COURSE SYLLABUS
Current as of January 5, 2020

Evaluating Programs in Extension Education

Course No: AEC 6552  Instructor: Dr. Glenn D. Israel
Course Website: TBA  Office: 218 Rolfs Hall
Term: Spring, 2021  Office Hours: by appointment
Location: Online  E-mail: gdisrael@ufl.edu
Time: Thursday, Period 7-9 (1:55 - 4:55 p.m.)  Telephone: 352-273-2586 (office)
Inform instructor about religious holidays  352-339-6429 (cell)

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):


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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>930 - 1,000 pts.</td>
</tr>
<tr>
<td>A-</td>
<td>900 - 929</td>
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<tr>
<td>B+</td>
<td>870 - 899</td>
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<tr>
<td>B</td>
<td>830 - 869</td>
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<tr>
<td>B-</td>
<td>800 - 829</td>
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<tr>
<td>C+</td>
<td>770 - 799</td>
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<tr>
<td>C</td>
<td>730 - 769</td>
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<tr>
<td>C-</td>
<td>700 - 729</td>
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<tr>
<td>D+</td>
<td>670 - 699</td>
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<tr>
<td>D</td>
<td>630 - 669</td>
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<tr>
<td>E</td>
<td>629 or fewer pts.</td>
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</tbody>
</table>

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

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


Jan. 21


Jan. 28


16. Taylor-Powell, Ellen. No date. Logic Model. Available at: https://fyi.uwex.edu/programdevelopment/logic-models/ (optional)
Feb. 4


Feb. 11


Feb. 18


Feb. 25


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


Mar. 11


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


Mar. 25


Apr. 1


Apr. 8


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/


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).
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).
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:


**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/uf/. 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