Program Evaluation: Models and Techniques

(Educational Psychology 380D)

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 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 are responsible for a term paper representing the design for an evaluation in your field interest and an informal presentation to the class representing the contents of your evaluation.

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: Fri. 12-1:30; Spring: Thur. 12-1:30, SZB 538J. 471-0546

Course Readings

Primary Readings and Doc Cam handouts are provided by instructor on Canvas.

Additional readings and supplemental material for conducting program evaluations are available as a course packet from Paradigm Copies at Austin Textbooks located at 2116 Guadalupe, across from the Harry Ransom Center Building (512-472-7986).

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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.

      B. Scriven, M. The Foundation and Future of Evaluation. In The Future of Evaluation in Society. Charlotte, NC: Information Age Publishing

      C. Patton, M. The Future of Evaluation in Society: Top Ten Trends. In The Future of Evaluation in Society. Charlotte, NC: Information Age Publishing

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.

      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.

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

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: Viewpoints on Educational and Human Service Evaluation</u>. Boston: Kluwer-Nijhoff.

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

      C. Gredler, M. Intuitionist/pluralist perspectives. In <u>Program Evaluation</u> Upper Saddle River, NJ: Prentice Hall/Merrill. (In Course Packet)

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 (In Course Packet)

    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 (In Course Packet)

    C. Problem Exercise: Instructional Objectives: All, some, none. (In Course Packet)

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 (In Course Packet)

    B. Borich, G. A needs assessment model for conducting follow-up studies of teacher education and training. <u>Journal of Teacher Education. East Lansing Michiigan: Michigan State University.</u> (In Course Packet)

    C. Royse, D, et al. Needs assessment. <u>In Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth.

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. (In Course Packet)

    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.

    C. The following are examples of program modeling (In Course Packet)

       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,

       Budgen C. Modeling a Method for Program Development. <u>Journal of Nursing</u>.

       Borich, G.. The architecture of teacher education programs. <u>European Journal of Teacher Education</u>. Zurich: Switzerland

Eighth Meeting

Quantitative Methodologies for Program Evaluation (Part I)

    A. Borich, G.. Trait-Treatment Interactions in the Classroom: Research on the Effects of Instructional Treatments on Different Types of Learners. <u>Schwerzerische Zeitschrif KaufmannischesBildungswesen</u>, Bern: Switzerland (In Course Packet)

    B. Royse, D. et al. Group research designs. In <u>Program Evaluation</u>, 5th <u>edition</u>. Belmont, CA: Wadsworth

Ninth Meeting

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.

    B. Streckler, A., McLeroy, K. Goodman, R., et al. Toward Integrating Qualitative and Quantitative Methods: An Introduction. Thousand Oaks, CA: <u>Health</u> <u>Education Quarterly</u>. (In Course Packet)

Tenth Meeting

Student Presentations.

Eleventh Meeting

Student Presentations.

Twelth Meeting

Outcome Evaluation

    A. Borich, G. Reconceptualizing Educational Assessment: New Dimensions of Psychometrics. In H. G. Klinzing, <u>Neue Lernverfahren.</u> Tuebingen, West Germany: Verlag. (In Course Packet)

    B. Tombari, M. and Borich, G. <u>Authentic Assessment in the Classroom</u>. Upper Saddle River, NJ: Prentice Hall/Merrill (In Course Packet)

Thirteenth Meeting

Instrumentation

    A. Borich, G. and Tombari, M. Assessing for Learning: Performance Assessment. In G. Borich and M. Tombari, <u>Educational Psychology</u>: <u>A Contemporary Approach, 2nd edition</u>. Chapter 23. New York: Longman (Available at: www.edb.utexas.edu/borich/edpsyschtext.html)

    C. Royse, D., et al. Measurement tools and strategies. In <u>Program Evaluation, 5th edition</u>. Belmont, CA: Wadsworth.

Fourteenth Meeting (depending on enrollment and semester)

Student Presentations

Fifteenth Meeting

Voluntary Individual student counsultation with instructor in EDB 538J