



**University of Texas at El Paso
Job Description**

Job Code: 0507
Job Title: Program Evaluator - Program Evaluation Research Specialist
Department: ORSP
Reports To: In accordance with specific departmental policies
FLSA Status: Exempt
Prepared By: Human Resource Services
Creation / Revision Date: September 13, 2015

Summary: Under minimal supervision and with extensive latitude for the use of initiative and independent judgment, the Program Evaluation Specialist works with university faculty/staff Principal Investigators to develop comprehensive evaluation plans for programs. Oversees the implementation of different evaluation plans, ensuring that program activities and services further the goals and objectives of the programs. Ensures that evaluation activities are complementary to program operations and activities and consistent with the evaluation plans. The Program Evaluation specialist also works with the REAS unit management to supervise and train students in program evaluation, as well as with other duties as needed.

Note: The primary accountabilities below are intended to describe the general content of and requirements of this position and are not intended to be an exhaustive statement of duties. Incumbents may perform all or some of the primary accountabilities listed below. Specific tasks or responsibilities will be documented in the incumbents' performance objectives as outlined by the incumbents' immediate supervisor or manager. This position is security-sensitive and subject to Texas Education Code §51.215, which authorizes the employer to obtain criminal history record information. Must possess a valid driver's license issued by the State where the applicant resides and must be insurable as defined in the UT System BPM 16-05-02, as applicable to the performance of essential duties and responsibilities of the position.

Statement of Duties and Responsibilities:

Coordinates, plans, develops, conducts, monitors, and analyzes research projects to include interpreting results, developing nonstandard tests, recommending technology-based solutions, or determining computational strategies; formulates and monitors long-range research objectives, programs, and priorities; reviews, analyzes, and evaluates the impact of legislation, regulations, and policies affecting current research.

Collaborates with the Center for Institutional Evaluation, Research and Planning (CIERP) and colleges to coordinate formative and summative student outcomes across the university. Facilitates discussions of student outcomes research findings with key constituencies.

Assists in formulating research objectives and programs and determines the scope and methodologies of research projects and areas to be evaluated; provides consultation and technical advice on research methods and techniques; works with researchers on the development of experiments and interpretation of results for research and teaching.

Develops policies and procedures used in conducting and administering research and evaluation activities; develops quality assurance procedures and conducts quality assurance reviews on research projects; develops, improves, or customizes products, equipment, formulas, processes, or analytical methods; develops data models and databases.

Writes technical papers /reports and prepares standards and specifications for processes, facilities, products, or tests; directs, coordinates, or advises personnel in test procedures.

Coordinates the collection, compilation, and analyzing of research data to include the use of statistical methods and relational databases to analyze data sets; prepares and provides presentations for professional organizations, governmental entities, and the public; communicates research results through conference presentations, scientific publications, or project reports.

Provides consulting support to academic departments in their assessment, program evaluation, and accreditation efforts. Provides assistance in preparation for reaccreditation from the Southern Associate of Colleges and Schools relative to student success.

May participate in proposal writing and coordination for external funds for equipment acquisitions; may be a Principle Investigator or Co-Principle Investigator.

Knowledge of all Microsoft Office software and able to learn and use institutional software systems.

Complies with all federal, state and local laws, and University of Texas System, Regental, and UTEP policies.

Other duties may be assigned.



Supervisory Responsibilities Carries out supervisory responsibilities in accordance with the organization's objectives, policies and applicable laws.

Qualifications To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Education required: PhD degree from an accredited college or university in Program Evaluation or related field and at least one year of work experience *or* Master's degree from accredited college or university with a minimum of five years of work experience, including management experience.

Minimum Experience required: One year of experience, related to the statement of duties and responsibilities, including management experience.

OR

Minimum Education required: Master's degree from accredited college or university with a minimum of five years of work experience, including management experience.

Minimum Experience required: Five years of experience, related to the statement of duties and responsibilities, including management experience.

Knowledge, Skills and Abilities:

- Knowledge of or familiarity with frameworks for program evaluations, especially in Education and Research settings.
- Ability to train others in the methods of program evaluation, including design, data collection, data analysis, and reporting.
- Knowledge of or familiarity with the American Evaluation Association's Guiding Principles for Evaluators.
- Ability to engage with, listen to, and learn from a broad range of evaluation stakeholders, encouraging their meaningful participation.
- Knowledge of the distinctions between evaluation and research.
- Ability to identify limitations of one's evaluation expertise and devise methods for acquiring additional evaluation knowledge when necessary.
- Commitment to ensuring that evaluation activities are done in a culturally competent manner.
- Ability to work as part of an interdisciplinary team to plan and conduct evaluations.
- Ability to organize and summarize information in a clear and concise manner.
- Ability to understand the context of a program and how it affects program planning, implementation, outcomes, and even the evaluation.
- Ability or experience in the development and use of logic models to describe complex programs.
- Ability to provide leadership in a team setting, move members forward and build consensus.
- Skill in developing and articulating program goals and objectives in a structure supporting evaluation.
- Knowledge of various evaluation designs (e.g., non-experimental, experimental, quasi-experimental).
- Experience with evaluations using mixed method approaches.
- Knowledge of approaches for generating, revising, and prioritizing evaluation questions.
- Knowledge in the development of evaluation plans.
- Knowledge of methods for designing evaluations so as to increase the likelihood that the findings will be used by primary evaluation stakeholders.
- Ability to develop and test data collection instruments.
- Ability to identify and assess existing data sources for their potential use in program evaluation.
- Ability to gather data using qualitative and quantitative approaches such as interviews, group processes, participant observation, surveys, electronic data files, or other methods.
- Ability to manage databases, construct data files, conduct and supervise data entry, and perform data edits/cleaning.
- Knowledge of methods for protecting confidential data.
- Knowledge of appropriate quantitative and qualitative data analysis methods.
- Ability to conduct analyses using appropriate analytic tools / techniques for quantitative data (e.g., descriptive and inferential analysis in SPSS) and/or qualitative data (using content analysis and thematic clustering).
- Ability to develop criteria and standards reflective of the values held by key evaluation stakeholders.
- Experience with synthesizing information generated through an evaluation to produce findings that are clearly linked to the data collected.
- Skill in working with stakeholders to develop feasible recommendations.
- Ability to prepare and present evaluation results in a manner that increases the likelihood that they will be used and accepted by a diverse group of stakeholders.
- Ability to develop action plans and systems to facilitate and track implementation of evaluation findings and recommendations.



- Ability to work with stakeholders to present analyses, find common themes, and identify relevant and actionable findings from evaluations.
- Skill in developing and implementing a communications and dissemination plan.
- Willingness to work with stakeholders to create and implement an action plan based on evaluation findings.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee must occasionally lift and move up to 10 pounds.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to fumes or airborne particles; toxic or caustic chemicals; risk of electrical shock; and risk of radiation. The noise level in the work environment is usually moderate.