

SRM 670-900

## **EVALUATION MODELS AND DESIGNS**

Dates:

Online Course, Summer 2017

6/5/17 – 7/30/17

Location:

Online via Canvas

Credits:

3

Professor:

Eric Teman, J.D., Ph.D.

Email:

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Office Hours:

Via email, phone, Skype, Zoom (in-person can be arranged on UNC campus)

**Course Description:** Prerequisite: SRM 600. Students will be introduced to program evaluation and design. After completing this course, students will be able to:

- tailor evaluations to meet the needs of clients and stakeholders.
- review diagnostic procedures and needs assessments.
- select an appropriate design and model for an evaluation project or proposal.
- critically review a published evaluation articles.
- describe experimental and non-experimental designs for impact assessments.
- analyze fundamental principles related to focus groups, interviews and other qualitative methods.
- compare and contrast methods used in data analysis
- review principles of efficiency including cost-benefit, cost-effectiveness, and cost-utility.
- understand the social and political context of evaluation including ethics, guidelines and standards.
- apply principles of cultural competency to program evaluations.

### **Specific ASRM Objectives:**

- ASRM Majors and non-majors will possess basic knowledge of qualitative and quantitative methodologies including designs, general features, and guiding principles.
- Non-ASRM students will acquire evaluation research training through ASRM coursework.
- Non-ASRM students enrolled in SRM courses will demonstrate proficiency in research design, implementation and evaluation research report writing.

**Relevance of Evaluation Research:** Policymakers, administrators, taxpayers and other funders, as well as the intended beneficiaries are often faced with decisions about determining the “success” or value of social policies and programs. Are programs achieving the desired and expected results? Should programs be replaced, updated, or modified? If so, how should those modifications take place? These questions can only be answered by combining the needs of the stakeholders, the process, values, program components, and the planned dissemination of results. Program evaluators attempt to address these issues through systematic approaches in the field of evaluation research.

**Course Approach:** This course combines theory and practice to explore the *why*, *who* and *when* of evaluation as a determinant of the *how*.

The course integrates small group activities, class projects, and case studies. Students will develop interpersonal competencies and reflective practice by designing a logic model and program theory model for a program or agency accessible to them at their place of employment. Students will apply new knowledge and skills with field experience for the stakeholder and complete a structural evaluation. Students will demonstrate a synthesis of course knowledge by completing a critical essay on a published evaluation article of their choosing. The conceptual design for the course will develop the following evaluator competencies (Ghere, King, Stevahn, & Minnema, 2006):

Objectives:

- Professional competency, norms and values, ethics in evaluation, and cultural competency.
- Systematic Inquiry
- Situational Analysis
- Reflective Practice
- Interpersonal Competencies

**Course Readings:** The class schedule (separate document) designates the required readings for each week. It is expected that students will complete all readings before each session so that the course can be conducted as an interactive learning process, building on newly acquired knowledge.

### **Required Readings**

#### **Course texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

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

Stufflebeam, D. L. (2001). *Evaluation models* (Vol. 89). San Francisco, CA: Jossey-Bass.

Patton, M.Q. (2012). *Essentials of utilization focused evaluation*. Thousand Oaks, CA: Sage Publications.

**Articles and Other Materials:**

Sherwood, K. E. (Spring, 2005). Evaluation of the Fighting Back Initiative. *New Directions for Evaluation, 105*, pp. 15–36.

Sherwood, K.E. (Spring, 2005). Evaluating home visitation: A case study of evaluation at the David and Lucile Packard Foundation. *New Directions for Evaluation, 105*, pp. 59–81.

Logic Model Development Guide. Can be downloaded from Canvas, “Modules.”

Cultural Competency Bibliography. Can be downloaded from Canvas, “Modules.”

Free Online Resource Tool: <http://www.pointk.org/resources/?module=lmb>. We are using the logic model tool (select from menu on left side of page after you log in). Develop your own login and password to access this tool.

**Recommended Reading:**

Joint Committee on Standards for Educational Evaluation. (1994). *The program evaluation standards: How to assess evaluations of educational programs*. Thousand Oaks, CA: Sage

**Course Assignments and Grading:** Your course grade will be based participation and attendance, class presentations, projects, and the critical essay. The following is a summary of the components of the course grade. More details on assignments and grading follow the course schedule and readings.

<b>Due Date</b>	<b>What</b>	<b>Points Toward Grade</b>
Varies with students	Jigsaw Presentations (Stufflebeam models)	<b>40 points total</b>
Varies with students	Discussion Leader Grade (2 presentations)	20 points each/ <b>40 points total</b>
July 3	<i>Logic Model</i> and <i>Program Theory Model</i> of program or intervention	50 points each/ <b>100 points total</b>
July 14	Critical Essay of Published Evaluation	<b>60 points</b>
Ongoing throughout the semester	Participation and activities in class	10 points/week <b>80 points total</b>
July 24	Cultural Competency Scavenger Hunt	<b>40 points</b>
		<b>360 Total Points</b>

**Grading Scale:**

A	94% and above	A-	90-93%
B+	86-89%	B	83-85%
B-	80-82%	C+	76-79%
C	70-75%	C-	69% and so on

**Course Expectations:** It is expected that the course will be a collaborative learning process for all involved. You are encouraged to share your experiences and thinking about evaluation research and to encourage others to do the same. It is also expected that:

- you will participate in all course sessions, discussions and activities.
- the work you do in this class will be original and not plagiarized from another source.
- critical essays will be available for one week after grading. I will email the graded paper back to you with a grade sheet outlining strengths and weaknesses. Critical essays will be submitted via safe assignment.
- download assigned articles and be prepared to discuss all readings each week.
- lastly, it is expected that you become interested in and skilled at doing evaluation research.

**Logic Model/ Program Theory Models:** Students (groups are highly encouraged) need to schedule an appointment (**AS SOON AS POSSIBLE**) with a program director, agency, or program sponsor who is running multiple programs. Students are to personally interview the director about one of their programs. The purpose of this interview is to design a *logic model* and *program theory of change model* for the agency on one specific program. Prior to the interview, students should gather and read about the targeted program in order to identify necessary components required for the logic model and program theory of change model. Students need to be prepared to discuss the interview and their program models in class on 7/3. Students must turn in a final copy of both models as well as agency contact information after the class discussion. Projects turned in late will receive a 10% deduction on the final grade.

Your *logic model* should include all the different components of a program including funding, resources, and multiple program components. It is the full model of the program (A helpful tool for writing grants too!). The *program theory of change model* is designed for only **one activity in the logic model**. It is a detailed diagram of **ONE** of the program components from the full *logic model*. The *program theory of change model* outlines specific theories or a theoretical framework used to develop the activity, which should lead to the desired outcome. The *program theory model* diagrams the components of a single activity in the logic model and links those components to the desired outcome. *Program theory of change* models should include at least one citation of a theory, which supports the activity. Examples are provided under course materials.

**Critical Essay:** This assignment (Due 7/14) requires students to identify a peer reviewed evaluation article in their field of interest or specialty. I expect the paper written in a modified APA format (6th ed.) (tables can be placed in text rather than in the appendix). Non-adherence to APA format will be given a 10% deduction i.e., for infractions in the text citations, references, headings, etc. Papers or components of papers turned in late will receive a 10% deduction. Submit your paper via Canvas.

Students need to write a critical essay on a published program evaluation and describe these components:

- the evaluation model selected (goal attainment, judgmental, value-added, decision-making, etc.) 10% of grade
- the evaluation design 20% of grade
- data collection strategy 20% of grade
- description of clients and stakeholders 5% of grade
- outcomes of the evaluation 20% of grade
- limitations of the evaluation 25% of grade

*Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. In addition, academic dishonesty incidents will be reported to the College of Education and Behavioral Sciences Dean's office as required by the Dean.*

**Chapter Readings and Discussion Presentations:** It is expected that students read the chapters prior to the classes on which they are assigned. Reading ahead is **highly encouraged**. Presentations skills are required for evaluators; therefore, in order to develop these skills, all students will be a discussion leader for 1–2 assigned readings. Chapter discussion leaders will be in charge of facilitation group discussions and activities for weekly readings. Students are encouraged to be creative and develop an activity, which reinforces the assigned weekly readings. Discussion leaders need to submit a 1-page outline of the key points for the assigned chapter.

**Stufflebeam/extended Reading Jigsaw Activities (3 total):** Each student will develop a 1-page handout describing one of the Stufflebeam models or an extended reading. Students will participate in 3 discussions/review of the model/article for the rest of the group. When presenting the Stufflebeam model, please include at least 1 other source citation of an evaluation using the model and provide an annotated bibliography of the article. For all Stufflebeam models, be sure to answer the following question in your presentation: Does Stufflebeam recommend this model? Why or Why not?

**Cultural Competency Scavenger Hunt:** (Due 7/24) Pick a culture and become culture experts. Learn as much as you can about the following:

- Language
- Time oriented vs. Relationship oriented
- Role of food and eating
- Communication Styles
- Importance of relationships, family and friends
- Values and norms regarding individualism, independence and conflict.
- Work habits and practices
- Mental processes and learning styles (e.g., linear, logical, sequential vs. lateral, holistic, and simultaneous.
- Clothing

Each small group will go on a scavenger hunt to find as many objects that represent or operationalize these aspects of the culture you learned about. During class discussion the week of 7/24, each group will share the following: 1) What object you found that represents the category you selected, 2) how you would design and implement a focus group with people from this culture, and 3) teach the class about this culture and share your focus group strategies with the class. **Please do not pick your own culture for this activity. It is designed to expose you to a new culture.**

#### **Accommodations Statement**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

#### **Inclusivity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).