Advanced Evaluation Research Methods
UNLV Department of Educational Psychology & Higher Education
Spring 2014 Course Syllabus

Course Information: EPY 726/Section 001/26975
3 Credit Hours
W 4:15-6:45 PM/CEB 205

Instructor Information:

Office Hours:

Course Description

This course addresses the application of evaluation research theory and methods through a project based curriculum in order to provide for an in-depth examination of the essential elements of the evaluation process.

Course Objectives

To become familiar with the potential uses and limitation of evaluation research in both the public and private sector through study, discussion, and application of course materials. Students will demonstrate the applicability of evaluation research methods in a project, framed within one of the major approaches to evaluation.

Text:

Alkin, M. C. (2013). *Evaluation roots: A wider perspective of theorists' views and influences* (2nd Edition). Thousand Oaks, CA: Sage.

Additional readings may be located on the course webcampus site.

Assignments

Weekly participation activities (30%)

Class participation is a key component of this seminar-style course. Students will be assigned several readings for each week. Students will be responsible for completing assignments for the day, which may include preparing a reading guide to hone in on main themes of the week and generate discussion or other assigned activities. Students will also be held accountable for participating in class discussion about the weekly topics. The weekly activities are graded for completion as well as quality.

Mid-term article review (20%)

Students will select an article reporting the results of an evaluation from a peer-reviewed journal. Students will critique the article in terms of how well the manuscript adheres to the stated theoretical perspective framing the evaluation.

Final Report (50%)

Students will implement a program evaluation based on proposals completed in Fall 2013. An interim report will be submitted providing project status. Students must write the final report based on the tenets of one evaluation theory/perspective covered in class. Students will be assessed on both group elements of the final project (e.g., clarity of the final report; quality of work; professionalism) and an individual element (rationale and evaluation for chosen perspective).

Grading

Grades are assigned according to the system below.

A	93-100%	A-	90-92%		
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D	60-69%	F	Below 60%		

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 at 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.

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.

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.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: 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/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate

in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning

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

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 SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE 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/.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Tentative Class Schedule (Instructor Reserves the Right to Change)

*Note that readings may be added or removed depending on course needs.

Date	Topic	Text	Selected Readings*	Assignments due
1/22	Welcome	n/a	n/a	n/a
1/29	Organizing Evaluation: Theories & Perspectives	1 & 2	Mertens, D. & Wilson, A. T. (2012). *Program evaluation theory and methods: A Comprehensive Guide.* Read Part 1. Available as an e-book through UNLV library.	
2/5	Methods Approaches: Campbell – Cronbach	3-6	Chatterji, M. (2005). Evidence on "what works": An argument for extended-term mixed-method (ETMM) evaluation designs. *Educational Researcher*, *34*(5), 14-24.	Participation task: Choose your own adventure at http://ies.ed.gov/ncee/projects/evaluation/index.asp
2/12	Methods Approaches: Theory-driven evaluation	7-9	Coryn, C. L., Noakes, L. A., Westine, C. D., & Schröter, D. C. (2011). A systematic review of theory-driven evaluation practice from 1990 to 2009. *American Journal of Evaluation, 32*(2), 199-226.	Submit reading guide
2/19	Methods Approaches: Mark & Henry, Taylor	10-11	Mark, M. M., Henry, G. T., & Julnes, G. (1998). A realist theory of evaluation practice. New Directions for Evaluation, 3-32.	Submit reading guide
2/26	Valuing Approaches: Scriven	12	Stufflebean, D. J. & Shinkfield, A.J. (2007). Michael Scriven's Consumer-Oriented Approach to Evaluation. In Evaluation theory, models, and applications. San Francisco, CA: Jossey-Bass. Friedman, V. J., Rothman, J., & Withers, B. (2006). The Power of Why Engaging the Goal Paradox in Program Evaluation. *American Journal of Evaluation, 27*(2), 201-218.	Submit reading guide
3/5	Valuing Approaches: Stake, House & Greene	14, 15, 16	Stufflebean, D. J. & Shinkfield, A.J. (2007). Case Study Evaluations. In *Evaluation theory, models, and applications.* San Francisco, CA: Jossey-Bass. Hall, J. N., Ahn, J., & Greene, J. C. (2012). Values Engagement in Evaluation Ideas, Illustrations, and Implications. *American Journal of Evaluation, 33(*2), 195-207.	Submit reading guide

			*For excellent "how to" with Greene's perspective see values-driven handbook at http://comm.eval.org/EVAL/Resources/ViewDocument/?DocumentKey=f3c734c0-8166-4ba4-9808-a07e05294583	
3/12	Valuing Approaches: Lincoln & Guba, Mertens	17-18	Mertens, D. M. (2000). Inclusive evaluation: implications of transformative theory for evaluation. The American Journal of Evaluation, 20(1), 1-14. *http://dmeforpeace.org/sites/default/files/Guba%20and%20Lincoln_Constructivist%20Evaluation.pdf	Mid-term article review due
3/19	**Spring Break**			
3/26	Use Approaches: Stufflebeam, Wholey, & Chelimsky	19-21	Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. Journal of Higher Education Outreach and Engagement, 15(4), 57-84.	Submit reading guide
4/2	Work Week		Work outside of class on projects	
4/9	Class Chat Regular Class Period		Online Session Via Webcampus: Class Updates (approximately 1 hour) and Project Consult	Interim evaluation report due
4/16	Use Approaches: Alkin & Patton	22 & 23	Flowers, A. B. (2010). Blazing an evaluation pathway: Lessons learned from applying utilization-focused evaluation to a conservation education program.Evaluation and program planning, 33(2), 165-171. Patton, M. Q. (2008). Ch. 2 What is utilization-focused evaluation? In *Utilization-focused evaluation* (pp. 35-57). Thousand Oaks, CA: Sage.	Submit reading guide
4/23	Use Approaches: Participatory Evaluation	24-27	Miller, R. L., & Campbell, R. (2006). Taking Stock of Empowerment Evaluation An Empirical Review. American Journal of Evaluation, 27(3), 296-319.	Submit reading guide
4/30	Cost-benefits approaches to evaluation	13	TBD	
5/7	Student Choice Awards		Possibilities are endless: Kirkpatrick's model, Transformational evaluation traditions, etc.	

5/14	Final Presentations			Final projects due