

A RESPONSIVE EVALUATION OF A GRADUATE
DISTANCE EDUCATION COURSE OFFERING:
EDUCATION 6104 FOUNDATIONS OF PROGRAM
EVALUATION

CENTRE FOR NEWFOUNDLAND STUDIES

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A RESPONSIVE EVALUATION
OF A GRADUATE DISTANCE EDUCATION
COURSE OFFERING: EDUCATION 6104
FOUNDATIONS OF PROGRAM
EVALUATION

By

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Abstract

The purposes of this study were (1) to perform an evaluation of the distance education version of Education 6104 - a graduate level course offering from Memorial University of Newfoundland, and (2) to validate the evaluation approach as refined and utilized for three prior responsive evaluations. The review of related literature provides the background and discuss various approaches to educational evaluation with specific references to distance education and training.

This study utilized a modified evaluation approach, which was a replication of the methodology from three previous research studies using Robert E. Stake's Responsive Evaluation Model. This particular evaluation model was chosen based on its past use in both distance education and graduate education settings, and because its emergent design offered flexibility and the use of naturalistic, qualitative methods. In addition, emphasis was placed on soliciting concerns and issues from all stakeholding audiences, and there was an ability to measure related performance outcomes based on evaluation standards. It was hoped that such an approach would provide a more significant and realistic evaluation.

Data were gathered from Student Profile Sheets, Pre-Tests and Post-Tests, questionnaires, telephone interviews, observations, documents analysis (including e-mail correspondence), student exams and assignments, as well as through a comparison of past course experiences and outcomes. All data were analyzed qualitatively, and reported in relation to the evaluation standards, along with judgements and suggestions for course improvement.

The study concludes with recommendations concerning the Responsive Evaluation approach and the Education 6104 course, as well as future graduate distance education courses.

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CHAPTER 1: INTRODUCTION

Purpose

The purpose of this study was to perform an evaluation of the distance education version of Education 6104 - a graduate level course offering from Memorial University of Newfoundland. The research will provide guidelines and recommendations for future course offerings in similar settings, or as adapted for use in other settings.

Background Information

The course evaluated by this study is entitled Education 6104 - The Foundations of Program Evaluation. It is a relatively new course offered for the first time by distance in the Fall 1995 semester. Education 6104 is based on two previous courses offered by the Faculty of Education at Memorial University of Newfoundland: Education 6510 - Evaluation, and Education 6522 - Evaluation within Instructional Development. Both of these on-site courses had been offered by the Faculty of Education for fifteen and eight years respectively. Education 6510 was a required course for the Master of Education (M.Ed.), Curriculum and Instruction program, while Education 6522 was a required course for the Educational Communications and Technology program. Education 6522

was also considered an elective for all M.Ed. graduate programs (Kennedy, personal communication, 1995).

With the development of new graduate programs at the Faculty of Education in 1993, both Education 6510 and Education 6522 ceased to exist. In the Summer of 1994, Dr. M.F. Kennedy approached the Faculty, the School of Graduate Studies, and the School of Continuing Studies concerning the development of a new course in Program Evaluation. Due to perceived changes in student needs, and the geographic dispersal of potential students throughout Newfoundland, it was suggested that the course be offered via distance (Kennedy, personal communication, 1995). Further justification was made based on course content. Program evaluation is considered important to professionals in many settings, and it was estimated that such a course would be fully enrolled at each offering. Once approved, Education 6104 was then made ready for offering as an open elective to students on all graduate programs within the Faculty of Education in the Fall 1995 semester.

At the time of this first offering, Education 6104 was one of only two formally approved graduate distance education courses offered by Memorial University through its School of General and Continuing Studies. Up to 1997, four more graduate courses have been made available via distance; however, no other offers the same opportunity for communication, and the same level of

interaction for students. The designers of Education 6104 utilized some of the latest in components of instructional design and instructional strategies:

- video-taped content (using drama);
- audio-tutorial system of instruction;
- computer-assisted instruction (CAI);
- computer-mediated communication (CMC).

The introduction of a dramatic script in the video-taped portion of course content set a new precedent, quite a change from the traditional “talking head” style of instructional video tape, the idea being to illustrate for the learner the actual content being used in the real world. It was also hoped that this format would increase learner interest in what is typically considered a rather formal and sometimes abstract subject area. In addition, the audio-tutorial component continues with this theme, providing further real-life examples of how the content can be applied. For the audio-tutorials, a very informal approach was taken, using a content expert to relate stories and actual situations or scenarios in a particularly relaxed manner - almost in story-teller fashion.

There was a computer-assisted instruction component which provided the learners with access to course content information through the latest technological medium. This gave students the opportunity to actively participate

in their own instruction. They had the ability to navigate through certain course material on their own, pushing buttons, reading, and answering questions, all at their own pace, and in a manner of their own choosing. Multimedia and graphics were incorporated into this medium for the purpose of enhancing the whole learning process.

Finally, the integration of computer-mediated communication (CMC) in the course allowed students, with the aid of computer technology, to communicate between themselves, or directly to the Instructor using electronic mail as well as computer conferencing and/or computer-mediated discussion. An in-depth examination of the CMC experience was performed by Bruce-Hayter (Bruce-Hayter, 1996) as a qualitative case study. The purpose of that particular research was to "...explore and describe the CMC experience of graduate distance education students and faculty associated with ED6104...and to make evaluative assessments on the CMC experience" (Bruce-Hayter, 1996). Conversely, this particular evaluation study was designed to be comprehensive - to assess all these course components from a holistic perspective.

Course Design

Education 6104 (The Foundations of Program Evaluation) was designed to introduce students to program evaluation and examined its application in

various settings such as: the formal school system; the post-secondary system including community colleges, university or college, and nursing schools; the military; business and industry training. Basically, the content was designed to meet the individual needs of any student, regardless of background. The course looks at the historical and theoretical framework of program evaluation in order to provide students with the necessary skills to design evaluations based on various evaluation models.

The course itself is a packaged course, in that students receive everything they need in a packaged form at the start of the course. Students then work through the materials at their own pace; however, a time line is also included to let the student know what material(s) should be covered within specified time periods. The time line is displayed in a week by week format, and the instruction or learning experiences are organized into modules.

The materials used for the course were inter-linked and ranged from print-based instruction, audio-taped tutorials, and videotaped content, to computer-assisted instruction (CAI). In addition, the computer was used for computer-mediated communication (CMC). All students were required to participate in the CMC. Using 'electronic' mail (e-mail) students engaged in on-line discussions regarding assigned readings. These discussions were on-going throughout the semester, and involved small groups (i.e., discussion amongst themselves), or

the entire class, including the Instructor(s). In addition, the availability of e-mail meant that students had an additional way of contacting the Instructor(s), or other students, for such things as technical assistance, questions specific to course content, and general administrative matters. This electronic medium also provided students with another option for submitting assignments and/or exams. Submissions via e-mail usually meant expedited delivery to the Instructor or marker, and this type of submission could be sent to more than one person at the same time.

Statement of the Problem

Despite growth and development of distance education, a large number of faculty and administrative staff in educational institutions have been apprehensive with respect to moving towards the distance mode of education. Many of those in formal education doubt the effectiveness of students studying and learning removed from the classroom setting or institutional environment. And the very notion of graduate study via distance is thought of as lessening its scholarly nature.

While many institutions in North America offer undergraduate distance education, there are still comparatively few graduate level courses being offered. However, there is an increasing demand for such courses. Therefore it is

important that current graduate distance education courses be evaluated in a comprehensive manner, to promote their success or failure, and to establish effective course models for future development. For example, one of the major concerns about graduate education at a distance has been the lack of seminar-like discussions, and the dearth of face-to-face discussions among students, as well as between students and faculty. Therefore, any positive evidence resulting from such an evaluation could reduce fears in those who are skeptical. The result could be increased, more readily available, and more effective educational offerings that have the potential for truly meeting the needs of all learners.

In addition, there are some evaluation concerns that must be addressed. It is important that research in the area of evaluation for distance education be expanded since, all too often, distance courses are evaluated simply by focusing on outcomes and comparing the results to those of live courses. It is regularly assumed that, if results equal those obtained in live courses, the distance course experience is efficient and effective. However, this may not be the best standard for comparison, especially since live courses themselves are rarely evaluated for efficiency and effectiveness purposes.

Major Research Focus

This study was qualitative, hence emergent in design; therefore, the researcher could not frame research questions. The evaluation is the thesis research - an *applied* piece of research (Kennedy, personal communication, 1996). As stated earlier, this evaluation sought to establish the effectiveness of Education 6104, in terms of course content, design, materials, distance delivery, and student experience.

The evaluation itself focused on the standards and criteria by which the program was to be judged. The evaluator hoped to determine information related to:

1. the concerns and issues of stakeholding audiences involved with a graduate education course by distance;
 2. the standards that groups or stakeholders involved with a graduate education course by distance would use to indicate its success;
 3. appropriate instructional design and/or instructional strategies for a distance education setting;
-

formally evaluate several semesters of Education 6104, it is not considered a practical option to await a number of offerings within the time-frame of this study.

Third, this study was applied to a graduate course only taught by distance in a college/university setting; just one graduate course at that, and from only one institution. The alternatives would include evaluating a series of courses or even entire programs at both the graduate and undergraduate levels, and incorporating both distance and on-site offerings. Obviously, all this would be of value, especially in reinforcing the case for distance education at the graduate level, but it is not feasible during this period of study, nor with respect to the scope of a Master of Education thesis.

Regardless of the above-mentioned limitations, this evaluation of Education 6104 can certainly add to the body of knowledge concerning the design/implementation of future distance education applications in a variety of educational settings.

Definition of Terms

Certain terms appear quite frequently throughout this document, and for the purposes of this study, their definitions should be interpreted in the following context.

4. the validity of a particular graduate education course by distance (i.e., was it worthwhile).

In evaluating Education 6104, the author chose the Responsive Evaluation Model as modified by Lertpradist (1990) and applied by Janes (1993) and Kettle (1994). Janes (1993) recommended "that the modified version be implemented in the evaluation of any future graduate level distance education course at Memorial University of Newfoundland" (p. 123). Therefore, it was assumed that the model would prove suitable for this evaluation.

Limitations of the Study

It is understood that this study had certain limitations and that these limitations existed for several reasons. First of all, this study was designed to test only one evaluation approach. While the approach chosen, based on Robert E. Stake's Responsive Model, is very comprehensive, it is possible that other approaches or models would be applicable in this particular setting. However, it would not be feasible to assess more than one evaluation model at the same time (Janes, 1993).

Second, this study examined the Education 6104 course during its first official offering as a distance education course. While it would be ideal to

Evaluation. Guba (1969) believed that evaluation, just like any other analytical term, "...can be defined in many essentially arbitrary ways" (p. 31). However, for the purpose of this study, the researcher shares the view of Patton (1982), "The practice of evaluation involves the systematic collection of information about the activities, characteristics, and outcomes of programs, personnel, and products for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs, personnel, or products are doing and affecting" (p. 15). In short, evaluation is the ascertainment of worth or merit (Worthen and Sanders, 1987; Lertpradist, 1990; Janes, 1993; Joint Committee on Standards for Educational Evaluation, 1994).

Distance Education. Distance Education refers to teaching and learning situations that require a flexible delivery system such as electronic devices and print materials in order to reduce certain constraints imposed by location, time, employment, or other similar factors (United States Distance Learning Association, 1996).

Responsive Evaluation. Responsive evaluation is a more descriptive approach to evaluation than earlier evaluation models (Glass and Ellett, 1980). An educational evaluation is responsive if it orients more directly to program activities than to program intents (Stufflebeam and Shinkfield, 1988, p. 291);

responds to the concerns and issues of a "stakeholder" audience (Worthen and Sanders, 1987, p. 134); and "...if the different value-perspectives present are referred to in reporting the success and failure of the program" (Stake, 1975, p. 14).

Evaluation Standards. Standards are a means of judging success (Abramson, Tittle, and Cohen, 1979). According to Stufflebeam and Shinkfield (1988), "...standards are explicit criteria for assessing the excellence of an educational offering" (p. 222). Not only that, standards also play an important role in guiding the design and implementation of evaluations for such educational programs, projects, and materials (Joint Committee on Standards for Educational Evaluation, 1994, p. 3).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Review of Relevant Literature on Evaluation

An Historical Perspective

...the two most significant or distinctive North American contributions of the 1970's are the movie Star Wars and evaluation research (Freeman and Solomon, 1981, p. 12).

This seems to be a pretty radical statement, but Freeman and Solomon (1981) justify such a comparison by explaining the similarities of each: "Both are a mixture of reality and fantasy, both have proved lucrative, both have been critically examined and acclaimed by other nations, and both will be refined and expanded in concept during the next decade" (p. 12). But, what exactly has happened with respect to evaluation research? Was there in fact a significant North American contribution to evaluation research during the 1970s? Perhaps the best thing to do is to examine the history of evaluation, at least the past 50 years; after all, according to Glass and Ellett (1980), the whole conception of evaluation has been "stunted by the soil in which it took root" (p. 214). Therefore, it would certainly seem important for an evaluator to review evaluation's origins, and study the path that has already been traveled.

Guba and Lincoln (1981) express the view that evaluation as it is used today is less than a century old, and it has evolved through a number of forms during that time-frame. This is reiterated by Kettle (1994) when he states that "formal evaluations such as that connoted by the term program evaluation are a relatively recent phenomenon" (p. 46).

It was apparently the World War II effort that had a profound effect on the direction of evaluation (Kettle, 1994). Although, surprisingly enough, advances in evaluation theory after the war still were evolving quite slowly (Guba, 1969). Basically, at that time, the words measurement and evaluation were nearly synonymous, and in fact, the term evaluation was typically being used to represent the assigning of grades or the summarizing of students' performance on tests (Worthen and Sanders, 1987). And, also detrimental, evaluation researchers were still relying on methodologies from other fields (Lertpradist, 1990).

Soon major advances began to surface, and by the late 1950s into the 1960s evaluation became more objectives-oriented based upon the work of Ralph W. Tyler. According to Madaus, Scriven, and Stufflebeam (1983), the Tylerian approach encouraged educators and other professionals to use explicitly stated objectives for evaluation purposes. Then, in 1956 at the

University of Chicago, Benjamin Bloom published a taxonomy of possible educational objectives, and it was this development that finally provided a much needed structure for organizing evaluations (Janes, 1993). As a summary, Guba and Lincoln (1981) provide a good overview of the development of evaluation during this time period, breaking it down using the following six general characteristics:

1. Evaluation and measurement were virtually interchangeable concepts;
2. Measurement and evaluation were tied to the scientific paradigm;
3. Evaluation focused on individual differences, and in education, on narrow ranges of differences relating to subject matter content;
4. Evaluation and measurement had little relationship to school programs and curricula;
5. Evaluation was oriented to standardized and objective measures that were norm-referenced;
6. Evaluation and measurement fit in well with the prevailing industrial metaphors guiding schools - scientific management (p. 1-3).

In 1957, as a consequence of the initial success of the Russian space program - there was a flurry of activity to improve North American education. A dramatic change resulted, and a greater emphasis was now being placed on educational evaluation (Lertpradist, 1990). Large amounts of federal funds were

being made available for evaluation of curriculum development efforts, and evaluators began to look at other ways of evaluating large complex projects, as well as alternative approaches and methodologies for evaluation - basically a revamping of the whole underlining framework of evaluation (Lertpradist, 1990).

Moving into the 1960s and 1970s, the practice and theory of evaluation began to evolve more rapidly, and more refinement occurred. Throughout this decade researchers began to "...question the assumptions inherent in the traditional positivistic (quantitative) approach to research and evaluation, thanks partly to Thomas Kuhn's 1962 book entitled *The Structure of Scientific Revolutions*" (Kettle, 1994, p. 54). Simultaneously, qualitative research began to emerge as a valid methodology within the field of evaluation. In turn, there was an increase in evaluation model development and testing during the late 1960s. Throughout the 1970s and into the early 1980s, a greater resource of strategies and plans for evaluators to follow brought with it "a significant body of new and practical models and approaches" (Kettle, 1994, p. 55). And, not only that, a new concern for professional standards of practice in program evaluation began to emerge (Patton, 1982). Since that time, the professionalism of evaluation has grown and both new and old models continue to be debated in the literature today (Janes, 1993).

So, having looked back, we can see what has really happened with respect to evaluation research over the past 50 years. Was there in fact a significant or distinctive North American contribution to evaluation research during the 1970s? Well, the practice and theory of evaluation did begin evolving more rapidly, including an increased use of qualitative research methodology. The 1970s also saw the development of more evaluation models and approaches. Validating the methodology became commonplace, and models (both new and old) became more refined as a result. All of this activity with respect to evaluation was accompanied by a rise in concern for professional standards, and more frequent debate within the literature. In summary, North America contributed to evaluation during the 1970s with an increased and more accurate resource of strategies and plans for evaluators to follow.

The Evolution of Evaluation

According to Worthen and Sanders (1987), "evaluation serves to identify strengths and weaknesses, highlight the good, and expose the faulty, but not to *correct* problems..." (p. 9). In earlier days, the latter was typically seen as a big short-fall. As mentioned earlier, at that time evaluation was measurement-based, and the emphasis was placed more on the outcome and not on the process of getting to that point. The process was more summative than formative. Evaluation had mostly a quantitative perspective...looking at the facts

and figures, but not considering the individual(s) or the program(s) being studied. Practitioners were attempting to use a scientific approach to evaluation; however, it soon became quite obvious that evaluation by itself, when used in this manner, did not really seem to effect a proper solution (Worthen and Sanders, 1987). Despite the fact that examination results and continuous assessment actually measured outcomes, they did not really provide suggestions or indicate a need for further information and/or explanation (Thorpe, 1993). There was finally a dramatic realization - evaluation and assessment were not the same thing.

Evaluation began to evolve more as a process, providing greater choice to researchers and practitioners alike. As evaluation began to change from an algorithmic methodology to a more heuristic methodology, it became very situation-specific. With each use, the evaluation methodology had to change to fit the circumstance - there would not always be a situation to suit every evaluation model. Therefore, models were continually being adapted and/or new ones invented in order to meet every need (Worthen and Sanders, 1987). And, a guiding principle came to be that if an evaluation was done properly, it had the ability to provide a wide variety of sensible alternatives which might be used to improve, and/or could be incorporated into, the learning process (Guba, 1969). Although, as Guba (1969) points out, there would always be the underlying premise that evaluations were not designed to establish any universal rules or

laws. They just made judgments about whatever phenomenon was being studied.

Varying Philosophical Stances

In more recent times, the only short-fall appears to be that of the decision-making process. That is to say, evaluators are apparently being hindered in trying to determine "...what evaluation methodologies are most productive and what kinds of information delivered under what circumstances would be most valuable" (Guba, 1969, p. 36). According to Worthen and Sanders (1987) evaluators no longer have the luxury of remaining within any single inquiry paradigm. They state:

Every evaluation approach has some unthinking disciples who are convinced that a particular approach to evaluation is right for every situation...they unthinkingly follow a chosen evaluation approach into battle without first making certain the proposed strategy and tactics fit the terrain and will attain the desired outcomes of the campaign (p. 146).

Evaluation has essentially become an activity aimed at determining the value of certain materials, programs, or efforts; and therefore, it has the potential to include several different disciplines. There is also the fact that evaluation practitioners are drawn from a wide range of academic disciplines and

professions (Rossi and Freeman, 1993). According to Rossi and Freeman (1993), "differences in outlook [can be] related to the motivations of evaluators and to the settings in which they work" (p. 33).

Despite a justified need for, and the existence of, diversity within the field of evaluation, Glass and Ellett (1980) still believe that all evaluations require some sort of "intellectual discipline applied to the task of organizing and defending the various strategies, principles, and methods" (p. 212). This sentiment is echoed by Guba (1969) as well, who coined the term "technology of evaluation" (p. 38). Therefore, it is in this context that Worthen and Sanders (1987) provide a description of five factors that an evaluator needs to consider before choosing an appropriate philosophical orientation:

1. the credibility of results reported to evaluation clients;
 2. the need for exploration when studying unknown phenomena;
 3. the importance of understanding or explaining findings;
 4. the need to be sensitive to emerging or hidden issues during the evaluation;
 5. the importance of thoroughly addressing questions posed by the client (that is, meeting the client's expectations) when planning an evaluation (p. 49).
-

According to Worthen and Sanders (1987), there is nothing wrong with following a particular persuasion, but it just has to be done intelligently. Remember, "a model may be possible, but it is not always useful in a given state of knowledge" (Kaplan, 1964, p. 279). Therefore, it is crucial to know when and where an approach is not applicable, as well as when and how to apply it (Worthen and Sanders, 1987). It is also important to know the assumptions and limitations of the methodology that is being used (Worthen and Sanders, 1987).

Lertpradist (1990) suggested that one way of understanding the numerous evaluation models is to compare them with one another. Worthen and Sanders (1987) taxonomy classifies the main approaches to evaluation into essentially six categories. Table 1 is a summary of their comparative analysis of the categories. As can be seen, there are a number of evaluation models and a variety in taxonomies to give order to these models.

Table 1. Taxonomy of the six approaches to evaluation (adapted from Worthen and Sanders, 1987)

CATEGORY	Objectives-Oriented	Management-Oriented	Consumer-Oriented	Expertise-Oriented	Adversary-Oriented	Naturalistic & Participant-Oriented
PURPOSE	Determine the extent to which objectives are achieved.	Provide useful information to aid in making decisions.	Provide information about educational products to aid decisions about purchases or adoptions.	Provide professional judgments of quality.	Provide a balanced examination of all sides of controversial issues or highlighting both strengths and weaknesses of a program.	Understand and portray the complexities of an educational activity, responding to an audience's requirements for information.
MAJOR CHARACTERISTICS	Specify measurable objectives, use objective instruments to gather data, search for discrepancies between objectives and performance.	Provide rational decision-making, evaluate all stages of program development.	Use criteria checklists to analyze products, product testing, informing consumers.	Base judgments on individual knowledge and experience, use of consensus standards, team site visitations.	Use of public hearings, use of opposing points of view, decision based on arguments heard during proceedings.	Reflect multiple realities, use of inductive reasoning and discovery, firsthand experience on site.
PAST USES	Curriculum development, monitoring student achievement, needs assessment.	Program development, institutional management systems, program planning, accountability.	Consumer reports, product development, selection of products for dissemination.	Self-study, blue-ribbon panels, accreditation, examination by committee, criticism.	Examination of controversial programs or issues, policy hearings.	Examination of innovations or change about which little is known, ethnographies of operating programs.

Based upon the above analysis, there are six prominent models (Table 2) that can be assigned to represent these six categories (Guba and Lincoln, 1981).

Table 2. Six models, each representing one of the approaches to evaluation (adapted from Guba and Lincoln, 1981)

Taxonomy: Worthen & Sanders	Model: Guba & Lincoln
Objectives-Oriented Management-Oriented Consumer-Oriented Expertise-Oriented Adversary-Oriented Naturalistic & Participant-Oriented	Tyler's Model CIPP Model (i.e., Context-Input-Process-Product) Scriven Model Connoisseurship Model Judicial (Quasi-Legal) Model Stake's Responsive Model

Objectives-Oriented Approach

The first evaluation method examined is the Objectives-Oriented approach which is also known as the scientific approach. The Objectives-Oriented approach measures learning gains from the objectives of the program. According to House (1980), program success would be measured by an assessment of the discrepancy between the stated objectives and the program outcomes.

The chief proponent of Objectives-Oriented evaluation was Ralph W. Tyler. His model became known as the Tyler Model (Guba and Lincoln, 1981; Worthen and Sanders, 1987). Tyler's approach was a comparative one. The model depended on the use of two groups, an experimental and a control group, using pre- and post-tests administered to each group - essentially a summative approach (Guba and Lincoln, 1981).

The greatest strength of the Tyler Model is its simplicity - measuring learning gains within a treatment group. However, one prominent weakness inherent to this approach is that it focuses exclusively on using objectives as the standards (Kennedy and Kerr, 1995). This makes it rather inflexible in nature, and results in what could be called a very narrow evaluation. Worthen and Sanders (1987), described some other disadvantages to this approach:

- no attempt to evaluate the objectives themselves;
 - critical outcomes and unanticipated effects are ignored;
 - possible alternatives in planning are ignored;
 - an over-emphasis on testing, thus promoting a linear method to evaluation.
-

Management-Oriented Approach

The second method of evaluation examined is the Management-Oriented approach. This is a very different approach than that of Tyler. According to Guba and Lincoln (1981), the Management-Oriented approach is based on the concept that evaluation does not need an objectives orientation, but rather needs to focus on what decisions are being made, who is making them, and on what schedule, using what criteria.

The chief proponent of the Management-Oriented approach was Daniel Stufflebeam who proposed a four-stage evaluation process known by its acronym, CIPP (Context, Input, Process, Product) - a systems approach to educational evaluation (Worthen and Sanders, 1987). This type of evaluation is directed at the decision-makers within the organization or program requiring the evaluation. The CIPP Model assumes that important decisions can be identified in advance, and that the decision-making process is orderly, rational, and systematic - hence predictable. Using Stufflebeam's Model, decisions are made about inputs to the system, processes within the system, and outputs of the system. And, within the system being studied, it is the decision-makers' concerns, information needs, and criteria for effectiveness that guide the direction of the evaluation. Nevo (1986), stated that the CIPP Model assesses

the merits of a program's goals, the quality and extent to which the plans are carried out, and the worth of its outcomes.

The CIPP Model is designed in such a way that each stage is a separate evaluation in itself (Borg and Gall, 1989). The approach provides rationality and order to evaluation tasks. The advantages of such a model seem numerous. For example, Cross (1992), indicated that evaluator recommendations or decisions are usually considered thoroughly informed due to the CIPP Model's own comprehensiveness. It goes beyond the objectives theory-base, and "appears to be an excellent model for projects with multi-dimensionality and scope" (Janes, 1993, p. 40). It has even been used extensively in the evaluation of educational programs (Cross, 1992). Brookfield (1986), noted that Stufflebeam's Model allows for the acknowledgment of concerns for "the influence of institutional priorities, the impact of individual personalities, and the prevailing political climate" (p. 270).

However, there are also quite a few limitations to the CIPP Model including the fact that methodology is exceedingly scant, and the guidelines for implementation are somewhat lacking. There is a lack of emphasis on values (Kennedy and Kerr, 1995) in that the values of all interest groups in the program are ignored, in favour of meeting the information needs of one group, the managers. Also, like Tyler's Model, the CIPP Model ignores the need for

evaluation standards. It makes assumptions about the rationality of decision-makers; assumptions about the openness of the decision-making process; and it seems to ignore human relations and politics (Guba and Lincoln, 1981).

Furthermore, the approach can be quite costly and complex to administer, along with being time and labour intensive.

Consumer-Oriented Approach

The third approach to evaluation examined is the Consumer-Oriented approach. Also known as the Goal-Free Model, this method of evaluation was developed by Michael Scriven in the late 1960s. It was proposed as an alternative to the goal-based models of the time. Scriven recognized that many evaluations did not take into account the side effects or inadvertent products of programs, and suggested evaluations be conducted without the evaluator knowing the program's goals or objectives (Janes, 1993).

Scriven's Goal-Free Model focuses on the effects, rather than the goals or decisions. Essentially, his approach examines the impact on the consumer or clientele or, the broader impacted population for that matter. The Goal-Free Model makes a particular effort to "include the identification of non-target populations that are impacted, show unintended effects, and hidden costs to the consumer and society" (Kennedy and Kerr, 1995, p. 5-1).

Some key points in regard to the Goal-Free approach are:

- The evaluator must avoid learning of program's goals.
- The program's goals are not permitted to focus the evaluation narrowly.
- The evaluator avoids contact with program managers and administrators as much as possible.
- The evaluator actively seeks information on unanticipated effects and side effects of the program (Scriven, 1986).

The Goal-Free Model evaluates the actual effects of the program, rather than anticipated or intended effects (i.e., it purposely ignores the goals that are set). The approach is "inductive and holistic by design" (Patton, 1990, p. 116). The actual effects are judged in terms of meeting the demonstrated needs of consumers. Thus, if an evaluator found that a program fulfilled a need, the program would be deemed a success. Even in the absence of stated objectives an evaluation can still take place.

The Consumer-Oriented approach has broad application and is easy to implement. Evaluations of this type will give rise to unintended outcomes or side effects in programs - those that goal-based models usually miss (Worthen and Sanders, 1987). In addition, the Goal-Free Model being essentially 'goal-free',

with no ties to the goals and objectives established for the program, tends to control the level of bias that may enter the evaluation findings (Kettle, 1994).

Unfortunately, Scriven's method for evaluation "has little direction in assigning relative weights to the various criteria" (Kennedy and Kerr, 1995, p. 5-13). There is also no mechanism provided for assessing the validity of one's judgments. And, the model would seem useful only for external evaluators. This was explained by Kettle (1994), who stated that "internal evaluators are likely to be too close to the program to avoid being aware of, and influenced by, the intended program goals" (p. 76).

Expertise-Oriented Approach

The fourth approach to evaluation, the Expertise-Oriented approach, is probably the oldest and most widely used of all the models (Worthen and Sanders, 1987). It assumes the evaluator is a recognized expert in the area to be evaluated. The basis of this approach is subjective professional judgment. The chief proponent of the Expertise-Oriented approach was E.W. Eisner, who proposed the Connoisseurship Model. According to Guba and Lincoln (1981), "data collection, analysis, processing and interpretation take place within the mind of the judge and are not open to direct inspection" (p. 19). Essentially, the evaluator is at the center of the process with all elements revolving around

his/her perceptions and sensibilities, using qualitative techniques (Kennedy and Kerr, 1995). The emphasis in this approach is the search for quality.

Stufflebeam and Webster (1983), state that the purpose of a connoisseur-based study is to "describe critically, appraise, and illuminate the particular merits of a given object" (p. 35). "It is particularly beneficial for programs where the expert is highly respected within his or her field and where the audience has considerable confidence in that person's ability to provide an illumination of the nature and value of the program" (Kettle, 1994, p. 78).

Drawbacks to the Expertise-Oriented approach include the fact that the judgments may be based on personal biases. The evaluation relies on the expertise of the evaluator who does not have to disclose the bases for his/her judgments about quality (Stufflebeam and Webster, 1983).

Adversary-Oriented Approach

The fifth approach is the Adversary-Oriented approach. Two of the chief proponents of this approach were T.R. Owens and R.L. Wolf, who designed the Judicial Model (the Quasi-Legal Model). They indicated that the legal system should be used as a basis for modeling evaluation. According to Worthen and Sanders (1987), the Adversary-Oriented approach aspired to balance probable

bias, "attempting to assure fairness by incorporating both positive and negative views into the evaluation itself" (p. 114).

Owens and Wolf suggested using two opposing teams who would work independently, their goal being to portray the strongest possible case for and against the program. As explained by Janes (1993), "an evaluation is adversarial if both sides of the question or issue are argued, one side by advocates (in favour) and the other by adversaries (opposed)" (p. 43). The teams then present their findings to a jury for a judgment (Patton, 1982). The Owens and Wolf process is mostly used in arbitrations or by external evaluators who have no stake in the program (Kennedy and Kerr, 1995).

The Judicial Model centers itself on decisions, primarily whether or not to continue with the program being examined (Patton, 1982). This is basically a summative approach to evaluation. Furthermore, an adversarial evaluation could be termed a 'meta-evaluation' in that more than one evaluation is done, and one, in a sense, will evaluate the other. So, through opposing viewpoints, an Adversary-Oriented approach will reveal both positive and negative points to consider. Therefore, the information collected is broad, as is the scope or methodology of the study. Essentially, there are two separate evaluations taking place at the same time by two different groups, and this results in diversity with respect to data collection methods.

One of the advantages in using the Judicial Model for an evaluation is that it can easily be combined with other approaches. In addition, the legal system has a reputation of credibility and thus, an Adversary-Oriented approach is more likely to have little resistance from stakeholders. The Adversary Model is believed to provide the decision-maker with a high quality of information. This belief originates from the idea that "truth is better served, and decisions more confidently made, when the responsibility to investigate the veracity of opposing sides is divided and segregated between assigned investigators" (Kettle, 1994, p. 86).

However, the legal jargon may confuse the issue, and "the model depends on both sides being equally able in the defense and argument of a position" (Janes, 1993, p. 45). And, as stated by Worthen and Sanders (1987), there is also the lack of an appeal process as well as the manipulation of data during the debate. In some situations, information might even be revealed just for the sole purpose of winning (Janes, 1993).

Participant-Oriented Approach

The last method of evaluation is the Participant-Oriented approach. One of the chief proponents for this evaluation methodology was Robert Stake, who

proposed the Responsive Model. Stake thought that every program was different, with different evaluation needs, and that there was no one way to evaluate (Janes, 1993). Guba and Lincoln (1981), believed that Stake's Responsive Model was the most meaningful and useful approach to performing an evaluation.

Stake (1983), stated that while his responsive evaluation model was original, it was based on an old ideology; namely, the idea that evaluation involves observing and reacting - things people would naturally be inclined to do. However, the Participant-Oriented approach "demands first hand knowledge and experience on the part of evaluators, who have to participate in the setting in order to conduct the evaluation. It also demands that program participants have a voice in the evaluation, and that their information needs are met" (Kennedy and Kerr, 1995, p. 8-1). So, it is *responsive* to the wishes of the stakeholding audiences connected to a particular evaluation, thus increasing the usefulness of the findings for those people.

According to Patton (1982), evaluators using the Responsive Model must rely on certain qualitative assumptions which include:

"...the importance of understanding people and programs in context; a commitment to study naturally occurring phenomena without introducing external

controls or manipulation; and the assumption that understanding emerges most meaningfully from an inductive analysis of open-ended, detailed, descriptive, and quotative data gathered through direct contact with the program and its participants " (p. 55).

In summary, an evaluation would be considered responsive if:

- it focuses on the issues and concerns of all stakeholding groups;
- it is emergent in design;
- it responds to participant requirements for information;
- it uses qualitative or naturalistic methods;
- it is sensitive to the pluralistic values of participants and clients;
- the different value-perspectives present are referred to in reporting the success and failure of the program (Kennedy and Kerr, 1995; Stake, 1977).

A major advantage of using Stake's Responsive Model is that it is flexible enough to use any or all parts of other models in order to achieve a specified goal (e.g., pre-tests and post-tests from the Tyler Model, any technique that is unique to the CIPP Model). Guba and Lincoln (1986), state that a responsive evaluation is advantageous for evaluation sponsors who are concerned with informing program audiences about a program's value. This type of evaluation serves and speaks to the community at large. "It requires a high level of

interaction between the evaluator and the audiences involved in the program, and thereby gives all audiences a sense of control and ownership of the evaluation" (Kettle, 1994, p. 96).

However, there are also limitations to the Responsive Model. These include the tendency for Stake's model to be subjective in nature. Any time evaluators interact with stakeholders in an evaluation for the purpose of forming an opinion, then the evaluator is being subjectively involved. However, this may not be negative; it could be considered a strength.

Another potential limitation of the Responsive Model is that the needs of some audiences or audience groups may dominate simply because they are more capable of asserting and articulating their wants and needs (Logsdon, Taylor, and Blum, 1988). Furthermore, the Responsive Model could be at a disadvantage due to its heuristic methodology. When using this approach, "the evaluators do not have a clear, procedural or step-by-step path to follow" (Kettle, 1994, p. 97). According to Sadler (1981), this may present difficulties, particularly for novice evaluators, because "the competing needs of the multiple audiences can place extreme demands on the organizational, information management, and negotiation skills of the evaluator" (Kettle, 1994, p. 97). In addition, such methodology could also be considered labour intensive and rather time consuming (Kennedy and Kerr, 1995).

Review of Relevant Research Studies

Research Study One

Lertpradist (1990) used the Responsive Evaluation Model in her three-month evaluation of the Artificial Fish Breeding Training Program for the Department of Fisheries in Thailand. According to Lertpradist (1990), it initially seemed that the naturalistic approach lacked what she considered to be the necessary prescription for implementation as a model. However, using Stake's guidelines, she was able to adapt eight of the twelve recurring events of responsive evaluation to the setting in question.

The training program studied by Lertpradist was one of six sections within the Fisheries Extension Division for the Department of Fisheries in Thailand (Lertpradist, 1990). This particular program was directly responsible for all "fishery training programs, including preparing training curricula and plans for aquaculture, and fishery industrial development training" (p. 92). The program included both natural and artificial fish breeding training, and was comprised of approximately 200 participants, of which about 30 took part in this pilot study (Lertpradist, 1990).

The procedure used by Lertpradist followed a clock diagram (Figure 1) which was essentially comprised of eight prominent events in responsive evaluation modified from Stake (1976). First, she identified the various audiences involved in or associated with this training program. Next, she used interviews and brief written questionnaires to determine the concerns and issues of these audiences. The concerns were found to range from things such as basic curriculum development, to program improvement, and scheduling concerns. It was from these concerns and issues, as well as audience need, that she then set standards which were to be used in the evaluation, and these, in turn, had to be approved by each of the audiences at the implementation stage of the evaluation (Lertpradist, 1990). When formulating these standards, it became evident that the training program could be broken down into seven separate components for evaluation. The researcher believed that "separate examination of components would lead to [a] better understanding" (Stake, 1975, p. 23). The next step, according to Lertpradist (1990), was to organize an evaluation team of four people, and these individuals were to attend all training sessions of the specified training program. The evaluation team employed several 'naturalistic' methods for gathering information such as observation, interviews (both structured and unstructured), photographic recording, audio recording, as well as document and record analysis (Lertpradist, 1990). Following the observation periods, all data were analyzed qualitatively using

semantic content analysis as described by Krippendorff (1980), and the evaluation reports were then prepared.



Figure 1. Adaptation of Stake's Prominent Events in Responsive Evaluation as Illustrated by Lertpradist (1990, p. 99).

What Lertpradist (1990) found was that the Responsive Evaluation Model provided the opportunity for prolonged interaction with, and exposure to, the training program, thus giving what she called a "...true picture..." and "...dissipated the possibility of events as observed being an isolated occurrence" (p. 141). It was felt that the chosen model did provide detailed data on program strengths and weaknesses, and zeroed in on areas in need of improvement. In fact, it appeared that this naturalistic approach to evaluation had provided an

excess of data "...gleaned from the application of a variety of data gathering techniques," and "...data collected through one technique or source were compared and contrasted with data from other sources, establishing validity and consistency" (Lertpradist, 1990, p. 141). It also had the advantage of "...permitting participants to communicate in their own language, and to feel that they are part of the evaluation process" (Lertpradist, 1990, p. 145). Lertpradist concluded by giving a glowing report on the benefits of emergent design. It apparently proved good for program evaluation, as it permitted the evaluators to consider and react to unanticipated data typical of real world settings where, as Lertpradist (1990) stated, "...each program context exerts its own influence on the shape of the program" (p. 142).

Lertpradist (1990) did provide some recommendations concerning the use of Stake's Responsive Model. She recommended that "...multiple approaches to data collection be used to guard against evaluator bias and to establish some measure of reliability" (p. 144). She warned that, "while the model is suited to the extension setting, it is both time-consuming and expensive to implement" (p. 145). And, she suggested that this type of evaluation might not be feasible if evaluators do not possess knowledge of naturalistic approaches and methods, or when those who possess such expertise are not readily available (Lertpradist, 1990).

Research Study Two

After the review of numerous evaluation models, Kettle (1994), in his evaluation of a Distance Education for Literacy Providers (DELP) Course, chose to use a modified version of the Responsive Evaluation Model as well. The subject of that evaluation was a pilot project of a course being offered jointly by the Province of Newfoundland and Labrador and the Canadian Government designed to deliver “a distance mode educational development program to adult literacy practitioners in the volunteer, college, and community-based sectors of Newfoundland and Labrador” (Kettle, 1994, p. 1).

The Responsive Model was chosen for this evaluation because it was seen to eliminate something referred to by Kettle (1994) as “elitist intentions” (p. 101). Stake’s Model appeared to offer program participants, and the local literacy providers for whom it was designed, just as much say in determining the issues and concerns on which the evaluation would focus as it would to any other audience group (Kettle, 1994). A participatory approach like this was considered to have the potential for bringing evaluators closer to all audiences, and offering the most consultation, including the greatest opportunity for feedback concerning course improvement (i.e., how to make it even more suitable for the practical realities of life, work and economics) (Kettle, 1994). Overall, it was thought that Stake’s Model, as described by Kettle (1994),

"...would communicate and demonstrate that subjectivity in evaluation is as epistemologically valid as objectivity, and that a subjective methodology would produce more obviously direct links between their concerns and issues and the evaluation outcomes" (p. 101).

The procedure used by Kettle (1994) closely followed that used by Lertpradist (1990). From guidelines provided by Stake (1976), the twelve prominent events in responsive evaluation were modified down to eight, and these eight events were depicted in a clock diagram as Figure 1 illustrated. The methodology involved both interviews and observations. A series of preliminary interviews were used to identify all program audiences. Semi-structured interviews and short telephone-administered questionnaires were used to gather the concerns and issues of these audiences. Next, all documents and program materials associated with the development and implementation of the course were then analyzed. Finally, from the concerns and issues of audience groups, as well as the goals and objectives obtained from the course documents, the standards and criteria for their measurement were devised. According to Kettle (1994), once created, these evaluation standards were then presented to each of the audiences for approval. It was important for the standards to be acceptable to all those involved because it was these standards that would be used as measurements by the evaluators in making judgments about the program itself (Kettle, 1994).

Data was collected via several different means. Basically, at least one member of the evaluation team attended each weekly meeting, and observations were made and documented (Kettle, 1994). For that purpose, an observation form was developed to assist in relating observations to the standards and their criteria. In addition, periodically during one of these weekly meetings, in-depth face-to-face interviews were conducted with a significantly smaller sampling of participants (Kettle, 1994). Next, upon completion of the program, short semi-structured telephone interviews were conducted to determine participant experiences and feelings concerning the program (Kettle, 1994). And one more time, approximately six months after the program was completed, a final assessment was performed. This instrument was also administered via telephone, and took the form of a structured questionnaire. Once this was done, all data were analyzed quantitatively and/or qualitatively, and an evaluation report was then prepared.

Kettle (1994) concluded that the Responsive Evaluation Model "...represents an effective, efficient, rigorous, and socially appropriate methodology for evaluating small to medium scale community-based distance education programs..." (p. 152). According to Kettle (1994), the participant-oriented approach "...is very democratic in that it solicits the concerns and issues of all stakeholding audiences associated with a program, and measures program

outcomes in relation to them," which means "...the participants are given a sense of control and ownership..." by placing value on their problems and responding to their needs with appropriate resolutions (p. 153).

Research Study Three

Janes (1993) performed an evaluation of a graduate distance education course offered by Memorial University of Newfoundland. Once again, a modified version of Stake's Responsive Evaluation Model was selected as the preferred approach. The subject of her evaluation was an introductory, but required course for three separate specialty programmes in the Degree of Master of Education Program offered by Memorial University of Newfoundland (Janes, 1993). Apparently, the Responsive Evaluation Model was chosen because of "...its flexibility, its comprehensiveness, and [recently] its particular application to other distance education programs [or settings]..." (Janes, 1993, p. 62). Janes also seemed to be influenced by the fact that "...the basic framework for data collection [in a responsive evaluation] is the concerns and issues of the various stakeholders - or audiences - of the program being evaluated" (i.e., it "...focused on audience information needs...") (p. 63).

As expected, the procedure used by Janes (1993) closely followed that used by both Kettle (1994) and Lertpradist (1990), and her methodology was

based on the same modification of Stake's clock illustration (Figure 1). Essentially, her approach comprised eight out of the twelve prominent events for a responsive evaluation as illustrated by Stake (1976). According to Janes (1993), the evaluation process began by identifying the various stakeholders, then there was a survey of all such audiences for the purpose of gathering information on their concerns and issues. Then a number of evaluation standards based on these concerns were set. The next step was gathering the data, for which she used several means, including document and record analysis, interviews, and written questionnaires. There was a pre-test based on the course objectives given to each learner, and this was done to establish their entry level knowledge regarding the subject matter (Janes, 1993). As a follow-up, a post-test (the same as the pre-test) was administered at the end of the course to establish learners' knowledge of subject matter at course completion (Janes, 1993). Apparently, all other document/record analysis was frequent and on-going, and all observations were documented by the researcher herself. Interviews were conducted both formally and informally, throughout the course offering. There were even transcripts of the two teleconference sessions which were analyzed for pertinent data related to criteria and/or standards. "Also analyzed were the assignments, projects, and examinations submitted by students, and the grades submitted by the course instructor" (Janes, 1993, p. 67). And finally, there was a student evaluation questionnaire that was administered at the end of the course. According to Janes (1993), "...this

instrument had two parts: the first part sought feedback from learners on their cognitive experiences, and the second part measured learners' affective course experiences" (p. 66). Once all data had been collected, it was all analyzed together, and an evaluation report was then written.

Janes (1993) came to the conclusion that the Responsive Evaluation Model was "...the most flexible and/or adaptable for evaluation in higher education, distance education settings" (p. 116). She was especially impressed that every stakeholder participated in the evaluation process, and all had an equal opportunity for input. Furthermore, the naturalistic methodology gave her (the evaluator) "...the opportunity for protracted interaction with and exposure to participants," and this in turn provided "...a reliable picture of the program, and lessened the possibility of events as observed being isolated occurrences" (p. 117).

Like Lertpradist (1990), Janes (1993) felt that this model provided "...rich material from a multiplicity of sources and data gathering procedures," and that data collected through one method or source could be "...compared and contrasted with other data to ensure significance, validity and consistency" (p. 117). Similarly, there was a glowing report on the benefits of emergent design. According to Janes (1993), "...[it] gave the evaluator the opportunity to respond to unpredicted data," and this is of course especially important in any "...real

world setting where influences of or reactions to a program cannot always be foreseen" (Janes, 1993, p. 118).

Janes also provided some recommendations concerning the use of Stake's Responsive Model. She reiterated Lertpradist's (1990) comment that this model was both time-consuming and expensive to follow; however, she still suggested that the modified version, first used by Lertpradist (1990), "...be implemented in the evaluation of any future graduate level distance education courses at Memorial University of Newfoundland..." (Janes, 1993, p. 123).

Summary

The Tyler Model is not practical for this evaluation due to its summative characteristics. Brookfield (1986), suggested that this approach does not adequately consider differences in the experiences of learners, nor their abilities or interests. This particular evaluation study needs to be improvement-oriented, or formative in nature. The idea is not just to test the effectiveness of certain objectives. This evaluation should examine the value of objectives in and of themselves. Therefore, the Objectives-Oriented approach is considered too narrow in scope, and inflexible for this particular evaluation.

The focus in an evaluation of Education 6104 needs the input of all stakeholding audiences, including the decision-makers, the Instructors, the students taking the course and possibly others, making the CIPP Model impractical. Brookfield (1986), implied that to conduct an evaluation of this type, encompassing all stages of a program's development, it may consume more time and energy than that expended in actually executing the program itself. Therefore, Stufflebeam's Model is not deemed suitable, because of the restricted time-frame, finances, and human resources.

Since the evaluation of Education 6104 is being done internally, by an evaluator cognizant of course goals, the Goal-Free Model is not suitable. Furthermore, the approach is costly to implement and seems to require a highly credible and competent evaluation expert with sufficient resources. Therefore, due to the associated cost and resource requirements, as well as a limited research time-frame, Scriven's Goal-Free Model is unacceptable for this evaluation.

The Connoisseurship Model is unacceptable because it is not feasible to hire a competent expert evaluator to examine Education 6104 at this time. In addition, the stakeholders involved will require more data, based on more than subjective evaluation (i.e., they will want more concrete data than just one person's opinion).

The Judicial Model, by its very nature, costs more than other evaluation types simply because it incorporates two evaluation teams to look at the program being studied. Also, there would be an added strain on the stakeholders who would, in all likelihood, be subjected to multiple questionnaires, and interviews. That is to say, all efforts/instruments would have to be duplicated. Therefore, this model would not be suitable for the evaluation in question. Obviously, it is impractical because of budget, human resources, and time constraints.

The Participant-Oriented approach, in the form of Stake's Responsive Model, has been tried and tested in both distance education and graduate education settings. Its emergent design offers flexibility and the use of naturalistic, qualitative methods. In addition, there is a great deal of emphasis placed on the concerns and issues from all representative stakeholding audiences, and an ability to measure related performance outcomes based on specific evaluation standards. So, it was decided that because evaluator judgements would be linked to these newly formed standards, thus providing an opportunity for a more significant and realistic evaluation, Stake's Responsive Model would be the best approach for this study.

CHAPTER 3: EVALUATION METHODOLOGY AND DESIGN

Evaluation Design

Evaluation Model

This study replicated the methodology of three previous research studies as outlined in Chapter 2. Like Robert Stake, the researcher believed that any given evaluation should be defined by the purposes and information needs of any/all stakeholders. Therefore, the design of this study was a naturalistic one - that of Stake's Responsive Model - a Participant-Oriented method of program evaluation. The choice of this model was not only based upon its previous use in similar evaluations, but also on its great flexibility in design, methodology, implementation, and follow-up. Education 6104 reflected innovation and change with respect to distance learning, especially in a graduate studies environment at a university setting. Little was known about the effectiveness of such a program, and the responsive evaluation approach was designed to emphasize evaluation issues that are important in this type of situation (Stake, 1983).

Stake's Responsive Model, being emergent in design, focused on the issues and concerns of the various stakeholders for Education 6104 (i.e., participants or students, staff, faculty and administrators with Memorial University's Faculty of Education and its Schools of Graduate Studies and

Continuing Studies). Data were analyzed as collected, and subsequent evaluation activities would then emerge from an ongoing analysis of this data (Janes, 1993). According to Janes (1993), "...responsive evaluation permits the inclusion of data from multiple sources and the collection of data through multiple means, resulting in both quantitative and qualitative data and a comprehensive evaluation on all aspects of a given program" (p. 64).

As mentioned by Kettle (1994), Janes (1993), and Lertpradist (1990), Stake developed a simple, heuristic diagram (see Figure 2) to help describe the process needed to conduct a Responsive evaluation. Although the series of 12 events in the diagram are laid out in the form of a clock, Stake emphasized that the events themselves need not be read in an exclusively clockwise fashion (i.e., the prospective evaluator was free to move clockwise, counter-clockwise, cross-clockwise or, if events suggest, do several steps at the same time). In other words, whatever is needed to be *responsive* to the needs of the evaluation (Kettle, 1994; Janes, 1993).

The study will follow these guidelines for the design of Stake's Responsive Model:



Figure 2. Procedure for Events in a Responsive Evaluation (adapted from Worthen and Sanders, 1987).

Evaluation Procedure

In selecting a model for evaluating Education 6104, a modification of Robert E. Stake's Responsive Evaluation Model as used by Lertpradist (1990), was selected (see Figure 1, p. 38). This modified version of Stake's Model

appeared to have the right combination of flexibility and comprehensiveness. Its worthiness also seemed to have been proven through prior applications within the distance education environment (Lertpradist, 1990; Janes, 1993; and Kettle, 1994).

Formal data collection involved the gathering of information using various instruments and methods including document and record analysis, interviews, and written questionnaires. First of all, a student profile sheet and a pre-test were prepared and sent out to all students enrolled in the course. The student profile sheet was to provide certain "...demographic data on learners, including their educational backgrounds, age range, professional backgrounds, and career experiences" (Janes, 1993, p. 66). The pre-test, on the other hand, was based on the objectives of the course. It was used to establish the entry-level knowledge of learners regarding the subject matter of the course in question. Later in the evaluation process, results from this initial survey were then matched-up with those from a duplicate post-test. Data from the post-test were collected at the end of the course, and the combined data from both surveys enabled the evaluator to determine whether, in fact, learning had actually taken place.

The next step was to identify and survey all stakeholders having any form of involvement with the Education 6104 course. The purpose of this survey was

to gather information on the concerns and issues that these stakeholders held. In essence, this information could vary from concerns about the course content, to the administration of the course, to perhaps even the whole distance education milieu. Ideally, the concerns and issues survey was to provide every stakeholder with an opportunity for input into the evaluation itself. The evaluation could then directly address their concerns and issues, and had the potential to examine their own particular questions. Essentially, it provided the evaluator with a perspective on what the actual expectations were for the course and the evaluation. Hence, the evaluation was hopefully conducted in a manner that was suitable to all.

There remained the question as to how success should be measured/determined. For this purpose, the evaluator chose to "conceptualize issues and problems" (Worthen and Sanders, 1987, p. 136) through the development of Evaluation Standards. These standards were devised based upon a compilation of the collective concerns and issues, and in combination with the overall goals and objectives for the course itself. Following the evolution of these standards, representative criteria needed to be developed for each. The criteria were to assist in determining whether the standards were actually being reached. Therefore, each set of criteria measured success for the associated standard, and all the standards together would present the basis for the evaluation, just as Stake had intended.

Once the pertinent information was collected from the various stakeholders, and the standards and criteria developed, the more traditional form of data collection was begun. The most important thing with respect to data collection was found to be the most obvious: when attempting a responsive-style evaluation, the gathering of data should be defined by the kinds of information being sought. Worthen and Sanders (1987) provided some good examples for the type of information that a responsive evaluator should be looking for:

- descriptive information about the object of evaluation and its context;
- information responsive to concerns (documenting them, seeking causes and consequences, and identifying possible actions);
- information responsive to issues (clarifying them, identifying potential courses of action to resolve them); and
- information about values (clarifying them, finding out about their source and degree of conviction) (p. 139-140).

In evaluating Education 6104, the evaluator chose both formal and informal approaches to account for specific criteria and/or to address certain issues. Interviews were conducted both formally and informally throughout the entire course offering, and even before the course actually started. In his role as the On-Site Coordinator for the Education 6104 course, the researcher/evaluator

was in frequent communication with students, permitting him to function as participant observer throughout the semester. Students often contacted him seeking assistance with readings as well as course assignments and/or exams, and many times this provided the opportunity for random informal interviews on course progress. Likewise, document and record analysis were frequent and ongoing. The evaluator kept field notes on all contact from students seeking assistance whether this be through telephone conversations, face-to-face contact, or electronic mail. The main focus for this method of analysis was the specific type of assistance required by the learners and the associated responses and/or assistance provided by the On-Site Coordinator, as well as the Course Instructor. The evaluator also had the opportunity to examine some of the assignments, projects, and examinations submitted by each student, as well as their respective grades assigned by the Course Instructor.

One last instrument administered by the evaluator at the end of the course was a student evaluation questionnaire. The purpose of this questionnaire was to obtain direct feedback from the students concerning their overall feelings toward the course, or as Janes (1993) put it, "their...affective course experiences" (p. 66).

Evaluation Schedule

The evaluation of the distance education version of Education 6104 took place over a fourteen-month period. The intended procedure for this evaluation was designed during the Fall Semester of 1995, but was not actually implemented until the Winter Semester of 1996; however, even before the course began, some data collection had already started. The data for the evaluation were collected in several stages, each stage serving a different function. Data gathered during the first few stages were entirely qualitative and served the function of enabling the evaluator/researcher to establish evaluation standards and criteria.

1. December 1995 - January 1996:
 - a) All stakeholders having any form of involvement with the Education 6104 course were identified.
 - b) An informal questionnaire was utilized to survey the stakeholders regarding their concerns and issues for the Education 6104 course.
 - c) Student profile sheet and pre-test sent out with the course materials package to all students known to be enrolled in the course.
-

- d) Information from the aforementioned surveys used to guide the completion of a list of standards, which lead to the formation of specific evaluation procedures and instruments.
- e) Criteria were generated to measure the degree of achievement for these standards (i.e., the representative criteria acted as guidelines for judgment).

2. February 1996:

- Based upon the kinds of information being sought, the evaluator chose both formal and informal approaches to account for specific criteria and/or to address certain issues. All data then had to be classified in relation to the pre-determined standards and criteria.

3. Mid-April 1996:

- a) The evaluator reviewed the major project and examinations submitted by each student, as well as their respective grades used for assessment by the Course Instructor.
 - b) At the time of course completion, a duplicate survey to the pre-test was mailed out to the students. This instrument was known as the post-test, and the combined data from both the pre-test and the
-

post-test were to reflect accurately whether learning had actually taken place.

4. May - June 1996:

- a) The main instrument used in post-course evaluation was an in-depth formal questionnaire administered using telephone interviews conducted during a seven-week period from May through to June.
- b) As the last instrument to be utilized by the evaluator, it was used as an opportunity to elicit direct feedback from the students concerning their overall feelings toward the course.

5. Ongoing (i.e., January - June 1996):

- a) Informal interviews were ongoing between the evaluator and the students throughout the entirety of its twelve-week duration, and even before the course had actually started. The medium for this contact ranged from telephone conversations and electronic mail, to actual face-to-face meetings.
 - b) The evaluator kept notes (i.e., field notes) for later analysis.
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- c) The evaluator was regularly monitoring assignments and other documents/records.
6. July 1996 - March 1997:
- a) The evaluator summarized the data collected from all sources, and performed a combination of quantitative and qualitative analyses. The type of analysis performed was entirely dependent upon the method of collection used and the kind of information being sought.
 - b) The task for the evaluator over this time period was to assess what criteria had been met, and in turn, the degree to which particular standards had been reached.
 - c) An in-depth assessment of all the data had to be performed to determine whether all questions were indeed addressed.
7. The final few months lead to the generation of a formal report, and this provided the evaluator with an opportunity to make his comments, conclusions, and recommendations.
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Evaluation Methodology

Stakeholder Identification

Six audience groups were identified as having a particular stake in the Education 6104 course and its success or failure. In no specific order, these groups were identified as follows:

1. The students actually enrolled in the Education 6104 course.
 2. The Instructor, who was responsible for both the course design, and the delivery of the first offerings of Education 6104 by distance.
 3. The course design and development team including the Course Instructor, several instructional developers, and an evaluator.
 4. The School of Continuing Education, who were responsible for funding the development of the course and also for the administration of the course delivery system. More specifically, the Director of Continuing Studies, and the Assistant Director for their Division of Educational Technology were given an opportunity to provide comments.
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5. The Faculty of Education, in particular the Associate Dean of Graduate Programmes, and Members of the Faculty's Graduate Studies Committee, since it was these individuals who gave initial approval for the development of the course.

6. The School of Graduate Studies (more specifically, the Dean of Graduate Studies), who grants approval for all graduate course and programme offerings, and who develop the regulations governing the offering of distance education courses.

All individuals contacted were identified as representing at least one of these stakeholder groups. Contact was made for the purpose of eliciting their evaluation concerns, issues and information needs to ensure that any evaluation instrument to be used would reflect their specific concerns and interests. The concerns and issues questionnaire was described to them as the ideal opportunity to give both constructive and vital feedback to the course developers, the Course Instructor, and to others associated with this as well as other course offerings for potential course improvement.

Concerns and Issues

Responsive evaluation does not undertake to answer questions of merely theoretical interest; rather, it

takes its cues from those matters that local audiences find interesting or relevant" (Guba and Lincoln, 1981, p. 38).

In this case, the concerns expressed by those polled were all quite valid or relevant. There were essentially three categories of concerns and issues that emerged.

1. What should a graduate level distance education course in 'program evaluation' strive to achieve?

- Graduate-level courseware;
 - a consistent design/delivery;
 - a challenge for the students;
 - a thorough understanding of evaluation as practiced both past and present;
 - a realistic view of the role that program evaluation plays;
 - an opportunity to practice effective evaluation techniques;
 - a theoretical understanding and practical application of evaluation models;
 - an ability to evaluate programs based upon existing evaluation methodology;
 - evaluation knowledge to be used in one's own specific setting;
-

- comparable presentation/implementation to that of an on-campus course of same type.
2. Elements considered to be indicators for the success of this course:
- well designed instructional materials;
 - adequate communication link between students and Instructor and/or Institution;
 - positive student evaluations;
 - adequate performance of students in terms of grades;
 - requests for additional distance education course offerings;
 - requests for more CMC, CAI, and video/audio combinations;
 - application in actual setting by participants;
 - inquiries about the course from other Universities, or academic institutions.
3. Is there any specific aspect of the course offering that you would like this evaluation to address?
- the utility of this course to students;
 - on-site vs. distance course objectives;
 - the benefit of certain assignments;
-

- the usefulness of the audiotapes and the programmed instruction text in content understanding;
- the impact of drama on learning with respect to the instructional videos;
- the value (or success) of the computer-mediated communication;
- student perceptions of the computer-assisted instruction/computer-mediated communication components;
- Instructor bias towards certain evaluation approaches;
- student outcome;
- women's experiences with respect to on-site vs. distance course offerings.

Evaluation Standards

As mentioned in the procedure above, data gathered from the various stakeholder groups as well as the course objectives were synthesized by the evaluator into a number of evaluation standards. This setting of standards is an important step in any evaluation (Lertpradist, 1990). To assist with the application of these standards, more specifically to assist in rendering judgments about the Education 6104 course, particular criteria were also formulated and these are listed beneath each standard.

Standard 1. There is administrative and logistical support for the course.

This standard will be evidenced by the following criteria:

- materials received on time;
- instructional materials are error free (i.e., presented in a functioning condition);
- mail response time is acceptable to both the students and the Instructor;
- access to Instructor and/or On-Site Coordinator is acceptable (i.e., e-mail, telephone, visitation, etc.);
- turnaround time on assignments and for feedback is adequate.

Standard 2. The curriculum for this program should satisfy participant needs.

This standard will be evidenced by the following criteria:

- the course provides students with an increased knowledge of program evaluation and methods for carrying out such evaluations;
 - the curriculum meets the expectations of the learner/student.
-

Standard 3. The course results in positive cognitive outcomes for the student.

This standard will be evidenced by the following criteria:

- positive feelings on the part of learners about the course experience;
- positive attitudes on the part of learners about the self-directed nature of the course, and the built-in control;
- student achievement on examinations and assignments, and in comparison to past course experiences and outcomes.

Standard 4. The course should provide opportunity for sufficient participation, discussion, and the sharing of ideas.

This standard will be evidenced by the following criteria:

- appropriate amount of time is scheduled for regular student interaction;
 - activities are included which encourage and facilitate participant discussion;
 - activities are orchestrated by the Instructor and/or the On-Site Coordinator to promote questions and discussion;
 - opportunities for discussion meet student expectations.
-

Standard 5. The instructional materials for the course should provide comprehensive content coverage and should be presented to the student in a manner consistent with their level of prior knowledge and training.

This standard will be evidenced by the following criteria:

- suitability with respect to the pre-packaged nature of the course materials;
 - course materials are professional in appearance and of a high technical quality;
 - effectiveness of the course materials as judged/viewed by the students (i.e., appropriate to learner needs);
 - instructional course materials that are easy to understand, interesting, and relevant to other course materials;
 - adequacy of content coverage and preparation for evaluation measures (i.e., comprehensiveness of the course materials);
 - adequacy of student feedback mechanisms through instructional materials (i.e., incorporation of mechanisms for learner feedback);
 - overall, the delivery system for the course content should meet the expectations of the students.
-

Standard 6. Evaluation measures are suitable to the course.

This standard will be evidenced by the following criteria:

- effectiveness of course discussion, readings, and assignments in developing the major project - an evaluation proposal;
 - suitability of assignments and exams with regard to the goals and objectives of the course;
 - adequate measurement of theoretical content by the final examination.
-

CHAPTER 4: ANALYSIS OF DATA

Based on the concerns and issues expressed by the various stakeholding audiences, the evaluator developed standards and criteria, which were used to guide data collection and the formulation of judgements. Data from student profile sheets, pre-tests and post-tests, questionnaire, and telephone interviews were analyzed. In addition, the evaluator as participant observer, recorded and analyzed observational data, course documents including all e-mail correspondence and student assignments. All data were analyzed qualitatively, and are reported here in relation to the evaluation standards.

Evaluation Results/Analysis

Standard 1. There is administrative and logistical support for the course.

Criteria:

- timeliness of materials receipt;
 - timeliness of mail response time;
 - error free materials;
 - Instructor and/or On-Site Coordinator access;
 - turnaround time - assignments and feedback.
-

In analyzing the administrative and logistical support for Education 6104, data from interviews and the Likert Scale of the questionnaire were used. Results from these two data sources indicated that all the criteria for this standard were met (see Table 3).

Table 3. Student responses' regarding administrative issues pertaining to Education 6104.

Questionnaire Item	N=18			
	Very Good	Good	Adequate	Needs Improvement
Receipt of materials	10	6	1	-
Materials in good working order	13	4	1	-
Receipt of notifications/messages	13	5	-	-
Mail turnaround (assignments/feedback)	3	6	6	2
E-mail turnaround				
(assistance/discussion/feedback)	16	2	-	-
Telephone consultations	9	8	1	-

(*NOTE: Totals adding up to less than 18 indicate missing data.)

All students indicated that receipt of materials at the beginning of the semester was acceptable. Only one student did not have materials for the first week of classes, and the delay in that case was caused by his failure to provide his teaching address. Hence, mail had to be forwarded to his work location.

Mail turnaround time, including feedback on assignments, was deemed adequate by all but two students, and the electronic mail communication was deemed excellent, with students indicating that it exceeded their expectations.

Similarly, access to the Instructor and On-Site Coordinators was approved by the majority of students. All students agreed that interactions with Instructor and Coordinators were very beneficial. Approximately one-third of the students felt that they would have preferred more interaction with the Instructor herself, but the interactions that did occur were helpful.

The quality of materials - their functioning and error-free status, was generally approved by all students, but a few problems were discovered as the course commenced. Two of the eighteen students received only two of four instructional videos, and three students received blank copies of two of four audiotaped lectures. On reporting the missing videos, students were supplied with new copies quite early in the semester. Of the students with the blank audiotapes, only one student informed the course administrators, and she received new tapes immediately. The other two students did not inform anyone of their missing tapes until the evaluation data was being collected at the end of the course - even when On-Site Coordinators had alerted class members of potential problems with missing audio and video components, and their ability to arrange to have these components replaced.

One student did not receive a course manual in her mailed package, but chose to pick it up at the University before classes began.

Positive comments from interview and questionnaire data:

"Anytime I asked for help, I received help."

"[Mail turnaround time] was very good...especially considering where Mary [the Instructor] was."

"[Mail turnaround time] was exceptionally good considering Mary's [the Instructor] move to the other side of the country!"

Comments indicating a need for improvement from interview and questionnaire data:

"[Interaction seemed to indicate] a low initiative on the part of the Instructor."

Summary

The Administrative and logistical support for Education 6104 was more than adequate with one possible exception. Approximately one third of the class stated a preference for more interaction with the Course Instructor. They appreciated the ready access to On-Site Coordinators, but wanted to be provided with more direct access to the Instructor. Perhaps they were in need of

reassurance in their adjustment to this independent form of study. It should also be mentioned that a couple of students expressed concern about the turnaround time associated with correspondence using regular mail. However, this was probably not viewed as a shortfall with respect to the course, but more so the postal service. Finally, with the exception of five quite similar problems with missing audio or video materials, there were no significant errors in terms of the course materials received. For the most part, these problems were addressed immediately, and no further problems of this type were reported. Standard 1 has been met.

Standard 2. The curriculum for this program should satisfy participant needs.

Criteria:

- increased knowledge of program evaluation;
- curriculum meets student expectations.

In analyzing the curriculum of Education 6104, in terms of meeting student needs, data from questionnaires were used. Results from this data source indicated that the two criteria for this standard were met.

One criterion specified that the course should provide students with increased knowledge of program evaluation, and methods for carrying out such

evaluations. All students completing the course felt that they had learned a lot about program evaluation, had gained practical knowledge, and approximately 90% felt confident that they could properly perform a program evaluation in the future. In addition, the majority (83%) felt that their newly acquired knowledge could be used in their work setting. Only one student indicated that the knowledge was of no practical use in her work.

The curriculum met the expectations of learners. All students regarded Education 6104 as a new and positive experience, and they were happy with the coverage of evaluation models and techniques. Two students did feel that the content was too advanced for their needs, but none felt that the balance toward evaluation theory was too heavy.

Positive comments from questionnaire data:

"[The knowledge was] definitely useful to me, but may not be useful to others in my field of work."

"You[ve] got to know the theory to understand how to apply it!"

Comment indicating ambivalence in relation to professional application:

"Much of what I learned about Program Evaluation is of no use to me...it should be, but not right now."

Summary

At the time of evaluation, all students were more than satisfied with their knowledge of the course content. The majority felt as though they would be using this knowledge in their work, if not immediately, then sometime in the future. Therefore, due to the positive ratings that the overall course experience received, the researcher judged that this standard has been met.

Standard 3. The course results in positive cognitive outcomes for the student.

Criteria:

- positive feelings re course experience;
- positive attitudes re self-direction and the built-in controls;
- student achievement, comparative with live course.

Criteria considered important for assessing positive cognitive outcomes included positive feelings on the part of learners about the course experience. Using an interview-style questionnaire and a Likert Scale, the researcher found that the majority of students (89%) agreed that doing the course by distance education was just as beneficial as if it had been done as a traditional on-campus course. In fact, all students expressed a desire to have more graduate education courses offered in the same manner, but there were nevertheless six

students who stated that they themselves would not choose to do another course using this delivery format.

Another criterion used for assessing positive cognitive outcomes for Education 6104 was whether the student participants had positive attitudes concerning the self-directed nature of the course, and its built-in control. The interview questionnaire revealed that all 18 students liked the fact that they could pace themselves and their learning of the course material. Every student applauded the self-directed nature of the course, and all (as adult learners) appreciated the freedom to do such a course on their own time. However, there were five students who said they found it difficult to keep pace with the suggested weekly activities, but all five indicated that these problems were mostly due to their own personal time management abilities.

A pre-test and post-test were also used by the evaluator to partially assess cognitive outcomes from Education 6104. Unfortunately, of the 18 students, only 12 matched sets of pre-tests and post-tests were collected. The significant deficit was due to five students who submitted only the pre-test, and one student who neglected to submit either one.

For the purpose of objectivity, both the pre-test and post-test were graded in an identical fashion and were both marked out of 10. Also, it should be noted

that every attempt in the pre-test was considered for credit (i.e., partial marks were awarded for partial answers and/or attempts at answers). Bearing that in mind, the post-test answers showed a significant improvement with respect to student understanding and comprehension of the subject matter (see Table 4).

Table 4. Student grades for the pre-test and post-test used in Education 6104 (maximum grade = 10).

Student	Pre-test	Post-test	Difference
1	1.5	8.5	*7.0
2	1.0	-	-
3	3.0	7.5	*4.5
4	1.5	10.0	*8.5
5	1.0	10.0	*9.0
6	0.0	8.5	*8.5
7	2.0	10.0	*8.0
8	2.0	-	-
9	2.5	9.5	*7.0
10	-	-	-
11	0.0	-	-
12	0.5	9.5	*9.0
13	0.5	10.0	*9.5
14	1.5	-	-
15	1.5	-	-
16	4.0	8.5	*4.5
17	1.5	10.0	*8.5
18	0.0	9.0	*9.0
Average	1.4	9.3	*7.6

(*NOTE: + indicates an increase.)

Overall, answers for the post-test were well thought-out and demonstrated that learners had a firm grasp of the concepts and theory for program evaluation.

The average mark on the post-test was 93%, and this was compared to an average mark on the pre-test of 14%, resulting in an average gain of almost 80%.

A final criterion for assessing positive cognitive outcomes for the course was that of student achievement on examinations and assignments, in comparison to past course experiences and outcomes. The average mark for this offering of Education 6104 was 80% with only one student receiving a grade of 70%, and one student receiving the highest mark - 90%. The grades for the remaining 16 students varied between 80% and 85% (see Figure 3).

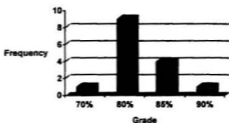


Figure 3. Summary of Student Grades for Education 6104 (Winter Semester, 1996).

In terms of past course experiences and outcomes, five prior course offerings were examined: four on-campus versions of the Education 6104 course were chosen for comparison, as well as the pilot offering of the distance

version from the previous semester. The on-campus versions were represented by the predecessor to Education 6104 known as Education 6522, and the four offerings that were examined took place between the Winter Semester of 1990 and the Fall Semester of 1993 at Memorial University of Newfoundland. Education 6522 did cover identical course material to Education 6104, and utilized quite similar assignments as well as the same methods for assessment. In all five offerings, grades ranged from 75% to 90%, with an average of 80% (see Table 5). The range of grades appeared consistent across all assignments and individual components for the courses examined.

Table 5. Student average grade and range for the current offering of Education 6104 and five prior course offerings.

Course Offering	Grade	
	Average	Range
Education 6104 (current offering)	80%	75-90%
Education 6104 (pilot offering)	80%	75-90%
Education 6522 (4 prior offerings)	80%	75-90%

Positive comments from questionnaire and interview data:

"I was earning while learning!"

"It fit into my busy schedule...I was able to study at my own pace."

"I was able to arrange my study schedule according to my own time."

"I was able to do all my studying later in the night, when my two kids were in bed."

"It was good to be able to stay at home [in my community] for a change with friends and family."

"The flexibility was really nice...some weeks were really busy with respect to [course] work and others not so bad."

"[I] was able to finish-up the course earlier than required because I had to leave the province for a couple of weeks near the end of the Semester."

Summary

Information on the cognitive outcomes from the course were gathered using interviews and a Likert Scale, the pre-test and post-test results, student grades on the exams and assignments, as well as a comparison with previous course outcomes. The analysis revealed a high degree of learning over the duration of the course as indicated by a comparison of pre-test and post-test results. Also, the achievement on assignments and exams was quite good with an overall course average of 80%, and these grades were definitely comparable to the five prior course offerings that were examined. There were no negative comments or suggestions for improvement in the interview data, and the overwhelmingly high measurement for positive student attitudes concerning the course enabled the researcher to judge that this standard has been met.

Standard 4. The course should provide opportunity for sufficient participation, discussion, and the sharing of ideas.

Criteria:

- time for regular student interaction appropriate;
- activities encourage participation/discussion;
- activities orchestrated to promote questions/discussion;
- discussion opportunities meet student expectations.

To determine whether Education 6104 provided opportunities for sufficient participation, discussion, and the sharing of ideas, student opinions were measured using the interview data. Once again the questions asked were based on pre-determined criteria relating to the underlying standard.

Student responses indicated that all criteria for this standard were in fact met, but some students stated that they would have preferred more interactions with the Instructor. One student indicated that she did not think it was right for the Course Instructor to be available for questions and concerns only one night per week; however, there were no corroborating comments from other students on this matter. It is worthy of note that all students felt that they had benefited from interactions with the On-Site Coordinators.

Criteria for this standard also emphasized collaboration, or the provision for some form of regular interaction among the students. One student actually put a name on this common problem associated with collaboration at a distance; she called it "the isolation factor." This course was shown to provide sufficient opportunity for interaction, but some form of face-to-face contact was indicated as most desirable. One student suggested having at least one teleconference, which could possibly help improve general interaction.

Another criterion relating to this standard stated that any/all opportunities provided for discussion should meet student expectations, and that these opportunities should encourage and facilitate participant questions and discussion. Results from the interview questionnaire indicated that 89% of the students felt that there was enough opportunity for discussion of the subject matter integrated in the course. During an informal conversation with one On-Site Coordinator, a student commented that the distance education experience really benefited from electronic mail (e-mail), and that was improving overall communication within the course. In fact, results showed that 17 out of the 18 students felt that having a Computer Mediated Communication (CMC) component in the course allowed them to speak out and easily express their opinions. One student in particular expressed a desire for even more on-line discussion. Based on a Likert Scale used in conjunction with the interview guide, all students indicated that they liked the opportunity for discussion and

participation that the CMC had provided; although, this was contradictory to information collected earlier in the course. At the start of the CMC component, one student had commented to an On-Site Coordinator that the CMC was not encouraging discussion or participation. Furthermore, two students indicated via e-mail to the same On-Site Coordinator that these on-line discussions were in no way valuable for them. Obviously, these concerns did not remain, or else they were not expressed to the evaluator at the time of course completion and the final interviews.

Two students were critical of the group discussions used in the CMC component of the course. One student suggested not using CMC for this type group discussion at all. A second student agreed, and felt that the group discussion needed some improvement. Neither student chose to elaborate further on any of their comments. Interestingly enough, two other students specifically stated that there should be more of this type of discussion and group work in the course, especially with relevance to the main assignment - the Evaluation Proposal.

The researcher believed that further comments from students helped to explain some of the above-noted complaints concerning the opportunities that were provided for discussion in Education 6104. One student felt that her uncertainty about the expectations for the CMC component of the course made it

rather time-consuming for her to participate in the discussions. Another student considered her problems with e-mail to have interfered with her enjoyment of the CMC discussions. Apparently, this was her first experience with e-mail, and therefore she was not really comfortable with these on-line discussions. Her lack of understanding of the technology apparently hindered her ability to participate. A third student felt that her natural shyness affected her participation in the CMC component of the course. Once she had met with an On-Site Coordinator and a couple of other students from the course she began to feel more comfortable and confident in communicating on-line.

Positive comments from interview data and informal correspondence:

" The Instructor was very available."

"The On-Site Coordinators were lifesavers...they provided a good link to the Course Instructor."

"I believe that with distance education there will always be a basic need to talk to people, and [with the CMC] this course had that advantage."

"I was more relaxed [while taking this course] than with others [I had] taken."

"The opportunity for introductions on e-mail was worthwhile, and this gave me the opportunity to pick out others who might have common interests and/or backgrounds...this definitely assisted me in the discussions!"

"The e-mail was a great way to communicate with the Instructor!"

"I really enjoyed it [the CMC] and thought that the interaction was worthwhile."

Comments indicating a need for improvement from interview data and informal correspondence:

"I didn't really know much about anyone else in the course...I never even got the chance to see any of them!"

"It is always nice to see someone face to face when possible...with nobody looking at me, I was really too shy to say much using e-mail."

"If there was some sort of teleconference...at least this would allow students to associate a voice with other students in the class."

"I didn't find the [CMC] discussions as valuable as expected...several people were much too verbose, and others would hardly comment at all...no real interactive discussions seemed to take place."

"The group discussion [using e-mail] didn't work!"

"[For the CMC group discussions,] the spokespeople assigned [to each of the groups] did not seem very well organized, nor were they really aware of their responsibilities."

"Consider pairing people up for the CMC group discussions...smaller groups might work better."

Summary

In terms of assessing this standard, most students were pleased with the means and the opportunities for discussion among students and the Instructor/On-Site Coordinators. A few common concerns related to distance education became evident. Two students desired more interaction time with the

Course instructor, but the majority seemed satisfied with the interactions. In general, interaction did appear to pose a problem for a few students who preferred face-to-face communication. However, only two students felt that there were not enough opportunities for discussion of the subject matter. The consensus was that having the Computer-Mediated Communication (CMC) component did relieve feelings of isolation. However, some students admitted to having difficulty using the technology, and there were one or two others who did not enjoy using that medium for collaborative work. The researcher made his judgement - Education 6104 did provide ample opportunity for participation, discussion, and the sharing of ideas. Standard 4 has been met.

Standard 5. The instructional materials for the course should provide comprehensive content coverage and should be presented to the student in a manner consistent with their level of prior knowledge and training.

Criteria:

- positive feelings about pre-packaged materials;
- materials professional, high quality;
- materials appropriate to student needs;
- materials inter-related;
- materials provide preparation for assignments/exams;
- adequate feedback mechanisms incorporated;
- delivery systems meet student needs.

To determine whether the instructional materials for Education 6104 provided comprehensive content coverage and whether they were presented to students in a manner consistent with their level of prior knowledge and training, student opinions on these matters were gathered through a questionnaire. The course participants were first asked to rate each of the instructional materials for Education 6104 based on eight separate characteristics: length, technical quality, content organization, usefulness (to the student), appropriateness of the medium, the student's level of interest, relevance to the course (including content), and their level of comprehension of the content covered through each

medium. Table 6 presents the data in summary form. The positive ratings (i.e., those ratings of either good or very good) are displayed as percentages.

Table 6. Percentage of positive student ratings based on eight characteristics relating to the instructional materials used in Education 6104.

Characteristic	N=18						
	Course Manuals	PIT	Text	Book of Readings	Audio-tapes	Video-tapes	CAI
Length	95%	95%	56%	56%	67%	78%	56%
Technical Quality	100%	100%	72%	67%	72%	100%	83%
Content Organization	89%	95%	78%	67%	83%	89%	89%
Usefulness	100%	95%	78%	72%	61%	78%	50%
Appropriateness of Medium	95%	100%	72%	78%	67%	95%	89%
Level of Interest	89%	100%	61%	50%	56%	78%	72%
Relevance to the Course	100%	95%	89%	72%	72%	72%	67%
Level of Comprehension	100%	100%	89%	72%	83%	89%	89%
Average Rating	96%	98%	74%	67%	70%	85%	74%

*NOTE: PIT = Programmed Instruction Text
 Text = Commercial Textbook
 CAI = Computer-Assisted Instruction

The first criteria examined focus on the presentation and quality of the course materials. In terms of the print materials, all students taking the course felt that the print materials were attractive, easy to read, and professional looking. All students approved of the layout and design of these materials. Several students commented favorably on the organization of the instructional materials, especially the Programmed Instruction Text (PIT). A rating of 72% for

the technical quality of the audiotapes may be attributed to the fact that some students received blank tapes (i.e., no audio recorded). This would certainly have affected their perception of this medium. In terms of the readings for the course, 72% of the students responded that they were very valuable to their own understanding of the subject matter. However, two students felt that improvements for the Book of Readings were needed - the readings were too difficult.

Several of the other criteria associated with Standard 5 emphasize the effectiveness of the course materials, content coverage, as well as the ease of understanding, the interest level, and the relationship to other course materials. All of the instructional materials received a positive rating from at least two-thirds of the class. Table 6 shows that the Programmed Instruction Text (PIT) and the Course Manuals received the highest praise when compared to the other media used in Education 6104. The Book of Readings received the lowest average in terms of positive feedback and the audiotapes, the textbook, and the Computer-Assisted Instruction (CAI) followed in an increasing order.

The lowest average rating in terms of positive feedback was 67% for the Book of Readings. Table 6 shows that in terms of generating interest and the length, about half the class voted highly in favour of the Book of Readings, and 78% of the class saw this as being quite an appropriate medium, with 72%

viewing it as highly relevant. Furthermore, 72% of the class indicated their level of understanding for the information presented in these readings was high.

For the audiotapes, approximately two-thirds of the class provided positive feedback concerning the appropriateness of such a medium, and 61% considered them useful. One student felt that the audiotapes were not helpful to her at all, and found them repetitive of information conveyed by some of the other course materials. This might explain the slightly lower level of interest as indicated for the audiotapes. In all, five students did not give the audiotapes a positive rating for their relevance to the course.

In reference to the videotapes, almost two-thirds of the students taking the course appreciated the drama that was incorporated into their production, and rated the videos highly on the Likert Scale. Four students in particular gave the videos quite high praise. However, there were a couple of the students who apparently grew tired of the videotapes. Basically, their desire was to access the content information that the videos contained, but their dramatic format made it difficult for taking notes.

Based on the Likert Scale, 72% of the students viewed the commercial textbook positively in terms of its level of appropriateness to the course. And though a small number of students did not find the textbook that interesting, 78%

indicated a high regard for its usefulness. There was some criticism about the length of the textbook, with eight students commenting that it was too long. However, the majority of students did not share this concern, they were simply using the textbook as an accessory or reference to the Programmed Instruction Text and/or the Book of Readings.

In terms of the Computer-Assisted Instruction (CAI), 50% of the students seemed to view this component as being useful. However, after further investigation it was revealed that at least three students had not even installed the program onto a computer, and one student did not use it because her computer was not capable of running the program - it was an older computer. The majority of students who actually utilized the CAI did find it interesting, with two-thirds of the class providing positive feedback concerning its' relevance to the course. There was one student who suggested having more of this form of instruction throughout the course. A little less than half the class found the program lengthy, and only one student considered the CAI lacking in terms of content. Apparently, he found this component repetitive with respect to information contained in other course materials.

The final criterion examined to give validity to this standard accentuated that the overall delivery system for the course content had to meet the expectations of students. Discussions with students, as well as results from the

questionnaire, indicated that this criterion was achieved. There was however some concern over repetition of content throughout the various course materials. Despite this concern, all 18 students who were enrolled in the course agreed that Education 6104 should be offered again, and all except one of students indicated that they would definitely recommend this course to others. Two students in particular gave the Education 6104 course high praise in comparison to their past distance education course experiences. One of these students felt that the layout and organization of this course was far superior to the others he had taken.

All of the data lead the researcher to his judgement that the instructional materials for Education 6104 did provide comprehensive content coverage, and were presented to students in a manner consistent with their level of prior knowledge and training.

Positive comments from interview data and informal correspondence:

"The course was well laid out...well orchestrated."

"It was a far better distance education course than those I had taken in the past."

"All the materials were excellent...I have done distance education courses in every way, shape and form, and this is by far the best due to organization."

"I was pleased with the whole package of course materials...they were all worthwhile."

"The PIT was excellent...the best part...[it] could have been the course by itself!"

"The Course Manual kept me on track, answered most of my questions...it was my extra study companion."

"The time-line included in the Course Manual was definitely a necessity for me!"

"I loved the audiotapes...they were a really convenient way of learning the information."

"They [the videos] weren't boring...they made the content more appealing."

"The videos held my interest...and kept me interested in the course content."

"I enjoyed the CAI...it was a change from sitting looking at a book in front of you."

Comments indicating a need for improvement from interview data and informal correspondence:

"The writing style and terminology of some [articles in the Book of Readings] made them too difficult to understand, and I had to read them a couple of times."

"The [audio] cassettes and videotapes were not worthwhile at all."

"I am a more visual learner, and after I listened to the first one [audiotape], I decided that I wasn't getting enough out of it."

"The videos were entertaining at first, but after that...just seemed a waste of time."

"The videotapes were not useful for teaching the course material...they were not helpful at all."

"The videos should just state the facts...why not just give the information right up front?"

"The textbook was garbage...it was not useful at all!"

"The CAI was a good concept, but for next time the PIT idea should somehow incorporate the computer too."

"The course materials seemed to present the same information in different ways...[the student] shouldn't have to use all those media...it should be optional...left up to the student."

Summary

In order to meet this standard, the delivery system for the course content had to meet the expectations of students. The data collected demonstrated that student expectations had actually been exceeded. Of course, there were particular aspects of certain course materials that individual students did not find useful, or were lacking interest in, but overall ratings were high. For example, the Book of Readings, which had the lowest rating for instructional materials, still received positive feedback from two-thirds of the class. Several students did criticize the Book of Readings for its general quality and organization, which in turn affected their interest and comprehension. As for the audiotapes, a few students indicated that they did not find them useful; however, positive ratings for the audiotapes may have been even higher had three students not experienced problems initially with faulty tapes. In addition, the commercial textbook was considered inappropriate for the course by a couple of students; they expressed

a very low level of interest in it. And, in terms of the CAI, the majority of students who used the program were generally pleased. One criticism was that it was lacking in terms of new content (i.e., too repetitive and simple).

To conclude, it should be noted that students with past experiences in distance education indicated that Education 6104 was the best they had taken to date. Overall, students felt that the course experience was worthwhile, and unanimously stated that they would recommend the course to others. Therefore, with a lack of any significant problems or faults, the judgement was that Standard 5 has been met.

Standard 6. Evaluation measures are suitable to the course.

Criteria:

- adequate preparation for evaluation proposal assignment;
- assignments and exams in line with course/objectives;
- final examination measures theory content.

In reference to the criterion for suitable evaluation measures, the Education 6104 course consisted of a mid-term and final examination, a major assignment (i.e., an Evaluation Proposal), and Computer-Mediated Communication (CMC). Data from questionnaires and telephone interviews as

well as informal correspondence between students and the On-Site Coordinators were analyzed in relation to the criteria (see Table 7).

Table 7. Student responses' regarding evaluation procedures used in Education 6104.

Questionnaire Item	N=18			
	Very Good	Good	Adequate	Needs Improvement
Effectiveness of Computer-Mediated Communication (CMC)	8	7	2	1
Effectiveness of Major Assignment	12	5	1	-
Effectiveness of Mid-Term and Final Examinations	8	8	1	1

Based on the questionnaire results, 83% of the students had positive responses concerning the Computer-Mediated Communication (CMC) as an evaluation measure. However, there were some criticisms with respect to the value given to this specific course component. Some students felt that too much time was required for only 10 marks, and that it was a little heavy, especially at the beginning of the course. Several students suggested that more value be assigned to the CMC component. Two of the students mentioned that they were uncertain as to the expectations for the CMC, and they were not exactly sure what the Instructor was evaluating. One student in particular recommended that the CMC be worth nothing. She felt that the CMC was not doing what it was

supposed to, because it was worth marks students were either contributing too much, or just enough to get the required participation mark. She also believed that the CMC was not effective for group work either, and for similar reasons (i.e., one person did all the work).

There were also two students who expressed concern about the CMC component due to its' more technical nature. One student said that her own computer set-up made it more time-consuming to contribute/respond to discussion, and another student actually felt that her computer problems affected her performance on the CMC component of the course.

For the major assignment or proposal, the majority of feedback from the students was positive. Ninety-four percent of the students were satisfied with its' suitability, effectiveness, and measurement of theoretical content. The common response from the students was that it was very practical, and it tied all of the theory from the course together. The general feeling was that this assignment had boosted their confidence because it was a real world application, plus it was required to be of a professional caliber. However, there was some criticism in terms of guidance for this component. Many of the students said that they found the Proposal both overwhelming and frustrating at first. Apparently, they were uncertain as to how to tackle the project, and/or what they needed in order to accomplish the task. Overall, there was a consensus that more direction should

be provided for such a major assignment, including more preparation. One student even suggested including a sample proposal with the course materials, or possibly just the inclusion of some suitable reference sources. However, the Course Instructor was observed to resist this request. From her point of view the students could, in essence, simply copy a certain format and insert their own information. This was viewed as interfering with their ability to create a proposal.

As for the exams, 88% of the students considered both the mid-term and the final to be very effective evaluation measures. Several students praised the comprehensiveness of the exams, especially the final. Some students did not like having a restriction on the amount(s) that could be written. Other students felt that the exams were overwhelming because they were written in isolation. One student found the exams to be too straightforward, but she did say that both were still quite useful. And on the contrary, there was another student who did not like the final exam, and wondered whether it was actually necessary, especially after doing all the other required work. It was suggested that the mid-term or the final exam be eliminated.

Positive comments from interview data and informal correspondence:

" It [the proposal] forced me to do something quite relevant and applicable to what we had been learning."

"The proposal wasn't like other proposals that I had done...it really got me thinking."

"The Proposal forced me to go through all the materials, thus giving me a good grasp of the subject matter...it was definitely the most practical test for knowledge."

"The exams were definitely useful!"

"The exams did test your knowledge and you definitely had to read the course material to get through them."

Comments indicating a need for improvement from interview data and informal correspondence:

"The CMC should carry more evaluation weight, or it should be scrapped!"

"Because it [the CMC] was worth marks...there were two or three people who were incredibly verbose, and others who would contribute by just saying "I agree with that!" in order to get the mark."

"The value associated with participation in CMC hindered those of us who were busy...there should not be as many readings associated with that exercise."

"In the end, I think my computer problems hindered my performance on the CMC."

"I was uncertain as to how to proceed with the Proposal...I needed more guidance."

"I wouldn't have been able to cope with the Proposal had there not been On-Site Coordinators...I would have chucked the whole thing!"

"Not certain if the course prepared you well enough to do an adequate job of proposal. However, it was a good experience."

"The exams were too straightforward!"

"The exams had the potential to be a bit overwhelming because you're on your own."

Summary

The data collected based upon evaluation measures indicated that they were quite effective. All students approved of the mid-term and final examinations, the Evaluation Proposal, and the computer-mediated discussions. Two or three students suggested having less emphasis on examinations due to the overall workload and the more practical nature of the major assignment. There were also several criticisms of the grade value assigned to the CMC component. A few students suggested that CMC be worth more, and one or two students felt as though it should not be given any value (i.e., this type of participation should be a regular part of any distance course). There was also the technical nature of this component, and that in itself generated some criticism as well. The major assignment or proposal received a high level of praise. Students responded to its very practical and relevant nature, and the typical comment was that the Proposal provided a good grasp of the entire scope of the subject matter. One criticism was regarding the perceived lack of preparation beforehand, and the amount of work involved in the assignment itself. Regardless, these criticisms were viewed by the researcher as minor, and Standard 6 has been met.

CHAPTER 5: CONCLUSIONS/RECOMMENDATIONS

Summary

This study reported on the evaluation of the distance education version of Education 6104 - a graduate level course offering from Memorial University of Newfoundland. For the evaluation, the researcher chose a responsive approach, due to its demonstrated suitability for the task. The approach replicated the methodology of three previous research studies using Robert E. Stake's Responsive Evaluation Model as modified by Lertpradist (1990). The modified model offered:

- flexibility in design, methodology, implementation, and follow-up;
 - considerable use of naturalistic, qualitative methods;
 - emphasis of specific evaluation issues that may be deemed important (Stake, 1983);
 - solicitation of concerns and issues from all stakeholding audiences associated with a course or program, and the ability to measure related performance outcomes (Kettle, 1994);
 - an emergent design, permitting the evaluator to respond to data as it was being collected, and leading to a more significant and realistic evaluation (Janes, 1993).
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The Education 6104 course in Foundations of Program Evaluation was observed over 12 weeks through both direct and indirect contact. The Responsive Evaluation Model allowed the evaluator to closely interact with the course participants, and this exposure gave him a reliable picture of the course. Interviews were conducted both formally and informally throughout the entire course offering to gather specific information, as well as to determine student opinions, feelings, and experiences concerning the course. Pre-tests and post-tests (based on the course objectives) were also used to assist the evaluator in determining whether learning actually took place. In addition, document and record analysis were frequent and ongoing, including a review of the assignments, projects, and examinations submitted by each student, as well as their respective grades. Finally, when all the descriptive data were compiled and compared with the six standards set by the evaluator, a judgement was made that all standards had indeed been met. Education 6104 was deemed to be a worthwhile learning experience.

Conclusions

The results of this study support Lertpradist's modification of Stake's Responsive Model. The methodology proved quite rigorous, yet it is definitely an effective and efficient method for evaluating this type of course. As was stated by Kettle (1994), this approach encouraged, recognized, and respected self-

determination by placing value on, and responding to, the needs of the audiences for whom a given program is designed (p. 154). Also, as Janes (1993) indicated, the emphasis on detailed description for all components rather than just the sole consideration of program outcomes, proved very useful.

The application of this evaluation model to evaluate the distance version of Education 6104 led the researcher to certain conclusions. A majority of 90% of the students who participated viewed the Education 6104 course as a valuable and worthwhile experience. All students stated that they had enjoyed the course, and would like more opportunities to take other courses designed in similar manner. The grades for the course, along with comparative scores between pre-tests and post-tests clearly indicated that learning had taken place. Also, the resulting course marks for the students compared exceptionally well with those of five previous offerings of the course, including four on-site versions, and its own pilot distance offering.

Despite the fact that all six standards for the evaluation of Education 6104 were met, and the course itself was judged to be a success by the evaluator, a number of minor weaknesses were noted, and should be addressed. These weaknesses ranged from technical production problems to simple difficulties experienced by students in terms of their adjusting to the independent nature of the course.

The evaluator determined that there was an appropriate level of administrative and logistical support for the course. The desire expressed by some students who wanted more opportunities for interaction with the Instructor was deemed to be more a result of their lack of familiarity with distance education, as opposed to problems with the course design. These few students may have been somewhat uncomfortable (perhaps unknowingly) with the learning environment, and wanted more access to the Instructor, simply for security. On this matter, the evaluator acknowledged that the design of Education 6104 included On-Site Coordinators who could be readily available to interact with any student who might require some form of reassurance and/or additional interaction. Furthermore, it should be noted that most students recognized and appreciated the presence of the On-Site Coordinators for this purpose. It was judged that sufficient opportunities were provided for participation, discussion, and the sharing of ideas concerning the subject matter of Education 6104. A few students did express desire for more of these opportunities and a suggestion was made for the introduction of additional interactive media such as a teleconference, or videoconference. It was understood that these few students desired more collaboration, and preferred not to do all their interacting through a computer. A general assessment made by the evaluator was that the Computer-Mediated Communication (CMC) did relieve some feelings of isolation for the students, but the technology posed an

entirely different barrier for a few students. Again, a need for some form of face-to-face contact was evident.

The curriculum represented within this course was also found to satisfy participant needs. Students seemed more than satisfied with the content coverage, and the practicality of their newly acquired knowledge. Positive cognitive outcomes for the student were also quite apparent. Students appeared to have overwhelmingly positive attitudes concerning this course offering. A high degree of learning was assessed over the duration of the course, and student outcomes were quite respectable. Furthermore, in comparison with five prior course offerings, student grades for this particular offering of Education 6104 did rank equivalent.

In terms of the instructional materials used for the Education 6104 course, the evaluator concluded that they did provide comprehensive content coverage and were presented to the students in a manner consistent with their level of prior knowledge and training. The Programmed Instruction Text (PIT) and the Course Manuals were well-designed and very effective aids for the students; however, the Book of Readings was determined by a few students to be of lower quality and difficult to understand. In addition, the commercial textbook was deemed as generating little interest within this group of students. For the most part, the students wanted print materials that were easy to read combined with a

logical layout. The audiotapes were also rated as being of little use to a minority group. However, there were some students who found this additional medium beneficial for their comprehension of the subject matter. The same interpretation applies for the videos. Several students found them boring, and a minority did not appreciate the dramatic flare that was integrated into the production of the video sequences. The audience in this case just wanted the facts and information given up front. For the most part, the majority of these students simply wanted to take notes from the videos. Therefore, it was interpreted that the extra time and effort required to script and produce videos in this fashion might not be worthwhile for future course offerings, or it is possible that future attempts might be better accepted because of the past experience with this video series. As for the minor technical problems experienced with the audio and videotapes, the evaluator concluded that these problems were not uncommon for a course integrating such a variety of media into its instruction. He believed that such problems could only be addressed through better quality control during production. In addition, early inquiries made to the students by the Course Instructor and/or the On-Site Coordinator(s) would be considered necessary to determine whether all materials were received and in good working order.

The evaluator also concluded that the Computer-Assisted Instruction (CAI) did not prove useful to all students. Of those that used it, several said that

they did not find its content very relevant and/or they had difficulties making the computer program actually work. The evaluator believed that the content of this instructional package was relevant, but it was perhaps the novelty of the medium that made comprehension difficult. It should be noted that the vast majority of participants judged this method of instruction as interesting and having potential, but the technical requirements were considered to be the big limitation. The evaluator thought that instruction via computer should be used cautiously until an acceptable standard or baseline for computer knowledge, skill, and hardware can be extrapolated for an intended audience. If such a level of homogeneity can be reached, then more of the course instruction can, and should be, incorporated into this mode.

Finally, the evaluator's assessment included the evaluation measures used in Education 6104, and they were found to be suitable for the course. In terms of the value associated with the CMC component, this was basically considered a mark for participation. Regardless, many students still felt that the amount of effort required for this component was worthy of more than just 10%. They justified their argument by stating that a great deal of preparation time was required (i.e., reading the article(s) and preparing their answers, as well as time to get familiar with the technology which for some, took an incredibly long while). They also mentioned the on-line time, which included actually typing their comments, reading other student contributions, then preparing and typing

appropriate responses again. Although, this was not a common complaint among the students registered in Education 6104, the evaluator considered it a valid concern. In his opinion, if more value were assigned to the on-line component of this course, a more structured method of grading would be important, and the exercise could no longer be categorized as discussion (i.e., emphasis would be placed on the quality and not quantity).

A minor limitation on the experience provided by the major assignment - the Evaluation Proposal - was also evident. Concerns were expressed in terms of the amount of preparation provided beforehand for this assignment. It seemed clear that students needed an example, or some samples to be provided perhaps within the Course Manual, and/or one of the other media formats. At least, it was felt that some useful references or readings need to be suggested as assistance for completing the task. It was also apparent to the evaluator that more discussion needed to be initiated by the Course Instructor concerning the proposal, and that perhaps some of the frustrations experienced by the students could be alleviated if they were permitted to work collaboratively on this assignment.

In summary, it was determined that Education 6104 was a success. Overall, the delivery system for this course did suit the intended learner and the goals for the course were met. All students clearly enjoyed the experience, and

as adults, appreciated the ability to participate in a graduate course of this type. The students supported the design of the course and its content, as well as the instructional materials used. In the evaluator's opinion, the students most valued the independence, and self-pacing associated with such a course. Students also responded well to the variety in media; however, concerns were raised in terms of content repetition. On one hand, students liked having a choice in terms of the medium through which they learned, but at the same time, there were objections regarding repetition of content coverage. This presents a difficult dilemma for an instructional designer. Regardless, the evaluator has concluded that the current selection of media should remain as long as the minor weaknesses of each are addressed. The availability of various instructional materials was judged as improving the course experience more for the learner, and catering to a variety of learning preferences.

Recommendations

The evaluator makes the following recommendations for future offerings of the graduate distance education course Education 6104, and for the implementation of future graduate distance education courses:

1. That Lertpradist's modification of Stake's Responsive Evaluation Model be implemented, as the most appropriate evaluation model, in the evaluation
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- of other graduate level courses currently being offered (or that will be offered) via distance education.
2. That the same course design be implemented for the next offering of Education 6104 with consideration of the recommendations for improvements made by this evaluation.
 3. That the Course Instructor review the selection criteria for the commercial textbook, and consider replacing it if a more suitable text is available.
 4. Tutorials, in some form, be provided for not just the CAI, but also the use of e-mail including the course ALIAS (i.e., a distribution Listserv), and any other technical media being utilized.
 5. That all suggested improvements for instructional materials be implemented by the Course Instructor and the Division of Continuing Studies for future offerings of this, and other graduate distance education courses.
 6. That more care be taken in the reproduction of audio and videotapes used as instructional materials for distance education courses.
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7. That the Faculty of Education and the Division of Continuing Studies at Memorial University of Newfoundland consider developing other graduate education courses to be offered via distance education.
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APPENDICES

APPENDIX A
CORRESPONDENCE

December ?, 1995

Dr. Frank Riggs
Associate Dean, Graduate Programmes
Faculty of Education
Memorial University of Newfoundland

Re. Request for Approval of Thesis Topic

Dr. Riggs:

Presently, I am a candidate for the Master of Education in Learning Resources Programme with the Faculty of Education, Memorial University of Newfoundland. In April 1995, I completed all required course-work with respect to my programme specialization - Educational Communications and Technology. I am now ready to begin work on my Thesis.

As stated in my letter of October 2nd, 1995, both Dr. Mary Kennedy and Ms. Diane Janes have agreed to act as my Thesis Supervisory Committee. My thesis will be an evaluation of one of the Education Faculty's more recent course offerings via distance - Education 6104 (*The Foundations of Program Evaluation*). I plan to evaluate this course over the Winter 1996 Semester. I will also be using additional data collected by Dr. Kennedy during the pilot offering of this course in the Fall 1995 Semester.

I have worked closely with Dr. Kennedy in the development and design of ED6104 over the past year. Now, my role will be to perform a formal, responsive evaluation guided by the information needs of the various stakeholders. The study will be qualitative in nature, and I plan to use instruments such as questionnaires and interviews to collect the necessary information. Final data collection is anticipated at the end of this semester, and hopefully, the thesis itself will be completed by late-summer 1996. Following completion of my Thesis, all data will then be destroyed.

As ED6104 is a graduate course for the Faculty of Education, I am requesting your permission to conduct my research on the course. I would also like to assure you that my research will be conducted in accordance with the Faculty of Education Ethics Committee Guidelines and with minimal burden to students and staff. Should you have any questions, please do not hesitate to contact me by telephone at (709) 722-8733; facsimile at (709) 737-2345, and/or using e-mail: bkerr@morgan.ucs.mun.ca.

Sincerely,

Brian Kerr, BSc.F
MEd. Candidate

December 7, 1995

Ms. Doreen Whalen
Director, Division of Continuing Studies
School of General and Continuing Studies
Memorial University of Newfoundland

Ms. Whalen:

Presently, I am a candidate for the Master of Education in Learning Resources Programme with the Faculty of Education, Memorial University of Newfoundland. In April 1995, I completed all required course-work with respect to my programme specialization - Educational Communications and Technology. I am now ready to begin work on my Thesis.

Dr. Mary F. Kennedy and Ms. Diane Janes have both agreed to act as my Thesis Supervisory Committee. My thesis, as proposed, will be an evaluation of one of the Education Faculty's more recent course offerings via your department - Education 6104 (*The Foundations of Program Evaluation*). I have worked closely with Dr. Kennedy in the development and design of ED6104 over the past year. Now, Dr. Kennedy has advised me of her interest in evaluating this course. I plan to evaluate the course in its current offering over the Winter 1996 Semester. I will also be using additional data collected by Dr. Kennedy during the pilot offering of this course in the Fall 1995 Semester. The study will be qualitative in nature, and I plan to use instruments such as questionnaires and interviews to collect the necessary information. Final data collection is anticipated at the end of this semester, and hopefully, the thesis itself will be completed by late-summer 1996. Following completion of my Thesis, all data will then be destroyed.

As ED6104 is offered by the Division of Continuing Studies, I am requesting your permission to conduct my research on the course. I would also like to assure you that my research will be conducted in accordance with Ethics Guidelines of the Faculty of Education and the University, and will be with minimal burden to students and staff. Should you have any questions, please do not hesitate to contact me by telephone at (709) 722-8733; facsimile at (709) 737-2345, and/or using e-mail: bkerr@morgan.ucs.mun.ca. If you wish to speak with a resource person not directly involved in the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development/Graduate Programmes, Memorial University of Newfoundland.

Sincerely,

Brian Kerr, BSc.F
MEd. Candidate

January ?, 1996

Dear (*name will be typed here*):

As stated in the introductory package sent to you in January by Dr. Kennedy (Instructor), Diane Janes and myself (On-Site Coordinators). I will be conducting research to evaluate the distance version of Education 6104 Winter 1996 semester as my Graduate Thesis. This research will take the form of a formal, responsive evaluation guided by the information needs of all groups or stakeholders involved with this course. Dr. Kennedy will also be acting as my Thesis Supervisor.

My analysis will require information, comments, feedback, suggestions, and some clarification and/or interpretation from you at some point. Therefore, I would like to ask permission to contact you via 'electronic' mail, phone or, possibly a couple of short questionnaires. I anticipate that such communication over the evaluation period will occupy, at most, only 1 hour of your time. I will also require permission to access your completed Student Profile Sheet as well as information from the 'Pre-Test' and 'Post-Test' as issued by the Course Instructor and the School of General and Continuing Studies at the beginning and end of term respectively. So, if you are willing to participate in this study, please sign and return the enclosed form **before January ?, 1996** to the following address:

**Box 73
Faculty of Education
Memorial University of Newfoundland
A1B 3X8**

Finally, it is important for you to know that the proposed study is in accordance with the Ethics Guidelines of the Faculty of Education and the University. Your participation in this study is completely voluntary, and that information gathered is strictly confidential - at no time will any individual participant be identified. Also, you will have the right to withdraw from the study without prejudice at any time and/or may refrain from answering any question that you prefer to omit. However, I might add that this is an ideal opportunity for you to give both constructive and vital feedback to the Course Instructor for potential course improvement.

This study will be completed by late Summer 1996, and the Thesis itself by Fall 1996. Following completion of my Thesis, all data will be destroyed, and a summary of the results can be made available to participants, if requested. Meanwhile, should you have

... 2

any questions, please do not hesitate to contact me by **telephone at (709) 722-8733; facsimile at (709) 737-2345, and/or using e-mail: bkerr@morgan.ucs.mun.ca.** If you wish to speak with a resource person not directly involved in the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development/Graduate Programmes, Memorial University of Newfoundland.

Sincerely,

Brian Kerr, BSc.F
MEd. Candidate

Encl. (1)

✂

PARTICIPATION AGREEMENT

I, _____, understand the nature of this study and hereby agree to participate in it. I am willing to be contacted by the researcher (Brian Kerr) either by phone, e-mail or, a short questionnaire to clarify/gain any additional information during the course. Additionally, I give permission for the researcher to use my completed Student Profile information for this study as well as information from the 'Pre-Test' and 'Post-Test' as issued by the Course Instructor at the beginning and end of term respectively, bearing in mind that all information will remain strictly confidential.

Date

Signature

January ?, 1996

Dear (*name will be typed here*):

As stated in my last letter, I am performing a formal, responsive evaluation guided by the information needs of the various groups or stakeholders involved with the Education 6104 course offering. Dr. Mary F. Kennedy will be acting as my Thesis Supervisor. Obviously, you (as a student enrolled in the course) represent a stakeholder group. Therefore, in order to ensure that evaluation instruments reflect your specific concerns and interests, I would appreciate a few moments of your time and ask that you complete the enclosed questionnaire and return it to me as soon as possible. Please return the questionnaire before **January ?, 1996** to the following address:

**Box 73
Faculty of Education
Memorial University of Newfoundland
A1B 3X8**

This study is in accordance with the Ethics Guidelines of the Faculty of Education and the University, and your participation should be considered completely voluntary. In addition, all information gathered will be in strictest confidence of the researcher and at no time will any individual participant be identified. You also have the right to withdraw from the study without prejudice at any time and/or may refrain from answering any question that you prefer to omit. However, please consider this as an ideal opportunity for you to give both constructive and vital feedback to the Course Instructor for potential course improvement.

This study will be completed by late Summer 1996, and the Thesis itself by Fall 1996. Following completion of my Thesis, all data will be destroyed, and a summary of the results can be made available to participants, if requested.

Thank you in advance for your cooperation, and should you have any questions, please do not hesitate to contact me by **telephone at (709) 722-8733; facsimile at (709) 737-2345, and/or using e-mail: bkerr@morgan.ucs.mun.ca**. If you wish to speak with a resource person not directly involved in the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development/Graduate Programmes, Memorial University of Newfoundland.

Sincerely,

**Brian Kerr, BSc.F
MEd. Candidate**

Encl. (1)

January ?, 1996

Dear (*name will be typed here*):

I am a candidate for the Master of Education in Learning Resources Programme with the Faculty of Education, Memorial University of Newfoundland. For my Graduate Thesis, I will be conducting research to evaluate the distance version of Education 6104 recently offered in the Winter 1996 semester. Dr. Mary F. Kennedy will be acting as my Thesis Supervisor.

I have been active in the development and design of ED6104 over the past year. Now, my role will be to perform a formal, responsive evaluation guided by the information needs of all groups or stakeholders involved with this course. These groups would include students, the Course Instructor, University faculty/staff associated with such Faculty of Education course offerings, and the course designers themselves.

I will be using various instruments such as questionnaires and interviews to collect the information I require. Based upon my initial research, I have identified that you as (*official position will be typed here*) represent one of these stakeholders. Therefore, to ensure that the above-mentioned evaluation instruments reflect your specific concerns and interests, I would appreciate a few moments of your time and ask that you complete the enclosed questionnaire and return it to me as soon as possible. Please return the questionnaire before **January ?, 1996** to the following address:

**Box 73
Faculty of Education
Memorial University of Newfoundland
A1B 3X8**

Please note that this study is in accordance with the Ethics Guidelines of the Faculty of Education and the University. Your participation in this study is completely voluntary, and that information gathered will be strictly confidential - at no time will any individual participant be identified. Also, you will have the right to withdraw from the study without prejudice at any time and/or may refrain from answering any question that you prefer to omit. However, I might add that this is an ideal opportunity for you to give both constructive and vital feedback to the course developers, the Course Instructor, and others associated with this as well as other course offerings for potential course improvement.

... 2

Please return by January ?, 1996

This study will be completed by late Summer 1996, and the Thesis itself by Fall 1996. Following completion of my Thesis, all data will be destroyed, and a summary of the results can be made available to participants, if requested.

I appreciate any consideration that you could give to this matter. Should you have any questions, please do not hesitate to contact me by **telephone at (709) 722-8733; facsimile at (709) 737-2345**, and/or using **e-mail: bkerr@morgan.ucs.mun.ca**. If you wish to speak with a resource person not directly involved in the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development/Graduate Programmes, Memorial University of Newfoundland.

Sincerely,

Brian Kerr, BSc.F
MEd. Candidate

Encl. (1)

APPENDIX B
EVALUATION INSTRUMENTS

STUDENT CONCERNS AND ISSUES QUESTIONNAIRE

1. What do you personally think the distance education course Education 6104 (*The Foundations of Program Evaluation*) should achieve?

2. Which of the following elements would you judge to be indicators of the success of this course? **Please check (✓) all that apply.**

- a) well designed instructional materials
- b) request for additional distance education course offerings
- c) adequate performance of students in terms of grades
- d) positive student evaluations
- e) adequate communication link between students and instructor/institution
- f) other, please explain:

3. Is there any specific aspect of the course offering that you would like this evaluation to address?

STAKEHOLDER CONCERNS AND ISSUES QUESTIONNAIRE

1. What should a graduate level distance education course in 'program evaluation' strive to achieve?

2. Which of the following elements would you judge to be indicators of the success of this course? Please check (✓) all that apply.

- a) well designed instructional materials
- b) request for additional distance education course offerings
- c) adequate performance of students in terms of grades
- d) positive student evaluations
- e) adequate communication link between students and instructor/institution
- f) other, please explain:

3. Is there any specific aspect of the course offering that you would like this evaluation to address?

Student Profile

Education 6104: *The Foundations of Program Evaluation*

This Student Profile sheet will be used for the evaluation of this course. All information collected is confidential and will be used only by the course evaluators and course Instructor. Please fill in the following questions and return the completed sheets, with your pretest, to the course Instructor **before** you begin work on the course. Thank you for your assistance.

1. Student Name: _____
2. Town/city of residence: _____
3. Age: ___ under 25 ___ 25-30 ___ 31-40 ___ 41-50
 ___ over 50
4. Degree(s) held: ___ B.A. ___ B.Ed. ___ B.Sc.
 other _____
5. Graduate Program: ___ Teaching and Learning
 ___ Educational Leadership
 ___ Educational Psychology
 other _____
6. Number of courses completed on graduate program:
 ___ less than 3 ___ 3-5
 ___ 6-8 ___ more than 8
7. If teaching in the school system, which grade level do you teach:
 ___ primary ___ elementary ___ jr. high ___ sr. high?
 What is your area/subject of specialty? _____
 How many years of teaching experience do you have? _____

8. If working outside of the school system, please indicate place of work and position:

9. What is the main reason that you are taking this course?

___ to complete degree requirements ___ as elective on degree program

___ personal enrichment ___ career advancement

___ other _____

10. Was your decision to enroll in this course influenced by its' being offered by distance?

___ Yes ___ No

11. Have you previously taken other courses by distance education or correspondence?

___ Yes ___ No.

If yes, were they: ___ undergraduate ___ graduate

other _____

If yes, did you use ___ email or ___ computer conferencing as part of the course?

12. Check off any of the items below which reflect your ability/experience with computers:

___ word processing ___ graphics packages ___ spreadsheets

___ electronic mail (email) ___ computer conferencing ___ Internet

other _____

___ none

13. Of the above computer applications, which do you use the most?

14. Do you own a personal computer? Yes No

15. If yes, what type of computer do you own? _____

16. Is it equipped with a modem? Yes No

17. What type of communication software do you have? _____

18. What is the main purpose of your computer usage:

personal professional?

19. If you are a school teacher, does your school have computers?

Yes No

20. Do you have regular access to school computers for your school work?

Yes No

21. Are you familiar with STEM-Net? Yes No

22. Is your school online through STEM-Net at Memorial University?

Yes No

23. If you do not use STEM-Net to access the Internet (e-mail), which service provider(s) do you use:

other University account (e.g. morgan, kean, ganymede, etc.)

employer service provider (e.g. Cabot College, Provincial or Federal Government, etc.)

freenet (e.g. St. John's Infonet, etc.)

commercial provider (e.g. Compusult, AOL, NLNet, etc.)

Other _____

24. For this course, how will you have e-mail access:

a. ___ home computer b. ___ work computer

c. ___ other computer location (friend, library, etc.)

Please be specific: _____

(Use reverse side if required)

Return Completed Profile to:

Course Instructor - 6104
Box 73, Faculty of Education
Memorial University of Newfoundland
St. John's, NF. A1B 3X8

Pre-test

Please complete this test **immediately** before you begin to access any of the instructional materials. It is intended to establish that your baseline knowledge of program evaluation is minimal, and it will provide us with a comparative measure at the end of the course as part of our course evaluation.

This test will not affect your grade in any way. Remember, you are not expected to know anything at this stage, since you have not begun the course. If you pass the pre-test it probably means that the course is too basic for you.

Please remove the pre-test and mail it as soon as possible.

Do not be alarmed if you find it necessary to return a blank test. Please return it for our records.

Student # _____

1. In your own words define program evaluation.

2. List three (3) models of program evaluation.

3. List two (2) current theoretical paradigms for program evaluation.

4. What do the following terms have to do with program evaluation:

a. scientific and naturalistic

b. qualitative and quantitative

5. What is the difference between program evaluation and educational research?

Post-test

Please complete this test immediately after the completion of all course requirements, once all course materials have been reviewed. It is intended to establish that your baseline knowledge of program evaluation has improved since the start of this course. Basically, the post-test will be used as a comparative measure at the end of the course as part of our course evaluation.

Please return the post-test as soon as possible for our records.

Student # _____

1. In your own words define program evaluation.

2. List three (3) models of program evaluation.

3. List two (2) current theoretical paradigms for program evaluation.

4. What do the following terms have to do with program evaluation:

a. scientific and naturalistic

b. qualitative and quantitative

5. What is the difference between program evaluation and educational research?

Please fill in this survey. This will assist evaluators and course designers to ensure that future offerings of Education 6104 - The Foundations of Program Evaluation will take into account any concerns you may have after completing the course.

PART A

Below are statements with a four point scale on the right. Please circle for each item the letters that best describe how you feel about the statement.

Scale:	VG	Very Good
	G	Good
	A	Adequate
	NI	Needs Improvement

I. Administrative Issues

1. Receipt of materials	VG	G	A	NI
2. Materials in good working order	VG	G	A	NI
3. Receipt of notifications/messages	VG	G	A	NI
4. Mail turnaround (assignments/feedback)	VG	G	A	NI
5. E-mail turnaround (assistance/discussion/feedback)	VG	G	A	NI
6. Telephone consultations	VG	G	A	NI

Comments:

II. Instructional Materials

1. Course Manuals

a. Length	VG	G	A	NI
b. Technical Quality	VG	G	A	NI
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course	VG	G	A	NI
h. Level of Comprehension	VG	G	A	NI

II. Instructional Materials (Cont.'d)**2. Audiotapes**

a. Length	VG	G	A	NI
b. Technical Quality	VG	G	A	NI
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course	VG	G	A	NI
h. Level of Comprehension	VG	G	A	NI

3. Videotapes

a. Length	VG	G	A	NI
b. Technical Quality	VG	G	A	NI
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course	VG	G	A	NI
h. Level of Comprehension	VG	G	A	NI

4. Programmed Instruction Text

a. Length	VG	G	A	NI
b. Technical Quality	VG	G	A	NI
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course	VG	G	A	NI
h. Level of Comprehension	VG	G	A	NI

II. Instructional Materials (Cont.'d)

5. Textbook	VG	G	A	NI
	VG	G	A	NI
a. Length	VG	G	A	NI
b. Technical Quality	VG	G	A	NI
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course				
h. Level of Comprehension				
6. Book of Readings				
a. Length	VG	G	A	NI
b. Technical Quality	VG	G	A	NI
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course	VG	G	A	NI
h. Level of Comprehension	VG	G	A	NI
7. Computer-Assisted Instruction (CAI)				
a. Length				
b. Technical Quality				
c. Content Organization	VG	G	A	NI
d. Usefulness	VG	G	A	NI
e. Appropriateness of Medium	VG	G	A	NI
f. Level of Interest	VG	G	A	NI
g. Relevance to the Course	VG	G	A	NI
h. Level of Comprehension	VG	G	A	NI
	VG	G	A	NI
	VG	G	A	NI

Comments:

PART A (Cont.'d)

III. Evaluation Procedures Used in the Course

1. Effectiveness of Computer-Mediated Discussion (CMC)	VG	G	A	NI
2. Effectiveness of major assignment	VG	G	A	NI
3. Effectiveness of final examination	VG	G	A	NI

Comments:

PART B

Below are statements with a four point scale on the right. Please circle for each item the letters that best describe your opinion of the statement.

Scale: SA Strongly Agree
 A Agree
 D Disagree
 SD Strongly Disagree

- | | | | | |
|--|----|---|---|----|
| 1. I feel that doing this course by distance education was just as beneficial as if I had done it on campus as a regular course. | SA | A | D | SD |
| 2. I liked the ability to pace myself based on the self-directed nature of the course. | SA | A | D | SD |
| 3. I now feel confident that I would be able to properly perform a programme evaluation. | SA | A | D | SD |
| 4. I think there should be more opportunities to do graduate courses this way. | SA | A | D | SD |
| 5. I feel that I would not want to do another course using this delivery format. | SA | A | D | SD |
| 6. I feel that I learned a lot about Program Evaluation. | SA | A | D | SD |
| 7. My knowledge of Program Evaluation now allows me to use the approach in my work. | SA | A | D | SD |
| 8. The course had too much theory. | SA | A | D | SD |
| 9. Readings in the course were very valuable to my understanding of the subject matter. | SA | A | D | SD |
| 10. The use of a variety of media and materials made the course interesting for me. | SA | A | D | SD |
| 11. As an adult learner, I appreciated the freedom to do a course on my own time. | SA | A | D | SD |

PART B (Cont.'d)

12. Much of what I learned about Program Evaluation is of no use to me.	SA	A	D	SD
13. This course in Program Evaluation was a new and positive experience for me.	SA	A	D	SD
14. I would have preferred more interaction with the instructor.	SA	A	D	SD
15. I have gained practical knowledge in Program Evaluation by doing this course.	SA	A	D	SD
16. I was happy with the coverage of the various evaluation models and techniques.	SA	A	D	SD
17. The CMC component allowed me to speak out and easily express my opinions.	SA	A	D	SD
18. I liked the opportunity for discussion and participation via the Computer-Mediated Communication (CMC) component.	SA	A	D	SD
19. I felt that the CMC component encouraged discussion and participation.	SA	A	D	SD
20. Doing the course on my own made it difficult to keep pace with the suggested weekly activities.	SA	A	D	SD
21. There was not enough opportunity for discussion of the subject matter.	SA	A	D	SD
22. There was enough opportunity for discussion of the subject matter.	SA	A	D	SD
23. Participating in the CMC 'on-line' discussions was really valuable for me.	SA	A	D	SD
24. The content of the course was too advanced for my needs.	SA	A	D	SD

PART B (Cont.'d)

25. I enjoyed the method of presentation used in the videotapes.	SA	A	D	SD
26. Interaction with the On-Site Coordinators was beneficial to me.	SA	A	D	SD
27. There was adequate support for the CMC component of the course.	SA	A	D	SD
28. The videotapes could have provided information more directly using less drama.	SA	A	D	SD
29. The print materials were attractive, easy to read, and professional looking.	SA	A	D	SD
30. A computer, used for E-mailing purposes, was readily accessible to me.	SA	A	D	SD
31. The system used for CMC (i.e., E-mail) was easy to use, once I became accustomed to it.	SA	A	D	SD
32. I often found that the actual subject matter was hidden by the drama in the videotapes.	SA	A	D	SD
33. I would have preferred that this distance education course use different media (e.g., teleconferences, computer chat options, etc.).	SA	A	D	SD
34. I would recommend the course to others.	SA	A	D	SD
35. Because of my problems with E-mail, I did not enjoy the CMC component of the course as much as I had hoped.	SA	A	D	SD
36. I think that the course should be offered again.	SA	A	D	SD
37. I would like to do a follow-up course, if one were available.	SA	A	D	SD

PART B (Cont.'d)

- | | | | | |
|--|----|---|---|----|
| 38. The fact that there were On-Site Coordinators did help me with the course. | SA | A | D | SD |
| 39. I found that the Computer-Assisted Instruction (CAI) did not help the course at all. | SA | A | D | SD |

Comments:

PART C

Please use the space provided for an appropriate response to the following:

1. Are there any aspects of the course that you especially liked?

2. Are there any aspects of the course that you especially disliked?

3. Do you have any suggestions as to how the course could be improved?

4. What kind of service did you receive from the staff of Continuing Studies?

5. If there is anything else about this course that you would like to comment on, please use the space below.

OPTIONAL (i.e., Gender Related):

- (a) In addition to your working responsibilities, are you primarily responsible for housework, childcare, etc.?
- (b) Did the fact that this course could be taken directly from your own home help or hinder matters?

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
 School of Continuing Education
 Rm. E-2000, G.A. Hickman Building
 St. John's, NF A1B 3X8

Course: _____

Semester: _____

STUDENT FEEDBACK FORM

This form is intended to provide Continuing Education and the course instructor with your reactions to the course you are completing. The School of Continuing Education is concerned with how distance education courses can be improved. **Your feedback is necessary if that goal is to be attained.**

As soon as the course is finished and/or your final examination is written, fill in the form by completing sections 1-3 on the enclosed answer sheet and section 4 on the feedback form. **INDICATE ONLY ONE ANSWER PER QUESTION.** Fill in the course name and number in the Identification Number section on the bottom of the answer sheet (A-J--e.g. PSYCH 1000). Do not staple the answer sheet to the feedback form. Using the enclosed postage paid label, return it to the School of Continuing Education. The form is anonymous, so feel free to be completely forthright in your replies. **DO NOT COMPLETE THE IDENTIFICATION SECTION OF THE ANSWER SHEET.** It will not be seen by your instructor until final marks have been submitted to the Registrar's Office.

Thank you for taking the time to complete and return this form.

SECTION 1

Please respond to the statements below on a scale from 1 to 5 where 1 indicates you Strongly Agree (SA) and 5 indicates you Strongly Disagree (SD). Respond only to questions that are applicable to the course you have taken.

	SA				SD
1.	1	2	3	4	5
The instructor made it clear what was expected of me at the beginning of the course.					
2.	1	2	3	4	5
The instructor gave helpful comments on papers/exams					
3.	1	2	3	4	5
The instructor was easy to contact when necessary.					
4.	1	2	3	4	5
The instructor seemed to know the subject.					
5.	1	2	3	4	5
The instructor was fair in marking assignments/exams.					
6.	1	2	3	4	5
The instructor gave results promptly.					
7.	1	2	3	4	5
The course was well organized.					
8.	1	2	3	4	5
Access to outside resources (e.g., library) was necessary to complete the course to my satisfaction.					
9.	1	2	3	4	5
The assignments were difficult.					
10.	1	2	3	4	5
There were too many assignments.					
11.	1	2	3	4	5
In terms of understanding the course material, the assignments were valuable.					
12.	1	2	3	4	5
The final examination was long.					
13.	1	2	3	4	5
The course has increased my self-confidence.					
14.	1	2	3	4	5
The course provided me with information I can use right away.					
15.	1	2	3	4	5
Compared to other courses this was one of the best					
16.	1	2	3	4	5
Compared to other instructors s/he was one of the best.					

SECTION 2

		Excell.	Good	Satis.	Poor	NA
17.	I would rate the textbook . . .	1	2	3	4	5
18.	I would rate the course manual . . .	1	2	3	4	5
19.	I would rate the videotapes . . .	1	2	3	4	5
20.	I would rate the audiotapes . . .	1	2	3	4	5
21.	I would rate the teleconference method of instruction...	1	2	3	4	5
22.	I would rate correspondence as a method of instruction...	1	2	3	4	5

SECTION 3

23. The workload for this course was
 [1] very heavy [2] heavy [3] about right [4] light
24. For me, the pace at which the material was covered was
 [1] very fast [2] fast [3] about right [4] slow
25. The teleconference time allocated for this course was
 [1] just right [2] too little [3] too much [4] unnecessary
26. Why did you choose this course?
 [1] to improve job potential [4] for personal growth
 [2] subject was of interest [5] required course
 [3] other
27. How did you learn about the course?
 [1] radio [4] newspaper (Which one?)
 [2] brochure in mail [5] from a friend
 [3] other

SECTION 4

1. Are there any aspects of the course that you especially liked?
2. Are there any aspects of the course that you especially disliked?

APPENDIX C
EDUCATION 6104 COURSE OUTLINE

Course Description

Education 6104 introduces you to program evaluation, and examines its application in the educational milieu. The historical and theoretical framework of program evaluation is presented, and six approaches to evaluation are explored through the study of exemplary models: the Tyler Model, the CIPP Model, the Goal-free Model, the Connoisseurship Model, the Adversary Model, and the Responsive Model. In addition naturalistic approaches to evaluation are explored, with particular emphasis on the evaluator as instrument. The role of standards in program evaluation is examined through a case study approach, using summary reports, on audiotape, of actual evaluations.

Course content is both theoretical and practical. Student evaluation reflects the dual thrust of the course. The examinations are based on the readings in the required textbook and the book of readings. The major assignment is based on the application of theory to the development of a program evaluation proposal and design.

Course Objectives

You will attain the following objectives:

1. You will have knowledge and understanding of the theoretical framework of program evaluation from an historical perspective.
 2. You will have knowledge of the paradigm shift in program evaluation that occurred in the period from 1965 - 1980, and understand the problems that led to dissent among evaluators.
 3. You will be familiar with the six evaluation approaches delineated in the House (1978) taxonomy.
 4. You will have in-depth knowledge of six evaluation models: the Tyler Model, the CIPP Model, the Goal-free Model, the Connoisseurship Model, the Adversary Model, and the Responsive Model.
 5. You will understand the contribution of the naturalistic paradigm to program evaluation.
 6. You will understand the importance of ethics in program evaluation.
 7. You will have knowledge and understanding of the political nature of program evaluation.
 8. Given a case study, you will be able to select an appropriate model and develop an evaluation proposal.
 9. Given a particular evaluation model, you will be able to design an evaluation.
-

Course Overview

Course Components

- 1 Course Manual
- 1 Commercial Textbook
- 1 Book of Selected Readings
- 1 Programmed Instruction Textbook
- 4 Video Programs
- 5 Audio Programs
- 1 Computer-Assisted Instruction Program (on 3.5" HD disk)

Evaluation

Midterm Examination	30%
Evaluation Proposal	40%
Computer-Mediated Communication (CMC)	10%
Final Examination	20%
Total	100%

Required Textbook

- Worthen, B.R. & Sanders, J.R. (1987). *Educational evaluation*. Toronto: Copp Clark Pitman.

Video Programs

- Program 1: *Welcome to 6104*
- Program 2: *History of Program Evaluation*
- Program 3: *Evaluation Approaches: Exemplary Models*
- Program 4: *Research and Evaluation: Methods and Techniques*

Audio Programs

- Case Study 1: *The Distance Education Evaluation Experience*
 - Case Study 2: *Meeting the Needs of the Consumer*
 - Case Study 3: *Being Responsive to Whom?*
 - Case Study 4: *Being Qualitative - A Mindset Not a Methodology*
 - Case Study 5: *Designing an Evaluation*
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Course Time Line

Module 1: Week One

Programmed Instruction Text: Section 1. Evaluation is...
Videotape 1. Welcome to 6104
Book of Readings: Shadish - Sources of Evaluation Practice
Textbook (Worthen and Sanders): Chapters 1, 2 and 3

Module 2: Week Two

Programmed Instruction Text: Section 2. Evaluation Theory
Videotape 2. History of Program Evaluation
Book of Readings: Alkin - The Role of the Evaluator; Caron -
Knowledge Required to Perform the Duties of an Evaluator
Textbook (Worthen and Sanders): Chapter 4

Module 3: Week Three

Programmed Instruction Text: Section 3. Evaluation Models - Tyler's
Approach
Audiotape 1. The Distance Education Evaluation Experience
Book of Readings: Mason - Issues in Designing the Standardized
Questionnaire; Joint Committee on Evaluation
Standards: A8 Analysis of Quantitative Information
Textbook (Worthen and Sanders): Chapter 5

Module 4: Week Four

Programmed Instruction Text: Section 4. Evaluation Models -
Stufflebeam's Approach
Book of Readings: Dehar, Casswell, Duignan - Formative and
Process Evaluation of Health Promotion and Disease
Prevention Programs
Textbook (Worthen and Sanders): Chapter 6

Module 5: Week Five

Programmed Instruction Text: Section 5. Evaluation Models -
Scriven's Approach

Module 5: Week Five (continued)

Audiotape 2. Meeting the Needs of the Consumer

Book of Readings: Walker and Walker: The Process of
Developing a Program Evaluation of a Community
Policing Initiative

Textbook (Worthen and Sanders): Chapter 7

Begin Computer-Mediated Communication on Ethics (large group)

Module 6: Week Six

Programmed Instruction Text: Section 6. Evaluation Models -
Eisner's Approach

Book of Readings: Corbeil and McQueen - Improving the Quality of
Evaluation

Textbook (Worthen and Sanders): Chapter 8

Module 7: Week Seven

Programmed Instruction Text: Section 7. Evaluation Models - Wolf's
Approach

Book of Readings: Fournier and Smith - Clarifying the Merits of
Argument in Evaluation Practice

Textbook (Worthen and Sanders): Chapter 9

End Computer-Mediated Communication on Ethics (large group)

Module 8: Week Eight

Programmed Instruction Text: Section 8. Evaluation Models - Stake's
Approach

Book of Readings: Lincoln and Guba - But is it Rigorous?; Morris
and Cohn - Program Evaluators and Ethical Challenges

Audiotape 3: Being Responsive to Whom?

Textbook (Worthen and Sanders): Chapter 10

Begin Computer-Mediated Communication on Politics (small group)

Module 9: Week Nine

Programmed Instruction Text: Section 9. Evaluation Standards

Module 9: Week Nine (continued)

Book of Readings: Kennedy: Setting Standards for Evaluating
Distance Education Programs
Audiotape 4. Being Qualitative - A Mindset Not a Methodology
Videotape 3: Evaluation Approaches - Exemplary Models
Computer Assisted Instruction - Naturalistic Evaluation
Textbook (Worthen and Sanders): Chapter 11

Module 10: Week Ten

Book of Readings: Moskowitz - Why Reports of Outcome
Evaluations are Often Biased or Uninterpretable; Joint
Committee of Evaluation Standards. A9 Analysis of Qualitative
Information
Audiotape 5. Designing an Evaluation
Textbook (Worthen and Sanders): Chapters 13 and 14
End Computer-Mediated Communication on Politics (small group)

Module 11: Week Eleven

Programmed Instruction Text: Section 10. Collecting Data
Book of Readings: Martel - Evaluating Leadership Training
Programs for High School Students - A Notion Whose Time
Has Come
Videotape 4. Research and Evaluation - Methods and Techniques
Textbook (Worthen and Sanders): Chapters 15 and 18

Module 12: Week Twelve

Programmed Instruction Text: Section 11. Reporting Evaluation
Information
Book of Readings: Morse - Emerging From the Data - The
Cognitive Processes of Analysis in Qualitative Inquiry;
Ryan - An Examination of the Place of Formal
Recommendations in Naturalistic Evaluation
Textbook (Worthen and Sanders): Chapter 21

Module 13: Week Thirteen

Review of Readings
Examination Preparation
Final Examination



