



EDUCATION 822-5
Evaluation of Educational Programs
 (Enroll # 7224)

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| Summer Semester 2009 | Instructor: | Michelle Nilson, Ph.D. |
| Meeting Dates: | May 15/16; June 5/6, 19/20; July 6, 7, 9, 14, 16 | Office: Surrey 15-755 |
| Times: | May 15: 5-9pm, May 16: 9-3pm, June 5: 5-9 pm, June 6: 9AM-3PM; June 19: 5-9pm, June 20: 9-3; July 6, 2-8PM- Includes Summer Institute July 7, 10-3, Includes SI July 9, 10-3, Includes SI July 14, 10-3, Includes SI July 16, 10-5, Includes SI | Telephone: 778-782-8122 |
| Location: | SFU Surrey | Email: Michelle.nilson@sfu.ca |
| Room: | SUR 3040 | |

COURSE RATIONALE

How do we know if programs are effective or not? Program evaluation is a critical component in designing and operating effective programs. Evaluations are frequently used as accountability tools for policy and decision-makers. The ability to understand evaluation methodology and evaluation tools is essential in education.

This course begins with an overview of the history and philosophical perspectives in the evaluation of educational programs. Students will learn the practical elements of designing a program including the process and tools needed. Students will become familiar with the concepts, methods and applications of evaluation research; learn how to read evaluation reports critically; be able to design and conduct an appropriate evaluation plan to assess the implementation and effectiveness of a program; and understand how to use evaluation results to anticipate or improve program performance. Throughout the course, students will be expected to apply knowledge and understanding of program evaluation to their current settings

GOALS AND LEARNING OUTCOMES

Objectives: The course has three primary objectives classified as knowledge acquisition, dispositions, and performance.

Knowledge:

- To understand the ways people learn
- To understand assessment cycles and systems
- To understand how to communicate findings from assessment practices to various audiences.

Dispositions:

- To develop an awareness of the varieties of human learning and assessment systems.
- To share and contrast your personal perceptions of learning, education, and accountability with colleagues through discussion, assessment, and case studies.
- To reflect on areas of strengths and weaknesses of education systems, leaders, and accountability systems.
- To develop and improve your ability to: identify opportunities; manage challenges; and facilitate change.

Performance:

- To construct a useful set of theoretical understandings that will assist you in confronting and exploring complex evaluation issues.
- Compare and contrast different perspectives on assessment and evaluation.
- Determine the appropriate method and form of communication of assessment reports based on the stakeholder group and information being communicated.
- Present materials in a poster format at final culmination event at Summer Institute.

REQUIRED TEXTS

Evaluation, A Systematic Approach (7th Ed.). Rossi, P., Lipsey, M., and Freeman, H. (2004). ISBN: 0-7619-0894-3

Additional readings provided by electronic links and text in class.

Recommended Texts and Readings:

These are additional resources you might want to refer to:

Assessment Practice in Student affairs: An applications manual. John H. Schuh and M. Lee Upcraft and Associates. ISBN: 0-7879-5053-x

How People Learn, National Academies Press: http://www.nap.edu/catalog.php?record_id=9853

ASHE Reader Series: Assessment and Program Evaluation (2nd Ed.). Edited by Wynetta Y. Lee. ISBN: 0-536-75350-4

COURSE OVERVIEW

1. Community Reflection & Analysis (20%)
You are expected to respond to key questions throughout the class, where you share your thoughts and learning, in an on-line community via WebCT and in class participation in discussion.
2. Tool Designs (30%)
Students demonstrate an understanding of two of the major tools used in program evaluation. These tools can also be used in the Final Project.
 - a) Focus Group: Students design and run a focus group, including content analysis of the results. Students write a report on the process of designing the focus group activity, running the actual session and their content analysis.
 - b) Survey/Questionnaire: Students design a survey and/or questionnaire and pilot with several critical stakeholders. Students write a report describing the process of design, describe their sample, pilot findings, and what they learned from the process.
3. Program Analysis and Recommendations (20%)
Students will be given program evaluation data and asked to analyze it, summarize it and make recommendations. Students must complete four visual displays of the data. This is a group assignment. The visual presentations will be shared in class.
4. Project: Program Evaluation Design and Presentation (30%)
Applying their learning from the course, students design a mini-program evaluation for a given situation in their organization. Initial findings are presented in a written report and presented in a poster on the final day of class at the Summer Institute, where they will answer questions from community members.

GRADING

Assignment 1- Community Reflection and Analysis 20%

Assignment 2- Tool Designs 30%

Assignment 3- Program Analysis and Recommendations 20%

Assignment 4- Project: Program Evaluation Design and Presentation 30%

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>