

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS

Course Prefix and Number: EPY 9313

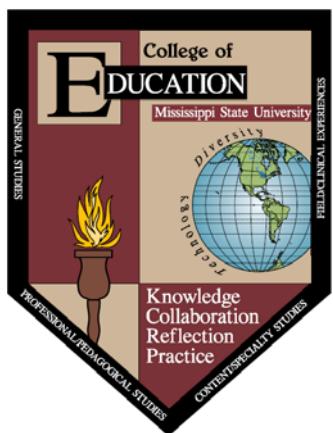
Course Title: Educational Evaluation Methods

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalog Description: Three hours lecture. Introduction to evaluation contract development procedures, and planning and management of program evaluation in education and related settings.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

base. They must also know how to complement these knowledge bases with the appropriate use of technology.

1. KNOWLEDGE - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge

2. COLLABORATION - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. REFLECTION - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. PRACTICE - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Identify the participants and responsibilities in: (a) generating requests for proposals (RFPs); (b) generating a contract or grant application; (c) planning and monitoring a project; and (d) evaluation of a program or project. (CFPO # 6, 12)
2. Compare the strengths and weaknesses of different evaluation models for assessing given educational programs. (CFPO # 6, 12)
3. Plan formative and summative evaluations for a given educational program. (CFPO # 1,6)
4. Identify the type(s) and source(s) of data needed for assessing program outcomes. (CFPO #1, 6)
5. Complete a proposal for a program evaluation. (CFPO # 2, 6, 10)
6. Communicate program evaluation results to different audiences. (CFPO # 2, 10)
7. Explain the ethical responsibilities and guidelines associated with program evaluation. (CFPO # 12)

Topics To Be Covered (Relevant chapters from Gredler text are also indicated):

1. The playing field: Types of educational programs, funding sources, stakeholders, and audiences shaping the need for the: program assessment. [3 hours]. Chapters 1-2
2. Evaluation models: An overview and comparisons of perspectives, assumptions, goals, and procedures. [3 hours] Chapters 3-4
 - a. Discrepancy evaluation model.
 - b. CIPP model.
 - c. Stake's countenance method.
 - d. Scriven's goal-free approach.
 - e. Adversarial evaluation
 - f. Stake's responsive evaluation approach.
3. Methods of obtaining group input and consensus [3 hours] Chapter 5
 - a. Focus group.
 - b. Nominal group technique.
 - c. Delphi technique.
 - d. Opinion survey.
4. Methods of assessing individual, group, and program outcomes. [3 hours] Chapters 6-9
 - a. Indicators of academic achievement.
 - b. Performance assessment.
 - c. Portfolio assessment.
 - d. Assessment of affective outcomes.
5. Qualitative methods of inquiry. [3 hours] Chapter10
 - a. Participant observation.
 - b. Nonparticipant observation.
 - c. Interviews and other methods.
 - d. Nonintrusive data collection.
 - e. Data quality control.
6. Developing and negotiating an evaluation contract. [3 hours] Chapter 11
 - a. Types of contracts.

- b. Context of the evaluation.
 - c. Technical specifications.
 - d. Guidelines for negotiations.
7. Development of program definition and evaluation framework. [6 hours] Chapters 12-13
- a. Functions of a program definition.
 - b. Components of a program definition.
 - c. Development of evaluation questions.
 - d. Development of method and management plan
 - e. Guidelines for an evaluation framework.
8. Documenting program implementation. [3 hours] Chapter 14
- a. Factors that influence implementation.
 - b. Selection of an evaluation perspective.
 - c. Allocation of resources.
9. Data analysis and interpretation. [3 hours] Chapter 15
- a. Qualitative data analysis.
 - b. Quantitative data analysis.
10. Communication of evaluation events and outcomes. [3 hours] Chapter 16
- a. Dissemination plans.
 - b. Effective communication strategies.
11. Ethical issues in educational evaluation. [3 hours] Chapter 17
- a. Social/behavioral science research guidelines.
 - b. Identifying and resolving conflicts of obligation and interest.
 - c. Guidelines for educational evaluation.

Text:

Gredler, M. E. (1996). Program evaluation. Englewood Cliffs, NJ: Merrill.

Additional resources: other readings shared in class

Methods of Instruction:

This course is taught in seminar style with discussion.

Suggested Student Activities:

- Discuss topics relevant to evaluation
- Lead discussions.
- Weekly writing assignments
- Develop toolkit/portfolio of helpful resources—more information TBA
- Evaluation Project: Proposal/Plan & Presentation of Findings
 - Each student will develop an evaluation plan for a specific project in their field and present the findings (written up and as an in-class presentation). The topic and scope of your project must be approved in advance. [Additional information will be forthcoming]

Academic Honesty

Cheating and plagiarism are strictly forbidden and will be dealt with as MSU policy on academic honesty stipulates. MSU has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

All MSU students are bound to this code, and the guidelines of the MSU policy will be followed in this course. Any acts of academic misconduct will be dealt with in accordance with guidelines and procedures outlined in the official University policy: <http://students.msstate.edu/honorcode/>

Technology: Technology is not specifically addressed in this course.

Diversity:

Diversity issues are not explicitly discussed in this course.

Disability:

As required by the 1973 Disabilities and Rehabilitation Act, MSU provides reasonable accommodations to students who demonstrate, through appropriate documentation, a qualified disability. The Office of Student Support Services and Disability Support Services, which is located in 01 Montgomery Hall, is the designated unit on campus where students with disabilities must identify themselves when requesting academic accommodations. The telephone number for the office is 662.325.3335.

Field Component:

This course has no field component.

COURSE POLICIES

Participation

Students are expected to keep up with the assigned work and actively participate as a member of the class. This involves preparing for class, engaging your mind, thinking about the material, offering your ideas, asking questions, reading the text, and taking notes. Students are also expected to read the text, as assigned.

Attendance & Absence

An attendance record will be kept. Students must contact me in case of illness or emergencies that preclude them from engaging in class. Messages can be left on my voice mail or via email at any time of the day or night prior to the class.

Distracting Technology

Cell phones and electronic devices should be turned off and NOT seen or heard during class. Absolutely, no texting during class. Furthermore, using a laptop for activities that do not include engaging in current course activities is seen as being off-task and distracting. You will lose participation and attendance points if you are engaged in such behavior.

Special needs

Students with special needs or concerns should inform the instructor so that suitable arrangements may be made.

Evaluation of Student Progress:

- Lead discussions -- 40
- Weekly written work; sharing & active discussion participant – 70
- Tool kit/portfolio-- 30
- Project—60

Grades determined on 10 point scale out of total of 200 points.