

Psychology 6010

Introduction to Program Evaluation: Evaluation Models and Practical Guidelines

Class: Thursday, 4:30-7:00 p.m., Emma Eccles Jones Education 130

Instructor: Margaret M. Lubke

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By appointment in Education Building

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Texts: Weiss, C. H. (1998). *Evaluation, 2nd Ed.* Upper Saddle River, NJ: Prentice Hall.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach, 7th Ed.* Thousand Oaks, CA: Sage.

Reserve readings and handouts from other texts and journals.

Course Goal: To provide the knowledge, skills, perspectives, and reflective practice you will need to effectively conduct a program evaluation. Accordingly, you will read the writings of current authors, present findings and reflections from those readings, participate in a program evaluation, write an evaluation plan for a program that is relevant to you, and demonstrate your knowledge through writing, participation in activities, and assessments.

Objectives: Upon successful completion of this course, you should be able to:

1. Identify appropriate uses of evaluation within particular contexts.
2. Describe a problem and a program designed to address the problem.
3. Develop an evaluation plan for evaluating a program, including the following:
 - Describe the program and the contexts in which it operates
 - Articulate program theory
 - Decide when and how to involve stakeholders in planning for and implementing an evaluation
 - Determine the evaluation focus and scope based on client needs, funding
 - Develop and prioritize evaluation questions
 - Identify threats to external and internal validity in specific contexts
 - Select evaluation methods that help control for those threats
 - Identify data sources and methods of data collection
 - Analyze data and interpret findings
 - Perform a benefit-cost analysis
 - Plan the components of an evaluation report
4. Identify biases and values that affect an evaluation
5. Reflect on evaluation practices
6. Conduct meta-evaluations based on evaluation standards

Activities: To successfully accomplish the course objectives will require regular class attendance and participation, consistent effort outside of class time, and thoughtful application of

concepts covered during class time and in course readings. Per the *Records* section of USU's *General Catalog* (available electronically at <http://www.usu.edu/ats/generalcatalog/>), the standard for academic course credit, as identified by the Northwest Association of Schools and Colleges and followed by USU, is one credit awarded for three hours of student work per week during a 15-week semester. As a 3-credit class, you would be expected to attend class and complete up to 6-7 hours per week of study time outside of class time.

Activity	Points	Description
Class Participation	5 points per class * 13 classes = 65 points	Because most course concepts will be practiced and applied during class activities, active and engaged participation is required every week. Class participation includes active participation in discussions and small group work, presentations, assignments, and assessments. Sharing your knowledge with others and actively participating to build skills and knowledge for yourself and classmates will help make this course more enjoyable, productive, and valuable for everyone.
In-Class Activities	20 points per activity * 10 activities = 200 points	During class each week, individual and small-group activities will be conducted related to the concepts contained in the readings and presentations. Active participation in these activities, during which you will apply and practice concepts related to evaluation, is required. A short write-up will be submitted at the end of each activity.
Presentations	30 points per presentation * 2 presentations (1 Class Topic and 1 Evaluation Review) = 60 points	Most weeks, one or two students will prepare and deliver a presentation on an assigned topic. You will be expected to prepare two 15-minute presentations over the course of the semester. Presentations should be prepared and delivered professionally, as if you were presenting at a major conference such as the annual meeting of the American Evaluation Association. Points will be awarded based on clarity, completeness, professionalism, and quality of both the oral presentation and the materials submitted to the instructor immediately following the presentation.
Class Topic	45 points	Students will review supplied materials on a class topic, prepare the following materials, and do a class presentation on the topic: <ul style="list-style-type: none"> • Summaries of 3 articles or resources provided by instructor -- 1 page EACH (30 points). • An overall summary of the presentation topic -- 1 page with copies for class (10 points). • Two thoughtful test questions with answers (5 points).
Evaluation Reviews	50 points per review * 2 reviews = 100 points	It is important to become a good consumer of evaluations, as well as good evaluator. Students will write two 2-3 page evaluation reviews. The students will summarize the type of evaluation described, its design and methods, and write a critique of the evaluation. Students will do a class presentation on one review. <ul style="list-style-type: none"> • For one review, students are to identify an evaluation (any type) pertaining to the program they have chosen for their evaluation plan. The evaluation can be from a peer-reviewed journal or it may be a final report for a foundation or agency.

		<ul style="list-style-type: none"> For one review, the student will be supplied with an article or resource by the instructor.
In-Class Quizzes	10 points per quiz * 10 quizzes = 100 points	Because the content of the readings is crucial to full participation in small group activities and class discussions, a short quiz will be given at the beginning of most class periods. These quizzes, usually comprised of open-ended questions or short definitions and cannot be completed at a later time or date.
Evaluation Plan	330 points (see points for the 4 parts below)	In order to complete course objectives, you will write and submit an evaluation plan by the end of the semester. Writing an evaluation plan will help you apply the concepts learned during the course and develop concrete skills for planning an evaluation. The evaluation plan will be completed in 4 parts, as shown below.
	75 points	<u>Part 1: Program Description:</u> Students will submit a short (1 - 2 pages) description of their selected social program, indicating the problems addressed by the program, the intended beneficiaries or target population of the program, the intended benefits (outcomes), and the theory underlying the program.
	30 points	<u>Part 2: Evaluation Questions:</u> Students will submit the evaluation questions that their evaluation plan will address. These will be reviewed for appropriateness.
	150 points	<u>Part 3: Methods and Measures:</u> Students will submit the criteria, standards and rationale, data sources, specific measures and instruments, and the data collection methods and analysis plans for their evaluation plan.
	75 points	<u>Part 4: Data Analysis, Interpretation, and Report:</u> Based on a supplied data set, students will submit the data analysis, the data interpretation, and the final report for their evaluation plan.
Final Exam	100 points	The open book exam will assess your understanding of the course material, including concepts covered in the texts, during in-class activities, and from presentations.
Total	1000 points	

Policies: Students are expected to follow USU's standards for academic integrity, particularly as they relate to cheating, falsification, and plagiarism. For further information regarding expectations for academic integrity, see *The Code of Policies and Procedures for Students at Utah State University* (revised April 2002), Article V, Section 3; and Article VI, Section 1.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, this material can be made available in Braille, enlarged text, audio, or diskette format upon request. ADA and 504 Coordinator: Diane Hardman.

Grades: Grades for the course will be calculated and assigned on a standard scale:

A	95% and above	C+	77-79%
A-	90-94%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-70%
B-	80-83%	D	64-66%

	DATE	TOPICS	ASSIGNED READINGS
1	8/28	Introduction: Overview of Evaluation, Introduction to Logic Models.	
2	9/4	Purposes of Program Evaluation, Examples of Logic Models.	Weiss 1 & 2; Rossi 1; Preskill handout
3	9/11	Evaluation Models, Approaches, and Designs Due: Program Description	Preskill handout; Stake handout
4	9/18	Planning Evaluations: Programs, Stakeholders, Values, & Evaluator Roles Due: Evaluation Questions	Weiss 4 & 5; Rossi 2 & 4
5	9/25	Planning Evaluations: Articulating Program Theory	Weiss 3; Rossi 3 & 5; McLaughlin handout
6	10/2	Planning Evaluations: Evaluation Questions, Indicators, Measures, Validity, & Sampling	Weiss 6 & 7; Preskill handout
7	10/9	Evaluating Program Implementation, Outcomes, and Impact	Weiss 8; Rossi 6 & 7
8	10/16	Impact Analysis: Experimental and Quasi-Experimental Designs	Weiss 9; Rossi 8 & 9
9	10/23	Mixed Methods, Cost Effectiveness, Meta-Analysis Due: Methods and Measures	Weiss 10; Rossi 11; Caracelli & Greene handout
10	10/30	Analysis: Quantitative and Qualitative Methods	Weiss 11 & 12; Rossi 10
	11/6	No class -- AEA Conference, Denver, CO	
11	11/13	Reporting, Ethics, and Standards	Weiss 13 & 14; Rossi 12; JCSEE handout
12	11/20	Politics, Systems, International Perspectives, and Culture in Evaluation Due: Data Analysis, Interpretation, and Report	Handouts
13	12/4	Evaluation Communities, Practices & Tools Reflecting on Learning	
	Finals Week	Final Exam	

* The instructor will be out of town on September 18. A guest instructor will teach the class on September 18 and all students will be expected to attend.