

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course No. EA-915

New: Spring 1999

Title of the Course: Program Planning and Evaluation



THE ADMINISTRATOR AS A COMPETENT PROFESSIONAL EDUCATOR

- I. Catalog Description and Credit Hours of Course: Participants will develop thorough knowledge of the theoretical underpinnings of selected approaches to planning and evaluation and the necessary integration of the two. The course will afford participants the opportunity to plan, conduct and deliver a utilization-focused evaluation to an actual client by the end of the semester. (3)
- II. Prerequisite(s): Entrance into the Ed.D. Program.
- III. Purposes or Objectives of the Course: This course is intended to provide participants with an opportunity to develop knowledge and skills in program planning and evaluation processes in a variety of educational settings. This course is designed to meet the needs of a groups of students with a wide range of professional interests and needs; the processes and tools presented in this study should be applicable to a variety of large and small scale educational programs. As a result, students should be able to:
 - A. discuss the rationale for program planning and evaluation;
 - B. demonstrate skills for implementing organizations needs assessments;
 - C. discuss, analyze, and distinguish between selected approaches to program evaluation and the implications these approaches have for evaluation design and implementation;
 - D. specify and work toward resolving ethical dilemmas facing program planners and evaluators;
 - E. conduct a utilization-focused evaluation that addresses a critical need identified by actual stakeholders in an organization;
 - F. systematically determine and address the needs of the client group;

- G. demonstrate the ability to effectively communicate evaluation findings to the client.

IV. Expectations of Students:

- A. Read and be prepared to discuss and evaluate all assigned readings.
- B. Participate fully in class activities (both in and out of classroom).
- C. Lead and facilitate a discussion of readings for assigned class session(s). Each seminar participant will develop an activity that engages participants in a critical discussion of the readings of the session.
- D. Complete an individual project (described below).
- E. Participate in and complete a group/individual evaluation project (described below).

V. Course Content or Outline (Class Hours):

- A. Needs assessment and use of planning tools (9)
- B. Utilization-focused evaluation - An approach (3)
- C. Fostering evaluation use (3)
- D. Methodological issues (3)
- E. Intended uses of findings (3)
- F. Intended process uses (3)
- G. Focusing on evaluation (3)
- H. Implementation evaluation (3)
- I. Program theory: Exploring causal linkages (6)
- J. Reporting results (3)
- K. Ethical dimensions of evaluation (3)
- L. Presentations of evaluation projects (3)

Total: 45

VI. Textbook(s)

- A. Brassard, M. (1996). The memory jogger plus+. Methuen, MA: GOAL/QPC. Brassard's book is a handy compilation of 7 management and planning tools. While the tools can be used together as part of a continuous planning and improvement cycle, they can also be used individually depending on the needs created by unique situations.
- B. Patton, M.Q. (1997). Utilization-focused evaluation: The new century text. Thousand Oaks, CA: Sage. Patton's book offers one perspective on evaluation. As the title suggests, a paramount consideration is the relevancy and appropriateness of the evaluation to the consumer of the evaluation. Patton provides a framework for viewing and thinking about evaluation. Any methodology, type of evaluation, and evaluation content can be approached using this utilization focus.

VII. Basis for Student Evaluation: In addition to class participation, students will be evaluated on successful completion of the following course requirements:

- A. Class discussion
- B. Quality of planning project (individual)
- C. Quality of program evaluation (group/individual)

VIII. Description of course requirements:

- A. Class participation (20 points) – To develop and establish a learning community active participation is vital. Class participation consists of:
 - 1. attendance;
 - 2. active and thoughtful participation in class discussions based on a thorough and critical analysis of readings;
 - 3. active and full participation in small group work and any group projects;
 - 4. thoughtful preparation and facilitation of group discussions as assigned or chosen; and
 - 5. completion of written assignments.
- B. Planning exercise (30 points) – Each student will individually conduct a planning project in an actual organization. The organization may be the participant's place of work or another organization in which they are involved (e.g., church, scouts, neighborhood group, etc.). Planning projects will require engaging stakeholders in a process of needs identification and development of an action plan using **at least** three of the planning and management tools discussed in class.

- C. Utilization-focused program evaluations (50 points) – The purpose of the evaluation project is two-fold. First, the program evaluation will provide students an opportunity to authentically utilize evaluation knowledge and skills obtained during the course. Second, each group or individual will address the evaluation needs of an organization (as defined by relevant stakeholders) through the design, implementation, and presentation of a utilization-focused evaluation.
- D. Grade scale
 - 1. A: 92-100
 - 2. B: 83-91
 - 3. C: 74-82

IX. References and/or Reading Material: (Note. Available on EBSCOhost).

- A. Anderman, C. (1995, December). Selection bias related to parental consent in school-based survey research. Evaluation Review, 19 (6), 663-674.
- B. Baer, W.C. (1997, Summer). General plan evaluation criteria. Journal of the America Planning Association, 63(3), 329-344.
- C. Barrath, P. (1998, May). Building for the future. Bank Marketing, 30(5), 44-53.
- D. Beyer, J.M., & Trice, H.M. (1982). The utilization process: A conceptual framework and synthesis of empirical finding. Administrative Science Quarterly, 27, 591-622.
- E. Blumberg, P. (1995). Using a practical program evaluation model to chart the outcomes of an educational initiative: Problem-based learning. Medical Teacher, 17(2), 205-214.
- F. Bowen, Gary L. (1994, January). Estimating the reduction in nonresponse bias from using a mail survey as a backup for nonrespondents to a telephone interview survey. Research on Social Work Practice, 4(1), p115-128.
- G. Brennan, M. (1992, May). Threats to survey research: Excessive interviewing and ‘sugging’. Marketing Bulletin, 3, 56-72.
- H. Brennen, M. (1997, May). The effect of question tone on response to open-ended questions. Marketing Bulletin, 8, 66-72.
- I. Carruthers, William L. (1998, June). Conflict resolution: An examination of the research literature and a model for program evaluation. School Counselor, 44(1), 5-18.

- J. Codd, J.A. (1988). Knowledge and control in the evaluation of educational organizations. Geelong, Vic: Deakin University.
- K. Cooper, J.E. (1998, June). Evaluators' use of peer debriefing: Three impressionist tales. Qualitative Inquiry, 4(2), 265-279.
- L. Edmondson, C. (1990, Spring). Evaluation the effectiveness of strategic planning for communities. Economic Development Review, 8(2), 27-29.
- M. Escobar, A. (1998, October). Surveys as instruments of modernization. American Behavioral Scientist, 42(2), 237-251.
- N. Floden, R.E., & Weiner, S.S. (1978). Rationality to ritual: The multiple roles in evaluation of government processes. Policy Sciences, 9(9), 9-18.
- O. Ford, K. (1991, November). Methodological considerations for survey research on sexual behavior: Urban African American and Hispanic youth, Journal of Sex Research, 28(4), 539-555.
- P. Gendall, P. (1990, May). A question of wording. Marketing Bulletin, 1, 25-36.
- Q. Hart, J. (1998). The perils of polling and how to avoid them. Editor & Publisher, 131(33), 5-6.
- R. Huberan, M. (1987). Steps toward an integrated model of research utilization. Knowledge: Creation, Diffusion, Utilization, 8(4), 586-611.
- S. Huberman, M., & Cox, P. (1990). Evaluation utilization: building links between action and reflection. Studies in Educational Evaluation, 16, 157-179.
- T. Johnson, S.M. (1998, April). Telling all sides of the truth. Educational Leadership, 55 (7), 12-16.
- U. Kish, L. (1990). Rensis Likert. Choices: The Magazine of Food, Farm & Resource Issues, 5(1), 36-238.
- V. Liou, K. T. (1994, September). Assessing employee attitudes in a community-base AIDS service organizations. Evaluation & the Health Profession, 17(3), 273-288.
- W. Macdonald, D A. (1990, Winter). Turning point analysis: Using survey research to call changes in consumer behavior and predict sales taxes. Public Budgeting & Finance, 10(4), 47-61.
- X. Morgan, F.W. (1990, January). Judicial standards for survey research: An update and guidelines. Journal of Marketing, 54 (1), 59-70.

- Y. O'Reilly III, C. (1981). Evaluation information and decision making in organization: Some constraints on the utilization of evaluation research. IN A. Bank, & R.C. Williams (Ed.). Evaluation in school districts: Organizational perspectives(pp.25-64). Los Angeles, CA: Center for the Study of Evaluation, UCLA Graduate School of Education, University of California.
- Z. Orkin, M. (1998, October). The politics and problematics of survey research. American Behavioral Scientist, 42(2), 201-221.
- AB. Osborne, J.L. (1995, March). Evaluation of counselor education programs: A proposed plan. Counselor Education & Supervision, 34(3), 253-269.
- AC. Owen, J. M. (1993). Program evaluation: Forms and approaches. Sydney: Allen & Unwin.
- AD. Palumbo, D. J., & Nachmias, D. (1983). The preconditions for successful evaluation: Is there an ideal paradigm? Policy Sciences, 16, 67-79.
- AE. Parsons, J. A. (1994, December). Factors associated with response rates in a national survey of primary physicians. Evaluation Review, 18(6), 756-766.
- AF. Patton, M.Q. (1998, September). The challenges of diversity in evaluation. Science Communication, 20(1), 148-464.
- AG. Pinsonneault, A. (1993, Fall). Survey research methodology in management information systems: An assessment. Journal of Management Information Systems, 10(2), 75-105.
- AH. Patton, M.Q. (1986). Utilization-focused evaluation. Beverly Hills, CA: Sage Publications.
- AI. Romkens, R. (1997). Prevalence of wife abuse in the Netherlands. Journal of Interpersonal Violence, 12(1), 99-125.
- AJ. Rosenthal, J.A. (1994). Reliability and social work research. Social Work Research 18(2), 115-121.
- AK. Say, N.A. (1995, August). An evaluation of D.A.R.E. (Drug Abuse Resistance Education), using a Solomon four-group design with latent variables. Evaluation Review, 19(4), 409-435.
- AL. Scriven, M. (1991). Evaluation thesaurus. Beverly Hills, CA: Publications.

- AM. Seelig, C.B. (1995, July). Development and validation of a scaled questionnaire for evaluation of residency programs. Southern Medical Journal, 88(7), 745-750.
- AN. Straw, R.B. (1995, November). Potential uses of focus groups in federal policy and program evaluation studies. Qualitative Health Research, 5(4), 421-427.
- AO. Talen, E. (1996, February). Do plans get implemented? A review of evaluation in planning. Journal of Planning Literature, 10(3), 248-247.
- AP. Warren, P.B., & Curley, R.G. (1998, Summer). Evaluation, accountability and audience: How demands for accountability undercut program development. Education, 118(4), 492-498.
- AQ. Webster, C. (1996, February). Hispanic and Anglo interviewer and respondent ethnicity and gender: The impact on survey response. Journal of Marketing Research, 33(1), 62-72.
- AR. Whelan, J. (1994, march). Assessing urban planning schemes by means of multi-criteria evaluation techniques: The case of pedestrianisation. Urban Studies, 31(2), 309-328.
- AS. Zacker, A. (1995, September). Learn from your customers or future may be bleak. Best's Review/Life-Health Insurance Edition, 96(5), 70-73.

X. Internet Resources

- A. OnLine Survey: Online Sample Online Survey Frequently Asked Questions What's Being Said Prism, Ltd. This site is best viewed with Netscape Navigator 2.0. <http://www.surveyonline.com/>
- B. Data analysis & research: Data Analysis & Research® Subject Description Assessing the Human Organization Assessing the Human Organization for nearly a decade & has been working with a variety of organizations. <http://www.d-a-r.com/>
- C. Survey Research Organization Links: This links to survey research web sites contained within this page are divided into the following categories: Associations Academic Research Institutes Commercial Firms International Links Associations American. <http://www.ropercenter.uconn.edu/>
- D. Quality Values in Practice Survey: Description of the Quality Values in Practice (QVIP) survey is administered to an organization and asks employees and managers to assess current quality practices. The survey is organized around the Malcolm Baldrige Award criteria. <http://www.ilblconsulting.com/>

- E. An On-line Interactive Survey: Rank all items giving 1 for the most applicable, and 4 for the least applicable. <http://www.peopleinc.com/>
- F. Welcome to the American Society for Quality! Interested in quality topics like process improvement, teamwork, and certification? You've come to the right place. <http://www.ASQC.org/>
- G. Total Quality Engineering, Inc. Review: These Californians don't miss a trick when it comes to the latest in trendy consultantese -- quite aside from the name they've given themselves, there's the requisite Japanese buzzword ("hoshin kanri") and prompt reference to "empowerment" and "core competencies." Workshops that Dilbert would doubtless love. <http://www.tqe.com/>
- H. Welcome to SurveySez! Review: Tool allows you to create and customize surveys for your Web page. <http://www.surveysez.com/>
- I. QuizWhizPage: Review: A program for creating on-line surveys, quizzes & questionnaires. <http://www.bconnex.net/~carsten/qwiz/>
- J. Methodologies: RM follows a Five-Component Model for effective employee research. Below, you will find details regarding HayGroup's capabilities and resources, organized according to this Five-Component Model. Similar Pages. <http://www.orgsurveys.com/methods.htm>
- K. Survey Company Home Page: A resource center for Internet surveys, survey software, survey design and automated survey processing. Specializing in organizational and multi-source feedback surveys. <http://www.surveycompany.com/>
- L. Survey Solutions: Custom designs employee opinion, sales force, 360°, customer satisfaction, and course evaluation surveys via web, email, fax, and paper and provides a turnkey survey program. <http://www.surveysolution.com/>