

GENERAL INFORMATION

PROFESSOR INFORMATION



Instructor: Monica Restrepo, Ed.D
Phone: (305) 450-7070
Office: N/A
Office Hours: By Appointment
E-mail: morest@fiu.edu
Website:

COURSE DESCRIPTION AND PURPOSE

This course provides an overview of program evaluation theories, issues, and practice. We will first discuss theoretical topics, such as views on the nature and purpose of evaluation; summative and formative roles; models and approaches adopted by internal and external evaluators; links between evaluation and program planning, implementation and decision-making; planning and implementing evaluations; an introduction to quantitative and qualitative data collection and analysis; and evaluation ethics and standards. Course activities include presentation of readings in class, designing and developing evaluation ideas and materials, critically analyzing examples, and actively engaging the ideas of authors, classmates, and the professor. You will be encouraged to apply your skills and knowledge to evaluation practice in your professional context.

COURSE OBJECTIVES

In this course, you should develop the understanding, skills, and dispositions to lead program evaluation efforts in adult education and human resource development contexts. Therefore, you should be able to:

- Define program evaluation and discuss purposes of program evaluation, as well as the various program evaluation approaches and models (Standards 10, 12,13,15)
- Identify and address ethical considerations for planning and conducting evaluation(Standards 12, 15)
- Identify and understand the perspectives of key stakeholders (Standards 12, 15 18)
- Relate the design of program evaluation to the perspectives of the key stakeholders (Standards 12,15,18)
- Plan and conduct a simple program evaluation (Standards 11, 13,28,29,30,31)
- Develop strategies to provide meaningful evaluation feedback to program stakeholders (Standard 12,13,15,18)
- Articulate your own values and perspective of evaluation practice (Standard 12)

COURSE STANDARDS AND COMPETENCIES

ASTD (HRD) Standards:

10. Training and development theories and techniques
11. Research Skill
12. Business understanding
13. Cost-benefit analysis skill
15. Industry understanding

18. Organization understanding
28. Writing skill
29. Data-reduction skill
30. Information-search skill
31. Intellectual versatility

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190. Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information: [Canvas](#)

For additional assistance please contact FIU's [Disability Resource Center](#)

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work

without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

TEXTBOOKS

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

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs* (3rd ed.). Berrett-Koehler: San Francisco.

You may purchase your textbooks online at the [FIU Bookstore](#).

ASSIGNMENTS

1. Critical Summary of a Published Program Evaluation (30%)

Each student will select, critically evaluate, and summarize one program or policy evaluation published in a reputable, scholarly, and peer-reviewed program evaluation journal (such as *Adult Basic Education*, *New Directions for Evaluation*, *The American Journal of Evaluation*, and *Evaluation and Program Planning*). This assignment requires each student to analyze a published evaluation of a social program, an educational program, or a business-related training program. The critical summary must be **no more than 7 double-spaced pages** addressing the purpose of the evaluation, the adequacy of the evaluation plan and its results, implications of the evaluation audience/stakeholders, and suggestions for improving the evaluation.

Due October 20th by end of class.

Evaluation Rubric

Standards	Unacceptable	Acceptable	Target
Purpose of the evaluation	The purpose of the evaluation is not clear and does not provide a clear description of the context. 1-3 points	The purpose of the evaluation does contain a purpose statement, but the description of the context lacks detail. 4-5 points	The purpose of the evaluation contains a purpose statement, and provides a clear, precise, detailed description of the context. 6 points
Adequacy of the plan and results	The body of the paper does <u>not</u> discuss the adequacy of the evaluation plan and the related results presented in the paper. 1-3 points	The body of the paper discusses the adequacy of the evaluation plan and the related results, but lacks sufficient detail or the results are addressed unevenly. 4-5 points	The body of the paper discusses the adequacy of the evaluation plan and the related results appropriately, with sufficient detail and balance. 6 points
Implications for evaluation audience	Little to no discussion of what was learned and how it might be applied to the workplace is presented. 1-3 points	A discussion of what was learned and how it might be applied to the workplace is presented, but it lacks sufficient breadth and depth. 4-5 points	A rich, detailed discussion of the breadth and depth of what was learned and how it might be applied meaningfully in the workplace is presented. 6 points
Suggestions for Improvement	Little or no suggestions are provided for improvement of evaluation plan based on the study's findings. 1-3 points	Some suggestions are provided for improvement of evaluation plan based on the study's findings, but lacks detail and specificity. 4-5 points	Suggestions are provided for improvement of evaluation plan based on the study's findings, with rich detail and specificity. 6 points

2. Group Program Evaluation Proposal Project (25%)

Teams of 3-5 students will develop a program evaluation plan for a program within an organization (Educational, Human Services, and/or Business) of your choice. For this project, you are required to submit a work product that includes the framework you would use to evaluate a specific program or project in any of the aforementioned settings. The paper should be limited to a **maximum of 10 double-spaced pages**. This assignment should include the three components listed below and will be completed throughout the term.

Due November 3rd by the end of class.

Guidelines:

Part 1: Needs Assessment, Purpose & Goals: Each group will be required to submit a 1-2 page summary of the program evaluation topic and background that will be addressed in the program evaluation proposal .

- What is the purpose of the evaluation?
- Why is the program of policy being evaluated?
- What is the structure and context of the program?
- What do you want to accomplish with the evaluation?

Part 2: Program Evaluation Plan: Each student team will use class discussions and course content to develop an outline of the evaluation. This outline or evaluation plan will be used as a guide in the execution and analysis of the evaluation.

- What evaluation model will be used?
- Who are the program or policy stakeholders?
- What are the evaluation questions?
- What methods will be used to answer the evaluation questions?
- What resources are needed?

Part 3: Data Collection Plan & Reporting of Results: The data collection (data is not expected to be collected- just not enough time...) and reporting of results are closely linked to the questions contained in the needs assessment and evaluation plan. This component of the program evaluation proposal will help each team connect the data with corresponding evaluation question(s). Students, please note that the instructor is not expecting you to actually collect data. However, you can and are expected to create a comprehensive program evaluation proposal.

- How is the program implementation being assessed?
- What will be the reporting procedures?
- How will the report recommendations be implemented?
- What measures will be used to assess the evaluation's effectiveness?

3. Class Presentations and Participation (40%)

As in any course, your participation is vital for fostering learning and development amongst your colleagues. In each class meeting, instructor will assign groups to present, analyze and discuss the readings assigned. These groups will be selected by the instructor at the beginning of each class. All students will present at every class meeting.

Class Presentation Guidelines

<p>RESPONSE TO ASSIGNMENT: Oral presentations are expected to completely address the topic from the assigned readings.</p>	<p>The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical level for the intended audience</p>
<p>ANALYSIS AND DISCUSSION: Presentations are expected to provide an appropriate level of analysis, discussion and evaluation as required by the assignment.</p>	<p>Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate</p>
<p>ORGANIZATION: Oral presentations are expected to begin with a clear statement of the problem and ending with a clear conclusion.</p>	<p>The presentation is well- structured; its organization contributes to its purpose. The problem is clearly stated and technical content is well ordered for clarity</p>
<p>SPEAKING SKILLS: Presenters are expected to use an effective speaking style which exhibits enthusiasm, generates interest in the audience, and communicates the intended information.</p>	<p>Speaker is well prepared, establishes effective eye contact with the audience, speaks clearly and audibly, stays on topic and finishes the presentation on time</p>
<p>CONCLUSIONS: Presentations are expected to draw appropriate conclusions and recommendations based on its content.</p>	<p>Key points are clearly re-stated at the end of the talk so that the audience clearly understands the purpose of the technical work</p>

4. Student generated questions and answers (5%)

Each student will write 2 questions and short answers that test concepts covered in each class.
Due at the end of each class.

In email subject line please write: Last name. Date of class. Questions

GRADING

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	93-100	B	83 - 86	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	87-89	C+	77 - 79	F	59 or less

Tentative Course Organization

Date	Tasks
8/25/18 12pm-2:30pm	<i>Introductions & detailed course planning</i>
9/8/18	<p style="text-align: center;"><i>Introduction to Evaluation & Research Methods</i></p> <ul style="list-style-type: none"> • Readings: <p>Fitzpatrick Ch. 1-4</p> <p>Kirkpatrick Ch. 1-8</p> <p>McLean, S., & Moss, G. (2003). They're happy, but did they make a difference? Applying Kirkpatrick's framework to the evaluation of a national leadership program. <i>The Canadian Journal of Program Evaluation</i>, 18, 1-23.</p> <p>Naugle, K. A., Naugle, L. B., & Naugle, R. J. (2000). Kirkpatrick's evaluation model as a means of evaluating teacher performance. <i>Education</i>, 121, 1-10.</p> <ul style="list-style-type: none"> • Individual selection/approval of Program Evaluation for Critical Summary • Based on presentations: Two test questions and answers due by end of class by email (individual)
9/29/18	<p style="text-align: center;"><i>Approaches to Program Evaluation & Planning Evaluations</i></p> <ul style="list-style-type: none"> • Readings: <p>Fitzpatrick Ch. 5-14</p> <p>Kirkpatrick Ch.12-15 (Case Studies)</p> <p>Saunders, R.P., Evans, M.H., & Joshi, P. (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practices</i>, 6, 134-147.</p> <p>Sobelson, R. K., Young, A. C. (2013). Evaluation of a federally funded workforce development program: The Centers for Public Health Preparedness. <i>Evaluation and Program Planning</i>, 37, 50-57.</p> <p>For book below read pp 20-26</p> <p>Stufflebeam, D. L., & Zhang, G. (2017). <i>The CIPP evaluation model: How to evaluate for improvement and accountability</i>. Boston, MA: Kluwer Nijhoff.</p> <ul style="list-style-type: none"> • Individual selection/approval of Program Evaluation for Critical Summary • Based on presentations: Two test questions and answers due by end of class by email (individual)
10/20/18	<i>Conducting & Using Evaluations</i>

	<ul style="list-style-type: none"> • Readings: <p>Fitzpatrick Ch. 15-18</p> <p>Kirkpatrick Ch. 20-25 (Case Studies)</p> <p>Hayes, H., Scott, V., Abraczinskas, M., Scaccia, J., Stout, S. and Wandersman, A. (2016). A formative multi-method approach to evaluating training. <i>Evaluation and Program Planning</i>, 58, 199-207.</p> <p>Hunter J, Watt-Watson J, McGillion M, et al. (2008). An Interfaculty Pain Curriculum: Lessons learned from six years experience. <i>Pain</i>, 140, 74-86.</p> <ul style="list-style-type: none"> • Selected Critique Individual Presentations • Critical Summary due by end of class • Based on presentations: Two test questions and answers due by end of class by email (individual)
11/3/18	<ul style="list-style-type: none"> • Group Program Evaluation Proposal Presentations • Group Program Evaluation Proposals due • Group Peer Evaluation forms due