Program Evaluation: Models and Techniques

(Educational Psychology 380P)

Evaluation Models and Techniques is a course that teaches basic concepts and procedures for evaluating educational and human service programs. The course serves as a graduate-level introduction to program evaluation for students preparing for careers in education and the social and behavioral sciences. Prerequisites for the course are an intermediate knowledge of statistics and measurement (analysis of variance, reliability and validity) and familiarity with a specific program to be used in applying the evaluation concepts presented during the course.

Some Facts About the Course

1.   Students study major evaluation concepts and learn methods and techniques for implementing evaluation studies in applied contexts.

2.   Students are expected to assimilate and be able to discuss critical literature in the theory and practice of evaluating educational and human service programs.

3.   Readings from a variety textbooks and journals serve as the framework for class lectures and class discussions.

4.   Students are expected to relate the evaluation concepts presented during the course to their major field of study and to a specific program within that field.

5.   Students can expect to have their ideas critiqued by the instructor and other students.

6.   Students are responsible for a term paper and some students will be responsible for an informal class presentation about their term paper. In addition each student is required to submit a copy of a journal, magazine or newspaper article of their own choosing related to an evaluation concept presented during the course.

Major Goals of the Course

1.   To trace the contemporary development of evaluation in education and human service (students will be able to identify milestones and existing directions).

2.   To examine the relationship between research and evaluation (students will be able to identify distinguishing and overlapping characteristics).

3.   To present and synthesize evaluation strategies and concepts (students will be able to identify practical and theoretical models for evaluation).

4.   To provide a description of evaluation methodologies (students will be able to identify and apply quantitative and qualitative tools for evaluation).

5.   To present critical considerations on evaluation design, criteria for judging evaluation, and measurement problems related to evaluation (students will be able to distinguish adequate from inadequate evaluation designs).

Course Instructor

Gary Borich
Department of Educational Psychology. Office hours: Fall/Spring 12-2 Th; Summer: 12-1, MWF, 506M. 471-0546

Required Texts

Review Notes for Program Evaluation: Models and Techniques(2011) Available from Able's Reprints 715 West 23rd 472-5353

Program Evaluation, 5th edition. (2010) Royse, D., Thyer, B., Padgett, Belmont, CA: Wadsworth. Available from the Coop Bookstore.

  E-mail: GaryBorich@mail.utexas.edu
  Web Page: http://www.edb.utexas.edu/borich/index.html

Evaluation Models and Techniques *

<u>**First Meeting**</u>

Roles and Contexts of Evaluation

      A. Discussion of course outline

      B. Introductory concepts

<u>**Second Meeting**</u>

Theoretical Orientations to Evaluation

      A. Royse, D., Thyer, B., & Padgett, D. Introduction. In <u>Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth, 2010. Chapter 1, pp. 1-33.

      B. Scriven, M. Evaluation as a discipline. <u>Studies in Educational Evaluation</u>, summer, 1994, pp. 147-166.

      C. Borich, G. and Jemelka, R. Definitions of program evaluation and their relation to instructional design. <u>Educational Technology</u>, August, 1981, pp. 31-38. (In Review Notes)

_____

*Digital versions of readings not in the Review Notes are posted on Blackboard

Third Meeting

Strategies and Models (Part I)

    A. Stake, R. Program evaluation, particularly responsive evaluation. In D. Stufflebeam, G. Madaus, & T. Kellaghan, <u>Evaluation Models: Viewpoints on Educational and Human Service Evaluation</u>. Boston: Kluwer-Nijhoff, 2000, pp. 287-311.

    B. Steinmetz, A. The discrepancy evaluation model. In D. Stufflebeam, G. Madaus, & T. Kellaghan, <u>Evaluation Models: Viewpoints on Educational and Human Service Evaluation.</u> Boston: Kluwer-Nijhoff, 2000, pp. 121-143.

    C. Royse, D, et al. Formative and process evaluation. In <u>Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth, 2010. Chapter 5, pp. 108-140.

Fourth Meeting

Strategies and Models (Part II)

    A. Stufflebeam, D. The CIPP model for program evaluation. In D. Stufflebeam, G. Madaus, & T. Kellaghan, <u>Evaluation Models: View-points on Educational and Human Service Evaluation</u>. Boston: Kluwer-Nijhoff, 2000, pp. 279-315.

    B. Borich, G. Decision-oriented evaluation. <u>International Encyclopedia of Education: Research and Studies.</u> Oxford, England: Pergamon Press, Ltd., 1985. (In Review Notes)

    C. Gredler, M. Intuitionist/pluralist perspectives. In <u>Program Evaluation</u> Upper Saddle River, NJ: Prentice Hall/Merrill, 1996. Chapter 4, pp. 63-81. (In Review Notes)

Fifth Meeting

Behavioral Objectives

    A. Popham, W. Objectives and instruction. <u>AERA Monograph Series on Curriculum Evaluation</u>, <u>No.</u> <u>3</u>. Chicago: Rand McNally, 1969, pp. 31-64. (In Review Notes)

    B. Eisner, E. Instructional and expressive educational objectives: Their formulation and use in curriculum. <u>AERA Monograph Series on Curriculum Evaluation</u>, <u>No.</u> <u>3</u>. Chicago: Rand McNally, 1969, pp. 1-31. (In Review Notes)

    C. Problem Exercise: Instructional Objectives: All, some, none. (In Review Notes)

Sixth Meeting

Needs Assessment Techniques

    A. Borich, G. Five Stages for Self-Evaluating Organizations. In Golembiewski, J. <u>Handbook of Organizational Consultation</u>, New York: Marcel Dekker, Inc., 2000, pp. 99-106. (In Review Notes)

    B. Borich, G. A needs assessment model for conducting follow-up studies of teacher education and training. <u>Journal of Teacher Education</u>, 1980, <u>31</u>, (4), pp. 39-42. (In Review Notes)

    C. Royse, D, et al. Needs assessment. <u>In Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth, 2010. Chapter 3, pp. 55-82.

Seventh Meeting

Program Modeling and Decomposition

     A. Borich, G. and Jemelka, R. A Modeling Approach to Program Evaluation. In G. Borich and R. Jemelka., <u>Programs and systems: An evaluation perspective</u>. New York: Academic Press, 1982, Chapter 7, pp. 173-197.

     B. Rogers, P. Program theory: Not whether programs work but how they work. In D. Stufflebeam, G. Madaus, & T. Kellaghan, <u>Evaluation Models: Viewpoints on Educational and Human Service Evaluation</u>. Boston: Kluwer-Nijhoff, 2000, 209-231.

     C. The following are examples of program modeling (In Review Notes)

     Hao, Y. and McGee, P. Demystifying the structures of online teaching with a decomposition model: Exploration of online teaching effectiveness. In <u>Proceedings of the World Conference on Educational Multimedia, Hypermedia & Telecommunications</u>. Honolulu, Hawaii, June, 2003.

     Budgen C. Modeling a Method for Program Development. <u>Journal of Nursing</u>. 17, 1987, pp. 19-26.

     Borich, G.. The architecture of teacher education programs. <u>European Journal of Teacher Education</u>, 1984, <u>7</u> (2), pp. 167-173.

Eighth Meeting

Quantitative Methodologies for Program Evaluation (Part I)

A.   Borich, G.. Trait-Treatment Interactions in the Classroom: Researching the Effects of Instructional Treatments on Different Types of Learners. <u>Schwerzerische Zeitschrift fur</u> <u>KaufmannischesBildungswesen</u>, 1986, <u>80</u> (5), pp. 128-139. (In Review Notes)

B.   Royse, D. et al. Group research designs. In <u>Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth, 2010. Chapter 9, pp. 207-254.

C.   Rog, D. Constructing Natural "Experiments." In J. Wholey et al., <u>Handbook of practical program evaluation</u>. San Francisco: Jossey-Bass, 1994, pp. 119-132.

<u>Ninth Meeting</u>

Quantitative Methodologies for Program Evaluation (Part II)

A. Borich, G. Title I Evaluation Models. <u>International Encyclopedia of Evaluation</u>. Oxford. England: Pergamon Press, Ltd, 1989. (In Review Notes)

B. Elliott, J. Changing contexts for educational evaluation: The challenge for methodology. <u>Studies in Educational Evaluation</u>, 1991, Vol. 17, pp. 215-238

C. Royse, D. et al. Pragmatic Issue. In <u>Program Evauation, 5th edition</u>. Bellmont, CA: Wadsworth., 2010. Chapter 13, pp. 317-340.

<u>Tenth Meeting</u>

Qualitative Methodologies for Program Evaluation

A. Royse, D. et al. Qualitative and mixed methods in evaluation. <u>In Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth, 2010. Chapter 4, pp. 83-107.

B. Caudle, S. Using Qualitative Approaches. In J. Wholey, <u>Handbook of practical program evaluation</u>. San Francisco: Jossey-Bass, 1994, pp. 69-95.

C. Streckler, A., McLeroy, K. Goodman, R., et al. Toward Integrating Qualitative and Quantitative Methods: An Introduction. <u>Health Education Quarterly</u>, 1992, <u>19</u> (1), pp.1-8. (In Review Notes)

Eleventh Meeting*

Student Presentations

Twelth Meeting

Outcome Evaluation

A. Posavac, E. and Carey, R. Program Evaluation: Methods and Case Studies, 5th edition. Upper Saddle River, NJ: Prentice Hall, 1997. Chapter 9, Quasi-experimental approaches to outcome evaluation, pp. 160-180.

B. Borich, G. Reconceptualizing Educational Assessment: New Dimensions of Psychometrics. In H. G. Klinzing, Neue Lernverfahren. Tuebingen, West Germany: Verlag, 1999, pp. 33-39. (In Review Notes).

C. Tombari, M. and Borich, G. Authentic Assessment in the Classroom. Upper Saddle River, NJ: Prentice Hall/Merrill, 1999. Chapters 6 &7, pp. 100-142.

Thirteenth Meeting

Instrumentation

A. Borich, G. and Tombari, M. Assessing for Learning: Performance Assessment. In G. Borich and M. Tombari, Educational Psychology: A Contemporary Approach, 2nd edition. New York: Longman, 1997, Chapter 13, pp. 424-461.
(Available at: www.edb.utexas.edu/borich/edpsyschtext.html)

B. Weiss, C. Evaluation, 2nd edition, Upper Saddle River, NJ: Prentice Hall, 1998. Chapter 6, Developing measures, pp. 114-151.

C. Royse, D., et al. Measurement tools and strategies. In Program Evaluation, 5th edition. Belmont, CA: Wadsworth, 2010. Chapter 11, pp. 271-300.

*Number of sessions devoted to student presentations may vary.