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

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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.
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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

School Program Evaluation and Research

SPEAR

Organizational Chart

University of Kansas KUCR

School of Education Institute for Educational Research & Public Service (IERPS)

Faculty Associates

SPEAR Evaluation Director

Evaluation Coordinator (Project)

Student Researchers

Research Assistants

Principal Investigator(s)
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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

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

Thank you