	Universitas Negeri Surabaya Faculty of Education, Doctoral Study Program in Educational Technology	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Program Evaluation	8600302045	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	2	January 5, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Fajar Arianto, M.Pd	Dr. Bachtiar Sjaiful Bachri, M.Pd.	Prof. Dr. Mustaji, M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 Able to find a basis for program evaluation
	PO - 2 able to implement program evaluation models
	PO - 3 able to determine scientific methods of program evaluation
	PO - 4 able to develop program evaluation plans
	PO - 5 able to implement program evaluation research
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																

Short Course Description	reviewing program evaluation models, research methods in program evaluation, and planning and implementation in the implementation of education or training carried out using project based learning.

References	**Main :**

		1. Joseph S. Wholey, Harry P. (2015). Handbook of practical program evaluation. San Fransisco: Jossey-Bass
		2. David Royse, Bruce A. Thyer, and Deborah K. Padgett (2010) Program Evaluation: An Introduction. Belmont; Wadsworth, Cengage Learning
		3. Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press
		4. Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass

Supporters:	

Supporting lecturer	Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd. Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	**Criteria & Form**	**Offline (offline)**	**Online (online)**		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to find a basis for program evaluation	1. able to describe the meaning of program evaluation 2. able to determine program evaluation components 3. able to determine the benefits of program evaluation 4. able to describe the domain of program evaluation	**Criteria:** 1. able to describe the meaning of program evaluation correctly 2. able to determine program evaluation components appropriately 3. able to determine the benefits of program evaluation appropriately 4. able to describe the program evaluation domain accurately **Form of Assessment** : Portfolio Assessment	Inquiry 100 minutes		**Material:** foundations for program evaluation **References:** *Joseph S. Wholey, Harry P. (2015). Handbook of practical program evaluation. San Francisco: Jossey-Bass* --------------- **Material:** understanding program evaluation **References:** *David Royse, Bruce A. Thyer, and Deborah K. Padgett (2010) Program Evaluation: An Introduction. Belmont; Wadsworth, Cengage Learning*	2%
2	able to implement program evaluation models	1. able to identify program evaluation models 2. able to determine the weaknesses and strengths of each program evaluation model 3. able to determine the right model according to the evaluation subject	**Criteria:** 1. able to identify program evaluation models correctly 2. able to determine the weaknesses and strengths of each program evaluation model accurately 3. able to determine the right model according to the evaluation subject appropriately **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	inquiry 100 minutes		**Material:** evaluation model **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*	10%

#							
3	able to implement program evaluation models	1.able to identify program evaluation models 2.able to determine the weaknesses and strengths of each program evaluation model 3.able to determine the right model according to the evaluation subject	**Criteria:** 1.able to identify program evaluation models correctly 2.able to determine the weaknesses and strengths of each program evaluation model accurately 3.able to determine the right model according to the evaluation subject appropriately **Form of Assessment**: Project Results Assessment / Product Assessment, Portfolio Assessment	inquiry 100 minutes		**Material:** evaluation model **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*	0%
4	able to implement program evaluation models	1.able to identify program evaluation models 2.able to determine the weaknesses and strengths of each program evaluation model 3.able to determine the right model according to the evaluation subject	**Criteria:** 1.able to identify program evaluation models correctly 2.able to determine the weaknesses and strengths of each program evaluation model accurately 3.able to determine the right model according to the evaluation subject appropriately **Form of Assessment**: Project Results Assessment / Product Assessment, Portfolio Assessment	inquiry 100 minutes		**Material:** evaluation model **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*	0%
5	able to implement quantitative methods in program evaluation	1.Able to determine quantitative research design in program evaluation 2.able to determine research instruments 3.able to determine data collection techniques 4.able to determine data analysis techniques	**Criteria:** 1.Able to determine the appropriate quantitative research design for program evaluation 2.able to determine research instruments correctly 3.able to determine appropriate data collection techniques 4.able to determine data analysis techniques appropriately **Form of Assessment**: Portfolio Assessment	inquiry		**Material:** quantitative research **References:** *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass*	5%

6	able to implement qualitative methods in program evaluation	1. Able to determine qualitative research design in program evaluation 2. able to determine research instruments 3. able to determine data collection techniques 4. able to determine data analysis techniques	**Criteria:** 1. Able to determine the appropriate qualitative research design for program evaluation 2. able to determine research instruments correctly 3. able to determine appropriate data collection techniques 4. able to determine data analysis techniques appropriately **Form of Assessment**: Portfolio Assessment	inquiry		**Material:** Qualitative research **References:** *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass*	5%
7	able to implement mixed methods in program evaluation	1. Able to determine mixed method research design in program evaluation 2. able to determine research instruments 3. able to determine data collection techniques 4. able to determine data analysis techniques	**Criteria:** 1. Able to determine mixed method research design in program evaluation correctly 2. able to determine research instruments correctly 3. able to determine appropriate data collection techniques 4. able to determine data analysis techniques appropriately **Form of Assessment**: Portfolio Assessment	inquiry		**Material:** mixed method **References:** *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass*	5%
8	Midterm exam						0%

| 9 | able to develop program evaluation plans | 1.able to develop program evaluation plans based on needs analysis 2.able to prepare plans in accordance with program evaluation steps | **Criteria:** 1.able to develop program evaluation plans based on appropriate needs analysis 2.able to prepare plans according to program evaluation steps appropriately **Form of Assessment**: Project Results Assessment / Product Assessment | Project based learning 100 minutes | | **Material:** program evaluation design **References:** *Joseph S. Wholey, Harry P. (2015). Handbook of practical program evaluation. San Francisco: Jossey-Bass* **Material:** program evaluation design **References:** *David Royse, Bruce A. Thyer, and Deborah K. Padgett (2010) Program Evaluation: An Introduction. Belmont; Wadsworth, Cengage Learning* **Material:** program evaluation design **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press* | 25% |

| 10 | able to develop program evaluation plans | 1. able to develop program evaluation plans based on needs analysis
2. able to prepare plans in accordance with program evaluation steps | **Criteria:**
1. able to develop program evaluation plans based on appropriate needs analysis
2. able to prepare plans according to program evaluation steps appropriately

Form of Assessment :
Project Results Assessment / Product Assessment | Project based learning 100 minutes | | **Material:** program evaluation design
References: *Joseph S. Wholey, Harry P. (2015). Handbook of practical program evaluation. San Francisco: Jossey-Bass*

Material: program evaluation design
References: *David Royse, Bruce A. Thyer, and Deborah K. Padgett (2010) Program Evaluation: An Introduction. Belmont; Wadsworth, Cengage Learning*

Material: program evaluation design
References: *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press* | 0% |

| 11 | able to develop program evaluation plans | 1. able to develop program evaluation plans based on needs analysis
2. able to prepare plans in accordance with program evaluation steps | **Criteria:**
1. able to develop program evaluation plans based on appropriate needs analysis
2. able to prepare plans according to program evaluation steps appropriately

Form of Assessment:
Project Results Assessment / Product Assessment | Project based learning 100 minutes | | **Material:** program evaluation design
References: *Joseph S. Wholey, Harry P. (2015). Handbook of practical program evaluation. San Francisco: Jossey-Bass*

Material: program evaluation design
References: *David Royse, Bruce A. Thyer, and Deborah K. Padgett (2010) Program Evaluation: An Introduction. Belmont; Wadsworth, Cengage Learning*

Material: program evaluation design
References: *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press* | 0% |
| 12 | able to implement program evaluation research | 1. able to determine a program evaluation model that suits program needs
2. Able to plan program evaluation
3. able to develop research instruments for program evaluation
4. able to analyze data from program evaluation results
5. able to implement the results of program evaluation | **Criteria:**
1. able to determine program evaluation models that suit program needs appropriately
2. Able to plan program evaluation appropriately
3. able to prepare research instruments for program evaluation appropriately
4. able to analyze data from program evaluations correctly
5. able to implement the results of program evaluation appropriately

Form of Assessment:
Project Results Assessment / Product Assessment | project based learning 100 minutes | | **Material:** program evaluation research
References: *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*

Material: program evaluation research
References: *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass* | 48% |

| 13 | able to implement program evaluation research | 1. able to determine a program evaluation model that suits program needs
2. Able to plan program evaluation
3. able to develop research instruments for program evaluation
4. able to analyze data from program evaluation results
5. able to implement the results of program evaluation | **Criteria:**
1. able to determine program evaluation models that suit program needs appropriately
2. Able to plan program evaluation appropriately
3. able to prepare research instruments for program evaluation appropriately
4. able to analyze data from program evaluations correctly
5. able to implement the results of program evaluation appropriately

Form of Assessment :
Project Results Assessment / Product Assessment | project based learning 100 minutes | | **Material:** program evaluation research **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*

Material: program evaluation research **References:** *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass* | 0% |
| 14 | able to implement program evaluation research | 1. able to determine a program evaluation model that suits program needs
2. Able to plan program evaluation
3. able to develop research instruments for program evaluation
4. able to analyze data from program evaluation results
5. able to implement the results of program evaluation | **Criteria:**
1. able to determine program evaluation models that suit program needs appropriately
2. Able to plan program evaluation appropriately
3. able to prepare research instruments for program evaluation appropriately
4. able to analyze data from program evaluations correctly
5. able to implement the results of program evaluation appropriately

Form of Assessment :
Project Results Assessment / Product Assessment | project based learning 100 minutes | | **Material:** program evaluation research **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*

Material: program evaluation research **References:** *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass* | 0% |

| 15 | able to implement program evaluation research | 1. able to determine a program evaluation model that suits program needs
2. Able to plan program evaluation
3. able to develop research instruments for program evaluation
4. able to analyze data from program evaluation results
5. able to implement the results of program evaluation | Criteria:
1. able to determine program evaluation models that suit program needs appropriately
2. Able to plan program evaluation appropriately
3. able to prepare research instruments for program evaluation appropriately
4. able to analyze data from program evaluations correctly
5. able to implement the results of program evaluation appropriately | project based learning 100 minutes | | **Material:** program evaluation research **References:** *Donna M. Mertens, Amy T. Wilson (2018) Program Evaluation Theory and Practice: A Comprehensive Guide. New York; The Guilford Press*

Material: program evaluation research **References:** *Stufflebeam, Daniel L (2014) Evaluation theory, models, and applications. San Francisco; Jossey-Bass* | 0% |
| 16 | Final exams | | | | | | 0% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	78%
2.	Portfolio Assessment	22%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.