Master of Science in Interdisciplinary Evaluation Science

University of Delaware

Program Policy Statement

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Part I. Program History and Purpose

A. <u>Program Purpose</u>

The Master of Science (MS) in Interdisciplinary Evaluation Science is an interdisciplinary program intended to prepare students to contribute to human service, education, public policy, health, and other program and policy areas through thoughtful, effective, and ethical use of evaluation models and methods. The American Evaluation Association (AEA; www.eval.org) defines evaluation as "assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness."

The University of Delaware Strategic Plan incorporates as a key activity that programs "rigorously challenge students to be excellent scholars, promote interdisciplinary thinking and collaborations, and meet the needs of students and society." The proposed interdisciplinary program in evaluation science directly addresses this priority by training scholars to conduct evaluations that provide credible evidence about the efficiency and effectiveness of interventions, evidence that is used to inform decisions in the public, non-profit, and for-profit sectors. Evaluation is a form of applied research that is practiced to support the public good.

This program serves a need for education in evaluation approaches and skills within Delaware, across our region, and beyond. The program will raise the visibility of the University of Delaware as a resource for the evaluation needs of local, regional, national, and international organizations. Additionally, the need for evaluation professionals is likely to expand in response to increasing attention to accountability of public funds and the continued interest in and growth of evaluation internationally.

The successful graduate of the MS in Interdisciplinary Evaluation Science will be able to:

1. Explain the historical and philosophical underpinnings of evaluation and their implications for evaluation practice;

2. Apply the ethical standards and guiding principles of the profession, including striving for cultural competence;

3. Explain the logic of evaluation/research design, including mixed-method designs;

4. Collect and analyze both quantitative and qualitative data;

5. Develop specialized knowledge in a methodological (multivariate analysis, ethnography, business analytics) or content (education, health, public policy) area;

6. Conduct an evaluation, including negotiating evaluation questions, developing program theory, creating evaluation plans and associated budgets, collecting and analyzing data, interpreting and reporting results, and disseminating and facilitating the use of findings; and

7. Collaborate and communicate effectively with stakeholders at all levels of evaluation, including policymakers, program/policy leadership, staff, and participants.

B. Current Status

The program is in the proposal stage.

C. Degrees Offered

Degree. The degree awarded to those who complete the program will be an Master of Science in Interdisciplinary Evaluation Science from the University of Delaware Graduate College.

Individual Plan of Study. Applicants will apply directly to the Master of Science in Interdisciplinary Evaluation Science program. Applicants will also indicate their preferred concentration (as well as alternate concentrations, if applicable) at the time of application. Upon acceptance, students will be informed whether they are also accepted into their preferred or alternate concentration or if they are on a waitlist for the concentration (due to some concentrations having limited enrollment capacity). Upon enrollment, students will further determine, in conjunction with their advisor, their particular plan of study (beyond core courses).

If a student's concentration is not selected/approved at the time of application and the plan of study is an approved concentration, a *Change of Classification* form will be submitted with the concentration prior to program completion.

If the student's plan of study is an approved concentration, their concentration area will appear on the student's transcript. If a student's plan of study, beyond core courses, is not an already approved concentration for the program, their individual plan of study will not appear on their transcript (i.e., the transcript will read Master of

Science in Interdisciplinary Evaluation Science with no concentration listed).

Concentrations. The degree will offer several approved concentration areas, in partnership with various colleges and schools across the University. Concentrations will be either methodological or a methods-focused content area. The number of courses comprising each concentration is 3 (9 credits).

Initial online methodological concentrations include:

(1) Applied Statistics (with CANR/APEC),
(2) Business Analytics (with Lerner), and
(3) Bioinformatics and Data Science (with BINF/CISC).

Initial online methods-focused content concentrations include:

(1) Public Policy (with CAS/Biden),
(2) Education Policy (with CEHD/SOE),
(3) Higher Education Policy (with CEHD/SOE),
(4) Early Childhood Policy (with CEHD/HDFS), and
(5) Health Policy (with CHS).

These concentrations will be offered fully online. In addition to these concentrations, there may be advisor-approved individualized plans of study that are specific to an individual student's particular area of need or interest. These advisor-approved individualized plans of study may include in-person courses for students who are local and choose to take a course on campus. Thus, while the program is fully online, concentrations will allow a hybrid option for advisor-approved individualized plans of study.

D. Term when First Students May Enroll

We anticipate that students may be able to enroll in the program approximately one year following approval. During the year between program approval and enrollment, the program will work to (1) create the program's administrative structure, (2) develop online courses for the program, (3) market the program, and (4) recruit its first group of students. Once the program has begun, students may apply to and enroll in the program on a rolling basis.

E. Demand for the Program

This program is specifically intended to prepare students for a career in evaluation. Programs, organizations, personnel, products, policies, and other entities can be evaluated. While most students will go into jobs in program or organizational evaluation, the skills learned will be transferable to other kinds of evaluation.

A market research study conducted in June 2021 by the UD Division of

Professional and Continuing Studies found high demand for new jobs in evaluation in the Mid-Atlantic region, with the highest in Virginia and New York. Further, the median salary for graduates with master's degrees was $80,893 in the Mid-Atlantic Region. The education market was found to be not crowded, with the average cost of competitors' tuition being $1,180 per credit. Most competing programs are offered on-campus, either full- or part-time; very few had online options.

Audience for the Program. It is anticipated that many of the students in the program will already have some experience as service providers or managers. In their work environments, they may discover the importance of evaluation for accountability and program improvement. This discovery may lead to the desire for increased knowledge about evaluation so that they can pursue careers in the field. It is also anticipated that organizations may want to partner to offer the program to a group of their employees.

Unique Career Paths. There are three likely career paths for graduates. First, graduates who are already employed may continue with their organization, now equipped with skills in evaluation. Second, graduates may be recruited by regional firms that hire evaluators, including American Institutes for Research (AIR; offices in Rockville, MD), Urban Institute (located in Washington, DC), Mathematica (offices in Washington, DC and Princeton, NJ), Research for Action (located in Philadelphia, PA), Westat (headquartered in Rockville, MD), and WestEd (offices in Washington, DC and New York, NY). A third path is finding evaluation positions through sources such as the American Evaluation Association (AEA). Currently (as of April 2021), positions advertised on the AEA job site are from organizations such as United Nations, Habitat for Humanity, Wallace Foundation, as well as other local, state, and federal government positions and jobs with private consulting firms, foundations, and university centers. In the field of education, the American Education Research Association (AERA) advertises evaluator positions for universities, foundations, and research consulting firms.

Comparable Programs in the State/Region. There are no comparable online, graduate programs in Delaware and only one in the mid-Atlantic region (American University). University programs in evaluation are listed on the website of the American Evaluation Association; only one program is listed as interdisciplinary (Western Michigan University, with disciplines including education, health, engineering, and arts and sciences); however, this program is a PhD program. There are no listed interdisciplinary Masters programs in evaluation. Most evaluation programs are located within specific disciplines, such as education or healthcare.

The University of Delaware is uniquely poised to compete for the top students in evaluation. It would be the only online, interdisciplinary, graduate program in evaluation in the mid-Atlantic region. Further, the University of Delaware has a strong base of

applied researchers with experience in evaluation and university research centers, such as the Center for Research in Education and Social Policy (CRESP), that are strategic resources for evaluation expertise and potential field experiences.

Influences on the Proposed Curriculum: There is no accreditation process for graduate evaluation programs nor licensing requirements for professional evaluators in the United States. However, the American Evaluation Association does have Guiding Principles for Evaluators, as well as Evaluator Competencies. Both of these documents have been used to shape the proposed curriculum.

F. College in which the Program will Reside

The program will reside in the Graduate College.

Part II. Admission

A. Admission Requirements

The admissions criteria will identify those applicants who are likely to be successful evaluation professionals. Specifically, the program seeks to attract applicants who have: (1) a demonstrated commitment to social change and betterment through effective programs and other interventions, and (2) an academic and/or professional background that indicates the ability to successfully complete the program. Acceptance to the program is based on a composite of the applicant's scholastic record, any standardized test scores, letters of reference, and personal statement. Relevant work experience may also be taken into consideration. Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities.

University policy on admissions: Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

Applicants for the Master of Science in Interdisciplinary Evaluation Science will apply to the Graduate College. At the time of application, applicants will specify their preferred concentration area, as well as first and second alternative concentration areas to be used should their preferred concentration area be full. The specific criteria for GPA and test scores are:

- Applicants should have an overall undergraduate Grade Point Average (GPA) of 3.0 or higher (on a scale of 4.0 = A), however all applications will be considered.

- If English is not an applicant's first language, then the applicant must demonstrate a satisfactory command of English. The TOEFL (Test of English as a Foreign Language) or TOEFL Essentials is required of all foreign applicants. If TOEFL scores are submitted, a minimum score of 600 (paper-based test), 250 (computer-based test), or 100 (TOEFL iBT) is required for consideration for admission. If TOEFL Essentials scores are submitted, a minimum score 10.5 is required for consideration for admission.

B. Prior Degree Requirements

Applicants must have a minimum of a baccalaureate degree. Evaluation is an interdisciplinary field, so the discipline in which the applicant received his or her degree is not necessarily a decisive factor in admissions.

C. Application Deadlines

Students may apply at any time; applications will be reviewed on a rolling basis.

D. Special Competencies Needed

None.

E. Admission Categories

Both part-time and full-time students will be admitted. Admissions and course requirements are the same for part- and full-time students.

UD Undergraduates: Undergraduate students in good standing at UD who are recommended by their department may apply to the program waiving the second recommendation letter and the application fee.

Group Programs: Organizations may work with the Graduate School to create a partnership application to the program that includes a group of individuals. The Graduate School will consider these agreements on an individual basis.

F. Other Documents Required

- Applicants must submit a written statement of the reasons for their interest in evaluation, their motivation to pursue a graduate degree, and their professional goals and objectives.

- Applicants must provide letters of recommendation from two (2) people familiar with the candidate's academic record and/or professional achievement.

Part III. Academic (present all information separately for each degree and each concentration, if applicable)

A. Degree Requirements

The MS in Interdisciplinary Evaluation Science requires 30 credits of coursework at the graduate level. The 30 credits of coursework include 21 credits of required courses (evaluation core and methods core) and 9 credits of an advisor approved, individualized plan of study. While it is possible that the advisor-approved plan of study is not an existing concentration, it is anticipated that most students will choose an approved concentration.

Core Courses
- ○ **Area A: Evaluation Core (9 credits)**
    - ■ EVAL 680: Foundations of Evaluation (new course)
    - ■ EVAL 755: Evaluation Models and Management (new course)
    - ■ EVAL 615: Research Design and Methods (cross-list with HDFS 615)
- ○ **Area B: Mixed Methods Core (12 credits)**
    - ■ EVAL 770: Quantitative methods and analysis (new course)
    - ■ EVAL 780: Survey research (new course)
    - ■ EVAL 771: Qualitative methods and analysis (new course)
    - ■ EVAL 781: Mixed methods research (new course)

Individualized Plan of Study/Concentration
- ○ **Area C: Individualized Play of Study/Concentration (9 credits)**
    - ■ Students can concentrate in one of several predetermined areas (see example tables in III-C).
    - ■ Alternatively, students can create a 9 credit individualized plan of study, in conjunction with their advisor. This plan of study may include at least 3-9 credits of coursework and/or up to 6 credits in a practicum or independent study research project.
    - ■ Individualized plans of study/concentrations can be either methodologically focused or in a methods-focus content area.

Certificates
- ● Students completing the program will earn two certificates for their Core coursework: (1) a Program Evaluation Theory and Design Certificate and (2) a Research Methods Certificate (see Table 1 below). Each of these certificates has its own program policy statements. Note that these certificates are only for MSES students; non-MSES may earn the Program Evaluation and Applied Research Methods certificates.
- ● Students may also earn a third certificate for their individualized plan of

study/concentration coursework, should the course sequence for the plan of study already be part of an approved certificate program and if the issuing College allows the concentration coursework to also count towards a certificate.

Table 1. *Proposed Certificates for MSES Students*

COURSE NAME	Evaluation Core	Methods Core	Program Evaluation Theory and Design Certificate	Research Methods Certificate
EVAL680: Foundations of Evaluation	x		x	
EVAL755: Evaluation Models and Management	x		x	
EVAL615: Research Design and Methods	x		x	
EVAL770: Quantitative Methods and Analysis		x		x
EVAL780: Survey Research		x		x
EVAL771: Qualitative Methods and Analysis		x		x
EVAL781: Mixed Methods Research		x		x

B. Mode of Delivery

- Core courses will be offered 100% virtually.
- Initially, eight concentrations will be offered 100% virtually.
- Additional concentration courses may be offered in-person or hybrid, to capitalize on already existing on-campus courses to meet student specific needs.

C. Concentrations

The program will offer a 9-credit concentration; concentrations may be either methodological or in a methods-focused content area. Students will need to meet any established criteria for the concentration they choose. The following concentrations are anticipated to be offered virtually at program start.

Methodological Concentrations include:

- **Applied Statistics** (9-credit new concentration -- through CANR/APEC)
- **Business Analytics** (9-credit existing concentration -- through Lerner)

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- **Bioinformatics and Data Science** (9-credit new concentration -- through BINF/CISC)

Methods-Focused Content Concentrations include:

- **Education Policy** (9-credit new concentration -- through CEHD/SOE)
- **Higher Education Policy** (9-credit new concentration -- through CEHD/SOE)
- **Early Childhood Policy** (9-credit new concentration -- through CEHD/HDFS)
- **Public Policy** (9-credit new concentration -- through CAS/Biden)
- **Health Policy** (9-credit new concentration -- through CHS/Nursing)

The following table outlines the course requirements for each concentration.

Table 2. *Concentrations and Partnering Colleges*

Concentration	Partnering College/ Department	Courses
Applied Statistics (online; 9 credit new concentration)	College of Agriculture and Natural Resources (CANR)/ Applied Economics and Statistics Department (APEC)	Required STAT611: Regression Analysis STAT613: Applied Multivariate Methods STAT615: Design and Analysis of Experiments
Business Analytics (online; 9 credit existing concentration + 1 prerequisite)	Lerner Business and Economics Note: prereq substitution includes EVAL770 for BUAD620.	Required MISY604: Database Design & Implementation BUAD621:Decision Analytics and Visualization MISY631: Data Mining for Business Analytics
Bioinformatics and Data Science (online; 9 credit new concentration)	College of Engineering (Computer & Information Sciences)/Center for Bioinformatics & Computational Biology	Required BINF644: Bioinformatics BINF601: Introduction to Data Science Choose 3 credits from other CBCB offerings, e.g. BINF640: Databases for Bioinformatics BINF690: Programming for Bioinformatics BINF694: Systems Biology BINF610: Applied Machine Learning BINF620: Big Data Analytics in Biomedicine and Health

Public Policy (online; 9 credit new concentration)	Biden School of Public Policy and Administration (Public Policy)	Required UAPP684: Performance Management and Program Evaluation UAPP701: Public Policy UAPP707: Public Policy Analysis
Education Policy (online; 9 credit new concentration)	CEHD (Education)	Required EDUC705: Education Policy Evaluation Second policy course (higher ed, early ed, or policy) UAPP707: Public Policy Analysis
Higher Education Policy (online; 9 credit new concentration)	CEHD (Education)	Required EDUC878-010: Higher Education Policy Second policy course (education, early ed, or policy) UAPP707: Public Policy Analysis
Early Childhood Policy (online; 9 credit new concentration)	CEHD (HDFS)	Required HDFS805: Early Childhood Policy HDFS640: Early Childhood Administration, Leadership and Advocacy HDFS641: Infants, Toddlers, and Families: Development and Programming
Health Policy (online; 9 credit new concentration)	College of Health Sciences (Nursing)	Required HLTH843: Policy and Finance for Healthcare Delivery HLTH844: Population Health Informatics UAPP707: Public Policy Analysis

The following tables include an example plan of study for each of the above concentrations.

Applied Statistics example: MS in Evaluation Science with a concentration in Applied Statistics (students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Applied Statistics Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	

Course	Core Course	Business Analytics Concentration	Program Evaluation Theory and Design Certificate	Research Methods Certificate
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods			X
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
STAT 611: Regression Analysis		X		
STAT 613: Applied Multivariate Methods		X		
STAT 615: Design and Analysis of Experiments		X		

Business Analytics example: MS in Evaluation Science with a concentration in Business Analytics (students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Business Analytics Concentration (9 new + 3 prerequisite credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods	X Note: Prerequisite		X

Course		substitution for BUAD620 (Fundamentals of Analytics)		
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
BUAD 621: Decision Analytics & Visualization		X		
MISY 604: Database Design & Implementation		X		
MISY 631: Data Mining for Business Analytics		X		

Bioinformatics and Data Science example: MS in Evaluation Science with a concentration in Bioinformatics and Data Science example (students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Bioinformatics and Data Science Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods			X

Course				
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
BINF 644: Bioinformatics		X		
BINF 601: Introduction to Data Science		X		
Third BINF Course (such as BINF 620: Big Data Analytics for Biomedicine in Health or BINF 640: Databases for Bioinformatics)		X		

Public Policy example: MS in Evaluation Science with a concentration in Public Policy
(students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Public Policy Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods			X
EVAL 780: Survey Research	X Methods			X

Course	Core Course	Concentration	Program Evaluation	Research Methods
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
UAPP 684: Performance Management & Program Evaluation		X		
UAPP 701: Public Policy		X		
UAPP 707: Public Policy Analysis		X		

Education Policy example: MS in Evaluation Science with a concentration in Education Policy (students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Education Policy Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods			X
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X

Course	Core Course			
EDUC 705: Education Policy Evaluation		X		
Second Policy Course (Higher Ed, Early Ed, or Public)		X		
UAPP 707: Public Policy Analysis		X		

<u>Higher Education Policy example: MS in Evaluation Science with a concentration in Higher Education Policy</u> (students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Higher Education Policy Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods			X
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
EDUC 878-010: Higher Education Policy		X		

Course	Core Course			
Second Policy Course (Education, Early Ed, or Public)		X		
UAPP 707: Public Policy Analysis		X		

Early Childhood Policy example: MS in Evaluation Science with a concentration in Early Childhood Policy (students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Early Childhood Policy Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation		X	
EVAL 770: Quantitative Methods and Analysis	X Methods			X
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
HDFS 805: Early Childhood Policy		X		
HDFS640: Early Childhood Administration, Leadership, and Advocacy		X		

Course		
HDFS641: Infants, Toddlers, and Families: Development and Programming		X		

Health Policy example: MS in Evaluation Science with a concentration in Health Policy
(students would earn 2 certificates: Program Evaluation and Research Methods)

Course	Core Course	Health Policy Concentration (9 credits)	Program Evaluation Theory and Design Certificate (9 credits)	Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	
EVAL 755: Evaluation Models and Management	X Evaluation		X	
EVAL 615: Research Design and Methods	X Evaluation	X	X	
EVAL 770: Quantitative Methods and Analysis	X Methods	X		X
EVAL 780: Survey Research	X Methods			X
EVAL 771: Qualitative Methods and Analysis	X Methods			X
EVAL 781: Mixed Methods Research	X Methods			X
HLTH 843: Policy and Finance for Healthcare Delivery		X		
HLTH 844: Population Health Informatics		X		
UAPP 707: Public Policy Analysis		X		

D. Variance in Degree Requirements

Students will be assigned an advisor upon admission. The advisor will work with the student to determine their individualized plan of study. Students will have the flexibility to choose from predetermined concentrations or create a plan of study tailored to their goals (i.e., an individualized plan of study that would not appear on their transcript). All plans of study that are not predetermined concentration areas must be approved by the student's advisor.

In rare circumstances, students may need to alter approved programs of study once they have entered the program for reasons such as scheduling conflicts or the creation of new courses directly related to the students' goals. Students who wish to make changes to their program of study should first obtain permission from their advisor. The student must then make a written request to the Faculty Governance Committee to revise the program of study. Because most degree requirements can be met by more than one course (i.e., different courses in the participating units may be used to meet the requirements), variance in degree requirements is expected to be a rare event.

If students are involved in research projects involving human subjects, even administration of a survey, approval must be obtained prior to beginning any study. Information about obtaining approval may be found on Human Subjects in Research (http://www.udel.edu/OVPR/humans/humans.html). If a project involves animal subjects, an Animal Use Proposal must be completed and submitted to the Institutional Animal Care and Use Committee (http://www.udel.edu/OVPR/animals/animals.html).

E. Committees for Exams, Thesis, or Dissertations

This degree does not have a culminating exam, thesis, or dissertation.

F. Timetable and Definition of Satisfactory Progress towards the Degree

We anticipate most students will be part-time; time to completion will vary by student. The program can be completed in 2 years of part-time study (6-credit hours/semester for 4 semesters and 6 credit hours during winter or summer sessions). Though, students may take three to four years for program completion. The program can also be completed in 1 year of full-time study (12 credit hours/semester for two semesters and 6 credit hours during the winter and summer sessions). There are no full-time residency requirements.

Table 3. *Course Sequencing (Part-Time)*

Session	Course	Format

Semester 1	EVAL 680: Foundations of Evaluation EVAL 615: Research Design and Methods	Two 7 week courses
Semester 2	EVAL 770: Quantitative methods and analysis EVAL 771: Qualitative methods and analysis	Two 7 week courses
Winter/Summer 1	EVAL 755: Evaluation Models and Management	4-5 weeks
Semester 3	EVAL 781: Mixed methods research Concentration: Course 1	Two 7 week courses
Semester 4	Concentration: Course 2 Concentration: Course 3	Concentration course formats vary
Winter/Summer 2	EVAL 780: Survey research	4-5 weeks

Table 4. *Course Sequencing (Full-Time)*

Session	Course	Format
Semester 1	EVAL 680: Foundations of Evaluation EVAL 615: Research Design and Methods EVAL 771: Qualitative methods and analysis[*] Concentration: Course 1	Four 7 week courses
Winter/Summer 1	EVAL 755: Evaluation Models and Management	4-5 weeks
Semester 2	EVAL 770: Quantitative methods and analysis EVAL 781: Mixed methods research[*] Concentration: Course 2 Concentration: Course 3	Two 7 week courses; Concentration course formats vary
Winter/Summer 2	EVAL 780: Survey research	4-5 weeks

Students will be assigned an advisor upon entering the program. By the end of the first semester, the student, in consultation with the advisor, will have established a proposed plan of study. At the midpoint in a student's program, the advisor will review the student's program of study to determine if he or she is making satisfactory progress through the program. Students who are not making satisfactory progress will be placed on academic probation for one semester. If performance has not improved by the end of the probation semester, the student may be terminated from the program. A minimum average of B (GPA of 3.0) is required for successful completion of the program.

The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. An extension of the time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's advisor and the director of the Evaluation Science program. The director will forward the request to the Office of the Dean of the Graduate College, who will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

Students must have a minimum overall grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses specific to the Evaluation Science program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that all final grades have been submitted by their instructors.

If a student should be recommended for termination for failure to make satisfactory progress, they may follow the grievance procedures for the Graduate College.

Part IV. Assessment Plan

The MS in Interdisciplinary Evaluation Science program will be assessed in two ways:
- Program-level outcomes; and
- Student-level outcomes.

Table 6. *Program-level Outcomes and How They Will Be Assessed*

Program-level Outcomes	Measure 1	Measure 2
Interdisciplinary faculty	Data on faculty involvement	Survey*
Recruitment of excellent, diverse students (excellence will be examined by admissions achievement indicators, essays, and recommendation information; diversity will be examined by gender, race, ethnicity, as well as other demographic variables)	Application and admissions data	Survey*
Funding/training grants	Grant applications	Survey*
*Survey: at the end of each academic year, for the first 3 years of the program, we will survey faculty to ask about their experiences participating in the program, recruiting students, and applying for grants, to identify areas in need of additional supports.		

Table 7. *Student Outcomes and How They Will Be Assessed*

Student Outcomes	Measure 1	Measure 2
Foundational Knowledge in Program Evaluation	Final course paper, project or exam	Graduate Follow-Up Survey
Evaluation Design Skills	Final course paper, project or exam	Graduate Follow-Up Survey
Quantitative and Qualitative Analytic Skills	Final course paper, project or exam	Graduate Follow-Up Survey
Engagement with stakeholders through multiple modes of communication and reporting	Final course paper, project or exam	Graduate Follow-Up Survey
Methodological or Methods-Focused Content Knowledge (Concentration)	Final course paper, project or exam	Graduate Follow-Up Survey
Post-graduation professional success/career advancement	Exit Survey	Graduate Follow-Up Survey

Part V. Program Educational Goals

The MS in Interdisciplinary Evaluation Science has the following program educational

goals (based on the American Evaluation Association's Guiding Principles for Evaluators and Evaluator Competencies). By the end of the program, graduates will have met the following goals:

- *Professional Practice*: Conduct data-based inquiries that are thorough, methodical, and contextually relevant, while upholding the values of honesty and transparency (integrity);
- *Methodology*: Provide skilled professional evaluation services to stakeholders, that include quantitative, qualitative, and mixed designs for learning, understanding, decision-making, and judging (systematic inquiry and competence);
- *Context*: Understand, respect, and honor the unique circumstances, multiple perspectives, and changing setting of evaluation and their stakeholders (respect for people);
- *Planning and Management*: Develop and monitor work plans, timelines, resources, and other components needed to complete and deliver an evaluation study (competence);
- *Interpersonal*: Interact professionally throughout the evaluation, especially in areas of cultural competence, communication, facilitation, and conflict resolution competence and respect for people); and
- *Common Good and Equity*: Strive to contribute to the common good and advancement of an equitable and just society.

Part VI. Financial Aid

A. Financial Awards

We intend this to be a revenue-generating program where students will pay the cost of tuition. However, financial assistance for students in the Evaluation Science program may be obtained from a variety of external sources and will therefore vary in form and availability. Assistance may be obtained through grants and loans, as well as employer programs. In addition, if available, assistance may be awarded on a competitive basis to applicants best fitting the needs of granting agencies and sponsoring faculty. In such cases, students on contract will be expected to work up to 20 hours per week on projects and to maintain full-time status; students on contract will be evaluated by the sponsoring faculty. Financial aid is not guaranteed.

Part VII. Departmental Operations

A. General Student Responsibilities

Students are expected to notify program administrative staff of any change in address. Students will be expected to have access to a personal computer and the Internet for on-line coursework. There are no other required expenses beyond the traditional books and supplies. Full-time graduate students will have office space provided by the faculty member or group through which they are hired. Support for travel to professional meetings is dependent upon the availability of funds.