



**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY**

EDRS 631 – 001 - 77965

Program Evaluation

3 credits

Fall 2016

Tuesdays, 4:30-7:10

Thompson Hall, L018

PROFESSOR: Lori C. Bland, Ph.D.

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Prerequisites/Corequisites

EDRS 631: Course Restrictions: Not Repeatable for Credit; No prerequisites or Corequisites

University Catalog Course Description

Focuses on perspectives of existing and emerging issues, theories, and models of program evaluation. Involves implementation of program evaluation in related fields and school districts.

Course Overview

This course examines the theory, ethics, and practice of program evaluation. Areas of focus include understanding the nature of program evaluation, understanding applications of appropriate methods used in 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, which is “to develop professionals who:

- a. apply principles of learning, cognition and motivation to vital problems in the area of education in a variety of settings;
- b. develop a solid understanding of research, assessment, and evaluation methodologies; and
- c. develop an analytical and scholarly approach to critically assessing theoretical perspectives, research, and practice within and across content domains.”

Course Delivery Method

This course will be delivered using a combined lecture/seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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

Professional Standards

Upon completion of this course, students will have met the following professional standards:

Masters of Science (MS) Educational Psychology Program Standards

Standard 3: Knowledge of Educational Research and Assessment.

Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 4: Analysis, Critique, and Evaluation of Educational Research.

Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.

Standard 5: Planning and Implementation of Educational Research.

Candidates will use their knowledge of quantitative and qualitative research methodology to develop a research proposal and conduct research.

Standard 6: Communication and Dissemination of Educational Research.

Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include:

- a. Knowledge and use of APA style
- b. Oral presentations
- c. Poster presentations
- d. Article abstracts
- e. Research proposals

- f. Literature reviews
- g. Technological skills (including library/reference skills, interactive displays skills, data analysis skills)

Program Evaluation Standards (American Evaluation Association, Joint Committee on Standards for Educational Evaluation, 2011)

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.

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

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

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.

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.

Required Texts

Alkin, M. C. (2011). *Evaluation Essentials: From A to Z*. NY: Guilford.

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

Recommended Texts

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

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.

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 Evaluation and Regional Assistance, <http://ies.ed.gov/ncee/>

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

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

University of Wisconsin Extension, Program Development and Evaluation,
<http://fyi.uwex.edu/programdevelopment/>

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

A. Assignments and Examinations

Evaluation Project (100 points): You have one major project in this course, which is to conduct a program evaluation. The evaluation project has four parts. Parts are due throughout the course. This is a performance-based assessment.

- 1. Program Overview/Introduction (20 points):** Prepare a brief report about a program (6-10 pages). Include a description of the program. Provide a justification for the program evaluation. The justification should include a discussion of past or current monitoring, assessment, or evaluation efforts and any key findings pertinent for your evaluation of the program; a discussion of issues, concerns, or challenges that the program faces and potential factors related to the issues. Include draft evaluation questions. Ensure that you also include a reference list.
- 2. Evaluation Plan (20 points):** Develop an evaluation plan based on the program overview and evaluation questions. The plan should include a revised program overview/introduction with any revised evaluation questions (if applicable), evaluation design, data sources and sampling plan, methods and measures used to collect and analyze the data, a timeline, and references.
- 3. Evaluation Report (40 points):** Write an evaluation report. The report should include the introduction, a review of relevant literature, methods, findings, a discussion that interprets the findings in terms of the research or best practice literature and includes recommendations based on strengths and opportunities for program improvement, and references. You need to also include a logic model. Your report must be delivered to your client.
- 4. Evaluation Presentation (20 points):** Present your evaluation to the class. The format for the report should follow the template provided on the course blackboard. You can earn up to 5 extra credit points if you deliver a presentation to your client. To earn those points, your client will need to complete the form included on the course blackboard.

B. Other Requirements

Students are expected to meet the requirements listed below. Up to a full letter grade may be deducted from the final grade for failure to meet one or more requirement. Exceptionally meeting requirements will add up to a half letter grade to the final grade.

1. Adhere to the educational psychology program standards and dispositions as stated in the *Educational Psychology Handbook*, the *Program Evaluation Standards*, and the CEHD core values while in class, doing course work, or representing Mason.
2. Attend all class sessions on time. Use your MASON e-mail account for all correspondence with the instructor. I will not respond to e-mails sent from another account.
3. Complete readings IN ADVANCE of the class and participate fully in discussions, group, or individual classwork.
4. Adhere to the spirit of the class and syllabus. In other words, don't look for loopholes.
5. Submit all assignments to the class blackboard on time.
6. Use the APA manual guidelines.
7. Assignments receiving a minimal or unsatisfactory must be resubmitted by the next class. Show improvements or changes to report sections in track changes or by highlighting, if resubmitting. If an entire section is changed, highlight the heading or sub-heading.

C. Course Performance Evaluation Weighting

Assignment	Points	Percent of Grade
1. Program Overview/Introduction	20	20%
2. Evaluation Plan	20	20%
3. Evaluation Report	40	40%
4. Presentation	20	20%
Total	100	100%

D. Grading Policies

- E. There are 100 total points for the course assignments. Points are deducted based on the rubrics for each assignment or for failure to adhere to the other class requirements, as described. Students will receive feedback on all assignments within two weeks of submission. Feedback will be delivered electronically.

Grading	
Points/Percent	Letter Grade
98-100%	A+
93-97%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
70-79%	C
Below 70%	F

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions expected of a career educator and of an educational psychologist as defined in the Educational Psychology Handbook at all times. Students are expected to review these dispositions by the second class period. [See

https://cehd.gmu.edu/assets/docs/educational_psychology/EdPsy%20CV,%20PS,%20Disp,%20Sig.pdf].

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

CLASS SCHEDULE

Session	Date	Topic/Learning Experiences	Readings and Assignments
1	8/30/16	Overview of Course Introduction to Program Evaluation Evaluation Approaches	Sections A-C
2	9/6/16	Stakeholders and Context Program Description Evaluation Questions	Sections D-I
3	9/13/16	Program Theory	Program Overview Due Logic Model Guide - BB
4	9/20/16	Data, Data Use, and Data Collection	Sections J-M
5	9/27/16	Evaluation Planning	Sections N-Q
6	10/4/16	Evaluation Management Professional Standards	Evaluation Plan Due Sections W-X
7	10/11/16	No Class. Columbus Day Holiday.	
8	10/18/16	Protocol & Measure Development	Protocol and Measure Development - BB
9	10/25/16	Analyzing Qualitative Data	Section S
10	11/1/16	Analyzing Quantitative Data	Section R
11	11/8/16	Answering Evaluation Questions Reporting	Sections T-U
12	11/15/16	Evaluation Utilization	Draft Evaluation Report Due Section V
13	11/22/16	Cost Analysis	Section Y
14	11/29/16	Evaluation Lessons	Section Z
15	12/6/16	PRESENTATIONS	Final Evaluation Report Due Oral Presentation Due

Evaluation Project Rubric

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<p>Overview/Introduction <i>Include a synthesis of the most important elements describing the program, justification for the evaluation, and evaluation questions (20 points)</i></p>	<p>The introduction provides a clear and complete synthesis of the information about the program and justification for the evaluation. Evaluation questions are related to information provided in the text, are clear and precise, and are sufficient to address the identified issues. No extraneous text is included.</p>	<p>The introduction may have minor issues with clarity, extraneous text, or missing information. The introduction may lack information for the justification. Most of the evaluation questions are related to information provided in the text, are clear and precise. The questions may also not be completely sufficient to address the issues identified.</p>	<p>The introduction has several issues with clarity, extraneous text, or is incomplete, lacking key information about the program or the justification. More than one evaluation question is general, lacks a clear relationship to information provided in the text, or is unclear. More questions are needed to address the issues identified.</p>	<p>The introduction is unclear and/or too brief to completely communicate information about the program or the justification. The evaluation questions are vague, unclear, or missing.</p>
<p>APA Style <i>Use APA writing style, formatting, including citations within text and references.</i></p>	<p>Writing is concise, coherent, well-organized, and with correct APA style. Citations and references are correct and complete.</p>	<p>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.</p>	<p>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.</p>	<p>Writing lacks clarity, coherence, many errors, and/or no use of APA style. Citations and references are minimal or absent.</p>

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<p>Evaluation Plan <i>Develop a plan derived from the program overview and evaluation questions that includes a description of the evaluation design, data sources and sampling plan, methods and measures to collect and analyze the data and timeline. (20 points)</i></p>	<p>Methods fully address all parts. Evaluation design, data sources, data collection methods and analysis are appropriate and thoroughly described. Selection and justification of methods reflects contemporary educational evaluation methods. The methods are well aligned and address the evaluation issues and questions. The plan and timeline is complete and feasible.</p>	<p>Methods address all parts. There are methodological concerns the evaluation design, data sources, or data collection or analysis methods. OR methods are appropriate, but not fully described. OR, the methods are described but not fully aligned to or address the evaluation issue and questions. The timeline may not fully reflect the plan or have minor issues related to feasibility.</p>	<p>Methods are missing sections parts. The evaluation design, data sources, collection or analysis methods are not fully appropriate for the issues or questions. The timeline is missing major sections or has major difficulties with feasibility.</p>	<p>Methods do not address the criteria. Data sources, research design, and data analysis are not appropriate. The timeline is missing or not feasible.</p>
<p>APA Style <i>Use APA writing style, formatting, including citations within text and references.</i></p>	<p>Writing is concise, coherent, well-organized, and with correct APA style. Citations and references are correct and complete.</p>	<p>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.</p>	<p>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.</p>	<p>Writing lacks clarity, coherence, many errors, and/or no use of APA style. Citations and references are minimal or absent.</p>

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Evaluation Report The report should include an introduction, literature review, methods, findings, and discussion (40 points)	All elements of the report are included, complete, clear, and aligned to the evaluation issues and questions, including the logic model.	There are minor issues across elements of the report in terms of completeness, clarity, or alignment, including the logic model.	There is a major issue with one element of the report in terms of completeness, clarity, and alignment, including the logic model.	There are major issues with more than one element of the report in terms of completeness, clarity, and alignment, including the logic model.
Findings <ul style="list-style-type: none"> • Report of data analyses • Description of findings 	Findings fully address the criteria. Data analyses are appropriate, complete, and accurately described. Reporting of the findings is appropriate for the methods employed (e.g., qualitative, quantitative, mixed methods).	Findings address all criteria. Data analyses are appropriate but are not complete or accurately described. Reporting of the findings are generally appropriate for the methods employed (e.g., qualitative, quantitative, mixed methods).	Findings inadequately address all criteria or a criterion is missing. Data analyses are not fully appropriate. Reporting is incomplete in parts.	Findings do not address the criteria. Data analyses are not appropriate. Sections of findings are missing.
Discussion and Interpretation of Findings <ul style="list-style-type: none"> • Interpretation of findings in relation to the evaluation issues, questions, and literature • Identification of limitations • Discussion of recommendations 	Discussion fully addresses all criteria. Interpretations and conclusions are well grounded in the findings. Findings and their interpretations are meaningfully connected to the evaluation issue, questions, and literature. Limitations are	Discussion addresses all criteria. Interpretations and conclusions are grounded in the findings. Findings and their interpretations are generally connected to the evaluation issue, questions, and literature. Recommendations are mostly connected to	Discussion does not address all criteria. Some interpretations and/or conclusions are not grounded in the findings. Findings and their interpretations are not connected to the evaluation issue, questions, or literature. Limitations are not fully	Discussion does not address the criteria. Interpretations and conclusions are not grounded in the findings, or are missing. Findings and their interpretations are not connected evaluation issue, questions or literature, or are missing major parts.

addressing strength and opportunities for program improvement	thoughtfully addressed. Recommendations are clearly based on strengths and opportunities for growth and are well justified and explained.	strengths and opportunities for growth and are justified and mostly explained.	addressed. Recommendations are mostly not justified based on the findings and mostly disconnected from strengths and opportunities for growth. Explanation is sparse for the recommendations is sparse.	Recommendations are missing or not justified. Explanation is missing for one or more recommendations.
<p style="text-align: center;">APA Style</p> <p><i>Use APA writing style, formatting, including citations within text and references.</i></p>	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.
<p style="text-align: center;">Evaluation Presentation (20 points)</p>	The visual presentation includes all elements of the template and is clear. The oral presentation is well presented.	The visual presentation includes all elements of the template, but there are minor issues with clarity. There are minor issues with the oral presentation	The visual presentation was missing a major element of the template, or has issues with clarity. There is one major issues with the oral presentation.	The visual presentation was missing more than one element, or has multiple issues with clarity. There are major issues with the oral presentation.