Course Number: EDUC 803
Course Title: Program Evaluation
School/Division: School of Education and Behavioral Sciences
Term: Winter 2023 / January 9 – March 20
Credits: 3

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University Course Catalog Description
Surveys the different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students gain experience designing conceptual frameworks, developing appropriate indicators, collecting data, analyzing results, and the development of evaluation plans to measure impact.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change
The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values
1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)
1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)
1. Understand the purposes and logic of program evaluation
2. Explain the major types and concepts in program evaluation.

3. Articulate a theoretical perspective of the program planning and evaluating process.
4. Design, conduct, and analyze a program evaluation.
5. Explore qualitative and quantitative data collection methods for evaluation
6. Understand the processes of evaluation and best practices for participation of stakeholders.
7. Consider cultural factors related to program evaluation and the role of diverse stakeholders.
8. Explains the importance of evaluations for improving policies, programs, and services.

Learning Materials

Textbook: Rossi, P. H., Lipsey, M.W., & Henry, G. T. (2019). Evaluation: A systematic approach. (8th Ed.). Sage Publications.

Publication Manual of the American Psychological Association 7th Edition

SCHOLARLY JOURNAL RESOURCES
The American Journal of Evaluation

Educational Evaluation and Policy Analysis

Evaluation and Program Planning

Evaluation Review: A Journal of Applied Social Research, SAGE

New Directions for Evaluation

Studies in Educational Evaluation

EVALUATION WEBSITES RESOURCES

American Educational Research Association - www.aera.net/

American Evaluation Association - www.eval.org

European Evaluation Association - https://europeanevaluation.org/

Basic Guide to Program Evaluation - www.mapnp.org/library/evaluatn/fnl_eval.htm

Cornell University Research on Evaluation - https://core.human.cornell.edu/

Corporation for National and Community Service - www.nationalserviceresources.org/star/ac-evaluation

Parenting in Context evaluation tools - www.parenting.cit.cornell.edu/evaluation.html

Evaluation Cookbook - www.icbl.hw.ac.uk/ltdi/cookbook/contents.html
EvaluATE - https://evalu-ate.org/

Harvard Family Research Project - www.hfrp.org/evaluation/the-evaluation-exchange

Innovation Network - www.innonet.org/

Kellogg Foundation - https://ww2.wkkf.org/

United Way Toolfind - www.toolfind.org/

U.S. Department of Education - www.ed.gov/offices/OUS/PES/

U.S. H.H.S. OPRE www.acf.hhs.gov/programs/opre/index.html

Center for Disease Control http://www.cdc.gov/eval/resources.htm

Outcome Measurement Resource Network http://www.liveunited.org/outcomes/library/eval.cfm

Other learning materials (articles, booklets, papers, examples) will be provided.

Assessment

Assignments	Max Points
1. Activities – 9 @ 20 points each	180
2. Discussions – 10 @ 10points each	100
3. Final Project – 1 @ 120 points	120
Total	**400**

1. **Activities (9 @ 20 points each)**

Activities designed to practice and reinforce concepts from the course will be available each week. You should submit the activities for each week by Sunday at midnight of the week that they are assigned.

2. **Discussions (10 @ 10 points each)**

Ten class discussion question will be posted. These discussion are designed to provide you with the opportunity to interact with your classmates. Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from **http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses// (Links to an external site.)**.

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with

your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.

- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

3. Final Project (1 @ 120 points)

The final project builds on many of the activities that you will be completing during the course. For this project you will be designing a comprehensive evaluation plan for your chosen program. Details for the plan are included in the assignment description.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

Schedule – You should complete the work for each week following the schedule below. Unless otherwise indicated, all of the work for each week is due by Sunday night of that week at midnight.

Week	Topic	Review/Assignment
1 - January 9	Introduction to Program Evaluation	Read Chapter 1 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 1: Brief Literature Review Post to Discussion 1
2 - January 16	Social Problems and Assessing the Need for a Program	Read Chapter 2 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 2 – Needs Assessment Post to Discussion 2

Week	Topic	Review/Assignment
3 - January 23	Assessing Program Theory, Design, Process and Implementation	Read Chapters 3 & 4 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 3 – Logic Model Post to Discussion 3
4 - January 30	Measuring and Monitoring Program Outcomes	Read Chapter 5 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 4 – Program Description Post to Discussion 4
5 - February 6	Impact Evaluation	Read Chapters 6, 7, & 8 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 5 – Impact Evaluations (Evaluation Questions) Post to Discussion 5
6 - February 13	Detecting, Interpreting, and Exploring Program Effects	Read Chapter 9 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 6 - Proposed data collection methods. Post to Discussion 6
7 - February 20	Assessing the Economic Efficiency of Programs	Read Chapter 10 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 7 – Cost Benefit Analysis Post to Discussion 7

Week	Topic	Review/Assignment
8 - February 27	Planning an Evaluation	Read Chapter 11 in Rossi, Lipsey & Henry Evaluation: A systematic approach. Activity 8 – Planning an Evaluation Post to Discussion 8
9 - March 6	The Social and Political Context of Evaluation	Read Chapter 12 in Rossi, Lipsey & Henry Evaluation: A systematic approach Activity 9 – Social and Political Contexts Post to Discussion 9
10 - March 13	Course Wrap-up	Post to Discussion 10 Complete and Submit the Final Project by March 19

May be subject to change based on the dynamics of current events

Online Course Guidelines
- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

Writing Standards
All work submitted by Chaminade University students must meet the following writing standards.
Written assignments should:
1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.

5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria

for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Attendance Policy
As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Excused Absences
Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

Unexcused Absences
Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one
credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies. and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the Chaminade Catalogue.