

**Evaluation of Educational Programs**  
ERM 642

Lynne R. Tingle, PhD  
UNC Greensboro, 1000 Spring Garden Street, Office - 215 Curry, Greensboro, NC, 27402  
Phone - (w) 334-3435, fax 336-256-0405, email – [lrtingle@uncg.edu](mailto:lrtingle@uncg.edu)  
Office Hours – By appointment

**Textbook**

Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (1997). Program Evaluation. New York. Addison Wesley Longman.

**Websites**

<http://www.wmich.edu/evalctr/>  
<http://www.eval.org/>

**Course Reference Material**

Wiersma, W. (2000). Research Methods in Education. Boston. Allyn and Bacon.

Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (1999). Evaluation: A Systematic Approach. Thousand Oaks: SAGE.

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). Educational Research. Sixth Edition. White Plains, NY: Longman Publishers.

American Journal of Evaluation. American Evaluation Association.

Campbell D. T., & Stanley, J. C. (1966). Experimental and quasi-experimental designs for research. Chicago: Rand McNally & Co.

Krueger, R. (various years). Focus Groups. SAGE. (Many editions and versions)

Sanders, J. R. & Nafziger, D. N. (1976). A Basis for Determining the Adequacy of Evaluation Designs. Occasional Paper Series #6. Western Michigan Evaluation Center.

Scriven, M. (1975). Evaluation Bias and its Control. Occasional Paper Series #4. Western Michigan Evaluation Center.

Stufflebeam, D. L. (2000). The Ten Commandments, Constitutional Amendments, and Other Evaluation Checklists. Annual Meeting of the American Evaluation Association, Honolulu.

Taylor, J. P. (1974). An Administrator's Perspective of Evaluation. Occasional Paper Series #2. Western Michigan Evaluation Center.

Vogt, W. P. (1999). Dictionary of Statistics and Methodology. Thousand Oaks: SAGE.

### **Purpose of the Course**

The purpose of this course is to introduce students to the existing and emerging issues, theories, and models, and the skills necessary for conducting educational program evaluations.

### **Objectives**

By the end of the course, students will be able to:

- 1) demonstrate basic understanding of program evaluation
- 2) apply any given program evaluation model once the basic purpose of a project has been defined
- 3) list and describe program evaluation organizations, journals, and leaders in the field
- 4) demonstrate basic understanding of historical context of program evaluation
- 5) compare and contrast present program evaluation models
- 6) apply quantitative research methodology techniques when appropriate for program evaluations
- 7) apply qualitative research techniques when appropriate for program evaluations
- 8) critically analyze the field's current issues, problems, and topics as defined by leaders in the field
- 9) critically analyze existing evaluations
- 10) apply meta-evaluation concepts to existing evaluations
- 11) analyze simple qualitative data
- 12) analyze basic quantitative data

### **Projects and Tests – Total Points = 180**

Mid-term	30 points
Final	50 points
4 Model Application Assignments (10 points each)	40 points
Analysis Project	20 points
4 Reflections (10 points each)	40 points
1) Any article from the American Journal of Evaluation	
2) Observation Study	
3) Quantitative Evaluation	
4) Qualitative Evaluation	

For various reasons, late assignments are not accepted under any circumstances. If you have reason to believe you may have difficulty meeting an assignment deadline, you should plan to turn in the assignment before the due date.

### **Grades**

A = 180 – 162 (180 – 175 A+, 174 – 169 A, 168 – 162 A-)  
B = 161 – 144 (161 – 156 B+, 155 – 150 B, 149 – 144 B-)  
C = 143 – 126 (143 – 138 C+, 137 – 132 C, 131 – 126 C-)  
F = <126

## Tentative Course Topics

**In extenuating circumstances, the schedule may change at the discretion of the instructor**

<b><u>Topic</u></b>	<b><u>Chapters, Readings, and/or Class Materials</u></b>	<b><u>Assignments</u></b>
<b>Week 1</b> Introduction Syllabus - Lecture Websites – Interactive Blackboard – Interactive		
<b>Week 2</b> Information 1 – History of Evaluation	Chap. 1-2 , Notes	
<b>Week 2</b> Information 2 - Basics	Chap. 3-4, Notes, Powerpoint	
<b>Week 2</b> Information 3 - Standards	Pages 442-450, Powerpoint	
<b>Week 3</b> Information 4 –Research Basics	Powerpoint with Audio, Notes	
<b>Week 3</b> Information 5 – Variables	Powerpoint with Audio, Notes	
<b>Weeks 4 and 5</b> Models – Objectives Oriented Approaches	Chap. 5	Reflection 1 due (Week 4)
Models – Management Oriented Approaches	Chap. 6	
Models – Product Evaluation	Chap. 7	
Models – Participant Oriented Approaches	Chap. 10	Model applications due on or before Week 8
<b>Week 6</b> Test 1		
<b>Week 7, 8, and 9</b> Qualitative 1 – Understanding Qualitative and Historical Research	Notes, Powerpoint with Audio	Reflection #2 due Week 9
Qualitative 2 – Survey and Descriptive Research	Notes, Powerpoint with Audio	Class activity – Survey
Qualitative 3 – Nominal Group Process and Delphi Technique	Notes	
Qualitative 4 – Focus Groups	Powerpoint	Class activity – Focus Groups
Qualitative 5 - – Interviews	Notes, Powerpoint	Class activity – Interviews
Qualitative 6 - Observation	Notes, Powerpoint	Reflection #3 due Week 11
Qualitative 7 - Analysis	Notes	

<b>Weeks 10, 11, and 12</b> Quantitative 1 – Purpose of Research	Notes, Powerpoint with Audio	
Quantitative 2 – Experimental and Quasi-Experimental Research	Notes, Powerpoint with Audio	
Quantitative 3 – Data and Analysis	Notes, Powerpoint with Audio	
Quantitative 4 - Sampling	Notes, Powerpoint with Audio	
Quantitative 5 – Measurement	Notes, Powerpoint with Audio	
Quantitative 6 – Item and Test Analysis	Notes, Powerpoint	Reflection #4 due Week 13
<b>Week 13</b> Information 6 – Practical Guidelines	Chap. 12-15	
Information 7 – Meta-Evaluation		

**Final Exam** – Week 15

**Final Analysis Project Due Week 16**

## **Reflections**

Directions: All assignments must be typed, double-spaced, stapled, with a cover letter that includes your name and the title of the assignment. Each reflection is worth 10 points. The article your reflection is based upon must be turned in with the written assignment. Be prepared to discuss your reflection with the class prior to turning in the assignment.

### **#1 – Any article from the American Journal of Evaluation (other than an applied evaluation) – Due Week 4**

Write a two-page reflection after reading any article from the American Journal of Evaluation. The reflection should include topics such as, but not limited to,

- a) why you chose the article
- b) the focus of the article
- c) information about the author(s)
- d) any change or confirmation of your thoughts and opinions after reading the article or lessons learned you had not yet thought about

### **#2 – Any evaluation using qualitative methods (other than observation) as the source of data collection – Due Week 9**

Write a two-page reflection after reading a program evaluation that implemented qualitative research techniques. The reflection should include topics such as, but not limited to,

- a) the purpose of the evaluation
- b) the qualitative research techniques performed
- c) the types of information collected (the focus of the information)
- d) the analysis procedures (if applicable)
- e) the findings
- f) any concluding thoughts or lessons learned about qualitative techniques in program evaluation

### **#3 - Any evaluation that has used observation methods as the source of data collection – Due Week 11**

Write a two-page reflection after reading a program evaluation that used observation as the source of data collection. The reflection should include topics such as, but not limited to,

- a) the purpose of the evaluation
- b) the variables being observed
- c) the methodology of observation (i.e. participant or observer)
- d) the data collection structure, protocol, and/or coding sheet
- e) the type of recording being implemented
- f) findings
- g) any final comments or lessons learned from the evaluation

**#4 – Any evaluation using quantitative methods as the source of data collection - (Due Week 13)**

Write a two-page reflection after reading a program evaluation that implemented quantitative analysis procedures. The reflection should include topics such as, but not limited to,

- a) the purpose of the evaluation
- b) the variables of interest (ie. dependent and independent variables, control variables, etc)
- c) the analysis procedures
- d) a description of the tables and how the data were presented
- e) the findings
- f) any concluding thoughts or lessons learned about quantitative analysis procedures in program evaluation

## Analysis Activity

Due Week 16

### Needs Assessment - Purpose:

For a class project, a needs assessment will be conducted to determine the extent to which program evaluation results are used in educational settings. Sub-questions of interest are how are results used, why they are not used, the nature of training for decision-makers in interpreting program evaluation results, and/or support for decision-making based on program outcomes.

This is an example of a typical needs assessment project. For instance, a state superintendent may want administrators of each school district to make data driven decisions about educational programming. It is unknown whether this is already taking place. Therefore, he/she wants to empirically establish a baseline of information from which to create programming, if needed.

The data for this needs assessment will be generated through the administration of a survey, focus group, and interviews. The students in this class will develop all instruments and guides for data collection and act as participants in the needs assessment.

Once all data have been collected, each student will be required to write a comprehensive report to the state superintendent providing a description of the results. The report should be approximately 10 pages (max) in length, and include four sections: introduction (ie. purpose of the project), methods (i.e. description of the data collection methodology and any protocols followed), results (qualitative and quantitative), and conclusion sections. Additionally, a title page (not included in the 10 page max) should be included.

For quick reference and ease of understanding, the report should provide at least 2 quantitative tables (following appropriate formatting typically used in journal articles or using American Psychological Association style) and some type of Table or Appendix revealing an aspect of the qualitative portion (following any confidentiality standards set in the planning stage). Tables and Appendixes are included in the 10 page maximum.

Title Page – Title of the Project, Your Name, Title, Organization, Address, Phone, Email

Introduction (2 points) – Adequately describe the purpose of the project, why the project was commenced, who requested the project, when the project was conducted (ie. who, what when, where, and how).

Inadequate description of the project	0
Project description omitted one or two important aspects	1
Project was adequately discussed	2

Methods (7 points) – Adequately describe the methods used in the project, how subjects were obtained, data collection and instrumentation, and analysis procedures.

Failed to provide an overview of the methods used	0
---	---

Provides an overview of the methods used	1
Inadequate description of the subjects and/or sampling procedures	0
Subjects/sampling description omitted one or two important aspects	1
Adequate description of the subjects and/or sampling procedures	2
Inadequate description of the data collection technique(s)	0
Data collection description omitted one or two important aspects	1
Data collection technique(s) was adequately discussed	2
Inadequate description of the analysis technique(s)	0
Analysis description omitted one or two important aspects	1
Analysis was adequately discussed	2

Results (7 points) – Accurately interpret the data in relation to the purpose of the project. This includes presenting the results in text and in table format.

Adequate description of the results

items omitted, many of the results were interpreted incorrectly	1
items omitted, of those included, some interpreted incorrectly	2
items omitted, majority included, few interpreted incorrectly	3
minor errors with reporting of results	4
no errors with reporting of results and interpretation	5
Tables not included	0
Tables were not presented in a commonly used format	1
Tables were presented in appropriate format	2

Conclusions (4 points) – Expound upon the results section and describe any limitations that may have affected the results. Describe ideas that may need future attention based on results of this project. Make recommendations that are based on the results, not your opinion.

Vague conclusions section, choppy, no relation to the rest of the article	1
Conclusion section had at least one issue appropriately addressed but was below average in totality	2
Conclusion section covered majority of issues with few minor errors	3
Conclusion section covered all issues and had no errors	4

## **Objectives-Based Model Application**

Directions: Find the website listed below. After reviewing the objectives, proposed activity/change, and benefits/challenges, write an evaluation plan using an objectives-based model. Due on or before Week 8.

The assignment should be no more than 4 pages (not including the title page), double-spaced, with a 12-point font. The assignment is worth 10 total points.

Design Issues: NAEP 2002 & Beyond

<http://nces.ed.gov/nationsreportcard/bidding/pdf/DesignTable.pdf>

Description of the Plan – Adequately describe the evaluation plan (ie. who, what when, where, and how).

Inadequate description of the project	1
Project description omitted one or two important aspects	2
Project was adequately discussed	3

Fit of the Plan to the Model

Inadequate fit of the plan to the proposed model	1
Fit of the plan to the model included a few minor errors	2
The plan fit the model	3

Implementation of the evaluation plan

Inadequate description of the procedures for implementation	1
Description omitted one or two important aspects or left questions unanswered	2
Implementation was adequately described	3

Limitations of evaluation

Inaccurate representation of the limitations of the model for this project	0
Accurate description of the limitations	1

### **CIPP Model Application**

Directions: Respond to the following item by writing no more than 4 pages, double-spaced, pages with a 12-point font. Each accurate representation of the four components of the CIPP model will be awarded 2.5 points for a total of 10 possible points. Due on or before Week 8.

Suppose you have been summoned by the Dean of the School of Education at UNC Greensboro, a small graduate level university in North Carolina. She explains to you that they want their graduate students to be proficient in research and statistics upon graduating. Subsequently, she is starting a support program to achieve this goal. The program includes the following components:

- a. a statistics laboratory
- b. a team of 6 statistics tutors
- c. computers and software
- d. 3 new faculty for the ERM department
- e. videos, tapes, and web-based tutoring assistance

You have been asked to design an evaluation of the success of the program. Data would need to be gathered during the first semester that the program is in operation (Fall semester) and a written report would be needed three weeks after final exams in the Spring semester. Your task is to develop the evaluation plan using the CIPP model.

## **Product Evaluation Application**

Directions: Find the website listed below. In the search engines, type in a content area of interest to you (and grade level if you prefer) and review the resources provided. I suggest limiting the search to free materials that can be obtained via the website. Due on or before Week 8.

<http://thegateway.org>

Some of the resources may be a series of lesson plans and some may be projects. For the purpose of this project, any type of resource can be used. After you review your product, apply the concepts learned about Product Evaluation.

The assignment should be no more than 4 pages (not including the title page), double-spaced, with a 12-point font. The assignment is worth 10 total points. The number of points awarded will depend on the level at which you apply the concepts accurately, adequately, and understandably.

## **Countenance Model Application**

Directions: Respond to the following item by writing no more than 4 pages, double-spaced, pages with a 12-point font. Due on or before Week. 8.

Demonstrate your understanding of the Countenance model by applying it to one of the following programs:

- a. a reading-tutoring program for children who are at level 1 or 2 in reading.
- b. a parenting class for single teen mothers
- c. a math acceleration program for eighth graders
- d. a cardiac rehabilitation program

Include in your response at least three intended antecedents, at least 3 transactions and at least three intended outcomes (3 points). Identify how you would assess the corresponding “observed” antecedents, transactions, and outcomes (3 points). List the standards that might be used for each (3 point). Finally, identify the limitations of using this model with the program you selected (1 point).