Master of Science in Evaluation

Science University of Delaware

Program Policy Statement

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Master of Science in Evaluation Science
University of Delaware
Program Policy Statement

Table of Contents

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Part I. Program History and Purpose

A. Program Purpose

The Master of Science (MS) in 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 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 intends to 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 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

Approval. The Interdisciplinary Evaluation Science program was approved for development by the University of Delaware Faculty Senate on December 6, 2021. A change in program name to Evaluation Science was established in 2024.Program Name change is proposed to be effective in 2025.

Program Status. The program is currently offered online, asynchronously by

the University of Delaware. There is also an on-campus program that prospective students may apply to should they want to complete the program on-campus and take advantage of on-campus course offerings and facilities. Further, students may choose a hybrid option where they take their first three classes online and the remaining seven on campus.

The first cohort of students began in Spring 2023.

C. Degrees Offered

Degree. The degree awarded to those who complete the program is a Master of Science in Evaluation Science from the University of Delaware Graduate College.

Individual Plan of Study. Applicants apply directly to the online Master of Science in Evaluation Science or on-campus Master of Science in Evaluation Science. Students enrolled in the MS may choose to take all courses online or a hybrid online option. Students who choose the hybrid option will take 9 credits (3 courses) remotely and the remaining 21 credits (7 courses) on-campus. On-campus students may choose to create an individualized plan of study that includes in-person courses. The admission's criteria to the online, on-campus, and hybrid programs are the same.

Applicants indicate their preferred concentration (as well as alternate concentrations, if applicable) at the time of application. Upon acceptance, students are 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 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 is submitted with the concentration prior to program completion.

If the student's plan of study is an approved concentration, the concentration area appears 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 does not appear on their transcript (i.e., the transcript reads Master of Science in Evaluation Science with no concentration listed).

Concentrations. The degree offers several approved online concentration areas, in partnership with various colleges and schools across the University. Online concentrations are either methodological or a methods-focused content area. The minimum number of credits required for each concentration is 9.

Online methodological concentrations include:

(1) Applied Statistics (with CANR/APEC),

(2) Business Analytics (with Lerner), and
(3) Bioinformatics and Data Science (with BINF/CISC).

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),
(5) Health Policy (with CHS), and
(6) Educational Technology (with CEHD/SOE).

While all concentrations are fully online, there may be additional available elective courses in some concentrations that students can complete in-person. In addition to these concentrations, students may work with their advisor on an advisor-approved individualized plan of study that is specific to an individual student's particular area of need or interest. These advisor-approved individualized plans of study are at the discretion of the advisor and may include both online and in-person courses for students who are on-campus. Thus, while the program can be completed fully online, students enrolled in the on-campus program or those in the hybrid program may work with their advisor to create an advisor-approved individualized plan of student that includes all or some on-campus, in-person courses.

D. Term when Students First Enrolled in the Program

The program began enrolling students in Spring 2023.

E. College in which the Program Resides

The program resides in the Graduate College.

Part II. Admission

A. Admission Requirements

The program seeks 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 a personal statement. Relevant work experience may also be taken into consideration. Admission is selective 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 requirements necessarily precluded from admission if they offer other appropriate strengths.

Applicants apply to either the 1) online Master of Science in Evaluation Science program or the 2) on-campus MS in Evaluation Science. Both programs reside in the Graduate College.

Students who are admitted to the on-campus MS in Evaluation Science may select a hybrid option where they complete the first three courses online, remotely prior to arriving on-campus.

Note that some core courses for the on-campus program are offered online; however, on-campus students may choose to create an individualized plan of study that includes in-person courses. Further, students who select a hybrid program will take three courses online and once on campus, complete the remaining courses in one to two years taking either online or in-person courses. The admission's criteria for the online and on campus programs are the same.

At the time of application, applicants 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 are 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 are reviewed on a rolling

basis. D. Special Competencies Needed

None.

E. Admission Categories

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

External Applicants: External applicants apply to either the online MS or on campus MS through the application portal.

Internal Applicants: Internal applicants, such as students who are transferring from another UD program or students transitioning to the MS after completion of either the Program Evaluation or Applied Research Methods certificate, can apply to the program using the University of Delaware Change of Classification form.

UD Undergraduates: Students who complete an undergraduate degree at UD may apply 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 considers these agreements on an individual basis.

4+1 Programs: Undergraduate programs may work with the Evaluation Science program in the Graduate College to create 4+1 programs, where up to 9 credits of graduate level courses taken as an undergraduate will count towards their MS. Separate Program Policy Statements are created for each 4+1 program.

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

A. Degree Requirements

The MS in 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, most students choose an approved concentration.

Core Courses

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

Individualized Plan of Study/Concentration

- **Area C: Individualized Play of Study/Concentration (9 credits)**
  - Students choose a concentration in one of several predetermined areas (see 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 earn two graduate certificates: (1) a Program Evaluation Certificate and (2) an Applied Research Methods Certificate (see Table 1). Each certificate is 12 credits and has its own program policy statement. *Note that one concentration course is counted towards both the individualized plan of study/concentration and the Program Evaluation Certificate.*
- Certificate students may transition to the MS program by completing a Change in Classification form prior to completing their last certificate course.
- Students who have completed either certificate within two years of their application to the MS may apply certificate courses towards the MS.

Hybrid Option

- Off-campus students, including international students, may select to complete the program using a hybrid option.

- For students choosing the hybrid option, three courses are taken prior to arriving on campus.

Table 1. *Certificates for MS in Evaluation Science Students*

	COURSE NAME	Evaluation Core	Methods Core	Concentration
Evaluation Program Certificate	EVAL680: Foundations of Evaluation	x		
	EVAL755: Evaluation Models and Management	x		
	EVAL615: Research Design and Methods	x		
	Concentration Course (Advisor-Approved)			x
Applied Research Methods Certificate	EVAL770: Quantitative Methods and Analysis		x	
	EVAL771: Qualitative Methods and Analysis		x	
	EVAL781: Mixed Methods Research		x	
	EVAL780: Survey Research		x	

B. Mode of Delivery

- Core courses and nine concentrations are offered 100% online.
- For on-campus MS students, concentration or individualized program of study courses may be taken in-person or online, to capitalize on already existing on campus courses to meet student specific needs.
- For students selecting the hybrid online/on-campus MS, three courses will be taken online prior to arriving on campus. Once on campus, concentration or

individualized program of study courses may be taken in-person or online, to capitalize on already existing on-campus courses to meet student specific needs. C. Concentrations

The program offers a 9-credit concentration; concentrations are either methodological or in a methods-focused content area. Students must meet any established criteria (e.g., prerequisites) for the concentration they choose. The following concentrations are offered online.

Methodological Concentrations include:

- **Applied Statistics** (9-credit concentration -- through CANR/APEC)
- **Business Analytics** (9-credit concentration -- through Lerner)
- **Bioinformatics and Data Science** (9-credit concentration -- through BINF/CISC)

Methods-Focused Content Concentrations include:

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

Advisor-approved individualized plans of study can be created with all online courses, all in-person courses, or a combination of both in-person and online courses.

The following table outlines the course requirements for each concentration.

Table 2. *MS in Evaluation Science Concentrations and Partnering Colleges*

Concentration	**Partnering College/ Department**	**Courses**
Applied Statistics (online; 9 credit 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	Lerner Business and	Required

(online; 9 credit concentration + 1 prerequisite)	Economics Note: prereq substitution includes EVAL770 for BUAD620.	MISY604: Database Design & Implementation BUAD621:Decision Analytics and Visualization MISY641: Data Mining for Business Analytics
Bioinformatics and Data Science (online; 9 credit 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 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 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 concentration)	CEHD (Education)	Required EDUC821: Higher Education Policy Second policy course (education, early ed, or policy) UAPP707: Public Policy Analysis
Early Childhood Policy (online; 9 credit 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 concentration)	College of Health Sciences (Nursing)	Required HLTH843: Policy and Finance for Healthcare Delivery HLTH844: Population Health Informatics UAPP707: Public Policy Analysis
Educational Technology (online;	CEHD (Education)	Required EDUC 611: Introduction to Educational Technology

9 credit concentration)		Choose 2 courses from: EDUC 621: Internet Technologies EDUC 638: Learning Technologies EDUC 650: Technology & Cognition EDUC 656: eLearning EDUC 685: Multimedia Literacy EDUC 815: Design of Learning Environments (in person only)

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 earn 2 certificates: Program Evaluation and Applied Research Methods)

Course	Core Course	Applied Statistics Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied 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
STAT 611: Regression Analysis		X	X	
STAT 613: Applied Multivariate Methods		X		

Course	Core Course	Applied Statistics Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
STAT 615: Design and Analysis of Experiments		X		

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

Course	Core Course	Business Analytics Concentration (9 new + 3 prerequisite credits)	Program Evaluation Certificate (12 credits)	Applied 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 substitution for BUAD620 (Fundamentals of Analytics)		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
BUAD 621: Decision Analytics & Visualization		X	X	

MISY 604: Database Design & Implementation		X		
MISY 641: 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 earn 2 certificates: Program Evaluation and Applied Research Methods)

Course	Core Course	Bioinformatics and Data Science Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied 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
BINF 644: Bioinformatics		X	X	
BINF 601: Introduction to Data Science		X		
Third BINF Course (such as BINF 620: Big Data Analytics for		X		

Biomedicine in Health or BINF 640: Databases for Bioinformatics)				

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

Course	Core Course	Public Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied 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
UAPP 684: Performance Management & Program Evaluation		X		
UAPP 701: Public Policy		X		
UAPP 707: Public Policy Analysis		X	X	

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

Course	Core Course	Education Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied 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 705: Education Policy Evaluation		X		
Second Policy Course (Higher Ed, Early Ed, or Public)		X		
UAPP 707: Public Policy Analysis		X	X	

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

Course	Core Course	Higher Education Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X		X	

Course	Core Course	Higher Education Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
	Evaluation			
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 821: Higher Education Policy		X		
Second Policy Course (Education, Early Ed, or Public)		X		
UAPP 707: Public Policy Analysis		X	X	

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

Course	Core Course	Early Childhood Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	

Course	Core Course	Early Childhood Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)

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	X	
HDFS640: Early Childhood Administration, Leadership, and Advocacy		X		
HDFS641: Infants, Toddlers, and Families: Development and Programming		X		

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

Course	Core Course	Health Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	

Course	Core Course	Health Policy Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
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
HLTH 843: Policy and Finance for Healthcare Delivery		X		
HLTH 844: Population Health Informatics		X		
UAPP 707: Public Policy Analysis		X	X	

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

Course	Core Course	Educational Technology Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
EVAL 680: Foundations of Evaluation	X Evaluation		X	

Course	Core Course	Educational Technology Concentration (9 credits)	Program Evaluation Certificate (12 credits)	Applied Research Methods Certificate (12 credits)
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 611: Introduction to Educational Technology		X	X	
Second Ed Tech course (such as EDUC 638: Learning Technologies)		X		
Third Ed Tech course (such as EDUC 650: Technology and Cognition)		X		

D. Variance in Degree Requirements

Students are assigned an advisor upon admission. The advisor works with the student to determine their individualized plan of study. Students 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 Example Course Sequencing

The program can be completed in 2-2.5 years of part-time study. Though, students may take three to four years for program completion. The program can also be completed in 1-1.5 year of full-time study. There are no full-time residency requirements.

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

Session	**Course**	**Format**
Semester 1	• EVAL 680: Foundations of Evaluation • EVAL 615: Research Design and Methods	• Two 7-week EVAL courses
Winter/Summer 1	• EVAL 755: Evaluation Models and Management	• One 4-5 week EVAL course
Semester 2	• EVAL 770: Quantitative Methods and Analysis • EVAL 771: Qualitative Methods and Analysis	• Two 7-week EVAL courses
Semester 3	• EVAL 781: Mixed Methods Research • Concentration: Course 1	• One 7-week EVAL course • One concentration course (formats vary)

Winter/Summer 2	• EVAL 780: Survey Research	• One 4-5 week EVAL course

Session	Course	Format
Semester 4	• Concentration: Course 2 • Concentration: Course 3	• Two concentration courses (formats vary)

Table 4. *Example 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	• Three 7-week EVAL courses • One concentration course (formats vary)
Winter/Summer 1	• EVAL 755: Evaluation Models and Management	• One 4-5 week EVAL course
Semester 2	• EVAL 770: Quantitative Methods and Analysis • EVAL 781: Mixed Methods Research • Concentration: Course 2 • Concentration: Course 3	• Two 7-week EVAL courses • Two concentration courses (formats vary)
Winter/Summer 2	• EVAL 780: Survey Research	• One 4-5 week EVAL course

Table 5. *Example Course Sequencing (Hybrid)*

Session	Course	Format
Prior to arriving on campus	• EVAL 680: Foundations of Evaluation • EVAL 615: Research Design and Methods • EVAL 755: Evaluation Models and Management	• Three 7-week EVAL courses (online)
Semester 1	• EVAL 770: Quantitative Methods and Analysis • Individualized Plan of Study (IPS): Course 1 • Individualized Plan of Study (IPS): Course 2	• One 7-week EVAL courses (online) • Two IPS courses

		(formats vary)
Winter	• EVAL 780: Survey Research	• One 4-5 week EVAL course (online)
Semester 2	• EVAL 771: Qualitative Methods and Analysis	• One 7-week EVAL

Session	**Course**	**Format**
	• EVAL 781: Mixed Methods Research • Individualized Plan of Study (IPS): Course 3	course (online) • One EVAL course (formats vary) • One IPS course (formats vary)

G. Definition of Satisfactory Progress towards the Degree

At the midpoint in a student's program, the advisor reviews 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 are 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 forwards the request to the Office of the Dean of the Graduate College, who determines the student's eligibility for a time extension and notifies 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 Evaluation Science program is assessed in two ways:

- Program-level outcomes; and

- Student-level outcomes.

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

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

Table 7. *Student Outcomes and How They Are 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

Student Outcomes	**Measure 1**	**Measure 2**
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

A. MS in Evaluation Science

The MS in 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.

B. Applied Statistics Concentration (CANR/APEC)

The online concentration in Applied Statistics provides students with a range of knowledge and skills. By the end of the program, students should be able to:

- Utilize regression techniques to analyze data;
- Apply multivariate techniques to datasets;
- Appropriately interpret the results of analyses using regression and multivariate

methods; and
- Understand the principles of experimental design.

C. Business Analytics Concentration (Lerner)

The online concentration in Business Analytics provides students with a range of knowledge and skills. By the end of the program, students should be able to:

- Frame decision problems;
- Utilize methodologies and strategies for data mining of large datasets;
- Understand relational database design and big data analytics; and
- Navigate relational databases using SQL.

D. Bioinformatics and Data Science Concentration (BINF/CISC)

The online concentration in Bioinformatics and Data Science provides students with a range of knowledge and skills. By the end of the program, students should be able to:

F. Understand the concepts of bioinformatics and data science;
G. Apply data analytics to real-world data to achieve optimal outcomes; and H. Utilize bioinformatics tools and web-accessible bioinformatics applications.

E. Education Policy Concentration (CEHD/SOE)

The online concentration in Education Policy provides students with a range of knowledge and skills. By the end of the program, students should be able to:

- Understand the education policymaking process, including key policy actors;

- Identify education policy types and tools;
- Describe key factors related to education policy implementation and outcomes; and
- Conduct and critique policy analyses.

F. Higher Education Policy Concentration (CEHD/SOE)

The online concentration in Higher Education Policy provides students with a range of knowledge and skills. By the end of the program, students should be able to:

- Understand economic frameworks used to interpret higher education policy; ● Describe the major policy issues that affect access and success in postsecondary institutions, with a focus on equity; and
- Conduct and critique policy analyses.

G. Early Childhood Policy Concentration (CEHD/HDFS)

The online concentration in Early Childhood Policy provides students with a

range of knowledge and skills. By the end of the program, students should be able to:

- Understand the critical issues and the research-base of early care and education policy, including economics and financing of care;
- Identify strategies for leadership, professional development, and advocacy in early childhood education; and
- Describe early childhood development and its implications for family support and early care and educational programming.

H. Public Policy Concentration (CAS/Biden)

The online concentration in Public Policy provides students with a range of knowledge and skills. By the end of the program, students should be able to:

- Understand the intersection of public policy with politics and markets; ● Describe the institutional and structural dimension of the policymaking process; ● Identify indicators for accountability, efficiency, and effectiveness; and ● Conduct and critique policy analyses.

I. Health Policy Concentration (CHS/Nursing)

The online concentration in Health Policy provides students with a range of knowledge and skills. By the end of the program, students should be able to:

- Understand policy development in healthcare, as well as healthcare financing; ● Identify current policies and programs to improve population health; ● Integrate

information technology and public health data to facilitate individual and population health improvement; and
● Conduct and critique policy analyses.

J. Educational Technology Concentration (CEHD/SOE)

The online concentration in Educational Technology provides students with a range of knowledge and skills. By the end of the program, students should be able to:

● Understand the principles of how people learn with technology tools; ● Describe the national and international standards frameworks for educational technology;
● Identify best practices in educational technology; and
● Integrate educational technology to facilitate learning.

Part VI. Financial Aid

A. Financial Awards

This program is intended to be a revenue-generating program where students 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 are expected to work up to 20 hours per week on projects and to maintain full-time status; students on contract are 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 are expected to have access to a personal computer and the Internet for online coursework. There are no other required expenses beyond the traditional books and supplies. Support for travel to professional meetings is dependent upon the availability of funds.