

# **Argosy University - San Francisco Bay Area**

Program Evaluation R-7036

Spring 2009

## **COURSE INFORMATION**

Professor: Dr. Scott Griffith

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## **COURSE DESCRIPTION**

This mixed-methods course focuses on program evaluation methodology used across the disciplines of business, education, and behavioral sciences. The goal is for students to appropriately apply qualitative and quantitative analyses in the evaluation of programs. Evaluation approaches are studied to guide informed decision making about program effectiveness and viability. The final product is a completed prospectus reflective of the program evaluation design.

## **COURSE PREREQUISITES**

R7001, R7031, R7035(For students starting in Spring 2009)

## **COURSE LENGTH**

7.5 Weeks

## **CONTACT HOURS**

45

## **TEXT REQUIREMENTS**

Title: Program Evaluation : Alternative Approaches and Practical Guidelines  
Author: Fitzpatrick, Jody / Sanders, James / Worthen, Blaine  
Edition / Copyright: 3RD 04  
Publisher: Allyn & Bacon (Pearson)  
ISBN: 0321077067

## **TECHNOLOGY REQUIREMENTS**

Computer: PC: As a general guideline, students should have computer specifications of a Pentium III CPU or greater, Windows 2000 or XP, and 1 GB RAM

MAC: As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X 10.4, and 1 GB of RAM.

Software: Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook)  
Norton Antivirus  
Adobe Acrobat Professional

Peripherals: N/A

Browser: Courses offered online are best viewed using Microsoft Internet Explorer v5.5/6.0 (PC), Safari 1.0 (MAC), or Firefox.

Attention Mac Users: While you can use Safari 2.0 to view classes, some animation pieces may not be available with Safari 2.0, and we highly recommend using Firefox or Internet Explorer to view your class material using a Mac computer.

## **MATERIALS REQUIREMENTS**

None

## **COURSE COMPETENCIES –**

By the end of the course, students will:

1. Apply the critical elements of the program evaluation process
2. Select the most appropriate process and outcome evaluation designs within the scope of the evaluation efforts and available resources
3. Incorporate the interpersonal, political, and ethical dynamics of interacting with decision makers and stakeholders.
4. Evaluate the strengths and weaknesses of different data-gathering techniques
5. Apply the principles of qualitative and quantitative research methods to the evaluation process
6. Highlight important evaluation findings including effective dissemination strategies and recommendations
7. Revise their dissertation plan to include a program evaluation prospectus

## **TOPICAL OUTLINE**

### Module 1

- Approaches to Curriculum and Program Evaluation
- Difference Between Research and Evaluation
- Standards of Effective Evaluation
- Issues and Problems Associated With Evaluation

### Module 2

- Deciding Whether to Evaluate or Not: Evaluability Assessments
- Types of Evaluation
- Curriculum Evaluation

### Module 3

- Scoping it Out
- Steps in Developing a Curriculum Evaluation Plan

### Module 4

- Collecting Information
- Formative and Summative Evaluations

## Module 5

- Collecting Quantitative Information
- Analyzing Quantitative Information
- Interpreting Quantitative Information

## Module 6

- Techniques for Qualitative Evaluation

## Module 7

- Using Information
- Managing and Using Evaluation Findings

## Module 8

- Pitfalls and Solution
- Project Presentation

## EDUCATION COMMITMENT -

The following outlines the requirements and key factors for success in online learning and important policies and practices you need to know.

### Participation

Successful learning online requires you to actively participate in this course. Participation is measured by recording the posting date on which you make a substantive posting in the course. Doctoral students are required to have substantive participation, at a minimum of 2 days per week.

Everyone's comments are important. The diversity of the experience among members of your class will enhance learning. All students will be treated equitably within the classroom. Discussion and all communications are required to be respectful. All activities will follow standards set forth in the Argosy University Catalog and the Student Handbook for Online Students.

All assignments must be posted by the due dates. You may post assignments prior to the due date during the week the assignment is due.

## Attendance

In this blended class, attendance is required for all 4 days. Weekend days begin at 9:00 AM and end at 5:00 PM.

The student is expected to attend the **Discussion Area** by participating in the discussion a minimum of 2 days per week. Participation is measured by recording the date of each entry a student makes on the system when that student interacts with the course in a meaningful way. Examples of meaningful interaction include responses to assignments, commenting on the work of others in critiques, discussion questions, or a question you might have for the faculty or the group.

For absence due to prolonged serious illness or personal emergency the student is expected to contact the faculty as soon as possible. For absence due to technical problems, the student is expected to contact the faculty immediately after notifying the appropriate technical support. Failure to notify the faculty will be considered a missed deadline. All assigned work must be completed regardless of the reason for absence.

## Plagiarism

Academic Dishonesty and Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. Naturally, in much academic writing, authors often refer to and rely upon works, published and unpublished, of others. When incorporated properly, reliance upon authoritative sources adds knowledge and credibility to the document that the author is preparing. However, without proper documentation, the reader may be misled in attributing certain writings to the author when such is not the case. In effect, the author has passed off the work of another as if it were his or her own. When this happens, the author has committed a form of academic dishonesty known as plagiarism. Among the harms from plagiarism are that the writer of the original material suffers from lack of recognition of his or her contributions. The original writer and publisher may also be damaged by an infringement on their copyright, which is an exclusive right to copy or reproduce materials that is protected by law.

Students found to have committed academic dishonesty, including plagiarism, shall be subject to disciplinary action, which may include dismissal from Argosy University.

To avoid plagiarism, all sources relied upon, whether quoted directly or paraphrased, must be documented through normal scholarly references and citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition* (2001). Washington DC:

American Psychological Association (APA) format ([www.apastyle.org](http://www.apastyle.org)). (Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format.) Students are encouraged to purchase this manual (required in all courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course to also constitute academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing and research skills and detect potential cases of academic dishonesty. Questions about plagiarism may be directed to your dean, chair or instructor.

#### Modules and Days of the Week

The course is divided into eight modules. The first week of class will be **Module 1**, the second week **Module 2**, and so on. Each of the first 7 modules have seven days, **Module 8** has three days. The first day of the first module varies according to the start of the semester, and is not based on the first weekend class day.

#### Grading

Students must demonstrate an understanding of course material by:

1. Actively participating in all aspects of the course a minimum of three (any three) days per week.
2. Utilizing professional terminology in class discussion.
3. Accurately relating course material to "real world" situations, utilizing text and other reference materials and personal experience where applicable.
4. Thoroughly and accurately completing assignments, papers, projects, quizzes, group projects, exams, etc. and submitting them on time. All

work must be received by the set deadlines. Late work is not accepted without mitigating circumstances.

5. Each graded assignment will carry a weight that will be a fraction of 100 percent. Assignments will reflect a percentage of the total possible points based on the requirements and competencies determined by each individual course.

Points are assigned for each assignment criterion, (an assignment criterion is a detailed expectation for a specific assignment) which have been established for the purpose of completing and evaluating each assignment to a given set of expectations. Each criteria item has a value up to four points, each point communicates a level of achievement for a definite expectation: 4=Excellent, 3=Satisfactory, 2=Minimum achievement, 1=Attempt, 0=No effort.

There will be at least one, and usually more, distinct criteria specified for each item to be delivered within an assignment, the criteria will assist the student in completion of the assignment and assist the facilitator in the evaluation and grading of the student's work. The total points from assignments may be combined with possible "extra achievement points" for project-based assignments only; these points will take into account creativity, critical thinking, etc. things that don't have specific checkpoints to follow.

Student grades will be determined using the Argosy University point scale:

Grade	
A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
F	69 and below