COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course No. EA-915
New: Spring 1999

Title of the Course: Program Planning and Evaluation

THE ADMINISTRATOR AS A COMPETENT PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course: Participants will develop thorough knowledge of the theoretical underpinnings of selected approaches to planning and evaluation and the necessary integration of the two. The course will afford participants the opportunity to plan, conduct and deliver a utilization-focused evaluation to an actual client by the end of the semester. (3)

II. Prerequisite(s): Entrance into the Ed.D. Program.

III. Purposes or Objectives of the Course: This course is intended to provide participants with an opportunity to develop knowledge and skills in program planning and evaluation processes in a variety of educational settings. This course is designed to meet the needs of a group of students with a wide range of professional interests and needs; the processes and tools presented in this study should be applicable to a variety of large and small scale educational programs. As a result, students should be able to:

A. discuss the rationale for program planning and evaluation;

B. demonstrate skills for implementing organizations needs assessments;

C. discuss, analyze, and distinguish between selected approaches to program evaluation and the implications these approaches have for evaluation design and implementation;

D. specify and work toward resolving ethical dilemmas facing program planners and evaluators;

E. conduct a utilization-focused evaluation that addresses a critical need identified by actual stakeholders in an organization;

F. systematically determine and address the needs of the client group;
G. demonstrate the ability to effectively communicate evaluation findings to the client.

IV. Expectations of Students:
   A. Read and be prepared to discuss and evaluate all assigned readings.
   B. Participate fully in class activities (both in and out of classroom).
   C. Lead and facilitate a discussion of readings for assigned class session(s). Each seminar participant will develop an activity that engages participants in a critical discussion of the readings of the session.
   D. Complete an individual project (described below).
   E. Participate in and complete a group/individual evaluation project (described below).

V. Course Content or Outline (Class Hours):
   A. Needs assessment and use of planning tools (9)
   B. Utilization-focused evaluation - An approach (3)
   C. Fostering evaluation use (3)
   D. Methodological issues (3)
   E. Intended uses of findings (3)
   F. Intended process uses (3)
   G. Focusing on evaluation (3)
   H. Implementation evaluation (3)
   I. Program theory: Exploring causal linkages (6)
   J. Reporting results (3)
   K. Ethical dimensions of evaluation (3)
   L. Presentations of evaluation projects (3)

Total: 45
VI. Textbook(s)

A. Brassard, M. (1996). *The memory jogger plus+. Methuen, MA: GOAL/QPC*. Brassard’s book is a handy compilation of 7 management and planning tools. While the tools can be used together as part of a continuous planning and improvement cycle, they can also be used individually depending on the needs created by unique situations.


VII. Basis for Student Evaluation: In addition to class participation, students will be evaluated on successful completion of the following course requirements:

A. Class discussion

B. Quality of planning project (individual)

C. Quality of program evaluation (group/individual)

VIII. Description of course requirements:

A. Class participation (20 points) – To develop and establish a learning community active participation is vital. Class participation consists of:
   1. attendance;
   2. active and thoughtful participation in class discussions based on a thorough and critical analysis of readings;
   3. active and full participation in small group work and any group projects;
   4. thoughtful preparation and facilitation of group discussions as assigned or chosen; and
   5. completion of written assignments.

B. Planning exercise (30 points) – Each student will individually conduct a planning project in an actual organization. The organization may be the participant’s place of work or another organization in which they are involved (e.g., church, scouts, neighborhood group, etc.). Planning projects will require engaging stakeholders in a process of needs identification and development of an action plan using **at least** three of the planning and management tools discussed in class.
C. Utilization-focused program evaluations (50 points) – The purpose of the evaluation project is two-fold. First, the program evaluation will provide students an opportunity to authentically utilize evaluation knowledge and skills obtained during the course. Second, each group or individual will address the evaluation needs of an organization (as defined by relevant stakeholders) through the design, implementation, and presentation of a utilization-focused evaluation.

D. Grade scale
1. A: 92-100
2. B: 83-91
3. C: 74-82

IX. References and/or Reading Material: (Note. Available on EBSCOhost).


Q. Hart, J. (1998). The perils of polling and how to avoid them. Editor & Publisher, 131(33), 5-6.


X. Internet Resources

A. **OnLine Survey:** Online Sample Online Survey Frequently Asked Questions What’s Being Said Prism, Ltd. This site is best viewed with Netscape Navigator 2.0. [http://www.surveyonline.com/](http://www.surveyonline.com/)

B. **Data analysis & research:** Data Analysis & Research® Subject Description Assessing the Human Organization Assessing the Human Organization for nearly a decade & has been working with a variety of organizations. [http://www.d-a-r.com/](http://www.d-a-r.com/)

C. **Survey Research Organization Links:** This links to survey research web sites contained within this page are divided into the following categories: Associations Academic Research Institutes Commercial Firms International Links Associations American. [http://www.ropercenter.uconn.edu/](http://www.ropercenter.uconn.edu/)

D. **Quality Values in Practice Survey:** Description of the Quality Values in Practice (QVIP) survey is administered to an organization and asks employees and managers to assess current quality practices. The survey is organized around the Malcolm Baldrige Award criteria. [http://www.ilblconsulting.com/](http://www.ilblconsulting.com/)
E. **An On-line Interactive Survey**: Rank all items giving 1 for the most applicable, and 4 for the least applicable. [http://www.peopleinc.com/](http://www.peopleinc.com/)

F. **Welcome to the American Society for Quality!** Interested in quality topics like process improvement, teamwork, and certification? You’ve come to the right place. [http://www.ASQC.org/](http://www.ASQC.org/)

G. **Total Quality Engineering, Inc.** Review: These Californians don’t miss a trick when it comes to the latest in trendy consultantese -- quite aside from the name they’ve given themselves, there’s the requisite Japanese buzzword (“hoshin kanri”) and prompt reference to “empowerment” and “core competencies.” Workshops that Dilbert would doubtless love. [http://www.tqe.com/](http://www.tqe.com/)

H. **Welcome to SurveySez!** Review: Tool allows you to create and customize surveys for your Web page. [http://www.surveysez.com/](http://www.surveysez.com/)


J. **Methodologies**: RM follows a Five-Component Model for effective employee research. Below, you will find details regarding HayGroup’s capabilities and resources, organized according to this Five-Component Model. Similar Pages. [http://www.orgsurveys.com/methods.htm](http://www.orgsurveys.com/methods.htm)


L. **Survey Solutions**: Custom designs employee opinion, sales force, 360°, customer satisfaction, and course evaluation surveys via web, email, fax, and paper and provides a turnkey survey program. [http://www.surveysolution.com/](http://www.surveysolution.com/)