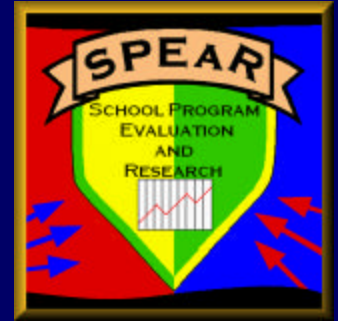


Facilitating University
Research through Program
Evaluation: The Research
Evaluation Model (REM)

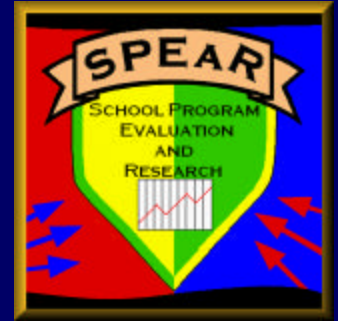


Steven W. Lee
Jill Lohmeier
Bruce Frey

SPEaR
University of Kansas

Presented at the American Evaluation Association Annual Meeting
in Atlanta GA – November 4, 2004

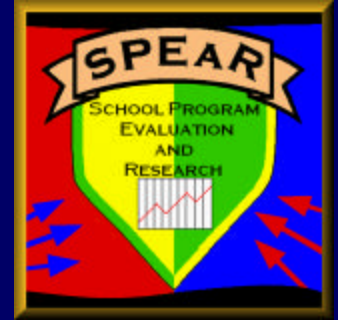
Facilitating University Research through Program Evaluation: The Research Evaluation Model (REM)



Goals

- Cover the history and development of the model.
- Current atmosphere in education and psychology as it relates to the REM.
- Discuss the key elements of the model.
- Briefly discuss the logistics of the model and how to make it work for you.
- Draw a distinction between empirical and action research in program evaluation.
- Answer questions.

Facilitating University Research through Program Evaluation: The Research Evaluation Model (REM)



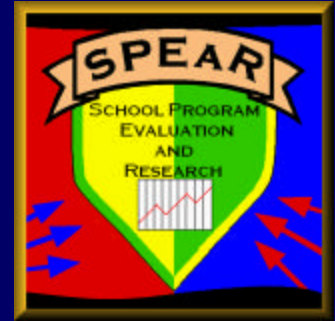
Research Evaluation Model

" a work in progress"

History and Development

- Began in 1994
- Small grant to evaluate the adequacy of curriculum in a small Kansas school.
- Reconcile with research expectations of a Research One institution (Kansas)
- Sought to improve evaluation designs to answer interesting questions as part of the evaluation.
- Last 10 years – Eight school program evaluation grants for \$1.25 million.
- Added one regular faculty member, an Evaluation Director and currently have 4 graduate research assistants.
- Is this only good for me? Well.....

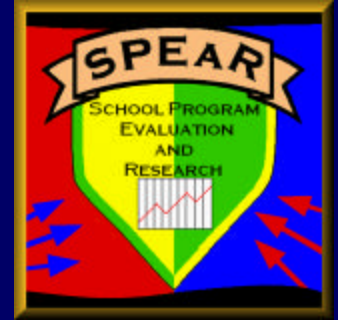
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What's happening in education?

- Education Sciences Reform Act of 2002
- Established the *Institute of Education Sciences*
- Why?
 - Provide national leadership in:
 - Conduct scientifically valid research
 - Disseminate findings from valid research in education
 - Promote the application of knowledge from scientifically valid research activities
 - Strengthen the national capacity to conduct scientifically valid research
 - Promote the application of research and development to improve classroom practices [H.R. 3801-6]
- Appointment of Grover Whitehurst 6 year term as Director of the Institute

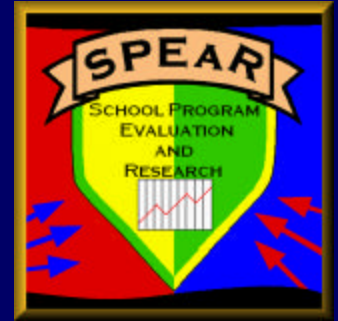
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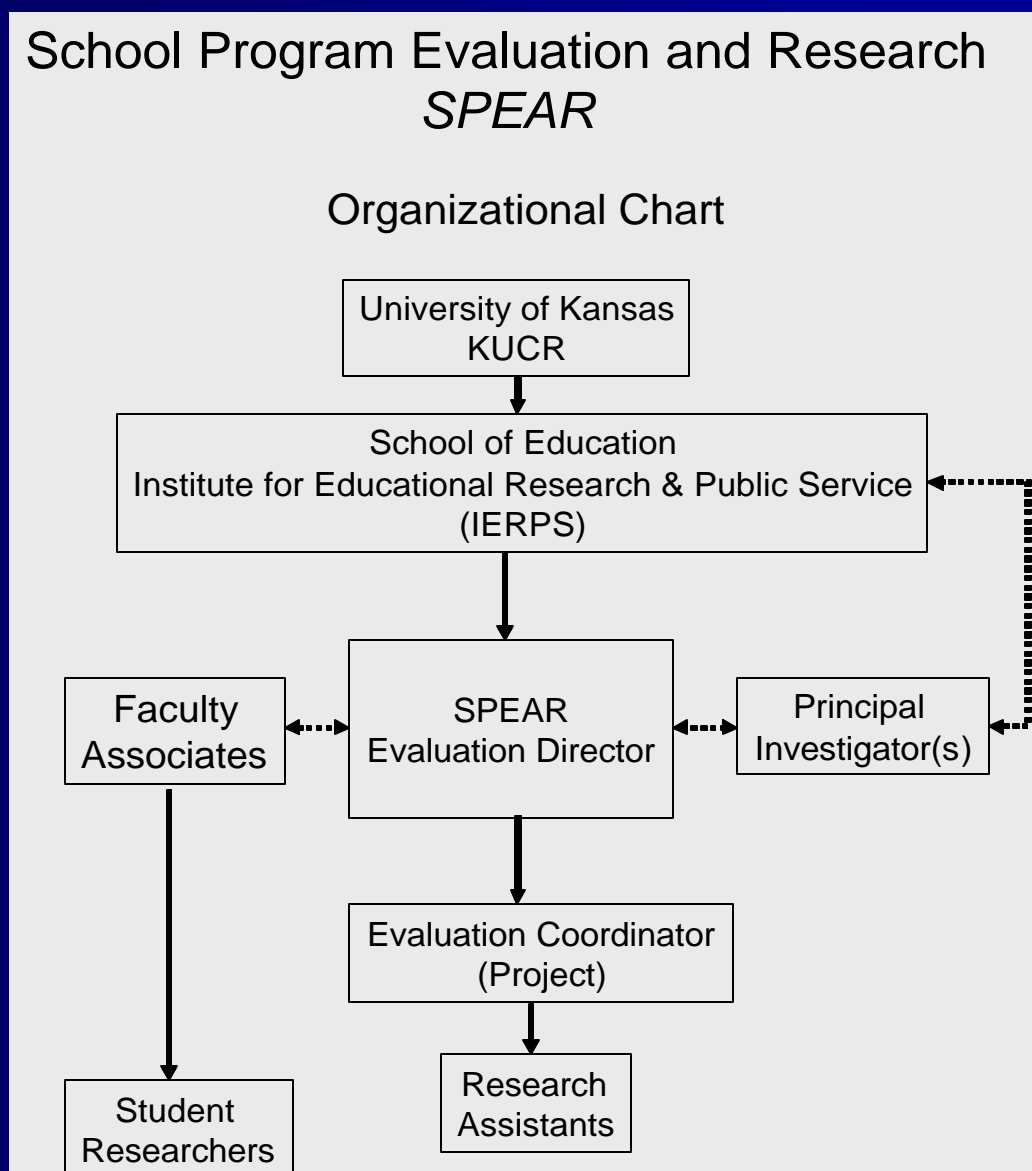
What's happening in psychology?

- **Divisions 12 (clinical), 16 (school) & 17 (counseling) of the American Psychological Association (APA) move to improve the rigor of intervention-based studies.**
- This move originally entitled empirically-supported interventions (ESI) eventually moved to the pragmatic title Evidence-Based Interventions (EBI).
- Development of a Coding Manual
 - Acceptable research designs
 - Treatment integrity
 - Psychometrically sound outcome measures
 - Focus on effect size
 - Well-established data analysis procedures
- Produce summary literature reviews that use the coding manual to make definitive statements about the effectiveness of interventions (Kratochwill & Stoiber, 2002).

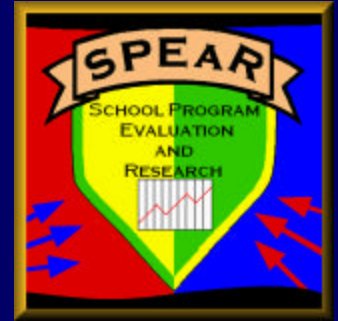
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Overview of SPEaR



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REM as a Perspective

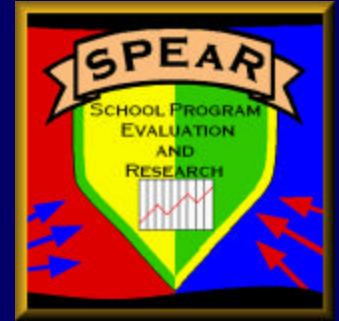
Grantee Perspectives/Activities

- Sell the grantee on empirical research
- Encourage the grantee to contact us early
- Prepare a literature review to support grantee proposal
- Help the grantee operationally define outcomes
- Perform a high quality evaluation
- Promote methodological rigor as a way for the grantee to receive future funding
- Assist the grantee to do their own post-grant evaluation (e.g., sustainability)

Faculty Perspectives/Activities

- Multi-disciplinary research
- Use the faculty expertise (years of research)
- Match evaluation with faculty research interests
- Prepare a research brief (outlining the evaluation and possible empirical studies)
- IRB application
- Direct contact with faculty
- Write evaluation reports as research articles
- Provide a pool of graduate research assistants for all faculty to use
- Program evaluation research provides funding for research areas where little funding exists
- Train students in research methods and program evaluation (e.g., practicum, internship)
- Develop new instruments for use in psychology or education
- Distinguish between empirical and action research in the evaluation.

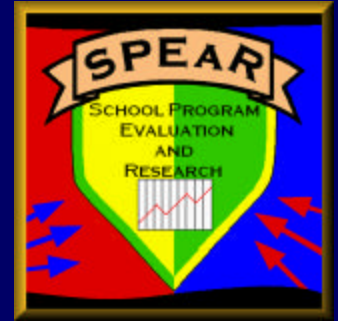
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Comparison of Evaluation Research and Activities

	Empirical Research	Action Research
Theory Driven	Yes	Generally No
Formative	Generally No	Yes
Summative/Product	Yes	Yes
Process	Yes	Yes
Reliability	Yes	When Possible
Validity	Yes	When Possible
Consent	Yes	Yes
Intervention Integrity	Yes	Sometimes
Intellectual Interest	Yes	Generally No
Adequate Control(s)	Yes	No
Research Design	Yes	When Possible
Duration of Activities	Career	Static
IRB Approval	Yes	Generally Yes
Generalizable	Yes	No
Publishable	Yes	No
Audience for Results	Research Community	Grantee/Local Community

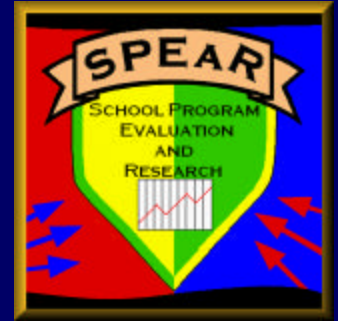
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When are the best times during program evaluation to do empirical research?

- When required by the RFP
- Introduction of a new program
- High stakes change/reform
- If there is controversy about whether a program will work
- Policy change

Facilitating University Research through Program Evaluation: The Research Evaluation Model (REM)



Questions?

Thank you