Evaluating Programs in Extension Education

Course No: AEC 6552

Course Website: TBA

Term: Spring, 2021

Location: Online

Time: Thursday, Period 7-9 (1:55 - 4:55 p.m.)
Inform instructor about religious holidays

Instructor: Dr. Glenn D. Israel

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Course Description:
Concepts and research drawn from the social sciences relevant to evaluating youth and adult extension programs.

Course Objectives:
Upon completing the course, students should be able to conceptualize and carry out the evaluation of educational programs. Specifically, students should be able to:

1. Define evaluation and related concepts and describe the role of evaluation in educational programming.

2. Understand relationships among evaluators, stakeholders, program staff, and clientele.

3. Identify an evaluation problem for selected programs.

4. Identify appropriate evaluation designs for county and state-wide programs.

5. Understand and apply evaluation models for selected problems and designs.

6. Identify and compare data collection techniques for obtaining evaluation data.

7. Identify measures and develop instrumentation for collecting evaluation data.

8. Apply social science research methods to obtain evaluation data.

9. Analyze evaluation data.

10. Prepare a fact sheet summary of the evaluation results.

Texts: Students are expected to purchase the text (Available at the University of Florida Bookstores):

Rossi, Peter H., Lipsey, Mark W., and Henry, Gary T. 2018*. Evaluation: A Systematic Approac*h. 8th ed. ISBN: 9781506307886. Newberry Park, CA: Sage Publications.

Dillman, Don A., Smyth, Jolene D., and Christian, Leah Melani. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method.* ISBN-13: 978-1118456149 ISBN-10: 1118456149. New York: J. Wiley.

Additional Readings: Supplementary readings will be assigned. A photocopy and/or electronic copy will be distributed to students via email.

Participation: Your active participation is encouraged and expected. In addition to attending each weekly class, you should read assigned documents and review the lecture notes prior to class. Students are expected to arrive before class begins and stay for the entire class period. Cell phones should be set to vibrate or turned off. Web surfing, checking email or other unrelated activities are prohibited. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Course Assignments: A project series, a mid-term exam, and a multi-part final exam will comprise the assignments.

Project Series:
1. Select an educational program or research project to evaluate, interview a significant actor in the program, and prepare a description of the program and its evaluation needs. 100 pts.
2. Develop an evaluation plan with a description and rationale for the objectives, design and model, and data collection procedures.   150 pts.
3. Identify measures and draft instrumentation; include an explanation of measures and data collection instruments.   150 pts.
4. Collect and analyze data *or* conduct data analysis exercise; Develop a 1-2 page fact sheet summarizing the evaluation results.   130 pts.
5. Complete a comprehensive project report, using items 1-4 and supplementary material and provide an essay of lessons learned.   100 pts.

Mid-term Exam: The exam will be based on readings and lectures. The format is short answer and essay.   150 pts.

Course Pre-test: Multiple choice test to measure knowledge at the beginning of the course. Points are earned for completing the pre-test (not for the number correct).   20 pts.

Course Post-test: Multiple choice test to measure knowledge. Points based on the number of correct items.   80 pts.

Final Exam: Essay exam to measure application and synthesis. Points based on quality of the responses for two questions (60 pts each).   120 pts.

Grading: Final grades will be based on the scale shown below. Late assignments will be accepted only in the event of catastrophe or at the instructor's discretion.

A	=	930 - 1,000 pts.	C	=	730 - 769
A-	=	900 - 929	C-	=	700 - 729
B+	=	870 - 899	D+	=	670 - 699
B	=	830 - 869	D	=	630 - 669
B-	=	800 - 829	E	=	629 or fewer pts.
C+	=	770 – 799			

More information on UF grading policy may be found at: UF Graduate Catalog and Grades and Grading Policies

Course Schedule

Date:	Topic:	Readings for class:	Assignments:
Jan. 14	Introduction to Evaluation; Trends in accountability; Framework for accountability; Participants & relationships in evaluation	Required: 1-4	*Complete Pre-test; Student profile sheet*
Jan. 21	Evaluation situations & designs: monitoring, impact assessment, efficiency analysis; Planning an evaluation; Evaluability assessment	Required: 5-8, 10 Optional: 9	*Select project topic*
Jan. 28	Evaluability analysis; Extension models: Levels of evidence & TOP; Logic models & Impact models	Required: 11-14 Optional: 15-16	
Feb. 4	More evaluation models: CIPP model; Kellogg, & United Way models	Required: 17-20	*Project Part 1 due*
Feb. 11	Program monitoring: County program reviews; Departmental reviews; Program reviews Guest lecture by Dr. Amy Harder (3rd hour)	Required: 21-24	
Feb. 18	Customer satisfaction	Required: 25-28	*Project Part 2 due*
Feb. 25	Cost-benefit analysis with guest lecture by Dr. Anil Kumar Chaudhary	Required: 29-32	
Mar 4	Emerging issues in evaluation: Developmental evaluation & Team Science evaluation with guest lecture by Dr. Sebastian Galindo (2nd & 3rd hours)	Required: 33-35	*Send mid-term*
Mar. 11	Data gathering designs & methods	Required: 36-41	*Mid-term exam due Mar. 11 by 11 p.m.*
Mar. 18	Instrument Design	Required: 42-43 Optional: 44	
Mar. 25	Analysis & interpretation of data: description, elaboration & statistical controls	Required: 45-48	*Project Part 3 due*
Apr. 1	Analysis (cont.); Reporting. Guest lecture by Diane Craig on infographics (3rd hour)	Required: 49-51	
Apr. 8	Sampling designs & procedures	Required: 52-54	*Project Part 4 due*
Apr. 15	Evaluation ethics; student assessment of instruction	Required: 55-57	*In-class post-test Send final exam*
Apr. 22			*Essay exam due*
Apr. 29			*Project Part 5 due*

Syllabus Disclaimer
Serious effort and consideration were used in formulating the syllabus presented by the instructor. While viewed as an educational contract between the instructor and student, unforeseen events may cause changes to the scheduling of assignments, readings, etc. The instructor reserves the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by University rules and regulations.

AEC 6552 Reading Assignments

Note: Readings should be read prior to the date listed

Jan. 14

1. James, R. 2001. "Simple Written Resources and Neighborhood Demonstrations Help Amish Adopt Buggy Safety Recommendations" *Journal of Extension*, 39(4): https://www.joe.org/joe/2001august/a4.php

2. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approach*, Chap. 1

3. Ladewig, H. 1999. *Accountability and The Cooperative Extension System*. Available from instructor

4. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approach*, Chap. 11

Jan. 21

5. Israel, G. D., Diehl, D., & Galindo-Gonzalez, S. 2009. *Evaluation situations, stakeholders, & strategies*. WC090, 4 pp. Available at: http://edis.ifas.ufl.edu/wc090.

6. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approach*, Chap. 3

7. Trevisan, M. S., & Y. M. Huang. 2003. "Evaluability Assessment: A Primer." *Practical Assessment, Research & Evaluation, 8*(20). Available at: https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1129&context=pare

8. Juvenile Justice Evaluation Center. 2003. *Evaluability Assessment: Examining the Readiness of a Program for Evaluation*. Program Evaluation Briefing Series #6. (PDF from instructor)

9. Salvatierra da Silva, D., S. K. Jacobson, M. C. Monroe & G. D. Israel. 2016. "Using evaluability assessment to improve program evaluation for the Blue-throated Macaw Environmental Education Project in Bolivia." *Applied Environmental Education & Communication, 15*(4): 312-324. Available at: http://www.tandfonline.com/doi/full/10.1080/1533015X.2016.1237904 (optional)

10. Brown, J. & N.E. Kiernan. 2001. "Assessing the Subsequent Effect of a Formative Evaluation on a Program" *Evaluation and Program Planning*, 24: 129-141

Jan. 28

11. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approach*, Chap. 5

12. Israel, G., G. Knox & J. Easton. 1999. "Adoption of Landscape Management Practices by Florida Residents" *HortTechnology*, 9(2):262-266.

13. Israel, G. D. 2010. *Logic Model Basics*. WC106, 5 pp. Available at: http://edis.ifas.ufl.edu/wc106

14. Rockwell, K. & C. Bennett. 1995, *Targeting Outcomes of Programs (TOP): An Integrated Approach to Planning and Evaluation.* (handout)

15. Kellogg Foundation. 2004. *Logic Model Development Guide*. Available at: https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide (optional)

16. Taylor-Powell, Ellen. No date. *Logic Model*. Available at: https://fyi.uwex.edu/programdevelopment/logic-models/ (optional)

Feb. 4

17. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approac*h, Chap. 6 & 7

18. Stufflebeam, D. L. 2003. *The CIPP Model for Evaluation*. In Evaluation in Education and Human Services, 2002, Volume 49, III, 279-317, DOI:10.1007/0-306-47559-6_16. (handout from instructor)

19. Kellogg Foundation. 2004. *Evaluation Handbook*. (pages 48-104) (handout from instructor)

20. United Way of America. n.d. *Measuring Program Outcomes: A Practical Approach*. (pp. 1-9) (handout from instructor)

Feb. 11

21. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approac*h, Chap. 4

22. Jacob, S., G. Israel & W. Summerhill, 1998. Florida Cooperative Extension's County Program Review Process. *Journal of Extension*, *36*(4), Feature Article 4FEA5. Available at: http://www.joe.org/joe/1998august/a5.php

23. Benge, M., & Harder, A. 2009. Developing a County Program Assessment Model for Cooperative Extension. *Proceedings of the Southern Region Conference of the American Association for Agricultural Education, 59*, 614-615. (handout from instructor)

24. Worthen et al. 1997. *Program Evaluation: Alternative Approaches and Practical Guidelines,* Chap. 8, Expertise-oriented Evaluation Approaches. (handout from instructor)

Feb. 18

25. Israel, G. 1999. *Overview of the FCES Customer Satisfaction Survey* (handout)

26. Galindo-Gonzalez, S., Israel, G. D., Weston, M., & Israel, K. A. (2008). Extension Program and Customer Satisfaction: Are We Serving All Clients Well? [Electronic Version] Available at: http://edis.ifas.ufl.edu/pdffiles/WC/WC07000.pdf

27. Terry, B. & G. Israel. 2004. "Agent Performance and Customer Satisfaction" *Journal of Extension*, Available at: http://www.joe.org/joe/2004december/a4.shtml

28. Parasurman, A., V. Zeithaml & L. Berry. 1985. "A Conceptual Model of Service Quality and Its Implications for Future Research" *Journal of Marketing*, 49:41-50.

Feb. 25

29. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approac*h, Chapters. 10

30. Cellini, S. R., & J. E. Kee. Cost-Effectiveness and Cost-Benefit Analysis. Chapter 21 in Handbook of Practical Program Evaluation.

31. Calculating the Costs of Child Welfare Services Workgroup. 2013. *Cost analysis in program evaluation: A guide for child welfare researchers and service providers*. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: https://www.acf.hhs.gov/cb/training-technical-assistance/cost-analysis-program-evaluation-guide-child-welfare-researchers

32. Lambur, M., et al. no date. *Applying Cost Benefit Analysis To Nutrition Education Programs: Focus On The Virginia Expanded Food And Nutrition Education Program* (skim; handout)

Mar. 4

33. Patton, Michael Quinn. 2011. *Developmental Evaluation*, Chapters 1& 2.

34. Trochim, W. M., Marcus, S. E., Mâsse, L. C., Moser, R. P., & Weld, P. C. 2008. The Evaluation of Large Research Initiatives: A Participatory Integrative Mixed-Methods Approach. *American Journal of Evaluation,* 29, 8 DOI: 10.1177/1098214007309280. Available at: http://aje.sagepub.com/cgi/content/abstract/29/1/8

35. Mitchell, R. C., Israel, G. D., Diehl, D. C., & Galindo-Gonzalez, S. 2020. From Plan to Action: Adapting Evaluation to Serve the Developmental Needs of a Newly-Funded Multidisciplinary Research Center. *Evaluation and Program Planning,78.* https://doi.org/10.1016/j.evalprogplan.2019.101729

Mar. 11
36. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approac*h, Chap. 8

37. Taylor-Powell, E & S. Steele. 1996. *Collecting Evaluation Data: An Overview of Sources and Methods* (G3658-4). Available at: https://learningstore.uwex.edu/Assets/pdfs/G3658-04.pdf

38. Taylor-Powell, E & S. Steele. 1996. *Collecting Evaluation Data: Direct Observation* (G3658-5). Available at: http://learningstore.uwex.edu/assets/pdfs/g3658-5.pdf

39. Gouldthorpe, J. A., & Israel, G. D. 2013. Capturing Change – Comparing Pretest-Posttest and Retrospective Evaluation Methods. WX136, 4 pp. Gainesville: University of Florida Institute of Food and Agricultural Sciences. Available at: http://edis.ifas.ufl.edu/wc135.

40. Lohse, B., Wall, D., & Gromis, J. 2011. Intention to Consume Fruits and Vegetables Is Not a Proxy for Intake in Low-income Women from Pennsylvania. Journal of Extension, 49 (5), Article No. 5FEA5. Available at: http://www.joe.org/joe/2011october/a5.php

41. Peterson, D. no date. *Using Existing Records in Evaluation.* Available at: http://ag.arizona.edu/sfcs/cyfernet/cyfar/Exisrec5.htm

Mar. 18
42. Dillman, D. et al., 2014. *Internet, Phone, Mail and Mixed-mode Surveys*, Chap. 1, 2 & 4

43. Dillman, D. et al., 2014. *Internet, Phone, Mail and Mixed-mode Surveys*, Chap. 5 & 6

44. Presser, Stanley, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, Jennifer M. Rothgeb and Eleanor Singer. 2004. "Methods for Testing and Evaluating Survey Questions." *Public Opinion Quarterly*, 68(1):109-130. Available at: http://poq.oxfordjournals.org/cgi/reprint/68/1/109 (optional)

Mar. 25

45. Israel, G. 1992. *Phases of Data Analysis* (PEOD-1). Available at: http://edis.ifas.ufl.edu/pdffiles/PD/PD00100.pdf

46. Israel, G. 1992. *Elaborating Program Impacts Through Data Analysis* (PEOD-3). Available at: http://edis.ifas.ufl.edu/pdffiles/PD/PD00300.pdf

47. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approac*h, Chap. 9

48. Lipsey, Mark, & David S. Cordray. 2000. "Evaluation Methods for Social Intervention." *American Review of Psychology*, 51:345-375. Available at: http://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.51.1.345

Apr. 1
49. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approac*h, Chap. 11 (review)
50. Israel, G. D. & Henderson, T. 2018. *Clients' Experience with FCES: Widespread Satisfaction*

Tempered with Suggestions for Improvement. AEC663, 5 pp. Gainesville: UF/IFAS. Available at: http://edis.ifas.ufl.edu/wc326

51. Lamm, A. J., Israel, G. D., & Odera, E. 2012. *National e-Commerce Extension Initiative External Evaluation Executive Summary*. Gainesville, FL: NPPEC (skim)

Apr. 8

52. Israel, G. 1992. *Sampling the Evidence of Program Impact* (PEOD-5). Available at: http://edis.ifas.ufl.edu/pdffiles/PD/PD00500.pdf

53. Israel, G. 1992. *Determining Sample Size* (PEOD-6). (handout from instructor)

54. Dillman, D. et al., 2014. *Internet, Phone, Mail and Mixed-mode Surveys*, Chap. 3

Apr. 15

55. American Evaluation Association. no date. *Program Evaluation Standards*, Available at: https://evaluationstandards.org/program/

56. American Evaluation Association. 2018. Guiding Principles. (handout)

57. Rossi, P., M. Lipsey, & Henry, G. 2018. *Evaluation: A Systematic Approach,* Chap. 12

Project Part 1
AEC 6552

Select an educational program or research project to evaluate, interview a significant actor in the program, and prepare a description of the program and its evaluation needs. Steps:

1. Select an Extension program, research project, or combined extension/research initiative. Consult listings of Extension focus areas and Ag. Experiment Station research projects. You may use any other instructor-approved topic.

2. Obtain a copy of relevant plans, reports or other relevant documents.

3. Prepare questions for an interview with a significant actor. Questions for Extension programs might include (you may identify others):

    - What information is available about the specific educational needs for audience segmentation?

    - What is the rationale for the educational program (i.e., its content and delivery methods) as it relates to the problem being addressed by the program?

    - What is the intended audience and what information do you have about reaching that it?

    - What indicators should be used to measure the effectiveness of the program?

    - How will you know if the program has been successful? How do you define "success"?

    - What plans have been made and what has been done to evaluate the program? If any, with whom will the evaluation information be shared?

4. Prepare a report of approximately 4-5 pages describing the program and evaluation needs. You should include:

    - A summary of the program plan of work and accomplishments to date (20 pts).

    - Whether an evaluation is needed and why. Also an assessment of the political context and identify the stakeholders (20 pts).

    - An assessment of the program's rationale and plan as it relates to the problem (i.e., have the sources of the problem been identified correctly and have appropriate solutions been proposed) (20 pts).

    - An assessment of what should be evaluated (overall purpose, indicators, criteria, and sources of evidence) and who should do it (20 pts).

    - An assessment of how program effectiveness can be determined (e.g., reaching the intended audience, carrying out activities as planned, estimating the impact and cost effectiveness or benefit-cost) (20 pts).

Project Part 2
AEC 6552

Develop an evaluation plan with a description and rationale for the objectives, design and model.
Steps:

1. Use the information collected for Project Part 1 as a foundation.

2. Develop a logic model for your program.

    ▪ Prepare a "path diagram" of the relationships between outcome variables, program variables, and confounding and contextual variables.

    ▪ Describe the relationships among these variables, i.e., provide a rationale to explain how the program works.

    ▪ Prepare a diagram of the process model showing transactions between program staff and participants.

    ▪ Provide adequate text to explain program processes and organization.

3. Identify the objective(s) of your evaluation and develop a rationale for selecting the objectives. If applicable, distinguish program objectives from evaluation objectives.

4. Select an evaluation design for your program.

    ▪ Identify the strengths and weaknesses of the design with regard to the credibility of subsequent findings. Describe potential confounding factors and design effects.

    ▪ Identify why the selected design is feasible for the program.

5. Prepare a report of approximately 6 pages. You should include:

    ▪ A summary of Project Part 1 (1-2 paragraphs) for background (20 pts).

    ▪ An impact model and explanatory text (35 pts).

    ▪ A process model and explanatory text (35 pts).

    ▪ Objectives for the evaluation and a justification (25 pts).

    ▪ A description of the recommended evaluation design and an assessment of its strengths, weaknesses and feasibility (35 pts).

Project Part 3
AEC 6552

Specify the data collection procedures; identify measures and draft instrumentation; include an explanation of measures and data collection instruments. Steps:

1. Use the information collected for Project Parts 1 and 2 as a foundation.

2. Select one or more data collection procedures. Explain why the method(s) is appropriate vis-a-vis the impact model and evaluation design.

    ▪ Identify when information is to be collected.

    ▪ Identify how information is to be collected.

    ▪ Identify what information is to be collected.

3. Identify existing measures and/or new measures needed to conduct the evaluation.

    ▪ Review the existing measures to ensure that they are appropriate for the evaluation design.

    ▪ Add appropriate measures after reviewing your impact model.

    ▪ Explain why measures are included or excluded

4. Draft and/or revise data collection instruments, including interview forms, surveys, observation check lists, record keeping forms, etc.

5. Explain the rationale for your instruments

    ▪ Identify why the instrument was drafted or revised.

    ▪ Identify why each item is included, that is, justify including each question or item in your instrument.

6. Prepare a report of approximately 8 pages. You should include:

    ▪ A summary of Project Parts 1 & 2 (1-2 paragraphs) for background (20 pts).

    ▪ An overview of the data collection procedures. Include a table listing the indicators/measures to be used, when the data is to be collected, how to be collected and who will be responsible (30 pts).

    ▪ Explain and justify the measures selected (25 pts).

    ▪ A draft of a revised and/or newly created data collection instrument (e.g., questionnaire) (45 pts).

    ▪ Drafts of associated materials for collecting data (e.g., cover letters or email messages for self-administered surveys, scripts for phone or face-to-face interviews, etc.) (30 pts).

Collect and analyze data *or* conduct data analysis exercise; Develop a 1-2 page fact sheet summarizing the evaluation results. Steps:

1. Obtain a data set for your analysis. If no data is available, then use the customer satisfaction survey data provided by the instructor (You will need to assume that your evaluation design includes measures contained in the survey).

2. Calculate descriptive statistics for each variable (independent, dependent, etc.). Descriptive statistics include frequency distributions, mean, standard deviation, skew, kurtosis, etc. You should select the appropriate statistics. If you use the customer satisfaction survey data, the following variables are available and a minimum of one from each category should be used for your analysis:

    Outcome (dependent) variables
    Learning experience (Q1-4), information use and results (Q5 and Q5a), and general satisfaction (Q6-7)

    Program (independent) variables
    Type of participation (planned program, etc.) and program area (e.g., 4-H)

    Confounding and contextual variables
    Respondent's age, gender, race-ethnicity, years experience with Extension, place of residence, educational attainment, employment status, and county

3. Describe the relationship between your dependent variables and program (independent) variables. Assess whether the dependent variable(s) are associated with the type of program or topical area.

4. Elaborate on the relationships to disaggregate program impacts among participant sub-groups by including at least one confounding and contextual variable in a tabular analysis.

5. If data is available, use one multi-variate method (e.g., regression, analysis of variance, logistic regression) to disaggregate program impacts among participant subgroups.

6. Prepare a report describing the results of your analysis of approximately 5 pages. Use tables or graphs to show the results of your analysis. Describe your procedures and explain your rationale for the procedures that you selected. You should also provide your interpretation of the findings.

7. Assume also that you must provide an accountability report about the program's impact to state-level stakeholders (e.g., legislative staffers, project funders, etc.). Information for these stakeholders must be brief and to the point.

8. Prepare a report with two sections:

    ▪ Use either the results from the data analysis exercise *or* actual or dummy data from the program which you have used for project parts 1-3 as the basis for developing your report (90 pts).

    ▪ Prepare a fact sheet. The title should be descriptive and prominent (use a large font for the title). Use headings or bullets to organize the information. Include one simple table or a chart to illustrate the impact of the program. Given that reports are released to the public, appearance counts (40 pts).

Project Part 5
AEC 6552

Complete a comprehensive project report, using items 1-4 and supplementary material. Steps:

1. Aggregate project parts 1-4 into a single document and remove any redundant information. If, in your judgment, project part 4 cannot be merged with parts 1-3 with any degree of logic, then treat as separate components. Edit as needed to facilitate a logical, organized flow of information (20 pts).

2. Address issues and concerns identified by the instructor when the individual parts were graded. If you disagree with specific points, the text or footnotes should provide a rationale supporting your view (30 pts).

3. Add a cover sheet with a brief description of the major changes from Project Parts 1-4 to Part 5 (20 pts).

4. Include a section at the end of the report which has a critical reflection. This should discuss the strengths and weaknesses of the program plan, evaluation design, instruments, and data collection and analysis procedures. The critical reflection should also include a personal statement about what you have learned as a result of the evaluation process (30 pts).

Additional References:

Babbie, Earl. 1995. *The Practice of Social Research.* 7th ed. New York: Wadsworth.

Bennett, Claude. 1979. *Analyzing Impacts of Extension Programs.* ESC-575. Washington, D.C.: Science and Education Administration, USDA.

Braverman, Marc T., Engle, Molly, Arnold, Mary E., & Rennekamp, Roger A. 2008. *Program Evaluation in a Complex Organizational System: Lessons From Cooperative Extension*. New Directions For Evaluation. Number 120. San Fransisco: Jossey-Bass.

Centers for Disease Control and Prevention. 1999. *Overview of the Framework for Program Evaluation*. Available at: https://www.cdc.gov/eval/materials/frameworkoverview.pdf

Centers for Disease Control and Prevention. 1999. *Framework Summary*. Available at: https://www.cdc.gov/eval/materials/frameworksummary.pdf

Centers for Disease Control and Prevention. 1999. *Framework for program evaluation in public health*. Available at: https://www.cdc.gov/mmwr/PDF/rr/rr4811.pdf (optional)

Fitz-Gibbon, Carol Taylor and Lynn Lyons Morris. 1987. *How to Design a Program Evaluation.* Program Evaluation Kit. 2nd. ed. Newberry Park, CA: Sage.

Fitzpatrick, Jody L., Sanders, James R., & Worthen, Blaine R. 2003. *Program Evaluation: Alternative Approaches and Practical Guidelines*. 3rd ed. NY: Longman.

Herman, Joan L., Lynn Lyons Morris and Carol Taylor Fitz-Gibbon. 1987. *Evaluator's Handbook.* Program Evaluation Kit. 2nd. ed. Newberry Park, CA: Sage.

King, Jean A., Lynn Lyons Morris and Carol Taylor Fitz-Gibbon. 1987. *How to Assess Program Implementation.* Program Evaluation Kit. 2nd. ed. Newberry Park, CA: Sage.

Kirkpatrick, Donald L. 1994. *Evaluating Training Programs: The Four Levels.* San Francisco: Berrett-Koehler.

Krueger, Richard A., & Casey, Mary Anne. 2009. *Focus Groups: A Practical Guide for Applied Research*. 4th. ed. Newberry Park, CA: Sage.

Morgan, David A. 1998. *The Focus Group Guidebook.* Focus Group Kit, Volume 1. Newberry Park, CA: Sage.

Morgan, David A. 1998. *Planning Focus Groups.* Focus Group Kit, Volume 2. Newberry Park, CA: Sage.

Morris, Lynn Lyons, Carol Taylor Fitz-Gibbon and Marie E. Freeman. 1987. *How to Communicate Evaluation Findings.* Program Evaluation Kit. 2nd. ed. Newberry Park, CA: Sage.

Newcomer, K. E., Hatry, H. P., & Wholey, J. S. 2010. Handbook of practical program evaluation. 3rd ed. John Wiley & Sons. Available online at http://www.blancopeck.net/HandbookProgramEvaluation.pdf

Patton, Michael Quinn. 2008. *Utilization-Focused Evaluation*. 4th. ed. Newberry Park, CA: Sage.

Patton, Michael Quinn. 2011. *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York: The Guilford Press.

Salant, Priscilla and Don A. Dillman. 1994. *How To Conduct Your Own Survey*. New York: John Wiley & Sons

Schalock, Robert L. 1995. *Outcome-Based Evaluation*. New York: Plenun Press.

Smith, M. F. 1989. *Evaluability Assessment: A Practical Approach.* Boston: Kluwer Academic Publishers.

Stecher, Brian M. and W. Alan Davis. 1987. *How to Focus an Evaluation.* Program Evaluation Kit. 2nd. ed. Newberry Park, CA: Sage.

WK Kellogg Foundation. 2017. *The Step-by-Step Guide to Evaluation.* Available at: https://www.wkkf.org/resource-directory/resources/2017/11/the-step-by-step-guide-to-evaluation--how-to-become-savvy-evaluation-consumers

Relevant Websites:

Courses & Data Analysis

Centers for Disease Control and Prevention (CDC) Evaluation Framework
https://www.cdc.gov/eval/framework/index.htm

The World Bank's Impact Evaluation in Practice (2nd edition)
https://openknowledge.worldbank.org/bitstream/handle/10986/25030/9781464807794.pdf?sequence=2&isAllowed=y

UCLA Statistics Resource Page (great stuff for SAS and SPSS)
http://www.ats.ucla.edu/stat/

Research Methods Knowledge Base
http://www.socialresearchmethods.net/kb/index.php

Savvy Survey Series
http://edis.ifas.ufl.edu/topic_series_savvy_survey

Organizations

American Evaluation Association
http://www.eval.org/

Children, Youth and Families Education and Research Network
https://cyfar.org/

American Association for Public Opinion Research
http://www.aapor.org/

Policy Statements

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Health and Wellness Resources
    U Matter, We Care:
    If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

    Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

    Sexual Assault Recovery Services (SARS)
    Student Health Care Center, 392-1161.

    University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources
    E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints