INSTRUCTOR INFORMATION

Professor Ronda C. Talley, PhD, MPH
Proper form of address: “Dr. Talley” or “Professor Talley”.
3023 GRH
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270.745.2780
502.572.5707 - Students may call my cell phone prior to 9:00 p.m.
Proper form of address: “Dr. Talley” or “Professor Talley”.
Office hours:
   Alternating Tuesdays and Thursdays: 12:15 - 12:45 p.m. & 3:45 - 6:45 p.m.
   Wednesdays: 3:00 - 5:00 p.m. & 8:00 - 9:00 p.m.
You may schedule an appointment by e-mail or drop by without an appointment. You may have to wait briefly if I don’t know you’re coming. Other times, such as Monday and Wednesday mornings, are available for scheduled appointments.

COURSE INFORMATION

Course Prerequisite
PSY 512, Experimental Design and Analysis of Variance, or equivalent.

Credit Hours: 3

Catalog Description
PSY 514 Program Evaluation

Examination of program accountability. Emphasizes all phases of evaluation. Also covers decision-making processes.

Why take this course?
This course satisfies the W requirement for general education and Category C for the major.

Course Objectives & Overview

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<th>Upon completion of this course, you shall be able to:</th>
<th>How you will develop the learning outcomes</th>
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<td>Critically review program proposals.</td>
<td>Readings and discussion.</td>
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<td>Analyze program evaluations from other parties.</td>
<td>Review and critique of existing evaluations.</td>
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<td>Develop and implement a program evaluation plan.</td>
<td>Readings, discussion, lectures, assignments.</td>
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<tr>
<td>Present results of your program evaluation to key stakeholders.</td>
<td>Discussions, lectures, assignments.</td>
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Textbook/Course Materials

The text is required. Other readings will be made available on Blackboard and in class.

Publication Date: 2010
Publisher: Sage
Edition: Third Edition
Pricing from Sage:
    Paperback ISBN: 9781412989084  $84.00
    Hardcover ISBN: 9781412986564  $116.00

Description: With oversight from the Joint Committee on Standards for Educational Evaluation, Yarbrough, Schulha, Hopson, and Caruthers have revised and illustrated this new edition of the Program Evaluation Standards. These thirty standards support the core attributes of evaluation quality: utility, feasibility, propriety, accuracy, and accountability, and provide guidance to anyone interested in planning, implementing, or using program evaluations. The book is an invaluable resource for practicing evaluators, students, evaluation users, and clients.

Major Teaching Methods
During the first class period, you will select a learning partner who you will be working with throughout the semester. You will do this through a process much like speed dating that I call Speed Partner Selection. Students will attend and participate in lectures, discussions, group activities, and special assignments with their selected learning partners. Students need to be able to access the internet and be available to their learning partners by e-mail and telephone.

Blackboard will be used by the class. A course site has been set up in Blackboard and reference materials, class assignments, announcement, events, and other features of Blackboard will be used. An effort will be made by the instructor, when appropriate, to minimize copying by placing documents in Blackboard rather than distributing them in class in order to minimize environmental impact.
Course Policies
Before proceeding with the rules/grading for the course, let me **warmly thank** the many students who are conscientious and courteous while endeavoring to meet course obligations. Your efforts are noticed. It is you that make teaching rewarding. Thank you for being here.

Grading/Evaluation
Students will be evaluated in the following areas:

- 12% of grade or 12 points for **Class Participation**
  Class participation (1 pointed earned for each full class attended). Please initial the attendance spreadsheet that is passed around at the beginning of each class. You have **one class period** to correct the attendance sheet if an absence has been incorrectly recorded. Individuals who leave at the break forfeit their point for class attendance.

- 18% of grade or 18 points for **Spot Checks** (9 points each for 2 spot checks) randomly administered throughout the semester

- 20% of your grade or 20 points for work on the WKU Mentoring Program and Evaluation Proposal.

- 20% or 20 points for your final presentation.

- 30% or 30 points for work on your final evaluation paper.

- Total Possible Points to Earn: 100. This translates to the following course grades:
  - A = 90-100
  - B = 80-89
  - C = 70-79
  - D = 60-69
  - F = 59 or below

Note that in classes for education majors, the grade of D is translated to an F by the registrar’s office and the class must be retaken.

Optional assignments – Negotiated between the professor and the student to individualize learning opportunities. The student may propose a project that involves research, knowledge development, or practical applications of educational psychology to their field of study or a topic of interest. If you wish to engage in an optional assignment, send an e-note to the professor indicating what you propose to do and how many points you think the project should be assigned. Points earned will vary depending on the complexity of the optional assignment. For instance, a research project that involves giving a class presentation will be awarded more possible points that a one-paper paper on a topic of interest, although both are acceptable as optional assignments. **Use your creativity to design assignments that help you understand and express your knowledge of educational psychology!**

Participation Policy
Class will start on time. If all class members are present at the start of class, the class will receive a bonus of early dismissal by 30 minutes. For every minute one class member is late, the class will be held a minute past the early dismissal time up to but not exceeding
the original closing time. There will be a 5 minute break scheduled during the class mid-
point. The first part of class is primarily lecture, modeling, and demonstration while the
second part of the class is for individual and group activities that are designed to enhance
learning. Spot checks also are administered during the second portion of the class period.

In the event that the university cancels classes, such as for severe weather, students are
expected to continue with readings as originally scheduled. Any assignments scheduled
during those missed classes, such as an exam, paper, or lab assignments are due at the
next class meeting unless other instructions are posted at the course website.

Penalties for Late Work
You will lose one point for each calendar day an assignment is submitted late.

Gradebook
Please consider the online Blackboard grade book as a courtesy to you, subject to errors
given various upgrades and shifts in the software. I reserve the right to make Gradebook
corrections to keep it consistent with the syllabus so that your grade reflects true
performance, not software or user error. If you see something that doesn’t make sense,
please alert me! You will be able to check your grades in an online grade book. You can
ask me about grades via e-mail, but I am careful about using e-mail, unless I have your
written signature

Academic Integrity
Student work may be checked by plagiarism detection software. Blackboard includes
Safe Assign, which can be used by students to check their work, and may be used by this
instructor. You may submit your paper in advance to Safe Assign to check your own work,
then modify it as necessary and resubmit. An incident of any kind of academic dishonesty
may lead to a failure on the assignment.

Students with Disabilities Who Require Accommodations
In compliance with university policy, students with disabilities who require
accommodations (academic adjustments and/or auxiliary aids or services) for this course
must contact the Office for Student Disability Services in the Downing Student Union A-
200. The OFSDS telephone number is (270)745-5004; TTY is (270)745-3030. Per
university policy, please DO NOT request accommodations directly from the professor or
instructor without a letter of accommodation from the Office for Student Disability
Services.

Student Assistance/Tutoring:
Should you require academic assistance with this course, or any other General Education
Course, there are several places that can provide help. The Learning Center, located in
the Academic Advising and Retention Center, has tutors in most major undergraduate
subjects and course levels throughout the week—they can also direct you to one of many
tutoring and assistance Centers across campus. To make an appointment, or request a
tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC’s web
site at The Learning Center for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.

My Paper Submission Policy
Students must submit their papers to me via Blackboard (and usually via the SafeAssign tool). Please be sure to include your name, class name and number, and section number on all papers.

If Blackboard is down at the time you are trying to submit a paper, e-mail me a copy of the paper with an explanation of why it is not going on Blackboard. However, I will not grade the paper until it appears in the correct spot on Blackboard, and I compare the two papers before grading them. (I do NOT allow changes beyond the paper’s deadline). The paper has to be there within 24 hours of the due date unless the student can provide evidence from IT (they can forward me the email they received when they opened a case with the Help Desk) that there is a true problem with their account. A paper is not “received” until I can open and read it.

An incident of academic dishonesty may lead to a failure on the assignment.

Class Attire
Students are required to store all books, book bags, purses, hats, coats, etc. under their desks during exams. If a student has a medical condition or a religious affiliation that makes compliance with these measures difficult or impossible, the student should be advised to consult with the instructor prior to the exam to arrange for an accommodation. Generally, hats are not worn in class and proper hygiene is expected. You are training to be a teacher; therefore, to the best of your ability, I expect you to look like one when you attend class.

When we conduct the High Q Educational Bowl, you will be asked to wear clothing appropriate for a professional presentation. Acceptable attire will be discussed in class prior to the presentation date(s).

Best Effort
In this class the expectation is that everyone is putting forth their best effort. Examples of ways students put forth best effort include:

- Attending class sessions.
- Arriving to class in a timely manner.
- Doing the reading before class.
- Arriving prepared to class.
- Asking questions and actively engaging the material in class.
- Doing the assignments required in the class.
- Doing one’s own work.
- Turning in assignments on time.

The use of cell phones is prohibited in class except during the 15 minute mid-class break.
Respect
In this class, the expectation is of mutual respect. The instructor will show respect for students. Students will show respect for the instructor. Students will show respect for one another.

Examples of ways to show respect for others include:
- Listening when others talk.
- Listening means that you are not talking or engaging in side conversations with your neighbors.
- Listening means one person talks at a time.

You may not always agree with the opinions others express in class, but as a professional you will need to learn to listen to others whose opinions differ from yours. Differences in opinion are inevitable and to be expected. Differing opinions can be expressed in ways that communicate respect. Communicating respect for others means treating others the way you would like to be treated.

Working to diminish or eliminate the following communicates respect:
- Limiting interruptions communicates respect. This means turning off your cell phone when you come to class or putting it on the vibrate mode.
- Entering the room quietly when you are late communicates respect.
- Exiting the room quietly if you must leave early communicates respect.

The WKU General Education Program

The General Education Program is a set of requirements for all students seeking the baccalaureate degree at Western Kentucky University. It is an integral part of the undergraduate curriculum that both complements and supports the students' preparation in their major field or specialization.

The General Education Program helps students maximize their individual potential. Students develop understanding, appreciation, and acceptance of multiple "ways of knowing" (i.e., artistic, literary, philosophical, historical, scientific) through the acquisition, organization, and analysis of specific bodies of knowledge. They are encouraged to acquire aesthetic and appreciative faculties, to explore and test their own values and ethical frameworks, and to demonstrate sensitivity to diverse perspectives and cultures.

The General Education Program provides a foundation for professional success. Students learn to think critically, make rational decisions, and communicate effectively. These skills support their ability to acquire, evaluate, and use the specific knowledge in their major field or specialization and also ensure that they will be adaptable and flexible in the face of changing career plans and requirements. Students' explorations of their own values
and perspectives and those of other social groups and cultures prepare them to live in a culturally diverse, globally competitive, and technologically complex world.

The General Education Program prepares students for active membership in society. It is a broadening experience that helps them acquire the shared skills, knowledge, and values that promote the well-being of society. This experience nurtures their capacity for leadership and service and helps them learn to adapt their skills and knowledge to changing societal needs.

In sum, the General Education Program gives meaning to the motto of "Life, More Life" by promoting intellectual growth, lifelong learning, and informed citizenship for all Western graduates.

A student completing the general education program at Western Kentucky University will have:

**ACADEMIC SKILLS**

1. The capacity for critical and logical thinking; uses investigative, analytical, and critical thinking skills to acquire information, evaluate alternatives, and make decisions; and evaluates the accuracy, authority, bias, and relevance of information sources.

2. Proficiency in reading, writing, and speaking; derives meaning from various texts, evaluates arguments, recognizes explicit statements and inferences, reaches conclusions, and makes generalizations; uses oral and written language to create a text with a clear and significant thesis, adequate and relevant supporting evidence, appropriate documentation, and clear and valid assumptions and conclusions; demonstrates mastery of such essential practices as planning, invention, arrangement, revision, and editing; develops clear and effective prose through attention to style and grammar; and uses rhetorical strategies appropriate to purpose, audience, and content.

3. Competence in a language other than the native language; demonstrates basic facility of the vocabulary and grammar of a second language; demonstrates basic communication skills in a second language; and comprehends the various forms of communication in a second language.

4. The ability to understand and apply mathematical skills and concepts; uses the fundamental principles of reasoning that are involved in mathematics; uses graphical, symbolic, and numeric methods to solve practical problems; and interprets data presented in tables and graphical displays.

**KNOWLEDGE, PERSPECTIVES, AND CRITICAL ANALYSIS**

5. An informed acquaintance with major achievements in the arts and the humanities; uses appropriate vocabulary and concepts for the description and critical analysis of literary and artistic works; identifies important ideas and achievements in philosophy,
literature, and the arts; identifies various forms of literature and artistic expression; identifies and analyzes similarities, differences, and interrelationships among the arts; evaluates the contributions of philosophical, ethical, or religious systems to human life; and attends cultural events and visits sites of historical significance.

6. A historical perspective and an understanding of connections between past and present; analyzes historical patterns and their contemporary significance; identifies interrelationships between historical events and artistic, literary, philosophical, religious and scientific works and movement; identifies historical developments and cultural traditions in western civilization; and demonstrates a critical perspective on one's own culture by studying other historical periods and other cultural traditions.

7. An appreciation of the complexity and variety in the world's cultures; recognizes the contributions of the various world cultures to humanity and identifies the ways in which these cultures are interrelated and interdependent; and identifies differences and similarities among the world's cultural traditions and social organizations.

8. An understanding of the scientific method and a knowledge of natural science and its relevance in our lives; explains how scientific knowledge is created, developed, and changed through experimentation and reasoning; demonstrates knowledge in one or more of the sciences, including theories, concepts, and principles that explain observations and make predictions; locates and evaluates reliable resources to acquire information about scientific developments; and outlines the reciprocal relationship between humans and the rest of the ecosystem.

9. An understanding of society and human behavior; describes methods of inquiry appropriate to the scientific study of societal institutions and human behavior; identifies social processes and structures from local to global levels; explains how cultural, political, and economic forces affect society and individuals; describes basic social problems and issues, potential solutions, and their impact on people and institutions; identifies and evaluates the behaviors that contribute to effective political participation in the United States; recognizes the contributions of the diverse cultures in the United States and identifies how these cultures are interdependent; examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping; and evaluates the impact of heredity and environment on human development and individual behavior.

10. An understanding of factors that enhance health, well-being, and quality of life.

Information about the WKU general education program was downloaded from [WKU General Education Program](http://www.wku.edu/GeneralEducationProgram/) and [WKU General Education Goals and Objectives](http://www.wku.edu/GeneralEducationGoalsandObjectives/).
List of Standards for PSY-514: Needs Assessment

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<th>Standard Set</th>
<th>Std #</th>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>National</td>
<td>9</td>
<td>Research &amp; Program Evaluation</td>
<td>School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</td>
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<td>Association of School Psychologists</td>
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<tr>
<td>National</td>
<td>11</td>
<td>Information Technology</td>
<td>School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</td>
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<tr>
<td>Association of School Psychologists</td>
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Rubric for PSY 514 Needs Assessment

PSY 514 Critical Performance – Needs Assessment

NASP Standards Addressed:
Standard 9: Research and Program Evaluation
Standard 11: Information Technology

Student Critical Performance:

Performance Indicator #1: Students will be able to conduct a needs assessment on an educationally related topic (e.g., suspension; No Child Left Behind).

Performance Indicator #2: Students will be able to critique a website based on the Internet/web site evaluation Standards or heuristic.

Performance Indicator #3: Students will be able to develop a class presentation on an educational topic and show how they will evaluate it using program evaluation strategies. (Using technology and Internet are parts of the assignment.)
Product/Task:

The student will choose from a variety of educational/psychological “hot topics” e.g. suspension, IDEA 2004, Response to Intervention, etc. to conduct a needs assessment. The student will then take the needs assessment and develop goals/outcomes from the needs matrix. They will then present to the class the needs assessment data, program goals, and demonstrate they would measure the potential program using program evaluation strategies.

Performance Criteria:

1. The student demonstrates how to use the Internet and scientific reference materials to conduct a comprehensive needs assessment.
2. The student demonstrates how to structure a program with goals and outcomes and match evaluation criteria to it.
3. The student clearly presents the concepts of their project to the class using logic, technology, and program evaluation strategies.
4. The student can clearly write up a needs assessment that comprehensively covers the topic selected.

Scoring Rubric:

4 Exemplary Work
Student presentation and research paper reflect a comprehensive understanding conducting a literature review on a selected topic and present the findings to a class of peers. The paper is in APA style and comprehensive in nature using professional journals and relevant research literature. The paper and presentation of the topic will be free of spelling and grammatical errors. The information will provide a clear understanding of program evaluation methods and strategies. The presentation will be well organized, comprehensive in its coverage, and lead to an understanding of the topic by the audience. The presenter must be able to answer all questions with clarity and accuracy. The web site critique will use a comprehensive heuristic to cover both content and technology.

3 Standard Met
Student presentation and research paper reflect a basic understanding of how to conduct a literature review on a topic and present the findings to a class of peers. The paper and presentation are professionally presented in APA style with only minor formatting and language errors. The paper and presentation has the necessary elements using a program evaluation method and strategies. The presentation is organized, covers the topic well, and leads to audience understanding of the topic. The presenter is able to answer most questions with accuracy and clarity. The web site critique will use a comprehensive heuristic to cover content or technology.

2 Standard Partially Met
Student presentation and research paper reflects a partial understanding of the topic and the literature review is basic without in-depth study. The presentation is presented with basic facts and little elaboration. Formatting and language usage are present. There is some inaccuracies in the understanding of program evaluation methods and strategies. The flow and content are not clearly presented but the content is accurate. The student has difficulties in answering questions about the topic or is vague in their answer. The web site evaluation uses an inadequate heuristic but relies on mostly personal opinion or other vague concept.

1 Standard Not Met
Student presentation and research paper reflect a poor understanding of the selected topic. The topic is not fully researched and the student does not understand the findings. APA style is not evident or accurate in the research paper. The presentation is not well organized, has significant inaccuracies, and shows a lack of understanding of program evaluation methods and strategies. The presentation is boring and uninformative, and the presenter is not able to accurately answer questions on the topic. The web site evaluation relies mostly on personal opinion/impression or someone else’s opinion.