



**EDUCATION 822**  
**Evaluation of Educational Programs**  
 (Enroll # 9457)

Fall Semester 2008	Instructors:	Dr. Sharon Cohen, Dr. Elisa Carlson, Dr. Glenn Galy
Meeting Dates:	Sept. 12/13 Sept. 23-LDP(3:45 – 7:00) Sept. 26/27 Oct. 14-LDP (3:45-7:00) Oct. 17/18 Nov. 1 & Nov. 14/15 Nov. 25-LDP (3:35-7:00) Nov. 29	Office:
Times:	Fridays, 4:00-7:00 pm, Saturdays, 8:30 – 3:30 pm & LDP sessions	Telephone: Dr. Sharon Cohen, 604-596-7733
Location:	CISC/Surrey Connect 7542 134A Street, Surrey	Email: Cohen_s@sd36.bc.ca
Room:		

## ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

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<http://www.sfu.ca/policies/teaching/t10-03.htm> ou [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

## **COURSE DESCRIPTION**

Program evaluation is a critical component in designing and operating effective programs and schools. Evaluations are frequently used as accountability tools for policy and decision-makers. The ability to understand evaluation methodology and evaluation tools is essential in public 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.

## **REQUIRED TEXTS**

Sanders, James R. and Carolyn D. Sullins (2006). *Evaluating School Programs: An Educator's Guide*. Thousand Oaks, CA: Corwin Press.

Course package of readings, case studies and evaluation reports.

## **COURSE REQUIREMENTS**

### **1. Community Reflection & Analysis (20%):**

You are expected to respond to five key questions, where you share your thoughts and learning, in an on-line community via a First Class Conference. Active participation in class is also required.

### **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 a content analysis of the results. Students write a two page 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 friends. Students write a two page report describing the process of designing it and what they learned from piloting it.

### **3. Program Analysis & 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 school. Initial findings are presented in a written report and a presentation on the final day of class.

**Course Topics:**

Fri., Sept. 12 **Introduction to Program Evaluation**

Welcome, Introduction Activity  
Course Overview, Assignments, Evaluation  
Initial Reflections on Program Evaluation

Sat., Sept. 13 **Understanding Evaluation**

Knowing the Difference: Evaluation, Assessment & Measurement  
Historical Overview of Program Evaluation  
Philosophical, Political and Ethical Implications  
Understanding Program Evaluation Purposes  
The Major Project

Tues., Sept. 23 **LDP** (3:45 – 7:00 pm)

Fri., Sept. 26 **Program Evaluation Overview**

Types of Evaluation  
Models of Evaluation  
Designing a Program Evaluation

Sat., Sept. 27 **Data & Tools for Evaluation**

Data Issues  
Quantitative & Qualitative  
Learning the Tools of Program Evaluation

Tues., Oct. 14 **LDP** (3:45 - 7:00 pm)

Fri., Oct. 17 **Analysis of Evaluation Data**

Interpretation & Presentation of Data  
What are Ways of Representing Data?

Sat., Oct. 18 **Looking at Program Evaluation Data**

Reviewing, Analyzing & Representing Data

Sat., Nov. 1 **Evaluating the Evaluation**

Standards of Evaluation  
Guiding Principles of Evaluation  
Critiquing Program Evaluations  
Peer Feedback/Critique on Project

- Fri., Nov. 14 **Moving to Action**  
Communicating Results
- Sat., Nov. 15 **Moving to Action Cont'd**  
Recommendations & Program Improvement  
From Accreditation to District Review  
Looking at District Reviews  
School Plans  
Implications for Practice
- Tues., Nov. 25 **LDP** (3:45 – 7:00 pm)
- Sat., Nov. 29 **Learning from Experience**  
Project Presentations and Analysis  
Celebration  
Course Evaluation