

Program Evaluation Project

Description: Program evaluation is becoming an integral component of responsive and responsible practice in contemporary school and counseling agencies. The need for counselors in training to develop skills in program evaluation is reflected in the language of the 2016 CACREP standards. To learn more about program evaluation students are required to read Agramovich & Coker (2007) and Grinnell, Unrau, & Gabor (2014) before commencing this project. The purpose of this project is for counselors in training to obtain real work experience of conducting a mini- program evaluation in the context of their practicum experience. The evaluation can consist of a counseling program that is currently in operation or a program that the student is implementing. Students are required to design, implement, and present their mini-program evaluation of a routine program or intervention implemented at their site. The evaluation is structured three parts: (1) Planning, (2) implementation, and (3) an evaluation report. The project is mandatory and students who do not complete the project will not complete their practicum requirements. Students are required to place a copy of their completed project including the planning worksheet, evaluation report, documents used during the implementation phase (e.g. copies of assessments), and graded assessment rubric in their portfolio.

Required Resources

Agramovich, R. L., & Coker, J. K. (2007). Program evaluation: The accountability bridge model for counselors. *Journal of Counseling & Development, 85*(2), 162-172.

Grinnell, R. M. Unrau, Y. A., & Gabor, P. (2014). Program evaluation. In R. M. Grinnell & Y. A. Unrau (Eds.), *Social work research and evaluation: Foundations of evidence-based practice* (657-664). New York: Oxford University Press

Quick guide to writing SMART goals video:

<http://www.bing.com/videos/search?q=youtube+writing+smart+goals&gpvt=you+tube+writing+smart+goals&FORM=VDRE&view=detail&mid=1CB7BB8EDE46B7E04F0E1CB7BB8EDE46B7E04F0E>

(1) Part 1: Planning

- a. Prior to the conducting the program evaluation the student should submit a planning work sheet to their site and university supervisor for approval. The planning worksheet, included immediately following the project description below should be cut and pasted into a fresh word document and students are required to type responses to each numbered section and obtain the signatures of both supervisors before proceeding with the evaluation?

(2) Part 2: Implementation

- a. Upon obtaining supervisors approval students may begin implementing program (if applicable) or gathering data to measure program effectiveness. Students will need to have identified and obtained/ created instruments for gathering data. If you site have existing instruments that they administer to clients, you may use them. Include a copy of the instruments in your evaluation report

(3) Part 3: Evaluation report

- a. This summary report of the program evaluation is intended to be disseminated to stakeholders. Students can present the report in a narrative form, PowerPoint, Prezi, or other multi-media program. Students are required to present their evaluation report during group supervision class. Presentations should take no

longer than 20 minutes, and should be structured to include (a) an introduction defining the purposes and goals of program/s and of the evaluation, (b) a description of program/s and service/s, (c) a discussion of the evaluation design and data analysis procedures, (d) a presentation of the evaluation results (include charts and or tables that illustrate results), and (e) a discussion of the findings and recommendations of the evaluation

(1) Planning: Program Evaluation Planning Work Sheet

- I. **Counseling program to evaluate:** Describe the program that you plan to evaluate. Provide a thorough description of the content of the program and how it is structured. Identify Cultural and ethical considerations that inform the context of the evaluation.
- II. **Rationale for evaluation** (Why did you choose to evaluate this particular program- this should be considered in the context of school/agency needs (e.g. mission statement, client needs, managed care exigencies, legal and/or funding concerns)
- III. **Stakeholders:** Identify the entities with a vested interest in this program? e.g. client/ student, parents, administrators, grant funders.
- IV. **Intended clients:** To whom is this program targeted?
- V. **Time frame for intervention:** How many days, weeks, months does/will it last? How many sessions? Frequency of sessions?
- VI. **SMART goal:** What is the desired outcome of this program written as a SMART goal – See smart goal link for more information
- VII. **Type of Evaluation?** e.g. Process, outcome, cost effectiveness-see Grinnell et al., 2014, p 659-661
- VIII. **Data sources:** What data sources will indicate that the program has accomplished its goals. This may be related to client knowledge, behavior, psychological growth, or a combination. Consider the interests of your stake holders when identifying a data source. e.g. they should be something they are interested in improving. Identify at least three points before, during, or after the intervention, when you will gather data.
- IX. **Instrumentation:** How will you gather the information? e.g. Pre-post tests, achievement data, graduation, recidivism, completion of FAFSA, office discipline referrals, days sober. The instrumentation you select to measure outcomes will be based on the agency/ school, and population served. Include a copy of your data collection instrument (unless it is copyright protected)
- X. **Data Analysis:** What data analysis procedures do you intend to evaluate the effectiveness of the program? This may be the most complicated aspect of the assignment and you may have to reference material from your Introduction to Educational Research class. The simplest method is to present descriptive statistics that illustrate measures of central tendency. For example, students could plan to examine mean scores on client pre-and post test measures. However, if students want to extend their learning they are encouraged to utilize different procedures, including inferential and qualitative data analysis
- XI. **Materials:** What resources are required to operate this program; Staff, training needs, facilities, manuals, media equipment

Site Supervisor Signature

Date

University Supervisor Signature

Date