



**PSY 514**  
**Research Methods & Program Evaluation**  
**5:00 – 7:45p.m.**  
**Tuesdays GRH 3003**  
**Western Kentucky University**  
**Fall 2020**

**Instructor**

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Office Hours: Virtually by appointment: Monday 9am to 12 pm, Wednesday 9am to 12 pm, Thursday 1 to 3pm. Other times by appointment.

**Required Text**

Giancola, S. P. (2020). *Program Evaluation: Embedding Evaluation into Program Design and Development*. SAGE Publications, Incorporated.

**Recommended Text**

American Psychological Association. (2019). *Publication manual of the American Psychological Association, 7<sup>th</sup> edition*. Washington, DC: American Psychological Association.

**Required Articles.**

American Evaluation Association (AEA) (2018). American Evaluation Association: Guiding Principles for Evaluators.

<https://www.eval.org/p/cm/ld/fid=51>

Patton, M. Q. (2018). Evaluation Science. *American Journal of Evaluation*, 39, 183 – 200.

<https://doi.org/10.1177/1098214018763121>

Additional readings as assigned.

**Catalog Description of Course**

Methods and purposes of educational program evaluation. Topics include research methods and designs relevant to program evaluation for school psychologists.

**Course Objectives and NASP Standards**

1. Find and synthesize scholarly works related to applied problems (NASP 2.1, 2.9)
2. Understand basic research designs and data collection methods (NASP 2.9)
3. Understand and use different methods for analyzing and interpreting data (NASP 2.1, 2.9)
4. Understand general purpose and characteristics of program evaluations (NASP 2.9)
5. Compare and contrast research and program evaluation (NASP 2.9)
6. Identify evidence-based strategies to address educational/community needs (NASP 2.9)
7. Utilize data-based decision making in formative and summative appraisals (NASP 2.1, 2.9)

## **Course Requirements**

### **General Overview**

This course will consist of two exams, one program evaluation proposal, an evaluation proposal presentation, and other weekly assignments. The assignments are designed to promote content retention, practical application, and **self-directed** professional engagement in the area of evaluation in education and psychology. Students are responsible for completing all assignments by the due date and understanding each assignment's requirements. Periodically, you will be given directions in class that are not listed in the syllabus, it is your responsibility to record, understand, and adhere to them. The professor reserves the right to change any part of the assignment or grading scheme as needed, and it is the responsibility of the student to know what those changes are.

Unless otherwise noted, all assignments should be submitted to Blackboard. Any assignment or document submitted by other means will not be graded and considered not submitted. Before submitting any assignment, confirm the absence of grammatical or mechanical errors in your writing. Excessive errors will result in point deductions or a 0 for the assignment.

### **Commentary on Patton (2018).** (25 points, NASP 2.1, 2.9)

You are required to provide a written response to each of the following questions:

1. Why is *posttruth* a problem?
2. How are science and evaluation alike?
3. What is evaluation science?
4. How could each of the five fundamental core issues relate to services for children and families?
5. Tell me your take away message for each of the following subsections:
  - a. Scientism and the "Scientific Method" (p. 191),
  - b. Evaluation Practice That Is Not Scientific (p. 193),
  - c. Avoiding Scientific Elitism (p. 194),
  - d. Citizen Evaluation Science (p. 195),
  - e. Advocate for Science, Including Evaluation Science (p. 196).

Please keep your responses concise. We will discuss responses in class.

### **Practice Assignments** (9 x 25 points each = 225 points, NASP 2.9)

In this course, students are expected to be able to conceptualize an area or areas of need, identify relevant outcomes, complete analyses, and write concise interpretations of the outcomes. This includes multiple group assignments:

- (1) PsycINFO Search
- (2) Needs Identified
- (3) Selection of Program
- (4) Initial logic model draft
- (5) Design selection appraisal form
- (6) Selected/created measures
- (7) Measurements, Procedures, Personnel
- (8) Visualization Exercise
- (9) Reporting your results and interpretation

All assignments are due by the beginning of class on the due date (see course schedule).

### **Evaluation Write-up** (250 points, NASP 2.1, 2.9)

Student will be assigned to program evaluation teams (PET) by the instructor. The purpose of the PET is to give students the experience of working with evaluation teams because program evaluations are rarely successfully completed individually. Team size will vary depending on enrollment. The structure and roles within the team will be reviewed in class.

Teams will be responsible for selecting an area where education and psychology intersect and developing a program evaluation related to the area. Each PET will complete a series of tasks related to developing their evaluation. This includes opportunities to select the type of program that the PET evaluates, completing analyses on a program, and learning to report outcomes with recommendations. In addition, a guide will be provide regarding the structure of the

program evaluation write-up. Scoring of the proposal will follow the Evaluation Proposal Requirements outline provided in class.

Final evaluation proposals are due by **12/12/2020@ 8:00 a.m.**

**Evaluation Group Presentation** 200 pts. total. NASP 2.1, 2.9

Each PET will present their program evaluation proposal to the class. The presentation will be recorded ahead of the due date and should have an associate link for the instructor and peers to view it. A power point presentation is required. The presenter will facilitate a discussion of the different interpretations, field questions, and review their interpretation of the case.

You will submit a copy of your case presentation power point via Blackboard by 11:00p.m. the night before it is due. If it is late, the final grade will be lowered by multiplying the final score by 89%.

Evaluation presentations should include a review of the program proposal and will be rated on:

- 1) Accurate spelling, punctuation, and grammar (10 points)

Introduction

- 2) Need for the program is justified (15 points)
- 3) Need for the program evaluation is established (15 points)

Approach

- 4) Objectives/evaluation questions communicated (20 points)
- 5) The logic model presented (20 points)
- 6) The logic model connected to the objectives/evaluation questions (20 points)

Data Collection

- 7) Participants/Stakeholders identified (15 points)
- 8) Measures/data sources identified (20 points)
- 9) Analysis plan articulated (20 points)

Other

- 10) Dissemination plan (15 points)
- 11) Timeline (15 points)
- 12) Each evaluation ethical standard addressed (15 points)

**Participation** (120 points)

Lectures will be posted before class. For this course, you will be asked to “View Lecture #,” which mean that you will view the lecture for the upcoming class period the day before. You are expected to independently view them and follow along with the activities. When we meet in class, you will be asked to discuss the activity areas related to each lecture. You will be work in small groups and report your group’s responses, as well as give your independent responses at times. Being observed as active during the class activities will account for 120 (12 in-class days x 10pts) participation points. *The instructor will administer quizzes as needed.*

<b>Grades</b>	
Assignment	Points
Evaluation Proposal Write-up	250
Evaluation Proposal Presentation	200
Practice Assignments (25 pts x 9)	250
Commentary on Patton	25
Participation	120
<b>Total</b>	<b>845</b>

- A = 90 – 100%  
 B = 80 – 89.9%  
 C = 70 – 79.9 %  
 D = 60 – 69.9 %  
 F = 59.9% and below

If you believe that your grade on a particular assignment should be different, you must submit a request to review the assignment to the instructor in writing within 24 hours of receiving the grade for the assignment. Your request for review must contain the following elements to be considered:

- 1) Your name and ID number
- 2) The title of the assignment
- 3) Your rationale for the review of the graded assignment

Your justification will be reviewed and a decision will be made as to whether or not your assignment will be reviewed. If your assignment is reviewed, *it will be reviewed in its entirety, which might result in an increase, decrease, or no change in the grade given.*

Also, remember that this is a skills mastery course, rather than a strictly didactic course. To this end, all products related to actual consultation will be reviewed and revised until mastery is evident.

### **Student Accommodations**

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270-745-5004 [270.745.5121 V/TDD] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

### **Additional Information**

#### **Academic Dishonesty**

Students are expected to complete their own work. As stated in the university catalog, "students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal." In other words, do your own work and do not cheat. This includes faking or modifying test administration responses to better match the manual's scoring criteria. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

#### **Late Assignments**

Late assignments are unacceptable. Plan accordingly and get assignments done ahead of time. The instructor has the right to reduce point value or refuse any late work, including, but not exclusive of exams, presentations, independent or group assignments, reflective elements, etc.

#### **Correspondence**

Students are welcome to come by during office hours or schedule an appointment. Other acceptable forms of communication are calling the instructor's office phone or sending an e-mail. The instructor will communicate with students by Blackboard announcements, student WKU e-mail, or notes in the student's department mailbox.

You are encouraged to check your WKU email account and graduate department mailbox daily during the workweek.

If you choose to correspond with the instructor via email:

- 1) Provide the course prefix and number in the subject line,
- 2) Provide your name within the text of the email, as well as at the end of the email, and
- 3) Type your concern as concisely as possible using a conventional letter format, and refrain from using all CAPS, emoji's, brightly colored fonts, etc.
- 4) Depending on the nature and type of response requested, it might take up to 48 hours to respond.

If you choose to call and leave a voicemail for the instructor:

- 1) Provide your name,
- 2) State what the call is regarding, and
- 3) Leave your phone number and email address.

### **TITLE IX STATEMENT**

"Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Discrimination, Harassment and Sexual Misconduct Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>. Under this policy, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex-gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.”

### **Expectations of Students**

- 1) **Arrive.** Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time. If you arrive after the start time of the class, you are likely to miss key information.
- 2) **Prepare.** Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.
- 3) **Discontinue.** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in silent mode or off; and if you must, take any calls in the hall.
- 4) **Submit assignments on or before the dates listed.** When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.
- 5) **Produce scholarly work** (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means think before you speak and proofread carefully before you turn in your written work.
- 6) **Collaborate with your colleagues.** Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding, as well as learn others’ points of view.
- 7) **Attendance and Participation.** Students are required to attend all classes for the entire scheduled time, to participate actively, and to contribute both experiential and research-based information to class discussion. After two absences, each additional absence will result in the lowering of your final grade by one letter grade. Two times tardy (tardy is defined as arriving late or leaving early) comprise one absence. An attendance sheet shall be signed at the beginning of each class period. If you miss a class, you need to ask a classmate for notes and other details, not the professor. **NO OFF TASK TEXTING OR NET SURFING!**

### **Course Policies**

**Class begins when Dr. Gross takes roll.** If you arrive after your name is called, you are tardy. Class ends when Dr. Gross informs you class has ended. Leaving before class has ended is only partial attendance. Arriving late and/or leaving early will reduce your attendance grade and inherently limits your opportunities to learn the course material. Program evaluation requires a great breadth and depth of knowledge, as well as a considerable amount of *individual and team problem-solving*. Learning program evaluation takes a high degree of *attention to detail, preparation, and repeated practice* during individual and PET in-class and out-of-class portions of the course.

In order to be best prepared for this course, you will need to *read all assigned readings, complete the course work as scheduled, and attend all class periods*. If you are having trouble with the course content, stop in during office hours or make an appointment with Dr. Gross as soon as possible. This course requires you to build upon previous knowledge and skills. If you fail to address difficulties early, then you will struggle to keep pace with or catch-up to your peers. Your likelihood of success increases with *focused effort, attentiveness, and planning ahead* to complete assigned work and prepare for exams.

**Internet Access.** The university has numerous computer labs on campus that are available to students. Students in this course must make arrangements to access the internet regularly throughout the week. To complete homework assignments, to access course-related information, and to receive emails from Dr. Gross, which may include important announcements and changes in assignments, students will need to access the course website through Blackboard. *Students are responsible for making sure they receive Dr. Gross' emails and Blackboard updates, and follow through with any assignments or other information that is provided via email.*

**Academic Integrity.** In order for you to reach your full potential, it is critical that you do your own original work and not copy the ideas of others. Since cheating does not result in learning, Dr. Gross will assign an “F” or zero for the assignment or for the entire course. This practice is consistent with University policy. *If in doubt about whether an action is cheating*

*or acceptable behavior, please ask Dr. Gross for clarification before proceeding.* Any material taken from another work must be documented, and in no case should one represent another's work as one's own, this includes information received from others during examinations or submitting another's assignments, papers, etc. as one's own. *Any amount of information copied word for word from the internet or any other source (without proper use of quotations and referencing) is plagiarism.* Students involved in authorized collaborative work, to avoid questions of plagiarism, should exercise extreme caution.

**Exclusion of Students from Class.** Instructors may temporarily remove or exclude any student engaged in disruptive conduct from the classroom. Students ejected from the classroom will remain responsible for all class assignments. *Students who are excluded from class will be counted as absent for that day.* For purposes of this class, disruptive conduct includes, but is not limited to:

- 1) Behavior that **obstructs the learning environment** (e.g., offensive language, harassment of students and professor, repeated outburst from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.).
- 2) Continued use of **any electronic or other device**, which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.).
- 3) **Use of a cell phone to talk or text during class.** I understand that sometimes there are emergencies or urgent matters to which you need to attend. In such cases: (a) excuse yourself from class, (b) talk or text outside of the classroom, (c) only reenter after you are finished. If you need to excuse yourself for a second time: (a) gather your belongings, (b) excuse yourself, and (c) you will have to wait until the next class day to return to class.

### Tentative Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>	<b>Viewing</b>
1: 8/25	Introduction & Orientation to Methods and Evaluation			
	Evaluation Current Issues Lecture 1 In-class	Ch. 1 & 2 Patton 2018	<b>Program interest area Survey</b>	
2: 9/1				
	Ethics PET groups assigned	Ch. 3 AEA 2018	<b>Commentary on Patton 2018</b>	Lecture 2 – Ethics and Lit Searches
3: 9/8				
	Approaches	Ch. 4	<b>PsycINFO Search</b>	Lecture 3 – Designs and Approaches
4: 9/15	Designing a Program			
	Need to Goals	Ch. 5		Lecture 4 – Needs and Goals
5: 9/22				
	Goals to Change Theory		<b>Needs Identified</b>	Lecture 4 – Change Theory
6: 9/29				
	Identifying Parts and Procedures	Ch. 6	<b>Selection of Program</b>	Lecture 5 – Finding EBPs
7: 10/6				
	ID Questions and Targets	Ch. 7	<b>Initial logic model draft</b>	Lecture 6 – Relationship of Questions and Targets
8: 10/13				
	Selecting Design and Measures	Ch. 8	<b>Design selection appraisal form</b>	Lecture 7 – Matching Targets to Measures
9: 10/20				
	Data Collection and Organization, IRB	Ch. 9	<b>Selected/created measure</b>	Lecture 8 – Creating a Database
10: 10/27	Implementing a Program			
	Data Analysis and Presentation	Ch. 10	<b>Measurements, Procedures, Personnel</b>	Lecture 9 – Running and Graphing Data
11: 11/3	<b>ELECTION DAY – NO CLASS MEETING</b>			
	<i>Data Interpretation Group meetings via Zoom</i>	Ch. 11	<b>Visualization Exercise</b>	Lecture 10 – Communicating Data
12: 11/10				
	Developing/ Disseminating Recommendations	Ch. 12	<b>Reporting your results and interpretation</b>	Lecture 11 – Recommendations and Summaries
13: 11/17	Report Writing: Professional Paper			
	APA Style Essentials	APA 7 <sup>th</sup> ed.		Lecture 12 – Basic of an APA Professional Paper
14: 11/24	<b>THANKSGIVING WEEK – NO CLASS</b>			
	<b>No Class</b>			
15: 12/1	Report Writing			
	<i>Group meetings via Zoom</i>		<b>Group Presentations</b>	
16: 12/8	<b>Final Program Evaluation Proposals – 7:45p.m.</b>			

\*Keep in mind that this is a tentative schedule and subject to change by the instructor.\*

\*\*Be familiar with your practicum or experiential sites' practice of maintaining reports and protocols.\*\*