Program Evaluation in Education-EDP 596
California State University Long Beach
Department of Advanced Studies in Education and Counseling

Term: Fall 2020	**Instructor:** Jacob Olsen, Ph.D.
Class Time: Tuesdays, 4:00-6:45	**Office:** AS 229
Class Location: Online via Zoom	**Phone:** Online via Zoom
Office Hours: Tues/Wed 2:30-4:00 and by appt.	**Email:** Jacob.Olsen@csulb.edu

Course Description

Identifying and comparing various approaches to program evaluation in educational settings including needs assessments; selecting evaluation questions and criteria; collecting, analyzing, and interpreting qualitative and quantitative evaluation data; and the mechanics and process of developing an evaluation plan. Letter grade only (A-F) (Course Catalog Description).

Prerequisites

EDP 400 Introduction to Educational Research and EDP 520 Quantitative Research, or equivalent.

Mode of Instruction

This course will use an online/virtual format, specifically. In addition, this course will include flipped learning. Students will access and review recorded lecture content and assigned readings online via BeachBoard, then use online/virtual class time via Zoom to practice skills, discuss key concepts, and participate in small group collaborative work. The format of the class is designed to give students the knowledge and skills needed to effectively evaluate programs in educational settings. Because the course in online/virtual, the instructor and students will communicate via email, Zoom, phone calls, and/or BeachBoard. Online participation will be assessed using the Attendance and Participation rubric posted on BeachBoard, and the instructor will monitor online activities on a weekly basis. To ensure that standards of appropriate online behavior are maintained, the instructor will include expectations on the syllabus (see Student Behavior, Academic Integrity, Safety, Support, Important Dates section below), and review expectations periodically. In terms of the level of technical competence required for this course, students need to be able to access BeachBoard and Zoom, and utilize the basic functions in each platform. BeachBoard and Zoom are available for computers and smart phones and students will have access to each platform as students at CSULB. In the event of technical breakdowns, students can submit work to the instructor via email. There are no on-campus meeting requirements.

Student-based Learning Outcomes

At the end of the semester, students will be able to:
1. Plan, develop, implement, and evaluate a program and the program's role connected with the overall school plan (CTC *SCPSPE 8.2)
2. Use data to articulate the impact of programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems (CTC *SCPSPE 8.3)
3. Collect, evaluate, and share process, perception, and outcome data for program activities (i.e., classroom lessons, interventions) (CTC *SCPSPE 9.1)
4. Conduct a program evaluation of a program using technological applications such as computer software or web-based applications (CTC *SCPSPE 9.5)

5. Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources (CTC *SCPSPE 9.6)

*SCPSPE = School Counseling Program Standards and Performance Expectations

Required Text

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.)

American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). VA: Author. [School Counselors Only]

Giancola, S. P. (2014). *Evaluation matters: Getting the information you need from your evaluation*. U.S. Department of Education. Retrieved from https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf

Recommended Text for Additional Learning

Fitzpatrick, J., Sanders, J.R., & Worthen, B.R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Boston: Pearson.

Outline of Subject Matter and Schedule

Date	Week	Topic	Review/Readings	Assignments Due
Aug 25	1	Course/program eval overview	-PowerPoint(s)	
Sept 1	2	-History of evaluation -Culture and program evaluation	-PowerPoint(s)	
Sept 8	3	-Alternative perspectives of eval -Program-oriented eval approaches	-PowerPoint(s) -Handout	
Sept 15	4	-Decision/Participant Approaches -Collaboration	-PowerPoint(s) -Bemack 2008 article	
Sept 22	5	-Rationale for evaluation -Program evaluation and ethics	-Dimmitt 2009 article -Sink 2009 article	
Sept 29	6	Program description	-Evaluation Matters (EM) p.1-16 (up to Logic Model); Appendix A-C	
Oct 6	7	Logic models	-EM p.16-23; Appendix A-C -Zyromski (2019) article	
Oct 13	8	Developing evaluation questions Part 1	EM p.24-30 (up to What Data Should I Collect)	-Program description
Oct 20	9	Developing evaluation questions Part 2		-Logic model
Oct 27	10	Evaluation design and data collection methods	EM p.33 (Evaluation Design)-42 (up to Evaluation Methods and Tools); p.54-56 Appendix A,C,E	-Evaluation questions and rationale
Nov 3	11	Quantitative/Qualitative methods	EM p.42-52; Appendix A,C	
Nov 10	12	-Data analysis and reporting -Evaluation of evaluations	-EM p.57-73; Appendix A,C -Sink (2019) Article	-Evaluation design
Nov 17	13	Program eval workshop/presentation prep		
Nov 24	14	Program evaluation presentations		-Presentations
Dec 1	15	Program evaluation presentations		-Presentations
Dec 8	16	Program evaluation presentations		-Presentations -Eval report
Dec 15	17	Program evaluation presentations **Final exams week 5:00-7:00**		-Presentations

Grading System (200 total points possible)

Assignment	SLO	Points (200)	% of Course Grade
1. Attendance and Participation	5	30	15%
2. Program Evaluation		130 total	
Program Description	5	26	13%
Logic Model	4	26	13%
Evaluation Questions/Rationale	1	26	13%
Evaluation Design	3	26	13%
Evaluation Report	2	26	13%
3. Program Evaluation Presentation	2,3	40	20%

A=180-200 points; B=160-179 points; C=159-140 points

Course Requirements:

1. Attendance and Participation (30 points)
- Students are expected to attend and participate in class meetings. Students will take part in discussion, experiential learning, and hands on projects aimed at helping them develop the knowledge and skills necessary to effectively evaluate school counseling and other programs. Students are expected to read the assigned course documents and journal articles. Students should come to class prepared to discuss readings and share their personal insights and experiences related to readings. Students will also be expected to incorporate readings into class assignments.
- Consistent attendance and participation are expected. A portion of your grade will be based on your attendance and participation **(see Attendance and Participation on BeachBoard for grading criteria).** Therefore, your grade could be reduced based on class attendance and participation. If you must be late or miss a class, please communicate with the instructor. It is the responsibility of the student to make up any work or obtain materials and information missed from the class from classmates and/or the instructor. Please note, class starts promptly at 4:00 p.m. Students arriving after 4:10 will be considered late. Three instances of being late will be equal to one absence. For more information on the CSULB attendance policy, including acceptable excused absences, see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

2. Program Evaluation (130 points)
- Students will evaluate a school counseling or other program in multiple stages throughout the semester. Each stage of the program evaluation will incorporate content from the course. Each stage of the program evaluation also has a corresponding class assignment worth 26 points each (130 points total). Multiple stages of the program evaluation will involve experiential activities in and outside of class. **See Program Evaluation on BeachBoard for grading criteria and assignment description.**

3. Program Evaluation Presentation (40 points)
- The purpose of this presentation is for students to demonstrate the skills that are required to present a program evaluation to stakeholders. Due to time constraints, presentations should be no more than 15 mins. **See Program Evaluation Presentation on BeachBoard for grading criteria and assignment description.**

Final Exam

Students will conduct program evaluation presentations for their final assessment.

Policies for Attendance, Withdrawal, Late Assignments

Attendance and Participation: Attendance and participation will be assessed using the Attendance and Participation description and rubric on BeachBoard.

Withdrawal Policy: Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. For more information about the withdrawal policy, related timelines, and tuition refund information, see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/FinalCourseGrades.html.

Late Assignments: Please note late assignments will receive a 10% reduction for each day late. If you have any concerns about meeting a deadline, please communicate with the instructor in advance of the deadline.

Incomplete Grade Policy: According to the CSULB policy, "'I' indicates that a portion of required course work (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. . . . It is the responsibility of the student with an 'I' to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the 'Incomplete'". For more information about the incomplete grade policy see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/FinalCourseGrades.html.

Special Needs Statement.

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Assistive Technology

In compliance with Policy Statement 08-11, Accessibility and Faculty Responsibility for the Selection of Instructional Materials, instructors are required to make their course syllabi and all course materials available in accessible print formats.

Technology Help Desk http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/, 562-985-4959, Academic Service (AS) building, room 120.

Computer Access: Two open access computer labs are available for current CSULB students: the Spidell Technology Center located in the Library and the located in lower campus. See http://web.csulb.edu/library/guide/computing.html for more information.

Additional Academic Supports: For support with presentations, visit the Hauth Center for Communication Skills, LAB 200, 562-985-7142, http://www.cla.csulb.edu/centers/hauth/contact-us/ For support with

learning skills, studying skills, language, writing, tutoring, and supplemental instruction, visit the Learning Assistance Center, Horn Center 104, 562-985-5350, http://web.csulb.edu/divisions/aa/grad_undergrad/lac

Written Assignments

Students are expected to follow the current APA Publication Manual format in all written assignments. All written assignments should be typed using Microsoft Word, professionally written, spell checked, double spaced, in 12 pt. Times New Roman font, and with 1-inch margins on all sides. For writing support, please visit the CSULB Writer's Resource Lab, LAB 206, 562-985-4329, http://www.cla.csulb.edu/departments/english/wrl/ . Proper use of APA Publication Manual format will be reflected in the grading of all written work. Unless noted otherwise, all assignments will be submitted electronically through BeachBoard at https://bbcsulb.desire2learn.com/ by 11:59 PM on the due date.

Student Behavior, Academic Integrity, Safety, Support, Important Dates

Student Behavior Policy (cell phones, laptops, etc.): Electronic devices can interfere with the student learning experience and distract the instructor and other students. Cell phones should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that leaving class for an extended period of time will count for missing a part of the class. With instructor permission, you can take notes using a laptop, however, you should not engage in any activity other than taking notes (e.g., checking email; accessing Internet, Facebook, etc.) or your grade will be affected.

Academic Integrity: Students have the responsibility to know and observe CSULB policy for academic integrity including cheating and plagiarism. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. For more information regarding the CSULB academic integrity policy, see: http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Safety: For information about services related to safety including after dark campus escorts, visit the University Police Department (brick building south of the Student Recreation and Wellness Center or Police Substation in the University Student Union on the second floor outside level), 562-985-4101, https://daf.csulb.edu/offices/ppfm/police/

Support: CSULB Counseling and Psychological Services (CAPS) helps students meet the personal challenges associated with identifying and accomplishing academic, career, and life goals. CAPS services include short-term counseling for individuals, group counseling, career development counseling, referral services, psychoeducational workshops, and crisis intervention. CAPS is located in Brotman Hall Room 226, hours are Monday through Friday 8:00 AM to 5:00 PM, and there is 24-Hour access to a counselor by phone 562) 985-4001. CAPS website is http://web.csulb.edu/divisions/students/caps/

Any student who is facing academic or personal challenges due to difficulty in affording groceries/food and/or lacking a safe and stable living environment is urged to contact the CSULB Student Emergency Intervention & Wellness Program. The website outlining the resources available iswww.csulb.edu/basicneeds. Students can also e-mail supportingstudents@csulb.edu or call 562/985.2038. If comfortable, students may reach out to the professor as they may be able to identify additional resources.

Important Dates: Consult the university's calendars for important dates (holidays, drop/withdraw from class deadlines, etc.): http://web.csulb.edu/divisions/aa/calendars/

Note: The instructor reserves the right to change or amend this syllabus as necessary throughout the semester.