GEORGETOWN UNIVERSITY
School *of* **Continuing Studies**
Center for Continuing and Professional Education

XEDU-502: Program Evaluation Design
Syllabus

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April 16 and 23, 2016
9:00AM- 5:00PM

Course Details

In this advanced course on designing program and policy evaluation instruments, participants will apply the theories, principles and processes introduced in the first two course in the certificate program (Program Planning, Analysis and Evaluation and Research Methods). The course is designed as a workshop in which students participate in extensive small group and individual activities to create an outline of an actual program or policy evaluation (student's choice).   The final project will cover all components of an evaluation including planning, methodology and research design, data collection, and analysis of results. Participants will present their outlines in class and identify how results can be used in future programs.

Course Objectives

Upon successful completion of this course, students will be able to:

- Identify appropriate approaches, models and designs for program and policy evaluations.
- Specify steps in the evaluation design process.
- Develop implementation plans for program and policy evaluations including
  - Identifying appropriate methodologies for specific evaluations
  - Collecting data
  - Analyzing results
  - Preparing evaluation reports.

- Understand and identify political, resource, ethical and time factors affecting program and policy evaluation
- Prepare a memorandum of agreement outlining a specific program or policy evaluation design that will meet professional standards for organization, completeness and writing skills.

Course Format

This course is a workshop in which you will spend a great deal of class time brainstorming, discussing, drafting and presenting an evaluation design. You will work individually and in groups and will be expected to produce written assignments and present your work orally. Be prepared to write in the manner that is most comfortable to you (laptop, tablet or pen and paper).

Instructional Continuity

In the event of the closure of the University, every effort will be made to maintain instructional continuity via remote digital means. Should this occur, students should refer to Blackboard for further information. The absence of any instruction indicates alternatives are not possible and make-up arrangements will be made. For latest information regarding campus status, please call the weather hotline at 202-67-7669 (SNOW).

Course Modules and Assignments

Detailed assignment requirements start on p. 3

Assignment 1: Before Class 1 (April 16, 2016)

Module 1: From Theory to Practice – Applying Evaluation Design Concepts

- Steps in Evaluation Process
- Components of an Evaluation Report
- Memoranda of Agreement
- Check-in: Clarifications and Enhancements

In-class Exercise, Assignment 2

In-class Exercise, Assignment 3

Module 2: Factors Affecting Evaluation Design

- Political Factors

- Resources
- Ethical Concerns
- Institutional Review Board Requirements
- Time
- Professional Writing Skills and Styles

In-class Exercise 4, Case Study

In-class Exercise 5, John Doe County Public Schools Case Study

Module 3: Developing Your Evaluation Plan

- Preparing Memorandum of Agreement
- Selecting Approach, Model, Design, Methodology
- Developing Implementation Plan
- Collecting Data
- Analyzing Results
- Outlining an Evaluation Report

Module 4: Evaluating Design Proposals

- Evaluation Standards
- Proposal Evaluation Questions

Assignment 6: Out-of-class Reading

Assignment 7: In-class Review of Evaluations

Module 5: Designing Your Evaluation

Memorandums of Agreement

Assignment 8: In-class Project Work

Assignment 9: In-class Presentation

Assignment 10: In-class (and after class if necessary) Preparation of Memorandum of Agreement

Detailed Course Assignments

Assignment *1*: Before Class 1 (April 16, 2016)

Identify a program or policy for which you might develop an evaluation design in this class. Collect as much of the following information as you can:

- Mission statement of the organization
- Objectives, goals and outcomes statements for the program or policy
- Stakeholders (such as program participants, program staff, organization leadership, external funders or regulators, etc.)

Modules 1: Applying Evaluation Design Concepts

Assignment 2: In-class Exercise, Class 1

Part 1: In small groups, review the evaluation focus for the program or policy you identified in Assignment 1 using the questions in the Evaluation Focus section of the Logic Model Matrix handout. **NOTE: You do not have to complete the full matrix at this time.**

- What do you want to know?
- How will you know it?
- Who can provide the information?

Determine which model (CIPP, Logic or Checklist) would be most appropriate for the program or policy you plan to evaluate.

Part 2: Using the answers to the three questions in the template, prepare a 3 minute presentation to the class outlining how you would frame the evaluation and which model you would use for the evaluation. In preparing this brief presentation, think about how you would introduce your design in the Memorandum of Agreement you would present to your client.

Note: At this point, you may choose to work with a partner on the remainder of the design assignments. The expectation is that both participants will participate equally in development and presentation of the evaluation design.

Assignment 3, In-class Exercise, Class 1

Working in small groups, answer the following questions on the second page of the Logic Model template:

Collecting the Information:

- How will you gather the data?
- When will the information be collected?

Analyzing and Reporting:

- How will the data be analyzed and displayed?

- To whom and how will the results be communicated?
- How will you use the results?

Module 2: Factors Affecting Research Design

Assignment 4: In-class Exercise, Class 1

Case Study on Challenges in Communicating and Reporting

In small groups, consider the ethical and practical issues presented in the Pocket Veto case study. Based on the five discussion questions at the end of the case, identify the three major issues that this case raises. Be prepared to share these with the class.

Assignment 5: Case Study: John Doe County Public Schools

Using the case study materials you developed in the first two courses and working with a partner, identify limitations and external factors that would impact your evaluation of JDCPS summer programs. Once you have completed that step, outline how you would present your recommendations to the client.

Module 4: Evaluating Design Proposals

Assignment 6: Before Class 2 (April 23, 2016)

Read the CIC evaluations of the Traveling Scholar and Summer Research Opportunities Programs. Note: you do not need to read the entire documents. Read pages 1-3 and the bolded recommendations on pages 4-7 in the Traveling Scholar report and pages 1-4 in the SROP report.

Assignment 7: In-class Exercise, Class 2

Comparison of Two Program Evaluations

In small groups, review the CIC program evaluations on the Traveling Scholar Program and the Summer Research Opportunities Program (SROP) posted on Blackboard. Using the Program Evaluation Standards handout, compare and contrast the two evaluations and identify strengths and weaknesses in each.

Module 5: Designing Your Evaluation

Assignment 8: In-class Project Work, Class 2

In small group and individual work, followed by discussion, complete each of the following tasks. Use your matrix and presentation notes from Class One in these tasks.

- Task 1: Provide Approach and Model - 4 sentences
- Task 2: Provide relevant information about stakeholders, data sources and timelines.

- Task 3: Refine Methodology - Using the answers you developed to answer the questions in the Evaluation Focus section of the Logic Model matrix and the skills you learned in the Research methods class, decide if your data collection will involve interviews, focus groups and/or a survey. Draft 10 questions that you would include in your data collection instrument.
- Task 4: Outline analysis
- Task 5: Outline communication plan

Assignment 9: In-class Presentation, Class 2

Present an outline of your Memorandum of Agreement to the class. Each student will have five minutes to present, followed by five minutes of discussion with the group. You may use your own laptop or tablet, insert a flash drive into the classroom laptop or use hand written notes. Class members will use the "Evaluating Proposals" handout to critique your presentation.

Assignment 10: Writing a Memorandum of Agreement

Using the material you developed in Assignments 2, 3 and 8, and the comments from the class on Assignment 9, draft a Memorandum of Agreement for your evaluation plan to present to the client. The MOA does not have to be long (3-5 double spaced pages), but should demonstrate your understanding of program evaluation design and your professional writing and presentation skills. If you cannot complete your MOA in class, you may e-mail it to me no later than April 29. **Submission of this assignment by April 29 is mandatory to earn a grade of Satisfactorily Completed for this course.**

Grading Schema for Non-credit Courses

Students enrolled in courses at the Georgetown University Center for Continuing and Professional Education (CCPE) are evaluated using the following non-credit grading rubric.

Successfully Completed (SC)

A grade of Successfully Completed (SC) denotes that the student successfully completed all course and attendance requirements as determined by the Georgetown University faculty of record. Students must meet three criteria to receive a grade of SC:

1. *Attendance*: The student must be in attendance for all contact hours of the course.
2. *Course work*: The student must complete all required course work assigned by faculty during the course, including but not limited to case studies, problem sets, presentations, exams, quizzes, reports, papers, group projects, etc.
3. *Learning Objectives*: The student must satisfactorily meet all learning objectives stated in the course syllabus or course description.

Registered but Never Attended (RE)

A grade of Registered (RE) denotes that the student was registered for a course, but failed to attend, submit required course work, and/or meet stated learning objectives.

Incomplete (I)

A grade of Incomplete (I) denotes that the student has not satisfactorily completed all course requirements or met stated learning objectives, but the student has made arrangements with the faculty to meet course requirements by an agreed date. It is the responsibility of the student to contact the faculty member before the course ends to arrange make-up work. All incomplete coursework must be finished within *six months* of the last day of that course. If the required course work is not completed within the requisite time, the grade of (I) will become the grade of record.

Attendance Verified (AT)

A grade of Attendance Verified (AT) denotes that the student was in attendance for a majority of the course, but did not satisfactorily complete all course requirements or meet stated learning objectives and the student does not intend to complete incomplete course work within one semester after the last day of the course. If the student has received permission from the faculty of record to complete incomplete course work, then faculty should assign a grade of (I) for Incomplete.

Withdrawn (W)

A grade of Withdrawn (W) denotes that the student formally withdrew from a course after the start of the course. Faculty cannot assign a grade of W; only the University Registrar or authorized university staff members may assign a grade of W to the student's record.

Consult the Georgetown University CCPE Resources and Policies website for information about incomplete grades, grade changes, and the appeals process.