



DEPAUL UNIVERSITY – The School for New Learning (SNL)

FDIS: IN 377 Applied Program Evaluation

Winter 2005 ♦ By Arrangement ♦ Limited to 5 Students

Facilitator: Jennifer K. Holtz, Ph.D. (*Jennifer*)
Email: jholtz@depaul.edu (*preferred method of contact*)
Phone: 312-362-5115
Fax: 312-362-8809

Dr. Holtz is a member of the SNL Resident Faculty. Her areas of interest include: the actual act of research and characteristics of researchers; medical and research ethics, how creativity affects both teaching and learning; and biosocial aspects of aging. Before joining DePaul's faculty, she conducted clinical and educational research, and taught research methods and research ethics at The University of Kansas School of Medicine-Wichita. Her doctorate is in Adult, Continuing and Occupational Education, emphasis research education, her Master's is in Gerontology with clinical emphasis, and her Bachelor's is in Biology with emphasis in human biology.

Course Description:

Learners will explore elementary program evaluation techniques using the four-stage Kirkpatrick model, and will design an implementation-ready evaluation plan incorporating three or four of the four stages. The program for which the evaluation plan is developed can be a real situation, or the instructor will provide a mock program description.

Sought Outcomes:

S-3-X: Can design a plan to evaluate the effectiveness of a health promotion or health intervention program at individual and group levels.

H-1-X: Can design a plan to evaluate the effectiveness of a program within an organization at the individual and group levels.

H-2-C: Can identify an organizational problem and design a plan for change based on recognized evaluation methods.

Learning Strategies:

As a Faculty-Directed Independent Study, students work independently in the course *based on the structure provided in this syllabus*. There is no class meeting; students communicate with the instructor individually.

Text and Resources:

1. Kirkpatrick, Donald L. (1998). *Evaluating Training Programs: The Four Levels*. 2nd Edition. San Francisco: Berrett-Koehler Publishing. ISBN:1-57675-042-6 (\$39.95 from Amazon.com and BN.com)
2. University of Minnesota web site: www.research.umn.edu/consent/

Academic Integrity

Please become familiar with <http://studentaffairs.depaul.edu/handbook/code16.html>, and <http://www.indiana.edu/~wts/wts/plagiarism.html>.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, as with other forms of academic dishonesty, is always a serious matter. *Every paper* that you submit will be evaluated using TurnItIn[®] software. Per DePaul policy, if a facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. ***In this course, students have one opportunity to correct plagiarized material; a second offense, on the same or another assignment, results in a failing grade.***

Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

Course Map:

Please note: given the independent structure of the course, *late work will be penalized.*

DATE	REQUIRED ASSIGNMENT	% OF GRADE	INDEPENDENT ASSIGNMENT
1/7	Assignment 1. Email instructor to check in, discuss evaluation program Assignment 2. Go to www.research.umn.edu/consent/ . Select either Health and Biological Sciences or Social and Behavioral Sciences and work through the modules. When you complete "Test Your Understanding", have the results sent to your instructor. <i>You must pass with 80% or better.</i>	10	
1/14	Assignment 3. Confirmation email to instructor with program's drafted title	10	Independent work. Recommended: read Chapters 1-4
1/21			Independent work. Recommended: read Chapters 5-8
1/28			Independent work. Recommended: critically read and critique one chapter from 9-22
2/4	Assignment 4. Critically read/critique Chapter 23	15	
2/11			Independent work
2/18			Independent work
2/25	Assignment 5. Submit draft evaluation plan to instructor as email attachment	15	
3/4			Independent work

DATE	REQUIRED ASSIGNMENT	% OF GRADE	INDEPENDENT ASSIGNMENT
3/11	Assignment 6. Submit final evaluation plan to instructor as email attachment	50	

Assessment:

ASSIGNMENT	ASSESSMENT CRITERIA
1	Timeliness: make certain you check in. Do NOT assume that you can start whenever you choose to!
2	You must pass the integrated exam with a minimum score of 80%. Please see the last sentence on the last page of this syllabus.
3	Timeliness: make certain you have decided on a program...a draft title is fine
4	<ul style="list-style-type: none"> • Use proper grammar and spelling • Cite appropriately, using APA style • In your critique, address the following questions: <ul style="list-style-type: none"> ○ What are the key issues facing Cisco Systems? ○ How does their Level-One plan address the issues? Based on what you now know of the Kirkpatrick model, what would you like to see done differently, or in addition to what was done? ○ How does their Level-Two plan address the issues? Based on what you now know of the Kirkpatrick model, what would you like to see done differently, or in addition to what was done? ○ How does their Level-Three plan address the issues? Based on what you now know of the Kirkpatrick model, what would you like to see done differently, or in addition to what was done? ○ How does their Level-Four plan address the issues? Based on what you now know of the Kirkpatrick model, what would you like to see done differently, or in addition to what was done? ○ What issues are Cisco Systems left with?
5	<ul style="list-style-type: none"> • Use proper grammar and spelling • Cite appropriately, using APA style • Following a format from the case studies (Chapters 9-23) that works well for your program, draft an evaluation plan that incorporates at least three of the Four Levels
6	<ul style="list-style-type: none"> • Use proper grammar and spelling • Cite appropriately, using APA style • Incorporating instructor feedback on your draft submission and further thought that you have applied, finalize an evaluation plan that incorporates at least three of the Four Levels

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

I – A grade of incomplete must be requested by the learner prior to the last session.

Incompletes are granted solely at the discretion of the facilitator, given unusual and special circumstances. ***In an independent study course format, failure to keep up with course requirements in the absence of unusual and special circumstances is, in itself, never sufficient to warrant consideration of an Incomplete grade.***

Sufficient achievements at the time of the request (i.e., course work stands at the level of “C” work or better) *must be in evidence* for the student to request an I grade.

A learning contract, stipulating the requirements and timeline for completion of work, will be negotiated in the case where the facilitator agrees to an Incomplete. Incomplete grades must be made up within the two terms following the term in which they were received or they automatically turn into “F” grades.

Protection of Human Subjects:

Protection of Human Subjects will be addressed in detail in this course. The following is a standard statement required for all SNL courses, and you are required to read and understand the statement. If you do not understand the statement, please bring this to your instructor’s attention on the first day of class.

For more information see: <http://condor.depaul.edu/~mfiddler/lrb>

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s).

As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board *only* under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

If you want to use real names and relationships, subjects must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent/>.

Please note that successfully completing the Human Subjects web assignment is required for a passing grade, regardless of success in the tasks listed in *Assignments*.