SRM 670-900  EVALUATION MODELS AND DESIGNS

Dates:  Online Course, Summer Semester 2016
6/6/16 - 7/31/16  Weekly discussion assignments from Monday-Sunday

Location:  Online
Credits:  3

Professor:  Randy Larkins, Ph.D
Office:  McKee 526
Phone:  970-351-2416
Email:  Randy.Larkins@unco.edu
Office Hours:  Wednesday, noon – 4:00 or by appointment

I may send updates about course activities and assignments. I will send these announcements to your bear mail account. Be sure to check your bear mail account regularly.

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 article.
- 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 determinate 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. In addition, a comprehensive exam will be given at the end of the semester which covers course readings, activities and class discussions. The conceptual design for the course will develop the following evaluator competencies (Ghere, G., King, J.A., Stevahn, L., & Minnema, J.; 2006):

Objectives:

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

A conceptual model for the course is included under course materials on blackboard.

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.
- 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.
Course Readings- The following pages of this syllabus designate the require 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:


Articles and Other Materials:


Logic Model Development Guide. Can be downloaded from Blackboard, “Course Materials.”

Cultural Competency Bibliography. Can be downloaded from Blackboard, “Course Materials.”

Free Online Resource Tool: Innonet.org. We are using the logic model tool (select from menu on left side of page after you log in. Develop your one login and password to access this tool.

Recommended Reading
**Course Assignments and Grading** - The course grade will be based participation and attendance, class presentations, projects, the mid-term exam 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.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>What</th>
<th>Percentage Of Grade</th>
<th>Points Toward Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies with students</td>
<td>Stufflebeam models - These will be presented in Blackboard.</td>
<td>12.5%</td>
<td>25 pts each 50 points total</td>
</tr>
<tr>
<td>Varies With Students</td>
<td>Discussion Leader Grade</td>
<td>12.5%</td>
<td>50 points total</td>
</tr>
<tr>
<td>7/1/16</td>
<td><em>Logic Model and Program Theory Model</em> of program or intervention including operational/constitutional definitions of outcomes</td>
<td>25%</td>
<td>50 points each/100 points total</td>
</tr>
<tr>
<td>Ongoing throughout the semester</td>
<td>Participation and activities in class</td>
<td>20%</td>
<td>10 points each/80 points total</td>
</tr>
<tr>
<td>7/13/2016</td>
<td>Cultural Competency Scavenger Hunt</td>
<td>5%</td>
<td>20 points</td>
</tr>
<tr>
<td>7/27/2016</td>
<td>Focus group transcript, thematic analysis, and 2 page reflection paper due</td>
<td>25%</td>
<td>100 points</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-75%</td>
</tr>
<tr>
<td>C-</td>
<td>69%</td>
</tr>
</tbody>
</table>

**400 Total Points**

**Important Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday, June 6th</td>
<td>First day of class</td>
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<tr>
<td>Friday, July 29th</td>
<td>Last day of class</td>
</tr>
<tr>
<td>Fri, June 24th</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>Wednesday, August 3rd, 5:00 pm</td>
<td>Grades Due</td>
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</table>
Logic Model/ Program Theory Models – **Due 7/1/2016.** Students 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 on assignment due date. 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. Examples are provided under course materials. The logic model must be accompanied by a conceptual and operation definition of outcomes.

**Chapter Readings and Discussion Presentations**- It is expected that students read the chapters prior to the classes 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 1 to 2 of the 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 and facilitate the discussion in the discussion board.

**Stufflebeam Models (2 total):** Each student will develop a 1 page handout describing one of the Stufflebeam models or an extended reading. Students will participate in 2 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 7/11/16)** 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 on the week of 7/11/16, each group will share the following in a power point presentation: 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.

Final Project Focus Group (Due 7/25/16)- This will is the final culminating activity. Students will pick a gap from their logic model or theoretical change model requiring in-depth inquiry and will conduct a focus group with a non-vulnerable, adult population. The focus group will last approximately 1 hour and will explore key questions generated from the logic model structural evaluation. Students need to write up the research problem identified with the logic model, research questions, and develop a questioning route to use with the focus group. Students will need to record the focus group and transcribe the session. Students will conduct a basic thematic analysis of the emergent themes using the transcript. Students will turn in the transcripts of the focus group and a two page write up of key findings related to the evaluation research questions and emergent themes from the qualitative data analysis.

Students will turn in the transcripts of the focus group and a two page write up of key findings related to the evaluation research questions.

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 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).