This is an introductory course concerning itself with a survey and critical study of various views and practices of educational evaluation and differing methods of educational program evaluation. A range of quantitative (emphasis) and qualitative methodologies will be presented and discussed. The focus will be on objective-based or goal oriented evaluation methods. The course shall examine the rationale for evaluation in comparison to research/experimental design in education, emphasize fundamental designs for program evaluation, the operational definitions and role of objectives, goals and standards, existing taxonomies and frameworks, and approaches to planning, obtaining, summarizing and reporting evaluation data including measurement methods for the monitoring inputs, processes and outcomes (e.g., surveys, interviews, documentation, observation, formal and informal assessment, data/information collection, etc.), and Standards for program evaluation. The course shall trace the development of views of evaluation as reflected in professional writings and practice. Criticisms of the concept of evaluation and methods will be examined from philosophical and methodological perspectives.

**Course Objectives**

1. The student can recognize the basic view of various leaders in the field of evaluation.

2. The student can describe in his/her own words the views of various writers in the field of evaluation.

3. The student can analyze readings on evaluation by showing how they relate to or how they differ from other works in the field.

4. The student can produce a paper, which offers a synthesis of various views on an aspect of evaluation, and then sets forth her/his own position on the topic chosen; or develop a comprehensive plan for the evaluation of a program or project.

5. The student can critically evaluate the readings assigned by:
   a. presenting to the class assigned reading(s) on evaluation,
   b. pointing out the strong and weak points, connections with what has been read, and a critical analysis of the readings assigned,
   c. offering reasons in defense of his/her position on the readings, and
   d. participating in the discussion of the readings being presented by other students

**Class meets Mondays, 4:30 - 6:30 in 622 JRP (note change)**

**Course Office Hours:** Mondays and Tuesdays, 1:30 to 4:00, and by appointment

**Class GTA:** Ms. Kayla Carter ([kaylasuponcarter@ku.edu](mailto:kaylasuponcarter@ku.edu))
Required Text:


plus, weekly assigned readings (as necessary to be provided by the instructor)

Recommended texts:


Project and Grading

From the following:

(1) Evidence that the readings have been completed before class meetings.
(2) Active, insightful, inquiring participation in weekly class discussions.
(3) a. When serving as the session leader/resource person preparation of at least four (4) inquiring questions (to be turned into the instructor prior to the class) that would evaluate another’s understandings/implications of the readings for that week; and, b. when a session leader and in advance of class, prepare a three to five page summary of that week’s readings for instructor review.
(4) Prepare a written paper of a proposed evaluation plan or a paper (see course objective 4 – and to be described later in the semester).
(5) Performance on an in-class final examination.

The course grade will be determined based on the individual’s performance with regard to the above.
**Required Weekly Readings and Class Schedule:**

8/20/12  Introduction and weekly assignments; and, Overview and Background


9/3  No Class (Labor Day)

9/10  F,S&W, Chpt 2, plus Shadish, Cook & Campbell, Quasi-Experimental Design (2nd Ed), Chpts 1, 2 and 3, 2002, plus readings/articles as assigned

9/17  F,S&W, Chpts 4-5 plus readings/articles

9/24  F,S&W, Chpts 6-7 plus readings/articles

10/1  F,S&W, Chpt 8 plus readings/articles

10/8  No Class (Fall break)

10/15  F,S&W, Chpt 9-10 plus readings/articles

10/22  F,S&W, Chpts 11-12 plus readings/articles

10/29  F,S&W, Chpts 13-14 plus readings/articles

11/5  F,S&W, Chpts 15-16 plus readings/articles

11/12  F,S&W, Chpt 17 plus readings/articles

11/19  F,S&W, Chpts 3 and 18 plus readings/articles

11/26  The Program Evaluation Standards, session 1

12/3  The Program Evaluation Standards, session 2

12/10  - - -  **FINAL EXAM**  - - -