

CEP 826/TE 826¹

Inter-Departmental Course in Counseling, Educational Psychology, Special Education and
Teacher Education

EVALUATION OF EDUCATIONAL PROGRAMS AND POLICIES

Spring 2008

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Class meetings: Thursdays 4:00-6:50 p.m. Room C304 Wells Hall

Office hours: By appointment.

COURSE OVERVIEW

One of the major levers of educational reform is systematic assessment of educational policies and programs. Policy actors need to understand the pitfalls of current policies and programs in order to improve education. As new waves of educational reform bring about the development of innovative ways to address the many shortcomings of schooling there is increased interest in understanding whether and how the social investment in these innovations is producing the desired results. The need to understand the effectiveness of policies and programs old and new, in a context of shrinking resources is bound to increase over the next decade. The demand for qualified professionals that understand the core of educational issues while having expertise in methodologies and innovative forms of assessment to account for these policies' degree of success is bound to grow as well. This course is specifically developed to help professionals in education acquire the skills and abilities that are required to create sound assessments of educational programs and policies to inform policy actors.

Examples of questions that may be addressed by these professional evaluators are: Do new teaching approaches help children learn in different more profound ways? How do different classroom environments support children's learning? Do new ways of educating teachers make a difference in teachers' practice and in children's learning? Is the movement towards developing national standards in the teaching of different subject matters likely to make any difference in pupils' learning? How would proposals such as the call for developing standards of national certification for teachers change the type and quality of individuals who go into the profession? How do programs such as Chapter I impact children's learning and what factors account for success or failure? Is process-based versus content-based teaching more appropriate for developing children's critical thinking skills? What conditions seem to support the learning and

¹ This course can also be taken as a 995 Practicum option for Teacher Education, and is open to Masters and Doctoral students in Teacher Education and CEP. Fulfills 3 credits towards the requirements for Masters and Doctoral degrees in CEP or TE.

school success of disadvantaged students? How do policies such as inclusion affect the classroom environment and what are the challenges for teachers? How do segregated versus desegregated schools work and where do children achieve more success?

In this course we will study and discuss methods to assess the effectiveness of public policies and the programs originated by these policies. The course seeks to introduce students to the theory, practice, and mode of inquiry of program and policy evaluation. Students are expected to develop a good understanding of social research methods--both quantitative and qualitative--and apply these understandings to analysis of actual cases. Students are expected to develop as well a critical understanding of the role of policy and evaluations in program implementation and the link between program evaluation and decision making. In this course we will limit our discussion to the evaluation of programs rather than the evaluation of teachers, students or other individuals. This course assumes a basic knowledge of statistics and social research methods.

COURSE THEMES

I. Evaluation as Inquiry

Evaluation research is both social research and policy research. It draws from social sciences methods to develop research directed at gathering information that will be used by policy makers to make informed decisions regarding the continuation, termination or re-direction of a given program or policy.

Within this theme we will introduce the concept and principles of program evaluation, we will define program evaluation as a research activity including the role of theory in social program evaluation, and discuss the most common approaches to evaluation research:

- A. Introduction to program evaluation. How is program evaluation defined? What are the purposes of program evaluation? How does evaluation differ from other forms of research? What are the major types of program evaluation? What questions are addressed through each type? What research methods are used in program evaluation?
- B. Evaluation as a research activity. What is the history of program evaluation; how has it evolved? What is the history of evaluation in education? What is the role of theory in social program evaluation? What are the most common approaches to evaluation? What is the interaction between organizational dynamics and program evaluation?
- C. Developing measures and collecting data. How can qualitative and quantitative research methods be used to assess program process and outcomes? What kinds of data must be collected to assess program process and outcomes? How are process / outcome data analyzed?

II. Evaluation Design

A form of program evaluation is research that produces information about program *processes* while the program is on going. This timely kind of inquiry increases the possibility for program implementers to improve the program according to well grounded empirical information regarding how well and why a given program works.

Within this theme we will introduce the concept of formative evaluation, and the type of research methods appropriate for this kind of evaluation. We will also study and discuss methods used to

measure program implementation, and the roles played by program evaluators vis-a-vis program implementers:

- A. Process evaluation or program monitoring: Definitions. What questions can process evaluation answer? Who should conduct process evaluations? How should practitioners be involved? What research methods are appropriate for process evaluation? What is formative evaluation?
- B. Process evaluation or program monitoring: Methods to measure and assess program implementation. What methods are used to measure the implementation and delivery of program services? What criteria are used to determine adequate levels of service delivery? What are the roles of program staff and clients in evaluating program implementation?

Another variant of program evaluation is research about how well and how a program is fulfilling the goals for which it was created, that is, what are its outcomes. Outcome evaluation more than looking at program's processes looks at how the program is accomplishing desired goals and the impact the program seems to have on the problem that is what created to solve.

Within this theme we will introduce the concept, logic, and methodology in outcome evaluation research. In this section of the course we will study how to understand program goals, and how to design a sound evaluation to measure program impact. We will also look at different ways to analyze empirical data (both qualitative and quantitative data), and discuss alternative formats to reporting evaluation results:

- C. Assessing Program Impact. How are goals for program impact specified? When? By whom? What are the courses of action when goals are not clearly defined? How can program effects be evaluated? How are impact models used in assessing program effects? How are a program's unintended effects dealt with? What is summative evaluation?
- D. Assessing Program Impact: Research designs. What experimental, quasi-experimental, and non-experimental research designs are appropriate for measuring program impact? When are control groups necessary?
- E. Combining results from multiple sites and multiple evaluations. How can evaluation results from more than one site be compared or combined for policy analysis? How can the results of more than one evaluation (of several sites) be combined for policy analysis? How can evaluators use other evaluations in their own work?

III. Cost-effectiveness analysis.

What policy questions are asked about program costs? What are the different ways in which program costs can be evaluated? What research methods are appropriate for cost analysis?

IV. Reporting evaluation results.

What are the ways in which evaluation results can be reported? How are evaluations used? How can evaluations be made more useful? Incorporating program participants, decision-makers, sponsors in the evaluation study.

- V. Evaluation and Policy Analysis. The social, political, and organizational contexts of program evaluation..

Evaluation research produces information that is used to evaluate or analyze the impact (projected or real) of a given policy or policies. Policy analysis often requires combining the results of multiple program evaluations to provide policy makers with a comprehensive account of the success or failure of a given policy (e.g., bilingual education). In addition policy analysis only makes sense if in addition to having sound information on program level of success we also have information about the cost associated with this level of success. No social program is disassociated from its costs. Decisions about continuation, termination or re-direction of a policy are greatly dependent on the amount of resources needed to support given initiatives/innovations.

Within this theme we will discuss how evaluations are affected by their organizational, political, and social contexts. We will also talk about the politics of evaluation. What are the social, political, and organizational contexts of program evaluation? How are evaluations affected by their contexts? Why are evaluations conducted? What effects are they intended to have on persons, policies, and programs?

COURSE EXPECTATIONS AND EVALUATION

READINGS

Required books:

- Levin, H.M. and McEwan, P.J. (2001). *Cost-effectiveness Analysis*. (2nd Edition). CA: Sage Publications.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods*. CA: SAGE.
- Rossi, P.H. & Freeman, H.E. (2004) *Evaluation: A systematic approach*, CA: SAGE.
- Weiss, C. (1998). *Evaluation*. NJ: Prentice-Hall.

Additional resources you can obtain (if you want to explore more in depth particular areas touched upon in the course) through amazon.com

Howell, D.C. (1997). *Statistical Methods for Psychology* (4th ed.). Belmont, CA: Wadsworth.

Senge, P. (2000). *Schools that Learn*. New York: Doubleday.

Weick, K. E. (1995). *Sensemaking in organizations*. CA: SAGE.

Yin, R. K. (1994). *Case study research : Design and methods*. Thousand Oaks : Sage.

Fraenkel, J.R. and Wallen, N.E. (1995). *How to design and evaluate research in education*.

Hinkle, D. and Wiersma, W. (1998). *Applied statistics for the behavioral sciences*.

Ladd, Helen F. (1996). *Holding Schools Accountable: Performance-Based Reform in Education*
The Brookings Institution

Required articles (in course pack):

Greenwald, R., L. V. Hedges, & R. D. Laine. (1996). Interpreting research on school resources and student achievement: A rejoinder to Hanushek. *Review of Educational Research* 66:411-416.

Greenwald, R., L. V. Hedges, & R. D. Laine. (1996). The effect of school resources on student achievement. *Review of Educational Research* 66:361-396.

Hall, G. E., & Loucks, S. F. (1977). A developmental model for determining whether the treatment is actually implemented. *AERJ* 14:263-276.

- Ladd, Helen F. (1996). *Holding Schools Accountable: Performance-Based Reform in Education* The Brookings Institution (chapters 8 and 9).
- Hanushek, E.A. (1996). A more complete picture of school resource policies. *Review of Educational Research* 66:397-409.
- Rezmovic, E.L. (1984). Assessing treatment implementation amid the slings and arrows of reality. *Evaluation Review* 8:187-204.
- Scheirer, M.A., & Rezmovic, E. L. (1983). Measuring the degree of program implementation: A methodological review. *Evaluation Review* 7:599-633.
- Seltzer, Michael-H. (1994). Studying Variation in Program Success: A Multilevel Modeling Approach. *Evaluation-Review*; 18 (3) p342-61.
- Tsang, M. (1994). Cost analysis in education in *International Encyclopedia of Education*, 2nd. Edition (pp. 1121-1127). Pergamon Press.
- Weiss, C.H. (1997). How can theory-based evaluation make greater headway? *Evaluation Review*, 21(4), (pp. 501-524).
- Weiss, C.H. (1991). Policy research: data, ideas or arguments? in Wagner, P., C.H. Weiss, B. Wittrock, & H. Wollman (Eds.) *Social Sciences and Modern States*. Cambridge: Cambridge University Press (pp. 307-332).

Readings availability:

The required books and reading package are available at Student Book Store, 421 E. Grand River Ave. East Lansing, MI 48823; Phone: 517-351-4210.

Requirements

Students are expected to read the materials for the course, to participate in class discussions, and to complete a short paper, and a mid-term, and final papers in a timely manner.

Class Procedures

The class will have a seminar/workshop format. Under this format students expected to thoroughly read the material assigned for the particular session and share their understanding of these materials with the group. Discussion based in well-informed arguments will be encouraged throughout the course.

Course Evaluation

- (1) Class participation will count for 10 percent of the final grade. The quality and regularity of students' contribution to class discussion will determine this part of the grade. Poor attendance will have a negative effect on this portion of the grade.
- (2) A short paper due after the first two or three weeks of class will count for 20 percent of the grade.
- (3) A mid-term will count for 30 percent of the final grade.
- (4) A final paper will count for 40 percent of the final grade. The final paper will be an evaluation proposal. At your request I can provide an RFP (Request for Proposals) but you have the option (and are encouraged) to develop a proposal relevant to your current interest and expertise.

Course Schedule

I. Evaluation as Inquiry

January 10

A. Introduction to program evaluation

- How is program evaluation defined?
- What are the purposes of program evaluation?
- How does evaluation differ from other forms of research?

Readings:

Weiss: Preface and Chapter 1.

Patton: chapters 1-3

January 17

- What is the history of program evaluation; how has it evolved?
- What is the history of evaluation in education?
- What are the major types of program evaluation?
- What questions are addressed through each type?
- Tailoring evaluations
- The role of theory in social program evaluation

Readings:

Weiss: Chapter 2 & 3.

Rossi & Freeman: Chapters 1 & 2.

Weiss, C.H. (1997). How can theory-based evaluation make greater headway? Evaluation Review, 21(4), (pp. 501-524).

January 24

B. Evaluation as a research activity

- What are the most common approaches to evaluation?
- How to design a program evaluation?
- Identifying issues and formulating questions
- What is the role of organizations in program evaluation?
- What is the role of the evaluator in program evaluation?

Readings:

Rossi & Freeman: Chapter 3, 4 and 5.

Weiss, chapter 4 & 5.

January 31 Short paper due today. Presentation and discussion of paper in class.

February 7

C. Developing measures and collecting data

- How can qualitative and quantitative research methods be used to assess program process and outcomes?
- What counts as indicators of program processes/outcomes?
- What kinds of data must be collected to assess program process and outcomes?
- How are process / outcome data analyzed?

Readings:

Weiss, chapter 6 & 7, 11.

Patton, chapter 4.

Thinking about developing your evaluation proposal: Turn in tentative proposal by 2/14.

II. Evaluation Design: Assessing and monitoring programs processes, outcomes and impact

February 14

A. Process evaluation or program monitoring: Definitions

- What questions can process evaluation answer?
- Who should conduct process evaluations?
- How should practitioners be involved?
- What research methods are appropriate for process evaluation?
- What is formative evaluation?
- What is the meaning of a learning organization?

Readings:

Weiss, chapter 8.

Patton: chapter 6 & 7.

Hall, G. E., & Loucks, S. F. (1977). A developmental model for determining whether the treatment is actually implemented. *AERJ* 14:263-276. (in course pack).

Thinking about developing your evaluation proposal: Peer review of proposals and feedback. Bring snacks for a Valentine's Party!!

February 21

B. Process evaluation or program monitoring: Methods to measure and assess program implementation

- What methods are used to measure the implementation and delivery of program services?
- What designs are used to determine adequate levels of service delivery?
- What are the roles of program staff and clients in evaluating program implementation?

Readings:

Rossi & Freeman: chapters 6 & 7.

Readings: (In course pack):

Rezmovic, E.L. (1984). Assessing treatment implementation amid the slings and arrows of reality. *Evaluation Review* 8:187-204.

Scheirer, M.A., & Rezmovic, E. L. (1983). Measuring the degree of program implementation: A methodological review. *Evaluation Review* 7:599-633.

February 28

Mid-term due:

- **First part of the evaluation proposal.**
- **Peer presentations and discussion in class.**

March 6--No classes: MSU Spring Break

March 12 (Wednesday 5-7:50 p.m. 313 Ernst Bessey Hall)

Instructor: Amita Chudgar

Early class on cost-benefit analysis

Readings:

Levin, H. and P. McEwan. "Cost Effectiveness as an evaluation Tool." Forthcoming in the International Handbook of Educational Evaluation (THIS WILL BE AVAILABE IN THE COURSE PACK)

Cost-Effectiveness and Educational Policy Henry M. Levin Educational Evaluation and Policy Analysis, Vol. 10, No. 1 (Spring, 1988), pp. 51-69

Benefit-Cost Analysis of the Perry Preschool Program and Its Policy Implications W. Steven Barnett Educational Evaluation and Policy Analysis, Vol. 7, No. 4 (Winter, 1985), pp. 333-342

Barnett, W. S., & Masse, L. N. (2007). Early Childhood Program Design and Economic Returns: Comparative Benefit-Cost Analysis of the Abecedarian Program and Policy Implications, *Economics of Education Review*, 26, 113-125.

Belfield, C., Nores, M., Barnett, W.S., & Schweinhart, L. (2005) Updating the benefit-cost analysis of the High/Scope Perry Preschool Program through age 40. *Educational Evaluation and Policy Analysis*, 27(3), 245-262.

March 13

C. Assessing Program Impact

- How are goals for program impact specified? When? By whom?
- What are the courses of action when goals are not clearly defined?
- How can program effects be evaluated?
- How are impact models used in assessing program effects?
- How are a program's unintended effects dealt with?
- What is summative evaluation?

D. Assessing Program Impact: Research designs

- What experimental, quasi-experimental, and non-experimental research designs are appropriate for measuring program impact?

- When are control groups necessary?
- Case study designs.

Readings:

Weiss: Chapter 9.

Patton: chapter 5.

Rossi & Freeman: chapters 8, 9 & 10.

Material provided by the instructor.

Readings:

Ladd, Helen F. (1996). *Holding Schools Accountable: Performance-Based Reform in Education*
The Brookings Institution.

March 20- Library Day(CIES)

Thinking about developing your evaluation proposal: Turn in tentative proposal by 3/27.

March 27 (AERA)

E. Combining results from multiple sites and multiple evaluations

- How can evaluation results from more than one site be compared or combined for policy analysis?
- How can the results of more than one evaluation be combined for policy analysis?
- How can evaluators use other evaluations in their own work?

Readings:

Weiss, chapter 10.

Seltzer,-Michael-H. (1994). Studying Variation in Program Success: A Multilevel Modeling Approach. *Evaluation-Review*; v18 n3 p342-61.

Greenwald, R., L. V. Hedges, & R. D. Laine. (1996). The effect of school resources on student achievement. *Review of Educational Research* 66:361-396.

Greenwald, R., L. V. Hedges, & R. D. Laine. (1996). Interpreting research on school resources and student achievement: A rejoinder to Hanushek. *Review of Educational Research* 66:411-416.

Hanushek, E.A. (1996). A more complete picture of school resource policies. *Review of Educational Research* 66:397-409.

Peer review of your progress in the development of your own evaluation proposal.

April 3

III. Cost-effectiveness analysis.

- What policy questions are asked about program costs?
- What are the different ways in which program costs can be evaluated?
- What research methods are appropriate for cost analysis? ***Doing your own.***

Readings:

Ladd, H. F. (1996). Holding Schools Accountable: Performance-Based Reform in Education The Brookings Institution 1996 - Chapter 8 "How and Why Money Matters: An Analysis of Alabama Schools" and Chapter 9 "Economics of School Reform: Three Promising Models."

Tsang, M. (1994). Cost analysis in education *in International Encyclopedia of Education*, 2nd. Edition (pp. 1121-1127). Pergamon Press.

Levin, H.M. and McEwan, P.J. (2001). *Cost-effectiveness Analysis*. (2nd Edition). CA: Sage Publications.

Rossi & Freeman: chapter 11.

April 10 – Scoring training in Switzerland

April 17

IV. Reporting evaluation results

- What are the ways in which evaluation results can be reported?
- How are evaluations used?
- How can evaluations be made more useful? Incorporating program participants, decision-makers, sponsors in the evaluation study.

Readings:

Weiss: Chapter 12 & 13.

Patton: Chapter 8.

V. Evaluation and Policy Analysis. The social, political, and organizational contexts of program evaluation.

- What are the social, political, and organizational contexts of program evaluation?
- How are evaluations affected by their contexts?
- Why are evaluations conducted?
- What effects are they intended to have on persons, policies, and programs?

Readings:

Weiss, C.H. (1991). Policy research: data, ideas or arguments? in Wagner, P., C.H. Weiss, B. Wittrock, & H. Wollman (Eds.) *Social Sciences and Modern States*. Cambridge: Cambridge University Press (pp. 307-332).

Weiss: chapter 14.

Patton: chapter 9.

Rossi & Freeman: chapter 12.

April 24:

VI. Conclusions

Last Draft Final Paper Due - Class Presentations and feedback.

Tuesday April 29

Class meets at 5:45 up to 7:45 same room.

Bring Snacks for an end of the year party!

Final paper due before on by Friday May 2 5 pm in my office door.

I have just finished planning the syllabus for my class in Economics of Education EAD 942 in Spring 2008. We will be meeting Wednesdays 5-7:50pm.

For cost-benefit analysis, I plan to teach a session on the Wednesday before CIES on 3/12. That day, I will also distribute a homework example (will need excel skill). This example will be due back next Wednesday 3/19 on Angle so I can review it from CIES in NYC. I am not yet sure what exactly the exercise will look like, but it should involve some simple calculations on an example that I am yet to create. Here are the readings I have selected for those two Wednesdays. I will cover 3-4 readings on 3/12 and one or two that remain they will read in preparation for 3/19 exercise:



| Section | Credits | Hours Arranged | Days | Times | Room | Building / Location | Instructor | Enrolled | Limit | Room Size |
|------------|---------|----------------|------|-------------------|------|-----------------------------------|------------|----------|-------|-----------|
| <u>001</u> | 3 | | W | 5:00 PM - 7:50 PM | 313 | Ernst Bessey Hall | a. chudgar | 14 | 30 | 54 |

Wednesday 3/12 Cost-benefit analysis 5:00 PM - 7:50 PM 313 Ernst Bessey Hall - Amita Chudgar Class 9, 3/12 and Class 10, 3/19 (I am away for class 10)

1. Levin, H. and P. McEwan. "Cost Effectiveness as an evaluation Tool." Forthcoming in the *International Handbook of Educational Evaluation* (THIS WILL BE AVAILABE IN THE COURSE PACK)
2. Cost-Effectiveness and Educational Policy Henry M. Levin *Educational Evaluation and Policy Analysis*, Vol. 10, No. 1 (Spring, 1988), pp. 51-69
3. Benefit-Cost Analysis of the Perry Preschool Program and Its Policy Implications W. Steven Barnett *Educational Evaluation and Policy Analysis*, Vol. 7, No. 4 (Winter, 1985), pp. 333-342
4. Barnett, W. S., & Masse, L. N. (2007). Early Childhood Program Design and Economic Returns: Comparative Benefit-Cost Analysis of the Abecedarian Program and Policy Implications, *Economics of Education Review*, 26, 113-125.
5. Belfield, C., Nores, M., Barnett, W.S., & Schweinhart, L. (2005) Updating the benefit-cost analysis of the High/Scope Perry Preschool Program through age 40. *Educational Evaluation and Policy Analysis*, 27(3), 245-262.

I am happy for your students to attend my class on 3/12 (I currently have 17 students enrolled in EAD 942 and the class can fit 54) and I am also glad to share the hands on example I develop with your class. I can provide you or Yukiko Maeda with the answer keys as well.