

# Cover Sheet: Request 11159

## EDF4XXX Program Evaluation in Educational Settings

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Manley, Anne Corinne amanley@coe.ufl.edu
Created	9/29/2016 9:02:32 AM
Updated	10/28/2016 6:16:26 PM
Description of request	This course provides an overview of the skills and methods required to assess the effectiveness and impact of educational programs and institutions. Program evaluation in the broader setting of the social sciences is first presented, followed by evaluation readings and activities tailored specifically to educational settings.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Human Development and Organizational Studies in Education 011807000	Miller, David		10/4/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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## Info

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**Submitter:** Waldron,Nancy L waldron@coe.ufl.edu

**Created:** 10/28/2016 5:58:33 PM

**Form version:** 4

## Responses

**Recommended Prefix**EDF

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title**Program Evaluation in Educational Settings

**Transcript Title**Program Evaluation

**Degree Type**Baccalaureate

**Delivery Method(s)**On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

**Co-Listing**No

**Effective Term** Earliest Available

**Effective Year**Earliest Available

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**3

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** This course provides an overview to the skills and methods required to assess the effectiveness and impact of educational programs and institutions. Program evaluation in the broader setting of the social sciences is first presented, followed by evaluation readings and activities tailored specifically to educational settings.

**Prerequisites** EDF 4430

**Co-requisites** None

**Rationale and Placement in Curriculum** This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Psychology & Research specialization.

**Course Objectives** Objective 1: Students will plan an evaluation of an educational program or practice.

Objective 2: Students will identify and critique educational evaluations that have used appropriate methodologies and demonstrated trusted findings.

Objective 3: Students will engage with a practicing program evaluator and critically reflect on that evaluator's approach to generating knowledge and improving practice

from evaluation methodologies.

**Course Textbook(s) and/or Other Assigned Reading**Title: Program Evaluation: Methods and Case Studies (8th Edition)

Authors: Emil J. Posavac

Publication Date: 2016

Readings: Readings will come from the 14 chapters of the book, which cover Program Evaluation: An Overview, Planning an Evaluation, Developing and Using a Theory of the Program, Developing Measures of Implementation and Outcomes, Ethics in Program Evaluation, the Assessment of Need, Monitoring the Implementation and Operation of Programs, Qualitative Evaluation Methods, Outcome Evaluations with One Group, Quasi-experimental Approaches to Outcome Evaluation, Using Experiments to Evaluate Programs, Analysis of Costs and Outcomes, Evaluation Reports, and How to Encourage Utilization

Title: Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis (2nd Edition)

Author: Dean T. Spaulding

Publication Date: 2014

Readings: Readings will come from the chapters dedicated to examples of program evaluation in educational settings, including Improving Student Performance in Mathematics through Inquiry-based Instruction, Evaluation of a Community-based Mentor Program, Teacher Candidates Integrating Technology into their Student Teaching Experience, Evaluation of a Professional Development Technology Project in a Low-performing School District, Expansion of a High School Science Program, Evaluation of a Proven Practice for Reading Achievement, Project Plan for Evaluation of a Statewide After School Initiative, Evaluation of a Training Program in Mathematics for Teachers, Evaluator-in-Training's Work on a School Advocacy Program, Evaluation of a School Improvement Grant to Increase Parent Involvement, and Evaluating the Impact of a New Teacher Training Program

**Weekly Schedule of Topics** Week 1: Introduction to Program Evaluation (evaluation tasks; common types of evaluation; roles of evaluators; steps to prepare for an evaluation)

Week 2: Theory of the Program (program theories; evaluation questions; evaluation criteria, goals, and objectives)

Week 3: Measurement and Ethics in Program Evaluation (data sources; data collection; types of measures; standards in evaluation; role conflicts; validity of evaluations; avoiding negative side effects)

Week 4: Need and Process Evaluations (the importance of needs assessments; methods for needs assessments; monitoring as a means in program evaluation)

Week 5: Qualitative and Single-group Evaluation Methods (settings and questions aligned with qualitative and single-group evaluation methods; carrying out qualitative and single-group evaluation methods)

Week 6: Experimental Evaluation Methods (evaluation questions aligned with experimental methods; quasi-experimental vs. true experimental evaluation; carrying out experimental evaluation methods)

Week 7: Cost Benefit Evaluations (comparing costs to outcomes; future versus present costs; the ethics of putting dollar amounts on outcomes that have no price)

Week 8: Evaluation Reports and Utilization (communication plans; presentation of findings; formal and informal evaluation reports; access to evaluation reports)

Week 9: Education Evaluation Examples: Improving Student Performance in Mathematics through Inquiry-based Instruction, Evaluation of a Community-based Mentor Program

Week 10: Education Evaluation Examples: Teacher Candidates Integrating Technology into their Student Teaching Experience, Evaluation of a Professional Development Technology Project in a Low-performing School District

Week 11: Education Evaluation Examples: Expansion of a High School Science Program, Evaluation of a Proven Practice for Reading Achievement

Week 12: Education Evaluation Examples: Project Plan for Evaluation of a Statewide After School Initiative, Evaluation of a Training Program in Mathematics for Teachers

Week 13: Education Evaluation Examples: Evaluator-in-Training's Work on a School Advocacy Program, Evaluation of a School Improvement Grant to Increase Parent Involvement

Week 14: Education Evaluation Examples: Evaluating the Impact of a New Teacher Training Program

Week 15: Student Presentations of Evaluation Plans

Week 16: Student Presentations of Evaluation Plans

#### **Links and Policies**

1. Class attendance, make-up exams and other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

#### 2. Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### 3. Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

#### 4. UF Honor Code:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

#### 5. UF Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

**Grading Scheme** Evaluation Plans (40% of final grade): Each student will choose an educational program or practice and develop a plan to evaluate the program or practice.

The student will complete various aspects of the evaluation plan throughout the semester and will go through iterative grading check points with the instructor, which will provide the student with an opportunity to refine the plan prior to final submission at the end of the semester.

**Presentation of Evaluation Plans (10% of final grade):** Each student will present her/his evaluation plan to the class. Each presentation will be followed by a feedback session in which the students in the class will provide constructive feedback to the presenter. The student is then expected to revise the evaluation plan based on the feedback prior to submitting it as the final project for the class.

**Interview an Evaluator (20% of final grade):** Each student will conduct an interview with a professional program evaluator of educational programs or practices. The instructor will provide help locating these professionals as needed. Each student will be in charge of constructing interview questions about several areas within evaluation (e.g., ethics; qualitative versus quantitative approaches; program theories). The questions should solicit open-ended responses from the professionals. Each student will summarize the interview responses (10% of grade) and critically reflect on what she/he learned from the professional about program evaluation in education (10% of grade).

**Assignments (30% of final grade; with 10% for each of 3 assignments):** Each student will complete three individual assignments that require demonstration of mastery of various concepts within program evaluation theory and practice (e.g., read a report of a program evaluation provided by the instructor, and critique various aspects of the evaluation such as data sources, measurement approaches, analysis approaches, and encouragement of utilization of the report)

**Final Grading Scale:**

93% - 100% = A

90% - 92.99% = A-

87% - 89.99% = B+

83% - 86.99% = B

80% - 82.99% = B-

77% - 79.99% = C+

73% - 76.99% = C

70% - 72.99% = C-

67% - 69.99% = D+

63% - 66.99% = D

60% - 62.99% = D-

59.99% or Below = E

**Instructor(s)** Dr. Anne Corinne Manley