The University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations & Psychology

**EDUA 7810 A01 Evaluating Educational Programs**
(3 credit hours, CRN: 16224)
Course Outline Sept. 2018 to Dec. 2018

## Industrial Strength !!

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| **Time:** | Wednesdays 5:30 pm to 8:15 pm |
| | Wednesday September 5, 2018 to |
| | Wednesday December 5, 2018 (inclusive) |
| **Room:** | 366 Education Building |
| **Office Hours:** | Wednesdays 2:30 to 4:30 or by appointment |

**Instructor:** Robert Renaud, Ph.D.
227A Education
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Email: Robert.Renaud@umanitoba.ca
http://www.robertrenaud.ca

While you are welcome to visit my office or phone me anytime, you can reach me most easily by email.  Unless otherwise noted, I will usually respond to emails within 48 hours.

## Course Description (from U of M course catalogue)

An introduction to current approaches to evaluating educational programs.  A review of various evaluation methods/approaches, along with consideration of specific design, ethical, consulting and political issues will be the main focus of this course.  Specific skills to de developed are the implementation of educational evaluations, data collection and analysis, and final report writing.

## Course Goals

- To become more knowledgeable in the following main areas:
    - the various types of evaluation (e.g., process, outcome)
    - the application of social science research methods to evaluate education programs
    - the challenges of conducting evaluations
- To foster application and evaluation skills by exploring the use of program evaluation in examining current issues and controversies in education
- To develop more advanced-level academic writing skills by preparing a written proposal to evaluate an aspect of a selected educational program

## Text

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004).  Evaluation: A systematic approach (7th edition.).  Thousand Oaks, CA: Sage.  ISBN: 978-0-7619-0894-4

I have ordered printed versions of this book to be available in the bookstore.  An e-version can also be obtained at https://us.sagepub.com/en-us/nam/evaluation/book224290

An older edition (either 6th or 5th) will suffice for our purposes.  If you obtain an older version, it is up to you to cross reference the chapters between the current version and the older version you have acquired.

## Suggested Reference

American Psychological Association.  (2010).  Publication Manual of the American Psychological Association (6th ed.).  Washington, DC: Author.

## Course Requirements

### Participation

Students are expected to attend all classes, read and reflect critically on assigned readings prior to class, participate actively in class discussions, and to provide meaningful feedback for student presentations.  Class participation will be weighted **20%** in the determination of final grades.  More specifically, a student who attends all classes and participates actively in most classes will receive 20/20.  To ensure that all students have a chance to participate, if I notice that you may not have had the opportunity to contribute to the class discussion over the last few classes, I may call on you occasionally to share your perceptions regarding relevant issues from the assigned readings.

### Presentation

Each student will make one 30-minute class presentation on a current topic, controversial issue, or practical application relating to evaluating educational programs.  Note that your presentation topic should not be the same as that of your proposal.  Your presentation may be given in any class between October 31 and December 5.  Presentations will be graded on content, clarity, and facilitation of class discussion.  As a general guide, so that we don't have either a presentation that consists of just a few minutes of explanation followed by 25 minutes of discussion, or at the other extreme, little or no group involvement, I would like to see each presentation consist of at least 15 minutes of actually presenting the relevant information and the remaining time for class discussion/activity.  The presentation will count **30%** toward the final grade in the course.

Note that because we may have up to 5 presentations in one evening, to be fair to all presenters, the time limit will be strictly enforced.  I will give you a signal at 15, 25, and 28 minutes.  If at 30 minutes, you are still presenting, I will ask you to stop.  Managing time limits like this occurs in many larger academic conferences, for the same reason, to ensure that each presenter has the amount of time that was promised.

<u>Outline of program evaluation proposal</u>

The purpose of this outline is to help clarify your evaluation plan, and obtain formative feedback that can be helpful for you to prepare the full proposal from this outline. The <u>maximum</u> length (excluding title page, tables, figures, and references) is 5 pages (APA style, double spaced). If you submit an outline that exceeds 5 pages, I will return it to you for revision. Although there will be no grading penalty if I return your outline because it was too long, be aware that it will leave you with less time to complete your full proposal. The outline is <u>due on Wednesday November 7</u> and is worth **10%** of the final grade. The outline should include:

Introduction
- Identification of a program or area of evaluation
- Brief description of program background information, program goals and objectives (i.e., What is the program intended to do?)
- Brief description of the form of evaluation you plan to do (e.g., needs assessment, outcomes assessment)

Method
- Adequate description of the participants or sources of data
- Identification of applicable ethical issues
- Description of the variables to be considered
- List of instruments to be considered (i.e., how you plan to assess the variables)

Analysis
- Brief outline of what the data will look like and how you plan to analyze the data

Minimum of five references

<u>Complete program evaluation proposal</u>

Develop the outline into a complete proposal to evaluate an educational program. The text (excluding references, tables, appendices, etc.) should not exceed 25 pages (APA style, double spaced). The complete proposal is <u>due on Monday December 10</u> and is worth **40%** of the final grade.

# Class Schedule

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the – ROASS - Procedure

Basic concepts in program evaluation                          Sept. 5 - Oct. 3

    Functions of program evaluation (Chapters 1 & 2)

    Formulating evaluation questions (Chapter 3)

    Formative vs. summative evaluation

    Program theory (Chapter 5)

Stages in program evaluation                          Oct. 10 - Oct. 24

    Needs assessment (Chapter 4)

    Assessment of program process (Chapter 6)

    Outcomes assessment (Chapter 7)

Methods for collecting and analyzing data

    Qualitative methods (Chapters 16, 17, & 19 - Wholey et al.)

    Quantitative methods (Chapters 8 & 9)

Current issues and controversies (potential topics)          Oct.  31 - Dec. 5 *(no class during Fall Term Break - Nov. 14)*

    Outcomes assessment in education

    Teacher competency testing

    Performance indicators in education

    Standardized achievement tests

    Ethical considerations in program evaluation

    Standard setting

    Voucher systems

    Evaluation and accountability

    Student evaluation of teaching

    Technology in education

    Grade inflation

    Distance learning

    Computers in the classroom

    Teacher training and certification

    Accessibility

    Randomized experiments

## Grading

Letter grades will be assigned according to the Faculty of Education grading conversion scheme:

| Letter Grade | Grade Point | Level of Achievement | Percentage Range |
|:---:|:---:|:---:|:---:|
| A+ | 4.5 | WOW! | 95+ |
| A | 4 | Excellent | 90-94 |
| B+ | 3.5 | Very Good | 85-89 |
| B | 3 | Good | 80-84 |
| C+ | 2.5 | Satisfactory | 75-79 |
| C | 2 | Adequate | 70-74 |
| D | 1 | Marginal | 60-69 |
| F | 0 | Failure | Below 60 |

## Expectations

Students are expected to attend all classes and submit assignments by the due dates. If you require any modification to ensure your full participation in this course, please talk to me as soon as possible.

You can expect to receive grades/feedback on your presentation and outline within a week after submission. Feedback and grades for the full proposal will be available within about two weeks after submission.

## Course Technology

Students are welcome to use technology (e.g., cellphones, laptops, etc.) during class if the technology is used for relevant educational purposes within this course. Unless a student must either send or respond immediately to an urgent personal message (email, text, or phone), I ask that students refrain from using technology during class for purposes that are not relevant to this course.

## Class Communication

The University requires all students to activate an official University email account.  For full details of the Electronic Communication with Students please visit: http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2013_09_01_RF.pdf

Please note that all communication between myself and you as a student must comply with the electronic communication with student policy (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html). You are required to obtain and use your U of M email account for all communication between yourself and the university.

## Recording Class Meetings

The University of Manitoba and I hold copyright over the course materials, presentations and lectures which form part of this course.  No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without my permission.  Course materials (both paper and digital) are for the participant's private study and research.

## Student Accessibility Services

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations.  Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.
Student Accessibility Services http://umanitoba.ca/student/saa/accessibility/
520 University Centre  204 474 7423  student_accessibility@umanitoba.ca

## University Policies

Within the University of Manitoba, there are a number of policies and regulations that students should be aware of in the following areas:

• Academic Support for Students
• Health and Wellness Support
• Copyright Resources and Support
• Your Rights and Responsibilities
• Specific policies within the Faculty of Education

Detailed information in each of the above areas can be found within our Faculty of Education webpage at http://umanitoba.ca/faculties/education/current/index.html