

# Psych/EDUC 6010 Introduction to Program Evaluation

## Fall 2018

**Instructor: Lisa K. Boyce, Ph.D.**

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Class time: Monday 4:30 – 7:15

Classroom: Emma Eccles Jones Education 272

Office Hours: Mondays 10:00 – 12:00

or by appointment

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### **Required Reading:**

Bamberger, M., Rugh, J., & Mabry, L. (2012). Real World Evaluation: Working Under Budget, Time, Data, and Political Constraints: Second Edition. Thousand Oaks, CA: Sage Publications

ISBN: 978-1-4129-7962-7

### **Course Objectives**

The purpose of this course is to assist graduate students to develop the skills and perspectives to be effective users and producers of evaluation information. This course will provide a good foundation in history, design, development, and implementation of program evaluation. Students interested in gaining expertise in the practice of evaluation should also take Psychology 7020: Advanced Program Evaluation and Psychology 7040: Practicum in Evaluation Planning and Contracting.

### **The specific course objectives are:**

- 1. Learn fundamental principles specific to program evaluation.** This course is intended to apply the knowledge gained in research methods to real-life evaluation. Students will understand and be able to use basic research methods and program evaluation methodology. They will be able to develop a logic model and understand the role of program evaluation in informing policy and practice.
- 2. Learn to apply course material to improve thinking, problem-solving and decision making.** The major goal of this course is to learn to conduct high-quality program evaluation in any setting. Students will gain experience planning and designing program evaluations. In addition, students will learn strategies for facilitating the use of the evaluation results and recommendations.
- 3. Develop skills and competencies needed by administrators, practitioners, and researchers in order to use and conduct program evaluation.** This course will extend beyond hypothetical programs to actual programs with real budget, time, data, and political constraints. Students will be required to recognize threats to validity in specific contexts and develop a methods section that addresses those threats. The goal is to develop as strong of evaluation design as possible given the constraints. This level of problem-solving is a critical skill needed for administrators and program evaluators.

**Grading:** The grade for this course will be based on total points assigned as follows:

Mid-term exam	60 points
Evaluation Proposal, Overview	30 points
Evaluation Proposal, Questions	30 points
Evaluation Proposal, Methods	60 points
Evaluation Presentation	30 points
Evaluation Proposal Final Paper	20 points
Homework Assignments	20 points
Class Participation & Quizzes	50 points
<b>Total</b>	<b>300 points</b>

A percentage of the total possible points (275) will be assigned a grade according to the following scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-.

Grading of all assignments will take into account completeness, organization, evidence of the appropriate use of concepts introduced during the term, and conventions (e.g., grammar, punctuation).

### **Midterm Exam (60 points)**

The midterm exam will help you monitor how well you are learning the material. This exam will be an applied assignment where you will be given a description of a program and asked questions related to the design and implementation of a potential program evaluation. The midterm will cover assigned readings and in-class discussion. **The midterm cannot be made up, however it will be available over a period of four days (2 weekday and 2 weekend).** The exam will be open notes and book.

### **Homework Assignments (20 points)**

You will be assigned 2 home work assignments. Each assignment is designed to help you apply knowledge gained and develop a research skill.

- **Develop a Logic Model:** Create a logic model for a program of your choosing or you may choose a driver's education program, new employee orientation program, health and fitness program or a reading program for struggling readers. Review the following definitions and then complete and submit the flowchart based on the program you selected.

Definitions: Handout for Activity 15 (Sage 2005).

Assumptions	The underlying assumptions that influence the program's design, implementation, and goals.
Resources	Human, financial, organizational, and community resources needed to achieve the program's objectives.
Activities	Things the program does with the resources to meet its objectives.
Outputs	Direct products of the program's activities: evidence that the program was actually implemented.
Short-term Outcomes	Short-term (immediate) changes in participant's knowledge, behavior, skills, status, and level of functioning as a result of the program.
Long-term Outcomes	Long-term changes in program participant's knowledge, behavior, skills, status, and level of functioning as a result of the program.

- **Human Subjects Protection:** Obtain IRB certification. You do not need to redo this assignment if you have already obtained the IRB certification. You do not need to turn in any documentation. I will look up each student in the data base. To be certified at Utah State University, researchers must complete the Human Research Curriculum Basic Course, Group 1: Social and Behavioral Research Investigators and Key Personnel. Link to training: <https://rgs.usu.edu/irb/training/>

### **Evaluation Proposal: Written**

For this assignment you will develop the introduction and methods sections for a a program evaluation. You do not need to actually collect or analyze data for this project. The first part of this project is divided into three assignments: program description, problem statement & evaluation questions, and methods section. You will need to incorporate your responses to your feedback from each section and submit a final, coherent, professional paper for the second part of this assignment. This paper must follow the format requirements of the American Psychological Association as described in their current publication manual. Grading rubrics with more detailed assignment expectations are included in the assignment link.

*Overview and Program Description (30 points):* Prepare a short paper describing the program to be evaluated (including a logic model or theory of change).

*Problem statement & Evaluation Questions (30 points):* Introduce the problem and discuss why it is important in the broader context, discuss reasons for selecting the problem, provide any relevant definitions, and clearly state evaluation questions and testable hypotheses. This assignment may only be 2-3 pages. However, working and reworking your evaluation questions are key to a successful evaluation.

*Methods (60 points):* This section of the proposal must contain a description of the evaluation design that is appropriate for the evaluation questions. Include descriptions of sampling techniques,

potential bias, protection of human subjects, data collection procedures, measures, and potential threats to validity and how these could be addressed. Propose analyses that are appropriate for your evaluation design and questions.

*Final Paper (20 points):* Your final paper contains the previous three sections combined into one final product. Incorporate the feedback you received from your individual submissions. Submit the final proposal as a professional product following APA guidelines.

**Evaluation Proposal: Oral Presentation/Poster Workshop (30 points)**

All students will have the opportunity to present their proposed evaluation in either individual presentations or as a poster workshop (groups will self-select to present either orally or as a poster). Presentations should include: problem statement (including relevance and significance), evaluation questions, sampling procedures, highlights from measures or data collection procedures, and proposed data analysis plan.

Posters will be presented as a symposium. Materials will be prepared as a regular poster presentation (maximum size 48inx36in). During the last portion of the time period there will be a group discussion about all the posters grouped in the symposium. The purpose of facilitated poster symposia sessions is to enhance the dialogue regarding a topic or project. Discussion facilitators may be selected and asked to generate 2-3 questions.

The time limit for all presentations will be determined at the beginning of the course based on the number of students in the class.

**Class Participation and Quizzes: (50 points)**

Class participation points (20 points) will be based on in-class discussions and in-class group activities. Quiz points (30 points) will be based on responses to application questions from the assigned readings.

**Grading for Class Participation**

	<b>A (17-20 points)</b>	<b>B (14-16 points)</b>	<b>C (11-13 points)</b>	<b>D/F</b>
<b>Frequency</b>  <b>and</b>  <b>Quality</b>	Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways.

Several quizzes (30 points) will be given on the assigned readings before class to encourage class participation and discussion. The quizzes will open each week on Tuesday and close at 4:00 pm before class the following Monday.

### **Late Assignments**

Late assignments will be accepted, but will be penalized 10% per day after the due date (not including weekends). Assignments may be turned in early.

### **Communications via email**

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

### **Policies**

**Honor Code Policy:** As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

### **Physical Impairments**

If a student has any physical disabilities or other concerns that would require some accommodation on the part of the instructor, these must be made known to the instructor during the FIRST WEEK of the course. Any request for special concerns must be discussed with and approved by the instructor prior to the completion of the fifth day of class. Students with ADA documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

### **Grievance Policy**

Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code: See the USU Catalog at the following link: <http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

**Course Outline:**

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Assignments/Midterm</b>
Aug. 27	Overview	Chapter 1	
Sept. 10	Understanding the program	Chapters 2 & 10  Logic Model Workbook (PDF file on CANVAS)	HW: Develop a Logic Model for a program of your choice Due: Sept. 15
Sept. 17	Evaluation Design and Ethics	Chapters 7 & 9	HW: Human Subjects Due: Sept 24
Sept. 24	Evaluation Design Cont.	Chapter 11	Proposal: Program Description Due Oct 1
Oct. 1	Quantitative Methods	Chapter 12	
Oct. 8	Qualitative Methods and Mixed Methods	Chapters 13 & 14	Proposal: Problem Statement & Evaluation Questions Due: Oct. 20
Oct. 15	Sampling & Big Data	Chapter 15  Additional Readings on CANVAS	
Oct. 22	Constraints & Data Visualization	Chapters 3, 4, 5, & 6	Midterm Exam (Chapters 1-7, 9-15) Open Oct 22 – 29 (closes @ 4pm)
Oct. 29	Complex Interventions & Measuring Efficiency	Chapter 16  McDavid Hawthorne (2006) Chapter 7 – Provided on CANVAS	Article Critique: Due Nov. 5
Nov. 5	Surveys & Focus Groups	TBA  Fink (2013) Chapter 2 – Provided on CANVAS	Proposal: Methods: Due Nov. 19
Nov. 12	Making it Useful	Chapter 8	
Nov. 19	Managing and Strengthening the Evaluation	Chapters 17 & 18	
Nov. 26	Class Presentations	Student presentations	
Dec. 3	Class Presentations	Student presentations	