This is a synopsis of the course syllabus intended to provide an overview of the course. Please note that details of the course may change from semester to semester and that the syllabus used during a given semester takes precedence over this summary.

General Course Description

In OPWL 530, you will learn methods of inquiry and analysis to evaluate the effectiveness of instructional or performance improvement programs. You will explore models of formative and summative evaluations and ways to pursue such research activities. You will gain hands-on experience, actually conducting evaluation. PREREQ: OPWL536

OPWL 530 is a project-based course. The purpose of OPWL 530 is to help you become competent practitioners who are capable of determining the ‘values’ of performance improvement interventions and continue to be educated consumers of evaluation findings. To do so, this course is designed to help you:

1. Acquire knowledge about how to conduct program evaluations
2. Apply evaluation-specific logic and methodology to an evaluation project
3. Collect and analyze data using quantitative and qualitative methods
4. Report synthesized results with evaluation conclusions
5. Recommend future action plans to the clients

To be successful in this course, you should have a good understanding of performance improvement principles and practices.

Course Goals

This course is intended to help you accomplish the following objectives:

1. define evaluation, evaluand, and evalee
2. explain purposes for conducting evaluation
3. identify evaluands in workplace learning and performance context
4. describe research findings of Kirkpatrick’s 4-levels of evaluation criteria
5. define/differentiate merit and worth
6. define/differentiate formative evaluation and summative evaluation
7. compare goal-oriented evaluation and goal-free evaluation
8. formulate evaluation questions for a chosen evaluation project
9. develop a program logic model for the chosen evaluation project
10. identify consumers (impactees) of the chosen evaluation project
11. differentiate upstream stakeholders and downstream consumers
12. explain purposes of conducting a success case method (SCM) study
13. describe/apply steps involved in a SCM study
14. describe/illustrate the SCM evaluation approach within the framework of a learning-to-performance process
15. categorize dimensions into process and outcome categories
16. explain the purpose for identifying relative degrees of importance weighting among multiple dimensions
17. list Scriven's Key Evaluation Checklist (KEC) checkpoints
18. write an evaluation proposal
19. Assess evaluability of evaluation projects
20. explain the importance of using critical multiplism and triangulation principles
21. use appropriate types of data collection methods
22. develop appropriate data collection instruments
23. design web-based surveys with Qualtrics
24. design appropriate rubrics to draw evaluative conclusions
25. use quantitative or qualitative synthesis methodology to draw evaluative conclusions
26. recognize the code of ethics and guiding principles for evaluators
27. exhibit ethical behaviors when conducting evaluation
28. demonstrate evidence-based practice during evaluation projects
29. write a complete evaluation report using KEC checkpoints
30. conduct a meta-evaluation using KEC checkpoints

Course Assignments

ENKA (Individual Assignment)

The Entry Knowledge Assessment (ENKA) measures your initial familiarity with the subjects that you will learn in this class. Since everyone has a unique background, this assessment provides some insight on your current understanding evaluation concepts. Your score of this assessment does not affect your grade.

Class Participation (Individual Assignment)

The basic class participation requirements are to:
1. Posted a required startup msg(s) (which is a well-composed direct response to the discussion question) by the deadline as instructed in the read-me-first document.
2. Quantity of the startup msg met the expectations (e.g., accuracy, comprehensiveness).
3. Participated in discussions in at least 2 different days.
4. Posted 3+ reply msgs during the week (i.e., if you are asked to post one startup msg, you would be expected to post a minimum of 4 msgs in total, including the startup msg).
5. Participate in different discussion threads (not just under your own msg thread).
6. Posted msgs with valuable info, reflective comments, or helpful feedback, which add value to graduate-level discussions.

Knowledge Tests (Individual Assignment)

Two knowledge tests will be administered during the course. The tests will measure the level of your knowledge gained from completing weekly reading assignments (optional readings are excluded) and participating in class activities. Both tests are open-book, take-home exams.

Each test contains about 20-30 multiple-choice, true/false, and short-answer questions. Tests are administered via Blackboard (http://blackboard.boisestate.edu).

Evaluation Proposal (Individual Assignment)

You will select an evaluation project topic (evaluand) and develop an evaluation proposal. The topic
should allow for a small-to-medium size project, one that can be started and finished within 10 weeks. You should select an evaluand among learning and performance improvement interventions that have been implemented in or provided by an organization (e.g. a training program, an EPSS system, an incentive/feedback system, a youth-mentoring program provided by a non-profit organization, a daycare program provided by a church, etc.). After selecting an evaluand, you will closely work with your evaluation client and other stakeholders to develop an evaluation proposal that contains information about the background and context, descriptions of the evaluand, stakeholders of the evaluand, dimensions to investigate, and methodology to use.

**Evaluation Team Project (Team Assignment)**

Once evaluation proposals are presented, several proposals will be selected and carried out as team projects during the second part of the class. Selection of team projects will be based on not only the quality of the proposals, but also feasibility. Each team will consist of 2-4 students, and will continue the evaluation project by completing two more phases:

1. **Evaluation Mid-Report**
   The purpose of this activity is to have all team members review the content of the proposal, discuss with each other, revise the content to improve validity, utility, and feasibility of the project, convert it to a report format, and submit a mid-report.

2. **Final Evaluation Report**
   Your team will complete the data collection and analysis phase and submit a complete evaluation report. The final report should be clearly, comprehensively, and professionally written for the targeted audiences and should contain the final evaluation content including, process evaluation, outcome evaluation, costs & comparisons (if applicable), exportability, overall significance, any recommendations, and meta-evaluation (as part of a class activity).

**Time Required**

A general rule of thumb is that you should expect to invest approximately 45 hours per credit during a semester. OPWL 530 is a 4-credit course taught during a 15 week semester. This means that you should expect to invest approximately 180 hours (45 x 4) on this course. This translates to approximately 12 hours per week (180 ÷ 15 weeks). Remember that this is an approximation. You might spend more or less time on the course depending on your relevant work experience and your familiarity with the content. In addition, the primary assignment in this course is a team project which will require your efforts to maintain effective communication and collaboration within the team. You might spend more or less time on the course depending on your experience with this kind of virtual team communication and collaboration.

**Prerequisite**

OPWL 536 is the prerequisite course.
Note: Students should consider taking this course during a semester when they can find a real-client based evaluation project.