COU 544.601
Research and Program Evaluation in Student Affairs
Fall 2019

Course Credits:	3 hours
Instructor:	Hollie G. Smith, Ed.D.
Office:	Baker Pattillo Student Center, Rm. 3.105
Office Hours:	Wednesdays 1:30-2:30 p.m. and by appointment
Course time:	Tuesdays, 4:00 – 6:45 p.m.
Phone:	(936) 468-7249
Email:	hsmith@sfasu.edu

ABOUT THE INSTRUCTOR: *Dr. Hollie Smith is a proud SFA alumna! Dr. Smith serves as the Assistant Dean of Student Affairs for Programs, overseeing programs such as Orientation, Greek Life and Student Organizations, Student Engagement Programs, Student Activities, Jack Camp, Spirit Teams, Leadership and Service, Purple Haze Association, and Multicultural Affairs. In addition, she serves as Adjunct Faculty in the Department of Psychology, SFA 101 and Counseling. She graduated from SFA in 2000 with a Bachelor of Science in Psychology, minor in Biology, and in 2002 with a Master of Arts in Psychology, emphasis in Management. In May 2012, she completed her doctoral degree in higher education administration from Texas A&M. Hollie is married to an SFA Alum, Ted, and they have an eleven year old son named Austin and six year old daughter named Averie.*

Text/Readings:
- Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). *Assessment in student affairs*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-1119049609
- American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Campus Labs Assessment Curriculum: https://baselinesupport.campuslabs.com/hc/en-us/articles/115005509706-Assessment-Credential-Curriculum

Required out-of-class readings (copies may be provided by instructor):
- Beyond the Classroom Report: Handout provided by instructor.
- Council for the Advancement of Standards in Higher Education: Handouts provided by instructor.
- Research Design: Handouts provided by instructor.
- Various report and journal articles

REQUIRED:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Course Description:
The purpose of this course is to provide a framework for Student Affairs professionals to evaluate the efficiency of research studies that have implications for the field. Students will become familiar with research methods, statistical analysis, needs assessment and program evaluation as it relates to the Student Affairs profession. Students will be exposed to ethical and legal considerations, diversity and equity as it relates to conducting research in Student Affairs. Readings, class materials, and assignments are designed to help future/current student affairs administrators understand research and assessment within the field.

This course meets for two hours and forty-five minutes for 15 weeks with a final exam during week 16. Students have significant weekly reading assignments, are expected to participate in class discussions and small group activities. In order to prepare for class, students spend on average at a minimum 6 hours of work each week to prepare outside of classroom hours. In this course, students have assignments that allow them to not only learn about but to apply information related to data analysis, research and program evaluations. Students are required to present on an issue related to the course and have several assignments that reinforce key course concepts. They demonstrate mastery of the course through a final research paper and project.

Summary of course topics:
- Council for the Advancement of Standards Reviews (CAS)
- Ethical and legal considerations, diversity and equity as it relates to conducting research in Student Affairs.
- Evaluating Assessment Data
- Learning and Development Outcomes
- Program Evaluation in Student Affairs
- Research methods:
  - Qualitative Research Evaluation
  - Quantitative Research Evaluation
- Statistical analysis

Course Objectives/Student Learning Outcomes:
Through the activities and objectives in COU 544 students will become prepared, competent, successful, caring and enthusiastic student affairs professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 544 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the student affairs curriculum, practicum experiences, and assessments.

Program Learning Outcomes:
1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.

5. Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

At the completion of the course, students will…

Objectives/Learning Outcomes	Method of Instruction	Method of Assessment	Program Learning Outcome
Theories Demonstrate a working knowledge of selected theories	Assigned text readings, journal article discussions, lectures, class discussions, in class activities, presentation, and research review	Leader Discussion, Program Review, Presentation, Course Participation	Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession
Legal and Ethical Issues Understand and ethical and legal considerations in research and assessment.	Assigned textbook readings, journal article and report discussions, lectures, class discussions, in class activities, presentation, and program review	Leader Discussion, Program Review, Presentation, Course Participation	Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
Diversity Demonstrate an understanding of cultural variations and how diversity and equity relates to conducting research in student affairs	Assigned textbook readings, journal article and report discussions, lectures, class discussions, in class activities, presentation, and program review	Leader Discussion, Program Review, Presentation, Course Participation	Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility
Research and Evidence-Based Practice Develop a general understanding of student-based research, evaluation, and assessment in student affairs. Understand how data pertaining to student affairs are used by administrators.	Assigned textbook readings, journal article and report discussions, lectures, class discussions, in class activities, presentation, and program review	Leader Discussion, Program Review, Presentation, Course Participation	Students will demonstrate practical and technical competence necessary to be an effective Student Affairs

Be able to effectively communicate, written and orally, research findings Identify research needs and define research questions associated with current issues in higher education. Demonstrates the use of qualitative and quantitative research methods to inform evidence-based practice Understand how to interpret statistical analysis.			professional. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.

COURSE EXPECTATIONS:

- <u>In class participation and attendance:</u> Attendance is required at each class meeting. Because of the importance of classroom interaction for this course, it is imperative that students attend class. Attendance Failures may be given for students who have 2 or more absences (excused or unexcused) in the course. Students are expected to actively participate in class discussion. If you miss class, it is your responsibility to contact the instructor for information/readings missed.
- <u>Classroom behavior:</u> Disruptive, distracting or disrespectful behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. No use of cell phones or other electronic devices (unless given prior permission).

COURSE REQUIREMENTS: Grades will be assigned based on the quality of each student's fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

I. Participation and Attendance (face-to-face and online) (150 points): Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Because of the importance of classroom interaction for this course, it is imperative that students attend class. Attendance Failures may be given for students who have 2 or more absences (excused or unexcused) in the course. Students are expected to actively participate in class discussion, and each week (whether online or face-to-face) will be worth approximately 10 points. Attendance for online classes will be counted via discussion posts and other online activities. It is strongly recommended that you arrange for a backup location with access to the internet in the event that your primary location experiences technical problems. Internet access is available on campus. Failure to post on online discussions by deadline will be considered an absence. In addition, attendance to one student affairs programs is required. Check Brightspace dropbox for instructions on summary requirements. In addition, each student will attend a program sponsored by student affairs and write a one-page observation assessment.

II. Leader Discussions and Summaries (100 points)*: Each student will be responsible for leading 2-3 class discussions. Students must present a summary of the article/chapter with discussion prompts/questions (2-3 questions). Depending on class size, there may be 2-4 discussion leaders each week. All students must reply to the leaders' questions and/or be prepared to discuss in class. Online discussions require leader to post in a timely manner, and all students must respond to 1-2 of the questions provided by discussion leader.

III. Closing the Loop/Program Review Executive Summary (150 points)*: Each student will be responsible for a data and assessment review on an SFA student affairs program. Project information will be

provided by instructor. The review will need to be no less than 5 pages, double spaced, 1' margins, and follow APA guidelines. Charts and graphs are welcome, as they provide a visual of data comparison. This may be done in groups of no more than two students. Executive summary must be turned in through Brightspace and LiveText. Your grade will be zero if you do not submit in both. Each student must provide a peer assessment if working with a partner. Students may use research to guide suggestions for program improvement.

IV. Presentation (100 points)*: Each student/group will be responsible for a presenting a summary of the program evaluation. Power point or Prezi (internet will be available) will need to be used. The presentation should be 15-20 minutes.

V. Course Evaluation: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA.

*APA writing guidelines: Publication Manual of the American Psychological Association (5th or 6th ed.)

Evaluation & Assessments/Grading Policy:

Participation/Attendance/Online Discussions/Program Observation	150 points
Leader Discussions	100 points
Closing the Loop/Program Research Review	150 points
Presentation/Program Review	100 points

A	450-500	A=90-100%
B	400-449	B=80-89%
C	350-399	C=70-79%
D	300-349	D=60-69%
F	299 or below	F=59% or below
AF	Failure due to unauthorized withdrawal or excessive absence	

Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabiltiyservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Academic Integrity - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original
http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/printable/589/
Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points. Using other's speeches or preexisting PowerPoint presentations is considered academic dishonesty and will be treated accordingly.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is

appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, members of the SFA community seek to strive for personal excellence in everything that we do. The Principle of Respect: Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict. **The Principle of Caring:** Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. **The Principle of Responsibility:** Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions. **The Principle of Unity:** Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed. **The Principle of Integrity:** Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

COU 544.601 Research and Program Evaluation in Student Affairs
Tentative Course Outline/Calendar

Week	DATE	TOPIC	Assignments and Readings
Week 1	8/27	Intro to course Why do assessment in Student Affairs	Sign up for leader discussions
Week 2	9/3	What is assessment? Understanding the Contemporary Assessment Environment Designing and Planning An Assessment Project Using Qualitative Techniques in Conducting Assessment	Learning and Development Outcomes Due Week 4- Find one qualitative research article and one quantitative research article over student affairs (services or programs) assessment/evaluation. Prepare a 1-2 page, double spaced, 12 point font, summary that includes the following information: - Title, author(s), year of publication - Why did you choose this article? - Purpose of study - Type of research method (qualitative, quantitative, mixed method) - Sample size: independent variables; dependent variables (if applicable) - Article evaluation and summary of findings? - Do you think any other variables may have had an effect on the results reported in this article? - Appropriately reference the journal article (APA), have reference page - I will be using Turnitin.com, so make sure you are providing a summary and not the actual words verbatim from the journal article. - Post a link to each article in the textbox before submitting in Brightspace. - Journal examples you may use (search the SFA online library database) -College Student Affairs Journal -Journal of College Student Dev. -Journal of Student Affairs Research and Practice -Research "student affairs" from the database of journals for other journal examples.
Week 3	9/10	Class online Measuring Individual Student Learning and Growth Program Outcomes and Program Review Assessment, Evaluation and Research Context, Definitions, Processes and Frameworks	Discuss article: Making Assessment Meaningful Discuss article: Research vs. Assessment What's the Difference Discuss article: Assessment, Measurement, Evaluation & Research Discuss article: The Scholarship of Student Affairs Assessment Reconsidered Discuss Webinar: Selecting Methods for Student Affairs Assessment Meet with department for assessment project

Week 4	9/17	Review journal articles Framing Assessment with the Highest Ethical Standards APA Lecture (have them make corrections to their articles after review) Relationship of Assessment to Other Processes	Bring your student affairs research article summaries to class, and be prepared to discuss as a group. Council for the Advancement of Standards in Higher Education: Handouts provided by instructor. Link online. Review: Assessment cycle Discuss webinar: Student Affairs Program Review Made Simple Discuss webinar: Using CAS Standards to Improve Student Affairs Practice Review: CAS Statement of Shared Ethical Principles
Week 5	9/24	Politics, Ethics and Culture of Assessment	Discuss webinar: The Culture, Ethics and Politics of Student Affairs Assessment Discuss article: Connecting Assessment and Strategic Planning to Advancing Equity on Campus Review website: Texas A&M University Standards of Ethical Practice Discuss article: Equity and Assessment- NILOA Discuss webinar: Strategies for Creating an Institutional Culture of Assessment and Planning Discuss webinar: Student Affairs Assessment: The Relationship with Other Institutional Processes
Week 6	10/1	Class online Student Affairs Skills and Competencies Focus Groups	Discuss webinar: Assessing Learning and Program Outcomes in Student Affairs Discuss article: Student Affairs Role Discuss article: An Assessment of Skills and Competencies Necessary for Entry-Level Student Affairs Work Discuss article: AIR Professional File-Conducting Focus Groups with College Students: Strategies Discuss article: Student Affairs Programs are Our Classrooms Visit the IPEDS website. Combine different points of interest and summarize the results.
Week 7	10/8	Class online Learning and Program Outcomes	Discuss article: Implementing Assessment to Improve Student Learning and Development Discuss webinar: Focus Groups: An Underutilized Assessment Tool (4 parts) Discuss webinar: Make Rubrics a Best Practice at Your Institution Review: • Learning Outcomes Worksheet • Assessment Planning Worksheet • CAS Learning and Development Outcomes
Week 8	10/15	Reporting Assessment	Discuss webinar: Writing Assessment Reports

| | | Results and Bringing about Change

Writing Reports

Assessment Methods and Data Collection | Discuss webinar: Closing the Loop on Student Affairs Assessment: Sharing and Using Assessment Results |
|---|---|---|---|
| **Week 9** | 10/22 | Class online Student Learning | Discuss article: How Should Colleges Assess and Improve Student Learning
Discuss article: An Exploration of High-quality Student Affairs Learning Outcomes Assessment Practices
Discuss article: Student Activities Program Assessment Case Study |
| **Week 10** | 10/29 | Student Learning Assessment examples | Discuss article: Assessing and Documenting
Book Chapter: Engagement Employability
Discuss article: Ten Tangible and Practical Tips to Improve Student Participation in Web Surveys
Discuss article: What is a Survey |
| **Week 11** | 11/5 | Assessment Project Tunnel of Oppression | Class meets for Tunnel of Oppression each night Nov 4-5 must be there to collect assessment |
| **Week 12** | 11/12 | Assessment Examples continued

Analyzing Assessment Results and Research Literacy | Discuss webinar: Analyzing Student Affairs Assessment Results
Discuss webinar: Closing the Assessment Loop: Making Informed Decisions
Discuss article: Understanding Research: Top Ten Tips |
Week 13	11/19	Presentations	Presentations over Closing the Loop/Program Executive Summary
Week 14	11/26	Thanksgiving break	No class meeting.
Week 15	12/3	Class online	Finalize updates to presentation and reports. Complete course evaluation and instruction meetings as needed.
Week 16	12/10	FINALS Week	Closing the Loop/Program Review Executive Summary due Submit through Brightspace and Live Text

Please note that due to the dynamic nature of this course, topics covered on a given day may be altered from this schedule.

Closing the Loop/Program Review Executive Summary (150 points) Grading Rubric

Learning Outcome for this assignment: Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession. Closing the Loop/Program Executive Summary (150 points): Each student will be responsible for a data review on an SFA student affairs program(s). List of areas to choose from will be provided by instructor. The review will need to be no less than 5 pages, double spaced, 1' margins, and follow APA guidelines. Charts and graphs are welcome, as they provide a visual of data comparison. This may be done in groups of no more than two students. Executive summary must be turned in through Brightspace **and** LiveText. Each student must provide a peer assessment if working with a partner.*

	Unacceptable	Acceptable	Good	Excellent	Point Value	Score
Letter Grade	D/F	C	B	A	MAX	150
Presentation of Research and Evaluation of information (up to 110 points)	Does not adequately convey the topic. Does not describe subtopic to be reviewed. Lacks adequate thesis statement. (0-76 points)	Conveys topic, but not well. Only briefly describes topic. General thesis statement. (77-87 points)	Conveys topic and key questions. Strong general thesis statement. (88-98 points)	Strong introduction of topic's key questions and terms. Specific thesis statement. Issue/problem is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. (99-110 points)	110 points MAX	
Grammar, spelling, and clarity of sentences	Grammatical, spelling, and/or punctuation errors substantially detract from the paper. (0 point value)	Grammatical, spelling and/or punctuation errors interfere with paper comprehension (up to 14 points)	Grammatical and spelling errors do not detract from paper comprehension (up to 17 points)	The paper is virtually free of grammatical and spelling errors. (up to 20 points)	20 points MAX	
APA style, communication, citation, and scholarly reference level	No supporting materials make reference to information or analysis that minimally supports the work. Errors in APA style detract substantially from reading comprehension. Writing is choppy, with many unclear passages. References and citation errors detract significantly from the paper. (0 point value)	Some supporting materials make appropriate reference to information that partially supports the work. Errors in APA style are noticeable. At least two references or citations are incorrect or missing. (up to 14 points)	Supporting materials make appropriate reference to information that generally supports the work. Some errors in APA style. One reference is missing or incorrect. (up to 17 points)	A variety of supporting materials make appropriate reference to information which significantly supports the work. No noticeable errors in APA style. Writing is flowing and easy to follow. All references are correctly written and present. (up to 20 points)	20 points MAX	
Notes Section					**Total points**	

Presentation/Program Review (100 points)

Each student/group will be responsible for presenting a summary of their evaluation. You may use power point or Prezi (internet will be available). The presentation should be 15-20 minutes and summarize your findings from the Program Evaluation review.

	Unacceptable	Acceptable	Good	Excellent	
Letter Grade	D/F	C	B	A	**Score**
Points	0-29	30	40	50	**100**
Evaluation of information (up to 50 points)	Does not adequately convey the topic. Lacks adequate thesis statement.	Conveys topic, but not well. General thesis statement. Program evaluation is acceptable.	Conveys topic and key questions. General thesis statement. Program evaluation is clear. Provides evidence to reveal important findings.	Strong introduction of topic's key questions, and terms. Specific thesis statement. Issue/problem is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Program evaluation is comprehensive and explained thoroughly. Excellent summary of data.	
PPT/Prezi/Time Grammar, spelling, and clarity of sentences and paragraphs	Grammatical, spelling, and/or punctuation errors substantially detract from the presentation. Poor formatting, unreadable, unrelated to topic. Did not follow time guidelines.	Grammatical, spelling and/or punctuation errors interfere some with presentation comprehension. Presentation may not have followed allotted time requirement.	Grammatical and spelling errors do not detract from presentation comprehension. Presentation followed allotted time requirement.	The presentation is free of grammatical and spelling errors. Presentation followed allotted time requirement. Presentation was easy to follow and explained comprehensively. Presentation format was creative.	
Notes section				**Total Points**	

Presenters: _____

Topic: _____

Strengths of presentation
Areas for improvement
Additional comments