

Seattle Pacific University
Department of Counselor Education
EDCO 6107 Program Evaluation



**SEATTLE PACIFIC UNIVERSITY
MISSION STATEMENT**

"Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community."



"Act justly and love mercy"

**COUNSELOR EDUCATION
MISSION STATEMENT**

"Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God's excellence, grace, mercy, and goodness as representatives of Seattle Pacific University."

COURSE INSTRUCTOR

Office Hours:

Phone:

Email:

School Counseling Website :

<http://www.spu.edu/orgs/schoolcounseling/>

Technology Integration:

As identified in section A.14. of the *Ethical Standards for School Counselors* (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the *Google Sites* and *Canvas* to integrate technology.

Canvas support is offered through our office of Educational Technology and Media. Help from ETM is available Monday–Friday, 8:30 a.m.–4:30 p.m. by calling 206-281-2170 or emailing etmhelp@spu.edu. The ETM website provides training and resources regarding Canvas use.

Snow Hotline: 206-281-2800

An attempt is made to provide word of campus closure for evening classes by 2:00 p.m. The key is your safety. If it is unsafe for you to travel to SPU from where you live, notify the professors via phone or e-mail.

Disability Support Services

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations. Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.

Diversity Statement

The School of Education embraces and seeks the richness that diversity brings to our learning community. We acknowledge that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, sexual orientation, language and linguistic inheritance, country of origin, past participation outside of the culture of power. Our focus is to offer and enhance opportunities to all, including those who have traditionally been underserved by and underrepresented in the institutions of our society. Our commitment is to increase the diversity of our faculty, staff, and students and to foster a hospitable climate for a diverse community reconciling all people.

Academic Integrity

“Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism, or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog (pp. 25-26). In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction. If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

Course Description

This course focuses on the development and implementation of program evaluation for school counselors. The progression of the course allows for an understanding of what program evaluation is, how it can be used, and why program evaluation can support your work in schools.

Course Objectives

This course continues the study of current counseling theories, techniques, and strategies for effective school counseling. By the end of the course, students will:

1. Comprehend the importance of research and program evaluation in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2.F.8.a)
2. Engage in learning the process of developing and implementing an evaluation of counseling interventions and programs (CACREP 2.F.8.e)
3. Understand the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)
4. Align the purpose and methodology of program evaluation with the population needs (CACREP 6.B.1.e)
5. Use appropriate technology to access information and plan interventions.

The course is designed to address the following knowledge base criteria for Washington State ESA certification in school counseling according to the WAC 181-78A-270 (5a)

<http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>:

Specifically, but not limited to:

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

Required Texts:

Minton, C.A., & Lenz, S. (2019). Practical approaches to applied research and program evaluation for helping professionals. Routledge, N.Y.

Instructional Methods

The primary instructional methods used in this course will be a combination of didactic and collaborative. We will meet synchronously and asynchronously as noted in the schedule below, and in Canvas. It is essential that students *come to class prepared*. For students to gain a practical understanding of program evaluation, out-of-class assignments are included in the course pedagogy. We afford time at the beginning of class for questions. Any course-related questions emailed to the course professors will be “replied to all” so all students enrolled may benefit from the question and response unless indicated confidential.

Assignments

* Please note APA style (see required text) is an expectation for all written assignments, except where noted. All assignments are to be turned in digitally via Canvas (<https://canvas.spu.edu/>).

** In addition to these formal assignments, there may be other in class activities that will count towards your participation grade.

*** This syllabus is subject to change throughout the course, if changes are necessary to support learning.

A. Logic Model

To complete this assignment, you and a peer will work together to develop a logic model. Using the resources provided in Module 2, including the Kellog Logic Model Development Guide, you will choose a program to use as the source for this. You will have time to work together during class, and the final Logic Model will be due on _____. Both partners should submit the logic model to Canvas.

Your logic model can be as elaborate or simple as you wish but should consider the key elements required for a meaningful logic model that stakeholders can use. Consider:

- Does the logic model connect problems, goals, activities, outcomes, and impact?
- Does the logic model use words or pictures to describe the sequence of activities that will define your project?
- Does the logic model describe the program over time from planning to results?
- Is the model clear, concise, and purposeful?

You may use any program you like to create your logic model. Many people like to use Smart Art in Microsoft WORD. There is a free website, <https://www.diagrams.net/> (Links to an external site.) that can also help to create interesting graphic organizers. Google drawing is also an option. Please see the Logic Model Rubric on Canvas for grading.

B. Survey Assignment

As we learn about writing and using survey data, I thought it would be useful to have you take a few surveys and think about the experience from the user end. Please complete the Duckworth Grit Scale and The Post-Secondary Engagement Survey (Sorry, you won't get the \$25.00 gift card!). The links are in Canvas. Once you are done, respond to the "Survey Response Reflection Questions," which you can find in the Week 3 Module (questions are also included below). Your responses should be submitted as a Word Document. No need to use APA for this assignment.

Consider the 2 different surveys, how they were developed, what they are trying to accomplish, and how could the data be used to support a program, or stakeholder group.

Please respond to these questions after taking the Grit Scale and the Postsecondary Survey:

How did you feel when answering the questions on the surveys? What felt different with each survey?

Did you notice any patterns in the survey questions (the style, the language, etc.)? If so, how did those patterns impact how you answered the questions?

Would you change anything about these surveys after having taken them? If so, what?

How do you think the information in these surveys could be used to support student learning/growth?

If working with a stakeholder group, how might you share the data from these surveys to provide support and improve outcomes?

What could be some challenges to using the data from these surveys? What considerations should you take?

C. Program Evaluation Paper

This quarter we are reading about theories and approaches to program evaluation and its practice. For your paper, draw from relevant theories and approaches that we have studied to illustrate what has most influenced your thinking about program evaluation, and/or what you anticipate integrating into any future opportunities to practice evaluation. In other words, what evaluation theories or approaches might influence your evaluation practice? And, why?

To help you do so, consider the following questions to stimulate your thinking (In your paper you do not necessarily have to address all of these questions, but some combination of the questions.):

- We have learned that evaluation theories often developed in relation to or in reaction to previous theories. Considering what you have learned from the evaluation field this semester, what evaluation theories and approaches do you think will be most valuable to draw on in the future? What strengths and foundational elements of previous theories do you see as essential to maintain?
- Throughout the course we have learned that evaluation approaches are often related to the program contexts in which they are used. What program contexts do you encounter and/or anticipate encountering in your future career opportunities? What evaluation approaches are most appropriate for these contexts? Why will these approaches support your work as a school counselor?
- We have learned that educational training, professional experiences, values and beliefs, professional colleagues, and so on, influence an evaluator's approach. What approaches to evaluation are most consistent with your background, values, beliefs, experiences, etc.?
- We have learned that evaluation theories both implicitly and explicitly address social justice and cultural responsiveness and have different conceptions of those constructs. How does your theory of program evaluation integrate values of social justice and cultural responsiveness?

Write a 5-7 page paper in which you discuss what has most influenced your thinking about evaluation, and what approaches you hope to draw upon in the future. Be sure to credit theorists and readings we have discussed in class appropriately. You are welcome to include figures, diagrams, case examples, etc. to illustrate your evaluation approach. APA format and citations please!

D. Group PE Presentation

For this group presentation, you will work together to conduct a “mock” program evaluation for a program you have at your school/work/internship/practicum site (Examples include a new counseling program, SEL curriculum, Mind Up, PBIS, etc...). Together you will complete several components of a program evaluation, including:

1. Choose a program to evaluate
2. Provide rationale for conducting an evaluation of this program:
 - a. Who does the program serve?
 - b. Why would a program evaluation be useful?
 - c. How might a program evaluation be used to support outcomes?
3. Conduct a literature review of the program
4. Develop a logic model for the program
5. Develop a program evaluation plan – consider:
 - a. Who are your key stakeholders?
 - b. What is your theoretic foundation/framework and why?
 - c. What are your goals, objectives, and outcomes?
 - d. What types of qualitative and quantitative data collection will you conduct?
 - e. What assessment measures might you use and why?
 - f. What is your data management plan?
 - g. How would you report out to the primary stakeholders?

Your final project will include a 20 minute presentation of your “mock” evaluation (minus outcomes). This should be a power point presentation, or something similar. Imagine you are reporting out to the funders for your PE. While you may not be able to collect actual student data, you can use phony data to make your presentation. You DO NOT need to write a complete program evaluation report.

You will turn in:

1. Your completed PE planning document
2. A logic model
3. Any survey instruments or questionnaires you incorporated or developed
4. Any interview protocols you developed
5. 1 hand-out/ research brief you would give to your stakeholders
6. Your power point presentation

Each student should turn in all supporting documents as a packet (in one PDF or WORD file if possible). Only one group member needs to turn in the power point.

E. Article Reflection Discussions

We will have 4 discussion posts required during this quarter. These will be used to generate a collaborative conversation during our synchronous learning time. The schedule will be as follows:

- Article Reflection Discussion #1 – assigned during week 1 - discussed during Week 2
- Article Reflection Discussion #2 – assigned during week 2 - discussed during Week 4
- Article Reflection Discussion #3 – assigned during week 4 - discussed during Week 6
- Article Reflection Discussion #4 – assigned during week 6 - discussed during Week 8

The prompts are included in the discussions on Canvas, and the window for responding will be open from the day the article is assigned until the afternoon we will be discussing that article.

F. Reading Reflection

Our readings for this course are intended to be purposeful, specific, and hopefully interesting! Each week of reading is worth 10 points towards your final grade. Please use the rubric below to assess your engagement with the text. Total your points at the bottom, and turn in by week 9 (5/26). This document can also be found on Canvas in the Overview Module. Thanks!

Reading	Oops! I didn't get to it this week	I read some, but not all	I skimmed it, but quickly	Read and took notes!	Total points out of 10
Week 1 Reading	0	1-5	6-9	10	
Week 2 Reading	0	1-5	6-9	10	
Week 3 Reading	0	1-5	6-9	10	
Week 4 Reading	0	1-5	6-9	10	
Week 5 Reading	0	1-5	6-9	10	
Week 6 Reading	0	1-5	6-9	10	
Week 7 Reading	0	1-5	6-9	10	

Total points (Out of 70) _____

G. Attendance, professionalism, punctuality, and participation in class

It is expected that you demonstrate professionalism throughout the course experience during class meetings. Professionalism may be demonstrated by punctual attendance, collegiality with peers, ethical behavior, coming to class meetings prepared, meeting due dates, and communicating concerns in a respectful manner. It is encouraged that you model behavior in this program and course similar to how you intend to present as a professional school counselor including interacting with peers as you would future fellow staff and course instructors and program professors you would towards your school administration. This provides you with the opportunity to hone your professional skills and dispositions and for faculty to assess and provide feedback as requested by school districts for which you will apply for internship and employment opportunities. Keep in mind that attendance is just one aspect of this grade. If you desire feedback at any point regarding any aspect of this assignment, I encourage you to reach out. A grade of B- or less on this assignment may result in the development of a Student Assistance Plan and/or an evaluation of your readiness for the internship experience. As part of this assignment, it is expected that you complete the course evaluation during the evaluation window provided by the university.

EVALUATION

Assignment	Point Value
Logic Model	50
Survey Assignment	50
Program Evaluation Paper	100
Group PE Presentation	200
Article Reflection Discussions	100
Reading Reflections	70
Attendance, professionalism, punctuality, participation	30
 Total	 600

Grading Scale (%)

100-94	A	89-87	B+	83-80	B-*
93-90	A-	86-84	B		

TENTATIVE SCHEDULE***

Week	Date	Attendance	Topic	Readings	Assignments Due
1		Asynchronous	What and Why of Program Evaluation	Minton & Lenz-1&2 Kirkhart, K. E. (2010). Eyes on the prize: Multicultural validity and evaluation theory Worthen, B. (1990). Program evaluation. H. Walberg & G. Haertel (Eds.)	
2		Synchronous	Methodology	Minton & Lenz-3-5 Murphy, T. M., Chang, C. Y., & Dispenza, F. (2018).	Logic Model due Article Reflection #1 Discussion Post
3		Asynchronous	Data Collection Methods	Minton & Lenz-6 Survey Research (2019), Story & Tait	Survey Reflection due
4		Synchronous	Qualitative vs. Quantitative Data Collection	Minton & Lenz-7&8 Patton, M. Q. (2015). Evaluation in the field: The need for site visit standards. Astramovich, R. L., & Coker, J. K. (2007). Program evaluation: The accountability bridge model for counselors	Article Reflection #2 Discussion Post
5		Asynchronous	Program Evaluation Designs	Minton & Lenz-10-12	PE Paper Due
6		Synchronous	The Process of Program Evaluation	Minton & Lenz-13-16 Bryson, J. M., Patton, M. Q., & Bowman, R. A. (2011). Working with evaluation stakeholders: A rationale, step-wise approach and toolkit.	Article Reflection #3 Discussion Post
7		Asynchronous	Sharing out the Program Evaluation	Minton & Lenz-17-20 Adams, A. E., Nnawulezi, N. A., & Vandenberg, L. (2015). "Expectations to Change" (E2C) A Participatory Method for Facilitating Stakeholder Engagement With Evaluation Findings.	
8		Synch/Asynch	Guest Speaker	School leadership perspective on the school counselor role in PE	Article Reflection #4 Discussion Post
9		Synchronous	Group Presentations		Group PE Presentations Due Turn in Reading Reflection
10		Synchronous	Group Presentations		Self-assessment form

Self-assess your professionalism/participation
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Name:

Please click one box below.

Exceeded Expectations: 10

- Every week I stepped it up and was clearly a stand-out leader in class discussion, volunteering for activities, and during supervision experience.
- I read all assigned and most/all the optional readings. I sought out my own readings above and beyond that which was provided by the course instructor/professors.
- If I had questions regarding the course, I researched in attempt to find the answer using the resources provided by faculty, consulted with peers, and reached out to course instructor/professors in a timely manner.
- I communicated concerns regarding peers, instructor/professors, and course in a respectful manner.
- All assignments were submitted on or before the due date indicated in the syllabus

Met Expectations: 9-8

- Although perhaps not as vocal as some of my peers, I did actively participate each week in class discussion, volunteering for activities, and during supervision experience.
- I read all assigned readings/materials.
- If I had questions regarding the course, I researched in attempt to find the answer using the resources provided by faculty, consulted with peers, and reached out to course instructor/professors in a timely manner.
- I communicated concerns regarding peers, instructor/professors, and course in a respectful manner.
- All assignments were submitted on or before the due date indicated in the syllabus

Room to Grow: 7

- I am still working on stepping it up in terms of class participation. I did stretch myself and share at least every other week and during supervision experiences.
- I read most of the assigned readings/materials.
- If I had questions regarding the course, I reached out to course instructor/professors in a timely manner.
- I communicated concerns regarding peers, instructor/professors, and course in a respectful manner.
- All assignments were submitted on the due date indicated in the syllabus

I struggled this term but did my best: 6

- This was a tough quarter for me. I desire to participate more but was not able to stretch myself to share in class or during supervision time at least every other week.
- I read some of the assigned readings/materials.
- If I had questions or concerns regarding the course, peers, or faculty, I did not seek resolution – I just do not have the bandwidth to do so right now.
- All assignments were submitted on the due date indicated in the syllabus or an extension was requested in a timely manner (at least a few business days prior to the assignment due date).

Comments for faculty regarding your strengths and opportunities for growth:

Emergency Preparedness Information

Report an Emergency or Suspicious Activity

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

SPU-Alert System

The SPU-Alert System is SPU's emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System Tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators ("BECs").

Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

- Stay inside and await instruction unless you are in immediate visible danger.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The "*Stop. Think. Act.*" booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional Information

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.