

Developing and Conducting Needs Assessments in Domestic & International Extension Settings

AEC 6932

Summer A, Blended Course

Thursdays, Periods 4-6, 12:30 – 4:45 pm, Rolfs 306

3 credits

- Instructor:** Dr. Amy Harder
Professor
amharder@ufl.edu (E-mail is preferred)
117B Bryant Hall (across from the Hub)
352-273-2569
- Office Hours:** By appointment; UF E-mail is the fastest way to reach me (not Canvas).
- Student Feedback:** Please use UF e-mail rather than Canvas. Students can expect a response within 24 hours from Monday - Friday. Questions sent after close of business on Friday (5 p.m.) will not be answered until Monday.
- Required Texts:** Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage.
- Additional Materials:** Course assignment descriptions, additional readings, and other critical documents will be posted on the course Web site on Canvas.

Course Description:

This course is intended to help educators in the field of extension and other non-formal education organizations: (a) acquire an understanding of needs assessments from theory to practice and (b) strengthen or develop their skills in planning and conducting needs assessments within domestic and international extension settings.

Course Objectives:

Upon successful completion of this course, learners will be able to:

- Explain the relationship between conducting needs assessments and developing programs in domestic and international extension settings
- Determine the appropriate methods for conducting needs assessments based on context in domestic and international settings
- Evaluate the needs of clientele in domestic and international extension settings

Course Philosophy:

AEC 6932 is designed to provide you with a theoretical foundation and opportunities for applied practice that will help you to become an extension professional who thinks critically about what needs to be done and why. The assignments are meant to challenge you to think

through each week's topic from a scholarly perspective. To be successful, you will need to search the literature beyond the required readings. This will take some time but is a necessary part of gaining mastery of a subject, which is a worthwhile goal for a graduate-level course.

Course Policies:

Since this is a blended learning course, use of the Internet, e-mail, and Canvas is essential. It is important for all students to access Canvas at least once a week to keep up with readings and discussion, as well as to check for any announcements. **It is your responsibility to make sure your assignments have been received by the instructor;** if you suspect you are having computer issues, you will need to submit a copy of a UF Help Desk ticket as proof of your technical issues. Otherwise, any missed assignments due to technological error will receive zero points.

Attendance and Make-Up Work

Participating in class on a regular basis provides the best opportunity for success in this course. You are expected to complete all assignments within the course during the time frame specified. Assignments are due on the dates listed in the syllabus.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Course Assignments:

Component	Due Date	Total Point Value
Needs Assessment in Action	May 24 May 31 June 7	40/120
Learning Lab Work	Client Profile Draft – May 24 Target Audience Profile Draft – May 31 Methods Drafts – June 7	50/150
Team Presentation & Written Plan	June 14	200
Personal Reflection	June 21 Via Canvas Assignments	50
Total		500

Course Grading Scale:

A > 483	B+ = 452 - 467	C+ = 400 - 415	D+ = 348 - 363	E < 312
A- = 468 - 483	B = 431 - 451	C = 379 - 399	D = 327 - 347	
	B- = 416 - 430	C- = 364 - 378	D- = 312 - 326	

Grades and Grade Points:

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment Descriptions:

Needs Assessment in Action (40 points each)

We will begin class each week with discussion of Needs Assessments in Action. The purpose of the NAA is to review real-life examples of needs assessments to identify the strengths and weaknesses of the approaches used. This will help you to assess your own understanding of the concepts, help your peers expand their understanding, and will ensure everyone is prepared to engage the Team Project. To earn the full 40 points each week, from Weeks 2-4 you will need to bring to class:

- a hard copy of a journal article, NGO publication, Extension fact sheet, or government report that features a real-life needs assessment that was conducted;
- a one-two paragraph review of your chosen publication highlighting the good, the bad, and the ugly, with a focus on the methods used and their appropriateness;
- two written questions for promoting discussion related to your chosen publication; and
- a list of any questions you may want answered to help clarify the out-of-class content

Learning Lab Work (50 points each)

You will be assigned to a team to develop a needs assessment plan for an Extension client. Your plan will consist of three parts: client profile, target audience profile, and methodology (including any necessary instruments, such as a survey, interview guide, or focus group). At minimum, your methods must include two different approaches to identifying needs. We will have three class periods in which time will be devoted to sharing your progress to date, doing a peer review of each other's work, and opportunities to seek feedback from your instructor and/or guest presenter. Points will be awarded for having a working draft (more than an outline, less than a polished final product) and your active participation.

Team Presentation & Report (200 points)

Learning from others in a community is an important component of graduate education. Therefore, you will need to present your team's needs assessment plan to the class, as well as submit your final written plan. A rubric will be used to assess the quality of your work. You will need to:

- Share the results of your work in a 20-30 minute oral presentation (75 points)
 - Include description of the client (Pasco County, Pinellas County, Lake County, Seminole County)
 - Include description of group whose needs are being assessed
 - Methods that will be used to assess their needs and appropriateness of those

- methods
 - Possible challenges that may impact the needs assessment process and plans for overcoming those challenges
- Submit your team's final written plan (125 points)
 - Your written plan should carefully address all elements of the rubric, which reflect the same components as your presentation

Personal Reflection (50 points)

Reflect upon your experience applying course concepts with the Team Project using the Assignments feature in Canvas. See rubric for details.

Helpful Information

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Online Course Evaluation Process:

Online Course Evaluation Process Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students will have the opportunity to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at [GatorRator](#). Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. It is expected that you will contribute your feedback for this course and the others in which you are enrolled this term. Summary results of these assessments are available to students at [GatorRator](#).

Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with

disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. These resources include:

1. University Counseling & Wellness Center, 3190 Radio Road, 392-1575, counseling services, groups and workshops, outreach and consultation, self-help library, training programs, community provider database, www.counseling.ufl.edu/cwc/ ;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling; and
4. Career Resource Center, First Floor Reitz Union; 392-1601, career development assistance and counseling, www.crc.ufl.edu/.

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.

Student Complaints

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

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- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

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**AEC 6905 – Developing and Conducting Needs Assessments in Domestic & International
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Class Schedule

Week	Topic	Readings*	Assignments Due
1	<u>May 17</u> Three Phase Model of Needs Assessment	Ch. 1-4	
2	<u>May 24</u> Surveys, Interviews, and the Critical Incident Technique	Ch. 6	NAA #1 Client Profile Draft
3	<u>May 31</u> Basic Group Processes	Ch. 7	NAA #2 Target Audience Profile Draft
4	<u>June 7</u> Future-Oriented Needs Assessment Procedures Causal Analysis	Ch. 9 Ch. 10	NAA #3 Methodology & Tools Draft
5	<u>June 14</u> Presentations	Ch. 10	Team Presentation Final Report
6	<u>June 21**</u> Synthesis for Future Action	See Canvas	Personal Reflection

*Additional content can be found on Canvas in each weekly module. Readings should be completed *before* class begins.

**Online only this week.