

**Educational Psychology and Higher Education
College of Education
University of Nevada, Las Vegas**

EVALUATION RESEARCH METHODS

EPY 716

**Fall Semester 2016
3 Credit Hours
Wednesdays**

**INSTRUCTOR NAME:
OFFICE PHONE:
OFFICE HOURS:
OFFICE LOCATION:
E-MAIL:**

COURSE INTRODUCTION

Leaders are continually confronted with questions about best practices in their organizations and ways to increase production and overall efficiency. They and others also ask questions about whether a selected approach is effective and making a difference. Understanding and using frameworks, concepts, and tools from the discipline of program evaluation can be of great assistance in answering quality, efficiency and effectiveness questions. Developing knowledge and skills about program evaluation models and procedures can be of great assistance to leaders, especially when they have to decide on selection, implementation and/or termination of various programs and processes.

Understanding evaluation paradigms and methodologies can help leaders and others:

- i) Form and decide on the most important questions,
- ii) Identify the sources of evidence that need to be obtained, and
- iii) Weigh interpretations of evidence and statement of findings so that they are well grounded and most informative.

Without this knowledge leaders run the risk of making ill informed decisions about which practices are making a difference. Having evaluation evidence can help “make the case” for implementing and sustaining the use of practices that are making a positive difference. For school leaders, for example, the evidence gained and issues identified through program evaluation studies frequently will be about classroom practices. Business leaders are continually asking about ways to improve results. Program evaluation studies can provide evidence to inform

their needs. Don't forget that evaluation studies also can be about aspects of organization efficiency and effectiveness.

PROFESSIONAL STANDARDS

The content of this course is set within the professional standards for conducting program evaluation studies. These standards create the philosophical framework and guiding principles around which students can develop understandings of the basic concepts, models and procedures for conducting high quality program evaluations.

Of particular note are the Program Evaluation Standards established by the Joint Committee on Educational Evaluation. <http://www.jcsee.org/program-evaluation-standards/program-evaluation-standard-statements>

COURSE OUTCOMES

By the end of this course it is expected that the participants will have developed an understanding of frameworks, strategies and uses for program evaluation models and tools. Participants will also be able to analyze implications and applications of program evaluation studies that make a difference in organization efficiencies and ultimately in outputs and outcomes.

Participants should come to appreciate that effective and strategic leadership is:

- more than completing administrative tasks.
- about action not position.
- about learning; it's not about adhering to procedures.
- complex, multi-faced, and demanding.
- evidence based.
- about asking questions.
- based in collecting data and using evidence to guide decision making.
- about developing and maintaining a community where learning is the number one priority.
- about becoming a continuous learner.
- reflective about ones practice in order to improve performance.

REQUIRED TEXTS AND/OR MATERIALS

McDavid, J.C., Huse, I., & Hawthorn, L.R.L. (2013). *Program Evaluation & Performance Measurement: An Introduction to Practice (2nd edition)*. Thousand Oaks, CA: SAGE.

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Bamberger, M., Rugh, J., & Mabry, L. (2012). *Real World Evaluation: Working under budget, time, data, and political constraints*. Thousand Oak, CA: SAGE.

Bloom, Benjamin S., Hasting, J. Thomas, & Madaus, George F. (1971). *Handbook on Formative and summative Evaluation of Student Learning*. New York, NY: McGraw Hill.

Daponte, Beth Osborne (2008). *Evaluation Essentials: Methods for Conducting Sound Research*. San Francisco, CA: Jossey-Bass.

Fitzpatrick, Jody L., Sanders, James R., & Worthen, Blaine R. (2010). *Program Evaluation: Alternative Approaches and Practical Guidelines (Fourth Edition)*. Boston, MA: Pearson/Allyn & Bacon.

Frechtling, Joy A. (2007). *Logic Modeling Methods in Program Evaluation*. San Francisco, CA: Jossey Bass, a Wiley Imprint.

Posavac, Emil J., & Carey, Raymond G. (2007). *Program Evaluation: Methods and Case Studies (Seventh Edition)*. Upper Saddle River, NJ: Pearson/ Prentice Hall.

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.

Rossi, Peter H., Lipsey, Mark W., & Freeman, Howard E. (2004). *Evaluation: A Systematic Approach (Seventh Edition)*. Thousand Oaks, CA: Sage.

OTHER RESOURCES

Online Evaluation Resource Library, <http://oerl.sri.com/>

COURSE PURPOSE

Your instructor believes that the best way to learn about program evaluation is to do a program evaluation. Therefore, the primary frame of reference for lectures, readings, class discussions, and assignments will be the program evaluation that you will be doing. Topics and the flow of the course will be parallel to the steps that are taken to negotiate, develop, conduct, analyze and report a program evaluation study. There is not an expectation that your first attempt will be perfect or thorough. However, it still should be relevant and potentially useful. How to do program evaluations along with the elements and details of conducting quality evaluations are the topics in class each week.

EPY 716 Evaluation Research Methods
EPY 726 Advanced Program Evaluation

Expectations and Class Activities

Class Attendance and Participation: Each student is expected to read assigned material prior to class, contribute to in-class group assignments, and participate in general class discussions. Each student is expected to attend and participate fully. The plan for the course (which is subject to change based on student and instructor interest) includes:

Weekly readings: For each class there will be reading assignments in the required textbook. There will be additional reading assignments some weeks that are selected from journals and examples of program evaluation studies.

Program Evaluation Study Critique: Each student is to select a program evaluation study and develop a critique. The study and critique will be scheduled for you to discuss during a class time. These discussions will be paced throughout the semester; rather than being allowed to pile up at the

end. Therefore the emphasis of the critique will vary depending upon the class topics that have been covered up to the scheduled time of the critique discussion.

Final Reflection: To help the course instructor in offering a future version of this course you are requested to offer your reflections. How informative and useful was this course for you? What questions do you now have? What was not covered sufficiently or well in this course? The reflection can be 1-3 pages, to be submitted in a sealed envelope; which will not be opened until after course grades are submitted.

METHODS OF INSTRUCTION:

Instruction strategies include lecture, PowerPoint presentations, brief video excerpts, class discussion, group and individual projects, problem-based learning case studies, and significant outside reading. An example of a completed program evaluation study will be a regular part of class sessions. Students are expected to have access to the Internet, e-mail, knowledge of PowerPoint, access to a computer with a CD and a printer (available in numerous computer labs throughout campus).

The Major Deliverables

The major product for EPY 716 is an approved Plan for a Program Evaluation Study.

The major product for EPY 726 is conduct of a study, development of the Program Evaluation Report and its presentation to the Client.

COURSE PERFORMANCE STANDARDS

Class Participation and Completion of Assignments:

The assignments, activities, and evaluation are all designed to help students develop conceptual understanding that can lead to practical applications of the theories models and tools commonly used in program evaluations. Participation in class discussions, evidence of preparedness for class sessions by doing assigned reading, contributing relevant examples, and cooperation and collaboration with fellow classmates are essential elements

Assignment Format: All written work needs to be in **Times New Roman in 12 point font** with standard margins and formatted according to APA guidelines. Please refer to the *Publication Manual of the American Psychological Association* and handouts that clarify the procedures. A portion of each assignments grade will be based on style and format, including such items as clarity of communication, sentence and paragraph construction, spelling, and grammar. You may also find the following site helpful:

<http://www.apa-mla.com/formats/apahome.html>

You should use a dictionary and/or spell and grammar checker on all papers, however do not rely solely on these programs for accuracy. Be sure to proofread all papers before you submit them. Quality is key. Your formal work, such as written papers, should be a professional product. Each product also should reflect your developing knowledge of and depth of thinking about the theories, models, frameworks, concepts and tools being introduced. Your products, presentations, and in-class discussions should reflect increasing knowledge and skill about program evaluation and thinking about implications for leadership and increasing organization efficiency and effectiveness.

This syllabus is to be followed for all assignments. The instructor reserves the right to adjust the topics and calendar based on time, student interest and other factors. Another way to view this syllabus is as the overall

roadmap for the course. Depending on interest and events there may be opportunities to take side roads and at times to hop on the autobahn.

GRADING POLICY

Grade Components

ASSIGNMENT	Size of Effort
Attendance- Discussion/Participation	XX
Analysis of an Evaluation Study	x
Program Evaluation Study	XXX
Test(s), quiz(zes),	??
Other	?
Final Reflection	x
TOTAL	A

A Special Note about graduate study:

This is a graduate course. As such, independent and thoughtful work is expected from each student. Contributions to class discussions and in written assignments should reflect more than direct copying of terms and concepts. There needs to be an accumulating depth of understanding and thinking about program evaluation. Also important are attendance, timely arrival to class sessions, timeliness for completing assignments, active participation in class discussions, and quality of written work submitted as part of this course.

IF your instructor perceives that students are coming to class without having fully prepared then a series of *pop quizzes* will be added to the course assessments. Unexcused absence, lack of interest in the subject matter, and poor written work will affect the grade you receive. Also, it is the student's responsibility to arrange a meeting with the instructor if s/he has concerns about a grade. As graduate students, monitoring of course performance is assumed to be the primary responsibility of the student. Attention to any emerging concerns should be immediate and not left to the final days of the semester.

UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students'

access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/@unlv.nevada.edu>.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

COURSE SCHEDULE
EPY 716-1001: EVALUATION RESEARCH METHODS
FALL 2016

DATE	CLASS CONTENT (SUBJECT TO CHANGE)	READINGS FOR THIS WEEK	ASSIGNMENTS & QUESTIONS DUE THIS WEEK
August 31	<ul style="list-style-type: none"> • Introductions and course overview • Two Semester Plan • What is program evaluation anyway? • What to evaluate? Ethics in Program Evaluation Conceptual Framework: Scriven's two types. Case: Tailgate Study		
September 7	An Overview of Program Evaluation <ul style="list-style-type: none"> • Evaluator/Client Relationships • Is there politics? • Initial client negotiations • Identification and scheduling of Evaluation tasks • Scheduling of the Course Assignment: Report Critiques Conceptual Framework: More about Scriven's two types. Case: AIDS in an African country	Text: Chapter 1 Read pages 10-16 Stop reading at "Key Concepts" heading.	Be ready to discuss: Initial thoughts and questions? Setting up PE Study Teams Possible Clients? Possible program to evaluate?
September 14	Where to begin with your client What to evaluate? <ul style="list-style-type: none"> • Purposes • What is the stage of development? • What are the relationships now? Case: Douglas County Performance Pay Plan <i>PE Critique:</i>	Text chapter 1 Read pages 26 – 35 Study Table 1.2	Initial Negotiations with Potential Client.
September 21	Tailoring Evaluations: Identifying Issues and Formulating Questions <ul style="list-style-type: none"> • Deciding on The Problem • Drafting Study Questions is key. • Using the questions to clarify the purpose • What criteria are to be examined? • Evaluation Hierarchy Conceptual Framework: Stufflebeam's CIPP Case: Wallace Foundation's SAMs <i>PE Critique:</i>	Chapter 1 Pages 26 - 39	Evaluation Plan (the first sketch)

September 28 (Dr. John Schiller, University of New South Wales, visiting)	Assessing the Need for a Program Conceptual Framework: Stufflebeam's CIPP – Reflections? Logic Modelling: An Introduction Case: <u>The Condition of Teacher Education across the SUNY System</u> <i>PE Critique:</i>	Read 47 - 61	Client Meetings Questions? Reflections? Study focus/problem? Study Questions
October 5	MoU: Purpose, Outline Logic Modeling, some more Shaping PE study questions Conceptual Framework: Provost's Discrepancy Model Case: <u>NV SIG, A Systemic Change Effort</u> <i>PE Critique:</i>	TBA	Study design and methods being developed
	Environmental scan and program literature review Case: <u>SBTE in TX</u> <i>PE Critique:</i>	TBA	MoU first draft Any available data sources?
October 19 October 12 Presidential Debate on campus	Measuring and Monitoring Program Outcomes Case: <u>Unhealthy University Department?</u> <i>PE Critique:</i> _____	TBA	Study design and methods are taking shape MoU is refined
October 26	Assessing and Monitoring Program Process Questionnaire Design Case: <ul style="list-style-type: none"> • <u>PETE</u> • <u>Use of Computer Cases about Occupational Lung Disease in Medical Schools</u> <i>PE Critique:</i>	TBA	There is consensus with Client about the study plan. The study plan is outlined in the MoU
November 2	Detecting, Interpreting, and Analyzing Program Effects Case: <u>BRTs: A New Approach to Teacher Instructional Leadership.</u> <i>PE Critique:</i>	TBA	Measures are being developed, and pilot tested.
November 9	Measuring and Monitoring Program outcomes Qualitative methods Case: <u>Implementation of Mathematics in the Hessen DSO</u> <i>PE Critique:</i>	TBA	Full Draft of Study Plan
November 16	Review of PE Study Plans		Study Plan for Review
November 23	Thanksgiving Eve		

November 30	Sharing of Program Evaluation Plan Performance Measurement: another approach <i>PE Critique:</i> _____ <u>Case:</u>		Final tweaking of study plan
December 7	Sharing of Program Evaluation Study Plans Communicating over the next six weeks. <u>Case:</u> <i>PE Critique:</i> _____		Your Program Evaluation Study Plan is ready for Implementation
December 14			<u>ALL ASSIGNMENTS ARE DUE</u>