questions. The section should closely follow APA format from pp 247-248.

   d. **Data Use Plan:** a plan for how you anticipate that you will use the data to answer the evaluation questions.

   e. **Evaluation Utilization Plan:** a plan for how you propose to encourage the stakeholders to use the data.

   f. **Timeline, Task List, Responsible Party, and Budget:** a timeline that must include the class due dates, and also dates in which you will be engaging in each of these components leading up to the due date, an itemized task list associated with each of the due dates, the responsible party for completing the task, and an estimate of the hours and cost associated with each major task.

3. **Evaluation Report (100 points).** The evaluation report will include each of the major parts and sub-parts listed below under a-f. The sub-parts are described within each major part. Use the headings in italics for each major part and sub-part. The major parts include: a program description, methods, results, conclusions, and recommendations. Literature is cited throughout the document. Each major part and sub-part will have its own due date in advance of the final evaluation report. The final evaluation report, with all revised major parts and sub-parts is due on the last day of class. Sections that must be included and the title of each section are in **bold.**

   a. **Program Description (20 points)** The program description includes an Executive Summary, an Introduction, the Need for the Evaluation, the actual description of the program, and a Logic Model.

      i. **Executive Summary:** The Executive Summary is a summary of the key points from the evaluation, focusing on key findings and key recommendations (not all). The Executive Summary should be no longer than 2 pages and may include bulleted lists.

      ii. **Introduction:** The introduction sets the stage for the program evaluation. The introduction should include information about the request from the program officer, the context for the request, and a brief rationale for the request, which will lead into the Need for the Evaluation.

      iii. **Description of the Program:** The program description should be based upon the previous information submitted and should begin to be developed into rich and "thick" description. The program description should include a description of the constituents served and stakeholders; a cogent description of the program, the theory underlying the program, the design of the program, the mission, goals and objectives, personnel (program officers, program implementation staff, and any other staff), program activities, intended outcomes, budget, and any other information that will help portray a clear picture of the program. The description of the program should include any pertinent literature that supports the existence of the program.

      iv. **Logic Model:** Students will develop a logic model for the program based upon their understanding of the program. The logic model is a graphic representation of the program.

      v. **Need for the Evaluation:** This section should include information from the reflective analysis, including the program issues and

causal factors. This section should also include information from the justification in the evaluation plan. The section should have full data available from both the reflective analysis, evaluation plan, and augmented by any other data gathered about/from the program or the literature indicating a need for an evaluation.

b. **Methods:** The methods section is a continuation of the work that you began in the methods section of the evaluation plan. The methods section for the report includes: Evaluation Approach/Framework, Participants, Sampling, Measures, Data Collection Procedures, and Data Analysis Procedures. Within the Data Collection Section, you may focus on the collection of qualitative data only, quantitative data, or both. In this section, you MUST include a document analysis **(See Data Collection #1)** and a minimum of one other method **(See Data Collection #2-6)**. Sources justifying the methods need to be cited.

   i. **Evaluation Approach/Framework:** The evaluation approach/framework is the description of and justification for the evaluation approach, as identified in FSW. You will use this approach to justify the methods you will use (qualitative, quantitative, mixed). This section should be augmented beyond what you included in the evaluation plan with a fuller understanding of the program and each of the evaluation approaches.

   ii. **Participants:** The characteristics and demographics of the participants should be described in this section. The criteria for inclusion in the evaluation should also be described here. Recruitment efforts and the participants role in the study should also be reported here.

   iii. **Sampling:** The procedures for selecting participants should be described here, including the sampling strategy (such as random or purposive), the sampling plan (how it was implemented), the N and percent selected and participating, an explanation of the sample size, as well as, the other items listed on the bottom of p. 247 in the APA Manual.

   iv. **Measures:** In this section, describe any measures that were used and why they were used. This section should also explain assurances about the quality of the measures, any training that was conducted on using the measures, and the reliability of the data collectors. If using a pre-existing measure, report existing validation and reliability data from the literature.

   v. **Data Collection:** In this section, explain how the data was collected, including how any measures were used for each evaluation question. The document analysis must be completed.

You may select one or more additional method from **Data Collection #2-6**. All instruments or protocol need to be included in an appendix.

1. **Document Analysis:** Program documents need to be analyzed critically. The procedures used to analyze the documents need to be explained. The documents need to be analyzed against a criterion or set of criteria. For example, the documents may be analyzed to determine the degree to which the accurately portray the program. Procedures may include qualitative or quantitative analyses of the information contained.

2. **Interview Protocol:** Students may develop interview protocol to assist with data capture for the program evaluation. The interview protocol should include a description of the sample to be interviewed, directions for the interviewer, a minimum of 3 interview questions, with a minimum of 3 follow-up probes for each interview question. Note the sample for the interviews and the sample for the focus group should be different.

3. **Focus Group Protocol:** Students may develop focus group protocol to assist with data capture for the program evaluation. The focus group protocol should include a description of the sample to be interviewed (NOT the same as the for the interview protocol), directions to the interviewers for gathering data from the focus group, rules for group discussion, a minimum of 2 focus questions, with 3 follow-up probes. Note the sample for the interviews and the sample for the focus group should be different.

4. **Observation:** Students may develop an observational protocol, checklist, rating scale, etc. to determine whether/how program staff are implementing the program.

5. **Analysis of Pre-existing Data:** Students may choose to analyze pre-existing data available from the program. Pre-existing data may include test data, survey data, etc.

6. **Questionnaire:** Students may develop a questionnaire to assist with data capture for the program evaluation. The questionnaire should address a different stakeholder sample than for the interviews and focus groups. The questionnaire should include collection of both quantitative and qualitative data. The quantitative part needs to address 3 separate issues, be organized in 3 separate sections, include a minimum of 7 questions for each of the 3 sections, and use one scale within each section, though each section may use a different scale. For example, one

section may use a 4-point agreement scale, while another section may use a 4-point scale estimating the percent of time spent on an activity. The qualitative part needs to include at most 3 questions.

      vi. **Data Analysis Procedures:** In this section, explain how the collected data will be analyzed for each evaluation question. Identify statistical analyses and qualitative approaches used. These procedures must be specified for the document analysis and the data collection procedure(s) you selected from **Data Collection items #2-6** in the data collection section.

c. **Results:** In this section, you will report out the results from each of the data collection procedures used for each evaluation question.

      i. **Document Analysis:** The document analysis should include a description of each of the program documents, a critical review of the documents noting contradictions, missing information, etc. The critical review of the documents should focus on the degree to which the program is represented accurately and fully according to the vision, mission, goals/objectives, intended outcomes, etc.

      ii. **Data Collection Items #2-6:** Results for each of the selected items need to be reported out under the title for the item. For quantitative data, the minimum information that should be reported includes: mean and standard deviation for each item. The data must be reported out in writing and graphically. For qualitative data, the rich, thick description must be reported out by question and by participant group, explaining the derived themes. A summary of the qualitative data by question and participant group needs to be included in an appendix.

d. **Conclusions:** Results should be analyzed to identify areas of program strength, areas of weakness, threats, and opportunities for growth, using results to support this analysis by each evaluation question. Examining the conclusions as a whole, overall program strengths, weaknesses, threats, and opportunities for growth should be synthesized.

e. **Recommendations:** Areas of program strength, areas of weakness, threats, and opportunities for growth should be used to generate recommendations based on the literature for each evaluation question. Examining the overall program strengths, weaknesses, threats, and opportunities for growth should be synthesized, over-arching recommendations about the program should be made, such as should the program be continued and the rationale for continuing based on both the findings of the evaluation and the literature.

4. **Oral Presentation (30 points).** You will present a brief summary of your evaluation to the class. The presentation should include the following:
   a. The Executive Summary: paper copies distributed to everyone
   b. A powerpoint presentation: The powerpoint should include the following slides:
   - Problem
   - Evaluation Questions
   - Program Description/Critical Issues
   - Logic Model
   - For Each Evaluation Question
     i. Method(s)
     ii. Results
     iii. Strengths
     iv. Weaknesses
     v. Recommendations
   - Summary of Key Findings and Recommendations
   - The presentation plus questions should last no longer than 30 minutes.

5. **Quizzes (20 points).** Because of the importance of the readings and exploring the websites, quizzes will be administered from time to time. The first quiz will be administered on the second class period. This will be the only announced quiz. All other quizzes will be unannounced. Quizzes may take the form of either selected- or constructed-response. The format and points for the quizzes will be provided by the instructor at the beginning of each class period.

6. **Class participation (20 points).** Because of the importance of lecture and class discussions to students' learning experience, I expect each student to come to class on time and participate in class discussions. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group discussions and individual, small, or large group activities are essential. All in class assignments are to be completed by the end of class, or by the start of the next class period.

14

B. Assignment and Examination Weighting (Points, Percentages, Letter Grades): There are 200 total points for the course, distributed across the assignments and classroom attendance and discussion expectations.

Assignment and Examination Weighting		
Assignment	**Points**	**Percent of Grade**
1. Program Reflection	**10**	**5%**
2. Evaluation Plan	**20**	**10%**
3. Evaluation Report	**100**	**50%**
a. Program Description	**20**	**10%**
b. Methods	**20**	**10%**
c. Results	**20**	**10%**
d. Conclusions	**20**	**10%**
e. Recommendations	**20**	**10%**
4. Oral Presentation	**30**	**15%**
5. Quizzes	**20**	**10%**
6. Class Participation	**20**	**10%**
Total	**200**	**100%**

C. Grading Policies

1. Submit a paper copy of all assignments to the instructor at the beginning of class on the due date.
2. E-mail an electronic copy of all assignments using your GMU e-mail account before class begins on the due date.
3. One point will be deducted for every day the assignment is late without appropriate documentation.
4. Both venues must be submitted on time for the assignment to count as being on time. Failure to submit via one venue or the other (paper copy + e-mail) will result in one point of the total grade begin deducted for every day the assignment is late.
5. Students will receive feedback on all assignments within two weeks of when the assignment was submitted. All feedback will be returned electronically.
6. Students will have the opportunity to correct all assignments and submit them **one more time** for additional review.
7. All changes must be made using track changes. Students must respond to instructor comments within the comment explaining how the change was made.
8. The oral report, quizzes and class participation are not eligible for additional review.

Grading	
Points Earned	**Grade Earned**
195-200	A+
185-194	A
180-184	A -
170-179	B+
160-169	B
146-159	B-
120-145 points	C
119 or fewer points	F

D. Other Expectations (Attendance, Writing Requirements, etc.)

1. **Class participation (30 points).** The elements listed reflect the professional attitudes implied in the course goals and professional dispositions expected of a program evaluator. Therefore, I expect each student to:
   a. Attend every class session.
   b. Be punctual.
   c. Stay for the entirety of the class.
   d. Complete assigned readings before class begins.
   e. Pay attention to the lecture and to other students' discourse. Responding to phone calls, texting, checking e-mails, Twitter, Facebook, etc., or other electronic communication modes should not occur during class time.
   f. Ensure that you bring **ALL** of your textbooks to class for every class. We will reference the texts in class.
   g. Participate in class and small group discussion and in-class activities.
   h. Complete and submit in-class assignments by the end of class.
   i. Complete and submit homework by the start of the next class period.
   j. Complete and submit assignments by the start of the class on which the assignment is due.
   k. Complete all assignments and readings by the next class, if a class is missed.
   l. Inform the instructor via e-mail about missing class, a portion, or a due date.
   m. You will need to bring your laptops to every class.

2. **General Guidelines for Written Assignments**
   a. All course projects should be typed, double-spaced, use Times New Roman 12 pt. font, include a cover page, include a running header, and page numbers.
   b. The *cover page* should include the title of the assignment, course number and title, instructor. At the bottom of the page include your name, date, and institutional affiliation information.

16

c. Follow the format provided in the sixth edition of Publication Manual of the American Psychological Association (APA, 2009) should be followed. Students should pay close attention to:
- Margins – 1 inch margins on all sides
- Headings/Subheadings
    o Sections that must be included and the title of each section are in **bold** in the syllabus.
    o Use the **bold** section names for headings and subheadings in all of your papers.
    o Do **<u>NOT</u>** use other headings/subheadings to replace those stated headings. These are the minimum headings that you must have. If I do not see one of the headings or sub-headings as listed in the syllabus, I will assume that you did not include that part and your score will be lowered.
    o You may <u>ADD</u> a section, if it is necessary for your program evaluation.
- Writing Style - APA
- Citations in the Text – I will take points off for all work that must be cited if the citation is missing in text.
- Reference Page – I will take points off for all references that are not aligned to citations in the text or that are incorrect/incomplete.

d. Use track changes to make any changes to your document.

e. Ensure that you follow the writing style of the APA Manual. You will learn this by reading the manual, in class, and via feedback. By the final report, I expect that all writing style errors will be corrected and that your writing will follow APA style. I will take points off.

f. Make a copy of your projects before submitting them to the instructor.

g. CC yourself when you e-mail your work.

E. Selected Performance-Based Assessment

The selected performance-based assessment for EDRS 631 is the Evaluation Plan. Students must submit the evaluation plan to TaskStream by the due date.

TASKSTREAM REQUIREMENTS

Every student registered for any Educational Psychology course with a required performance-based assessment is required to submit the assessment, Evaluation Plan to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

CLASS SCHEDULE

Session	Date	Topic/Learning Experiences	Readings and Assignments
1	8/27/13	Overview of Course	• Norris. *Case Studies* in class
2	9/3/13	Introduction to Program Evaluation Program Evaluation Standards: Guest Lecturer, Dr. Rodney Hopson, former president of the American Evaluation Association and co-author of the Standards 4:30-5:30	**FIRST ANNOUNCED QUIZ IN CLASS** • Read Syllabus • FSW: Ch. 1, 2, 3 • Frechtling: Ch. 1, 2, Evaluation /Types • APA Manual: Ch. 1 • VDOE. *Developing a Program* • Website: Merlot
3	9/10/13	The Evaluation Request, Context, and Evaluation Questions	**REFLECTION DUE** • FSW: Ch. 11, 12, 13 • Frechtling: Ch. 3, Evaluation Process • Rouda. *Needs assessment* • APA Manual: Ch. 2 • Website: CRESST
4	9/17/13	Planning How to Conduct an Evaluation Evaluation Use Logic Models	• FSW: Ch. 14, pp. 479-487 • Frechtling: Ch. 4, Carrying Out Study • APA Manual: Ch. 3 • McCawley. The logic model
5	9/24/13	Collecting Evaluation Information	**EVALUATION PLAN DUE** • FSW: Ch.15 • APA Manual: Ch. 4
6	10/1/12	Examining Pre-Existing Information: Document Analysis and Pre-Existing Data	**PROGRAM DESCRIPTION DUE** • FSW: Ch. 16 • Frechtling: Ch. 5, 6, Comparison • APA Manual: Ch. 5 • Website: NCES
7	10/8/13	Collecting New Information: Talking to People, Asking Written Questions, Observing People/Events	**DOCUMENT ANALYSIS METHODS DUE** • FSW: Ch. 17 • APA Manual: Ch. 6, 7, 8 • Fertman-*Retrospective Analysis* • Website: WCER
8	10/15/12	Alternative Views of Evaluation Expertise and Consumer-Oriented Approaches to Evaluation	**DATA COLLECTION INSTRUMENT DUE** • FSW: Ch. 4, 5
9	10/22/13	Annie Casey Foundation. *Real life lessons* VDOE. *Migrant Evaluation Report* VDOE. *Creating Community Service*	**DOCUMENT ANALYSIS RESULTS DUE** • FSW: Ch. 18 • APA Manual: Appendix

Session	Date	Topic/Learning Experiences	Readings and Assignments
10	10/29/13	Program-Oriented Evaluation Approaches	• FSW: Ch. 6, 7
11	11/5/13	Decision-Oriented Evaluation Approaches	**RESULTS FROM INSTRUMENT DUE** • FSW: Ch. 8, 9 • Frechtling: Ch. 7, Culturally Resp. Ev.
12	11/12/13	Participant-Oriented Evaluation Approaches	• FSW: Ch. 10
13	11/19/13	Cultural Competence and Capacity Building	
14	11/26/13	Comparative Evaluation Approaches	**DRAFT EVALUATION REPORT DUE FOR FEEDBACK**
15	12/3/13	**PRESENTATIONS**	**DRAFT EVALUATION REPORT RETURNED** **ORAL PRESENTATION DUE**
16	12/10/13	**No Class – Turn in Electronically by Midnight**	**FINAL EVALUATION REPORT DUE**

Scoring Criteria:
Attendance & Participation

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

a) Be punctual, present (in mind and body), and well prepared for class.

b) Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.

c) Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.

d) Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

e) Complete individual and group class activities within the time allotted, ensuring full participation of all group members. Submit class activities to the instructor at the end of class.

Each of the 5 criteria will be assessed on a 4-point scale.

4 = Student *consistently* demonstrated the criterion throughout the semester.

3 = Student *frequently* demonstrated the criterion throughout the semester.

2 = Student *intermittently* demonstrated the criterion throughout the semester.

1 = Student *rarely* demonstrated the criterion throughout the semester.

0 = Student *did not* demonstrate the criterion throughout the semester.

The participation grade will be calculated as the sum of points for each criterion.

Evaluation Plan Rubric

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Introduction *Include a synthesis of the most important elements describing the program and justification for the evaluation*	The introduction provides a clear and complete synthesis of the information about the program and justification for the evaluation. No extraneous text is included.	The introduction may have minor issues with clarity or extraneous text. The introduction is mostly complete, but may lack a piece of key information related to the program or the justification.	The introduction has several issues with clarity and/or extraneous text. The introduction is incomplete, lacking more than one piece of key information about the program or the justification.	The introduction is unclear and/or too brief to completely communicate information about the program or the justification.
Proposed Methods and Procedures				
• Instrument Development	The description of all steps to be taken to construct the instruments is clear and complete and includes relevant resources.	The description of most of the steps to be taken to construct the instruments is clear. There may be minor issues details or a step missing within the description. Relevant resources may be incomplete.	The description has a major issue related to clarity or missing steps. One or two resources may not be relevant or may be incomplete.	The description has multiple issues with clarity and/or many steps are missing. Most of the resources are not relevant, or resources are missing.
• Data Capture and Analysis	The proposed plan for implementation of data capture and analysis is easily executable, clear,	The proposed plan for has minor issues related to execution, clarity, missing details, or	The proposed plan appears to be executable, however more than one step is missing, steps are	The proposed plan does not appear to be executable. Multiple steps are missing,

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
	complete, and appropriate.	appropriateness.	unclear, and details are missing. One or more components of the plan may not be implemented appropriately, or the data analysis for one of the instruments may not be appropriate.	unclear, or lacking details. More than one steps in the data capture or analysis plan is incorrect or inappropriate.
• Proposed Applications for Data Use	The proposed plan for data use is easily executable, clear, and complete.	The proposed plan for has minor issues related to execution, clarity, or missing details.	The proposed plan appears to be executable, however more than one step is missing, steps are unclear, and details are missing.	The proposed plan does not appear to be executable. Multiple steps are missing, unclear, lacking details.
APA Style *Use APA writing style, formatting, including citations within text and references.*	Writing is concise, coherent, well-organized, and with correct APA style. Citations and references are correct and complete.	Writing lacks some clarity or has minor organizational problems affecting the overall coherence, and/or there are some errors in APA style, citations, or references. There may also be a small number of missing citations or references.	Writing has multiple problems with clarity, coherence, and organization. There are many errors in APA style, citations, and/or references. Multiple references are missing or incomplete.	Writing lacks clarity, coherence, many errors, and/or no use of APA style. Citations and references are minimal or absent.