

ADVANCED PRACTICUM IN EVALUATION SCIENCE

**Claremont Graduate University
Certificate of Advanced Study in Evaluation
PSYCH 306H
Spring 2009**

Professors:

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Course

This advanced 2 unit course is designed for students who are currently involved in an evaluation project, as part of their professional work. The purpose of the course is to:

- Apply evaluation theory and research literature to specific evaluation questions, methods, or issues;
- Emphasize learning from participants' experiences across projects;
- Provide additional support to students (from faculty and other students) who are using project data for position papers, evaluation proposals, the implementation of an evaluation, or evaluation training.

Topics

During the initial practicum meeting, students will discuss their current evaluation projects, discuss the common themes (content or methods), and identify special topics of interest and presentation dates for subsequent seminars (see

requirements below). Seminars may also focus on instrument development and analysis, or the development of training modules.

Requirements

Course requirements are linked to students' project work. Reports or papers completed as part of a project may satisfy course requirements. Additionally, students may be assigned an analysis paper or report that integrates seminar topics with their project work. Other course requirements are:

- Completion of the assigned readings for each seminar meeting. Readings selected for each seminar address current issues in evaluation practice. Students are expected to engage in in-depth discussions of the readings. A quiz related to the readings will be distributed and students are expected to turn in their responses to the quiz two days prior to the seminar session.
- Participation in practicum/research group discussions, updates on current status of project work, and oral or written presentation of emerging evaluation issues that relate to evaluation theory, methodology, or management.
- Each student is required to present an aspect of his/her project work related to the seminar themes. The presentation is followed by a group discussion on the issues presented.
- Students are expected to orally defend their practicum project at the completion of the course.

Course Schedule and Readings

Session 1

Introductions and Course overview

Reading:

The Bunche-Da Vinci Case

Alkin, M. C. & Christie, C. A. (2005). Editors' notes. *New Directions for Evaluation*, 106, 1-5.

Eisenberg, N., Winters, L. & Alkin, M. C. (2005). The case: Bunche-Da Vinci learning partnership of academy. *New Directions for Evaluation*, 106, 5-14.

Christie, C. A. & Azzam, T. (2005). What theorists say they do: A brief description of theorists' approaches. *New Directions for Evaluation*, 106, 15-26.

Greene, J. C. (2005). A value engaged approach for evaluating the Bunche-Da Vinci learning academy. *New Directions for Evaluation*, 106, 27-46.

Henry, G. T. (2005). In pursuit of social betterment: A proposal to evaluate the Da Vinci learning model. *New Directions for Evaluation*, 106, 47-64.

Donaldson, S. I. (2005). Using program theory-driven evaluation science to crack the Da Vinci code. *New Directions for Evaluation*, 106, 65-84.

King, J. A. (2005). A proposal to build evaluation capacity at the Bunche-Da Vinci learning partnership academy. *New Directions for Evaluation*, 106, 85-98.

Alkin, M. C., Christie, C. A., Greene, J. C., Henry, G. T., Donaldson, S. I., & King, J. A. (2005). The reality of unreal situations: Caveats and insights. *New Directions for Evaluation*, 106, 99-110.

Alkin, M. C. & Christie, C. A. (2005). Unraveling theorists' evaluation reality. *New Directions for Evaluation*, 106, 111-128.

Session 2

Evaluation in Action: Interviews with Bunche-Da Vinci Case Evaluators' Praticce

Fitzpatrick, J., Christie, C. & Mark, M. (2008). Evaluation of the Natural Resources Leadership Program, 1995 through 1998: An interview with Jennifer C. Greene. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 45-68). Thousand Oaks, CA: Sage.

Fitzpatrick, J., Christie, C. & Mark, M. (2008). Evaluation of the special education program at the Anoka-Hennepin School District: An interview with Jean King. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 183-210). Thousand Oaks, CA: Sage.

Fitzpatrick, J., Christie, C. & Mark, M. (2008). The Council for School Performance: Performance reports for Georgia schools: An interview with Gary Henry. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 157-177). Thousand Oaks, CA: Sage.

Fitzpatrick, J., Christie, C. & Mark, M. (2008). Evaluation of the Work and Health Initiative with a focus on Winning New Jobs: An interview with Stewart I. Donaldson. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 211-277). Thousand Oaks, CA: Sage.

Session 3

Evaluation in Action: Culture and Other Practical and Theoretical Issues

Fitzpatrick, J., Christie, C. & Mark, M. (2008). The evaluation of the Stanford Teacher Education Program (STEP): An interview with David Fetterman. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 97-128) . Thousand Oaks, CA: Sage.

Fitzpatrick, J., Christie, C. & Mark, M. (2008). Evaluation of the Fun with Books Program: An interview with Katrina Bledsoe. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 299-323). Thousand Oaks, CA: Sage.

Fitzpatrick, J., Christie, C. & Mark, M. (2008). Evaluation of Godfrey's Children Center in Tanzania: An interview with Allan Wallis and Victor Dukay. *Evaluation in Action: Interviews with Expert Evaluators* (pp. 325-351). Thousand Oaks, CA: Sage.

Fitzpatrick, J. (2008). Exemplars' choices: What do these cases tell us about practice? In J. Fitzpatrick, J., M. Mark & C. Christie (eds.) *Evaluation in Action: Interviews with Expert Evaluators* (pp. 355-392). Thousand Oaks, CA: Sage.

Christie, C (2008). Analyzing the practice of evaluation: What do these cases tell us about theory? In J. Fitzpatrick, J., M. Mark & C. Christie (eds.) *Evaluation in Action: Interviews with Expert Evaluators* (pp. 393-436). Thousand Oaks, CA: Sage.

Session 4

Evaluation in Action: Program Theory-Driven Evaluation Science

Donaldson, S.I. (2007). Chapter 4: The evaluation of a \$20 million, multiprogram, work and health initiative. *Program Theory-Driven Evaluation Science: Strategies and Applications* (pp.49-59). Mahwah, NJ: Erlbaum.

Donaldson, S.I. (2007). Chapter 5: Evaluation of the Winning New Jobs Program. *Program Theory-Driven Evaluation Science: Strategies and Applications* (pp.60-80). Mahwah, NJ: Erlbaum.

Donaldson, S.I. (2007). Chapter 6: Evaluation of the Computers in Our Future Program. *Program Theory-Driven Evaluation Science: Strategies and Applications* (pp.81-115). Mahwah, NJ: Erlbaum.

Donaldson, S.I. (2007). Chapter 9: Evaluation of the Entire Work and Health Initiative. *Program Theory-Driven Evaluation Science: Strategies and Applications* (pp.160-175). Mahwah, NJ: Erlbaum.

Donaldson, S.I. (2007). Chapter 13: Practical implications of the emerging

transdiscipline of evaluation science. *Program Theory-Driven Evaluation Science: Strategies and Applications* (pp.237-246). Mahwah, NJ: Erlbaum.

Session 5

Evaluation in Action: An Empowerment Approach

Patton M. Q. (2005). Book review: Empowerment evaluation principles in practice. *American Journal of Evaluation*, 26, 408 - 414.

Scriven, M. (2005). Book review: Empowerment evaluation principles in practice. *American Journal of Evaluation*, 26, 415 - 417.

Fetterman, D. F. (2005). In response to Drs. Patton and Scriven. *American Journal of Evaluation*, 26, 418 - 420.

Wandersman, A., & Snell-Johns, J. (2005). Empowerment evaluation: Clarity, dialogue, and growth. *American Journal of Evaluation*, 26, 421 - 428.

Patton, M. Q. (2005). Patton responds to Fetterman, Wandersman, and Snell-Johns. *American Journal of Evaluation*, 26, 429 - 430.

Scriven, M. (2005). A note on David Fetterman's response. *American Journal of Evaluation*, 26, 431.

Session 6

Issues of Credible Evidence

Donaldson, S.I. (2008). In search of the blueprint for an evidenced-based global society. In S. Donaldson, C. Christie & M. Mark (Eds.) *What Counts as Credible Evidence in Evaluation and Evidence-based Practice?* Thousand Oaks, CA: Sage

Henry, G. (2008). When getting it right matters: The case for high-quality policy and program impact evaluations. In S. Donaldson, C. Christie & M. Mark (Eds.) *What Counts as Credible Evidence in Evaluation and Evidence-based Practice?* Thousand Oaks, CA: Sage

Bickman, L and Reich, S. (2008). Randomized controlled trials: A gold standard with clay feet? In S. Donaldson, C. Christie & M. Mark (Eds.) *What Counts as Credible Evidence in Evaluation and Evidence-based Practice?* Thousand Oaks, CA: Sage.

Scriven, M. (2008). Demythologizing causation and evidence. In S. Donaldson, C. Christie & M. Mark (Eds.) *What Counts as Credible Evidence in Evaluation and Evidence-based Practice?* Thousand Oaks, CA: Sage

Greene, J. (2008). Credible evidence as “proof” and evidenc as “inkling.” In S. Donaldson, C. Christie & M. Mark (Eds.) *What Counts as Credible Evidence in Evaluation and Evidence-based Practice?* Thousand Oaks, CA: Sage.

Mark, M. (2008). Credible evidence: Changing the terms of the debate. In S. Donaldson, C. Christie & M. Mark (Eds.) *What Counts as Credible Evidence in Evaluation and Evidence-based Practice?* Thousand Oaks, CA: Sage

Session 7 – no reading - Wrap-up and Next Steps

Certificate Program Comprehensive Exam Discussion Call—TBD based on Student Progress.

*1 hour Invidual Sessions to be scheduled when Practicum Project and Cummlative Exam Completed.

Call information:

To begin a conference call:

1. Participants dial:

toll free: 1-866-210-1669

international: 1-404-835-7069

2. When prompted, participants dial the access code followed by the # sign:

Participant: 8596772

	<u>Date</u>	<u>Time (PST)</u>	<u>Practicum Session Topic</u>
1	2/11/09	11:00- 12:30	Intro & Bunche-Da Vinci
2	2/25/09	11:00- 12:30	Evaluation in Action: Interviews w/ Bunche Da Vinci
3	3/11/09	11:00- 12:30	Evaluation in Action: Culture & Other Practical Issues
4	3/25/09	11:00- 12:30	Evaluation in Action: Program Theory Driven Evaluation Science
5	4/8/09	11:00- 12:30	Evaluation in Action: An Empowerment Approach
6	4/22/09	11:00- 12:30	Issues of Credible Evidence
7	5/13/09	11:00- 12:30	Wrap up and next steps