

AEC 6552
Evaluating Programs in Extension Education
Summer C 2019 (May 13 – August 09) sections 8C01 & 8B90; 3 Credits

Instructor:

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Course Delivery:

This course is offered online. The e-learning system can be accessed by login on to <http://elearning.ufl.edu/> and clicking on “Log in to E-learning”. When prompted, enter your Gatorlink ID and password. Each module will officially begin on the Monday of each week. The course web page can be accessed 24 hours a day and each student may complete the coursework at his or her own pace within this weekly timeframe.

Course Description:

This on-line course is designed to cover concepts and research drawn from the social sciences relevant to evaluating youth and adult extension programs. This course will give the student an appreciation of the basic skills needed to conduct evaluations.

Objectives:

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

- define evaluation and describe the role of evaluation in educational programming.
- understand relationships among evaluators, stakeholders, program staff, and clientele.
- compare and contrast different evaluation approaches.
- understand and apply evaluation designs for selected problems.
- identify measures and develop instrumentation for collecting evaluation data.
- recognize and compare data collection techniques for obtaining evaluation data.
- analyze evaluation data.
- prepare a summary of the evaluation results.

Course Organization:

This online course is designed to be a self-paced course supported and facilitated by the course instructor. The course homepage contains everything you will need to complete this course including: the syllabus, details for completion of every assignment, course information, and tools for communicating with the instructor and other students. All this information will be found in each weekly learning module. Each learning module will generally contain: 1) a summary of activities for the week; 2) a list of assigned readings from your required textbook and/or additional sources; 3) recorded lecture(s); 4) supporting PDF files (i.e. handouts and readings); 5) discussion

questions and a discussion forum to respond to each question; and 6) information about assignments that are due that week.

Class Dynamics:

The course instructor will monitor the on-line discussion forums and is available to answer any questions you have about the course material via the course e-mail system. Each week students are expected to complete the assigned reading, review any recorded lectures that might be posted, and participate in the on-line discussion when required (see: [A note about on-line participation](#)). Students will post at least one comment and one response to the discussion forum within each learning unit and should also review the posting of others.

Required Textbook and Readings:

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

- Newcomer, K.E., Hatry, H.P., and Wholey, J.S. (2015). *Handbook of practical program evaluation* (4th ed.). Hoboken, NJ: Jossey-Bass. ISBN: 978-1-118-89360-9.

Supplementary readings will be assigned. An electronic copy or web address will be provided within the weekly learning modules.

Assignments, Dates, and Grades:

(Full descriptions of each assignment are posted on the course website)

Activity/Assignment	Due Date	Total Point Value
Bio-sheet	05/17/19	20
My Program	05/24/19	125
My Logic Model	05/31/19	125
My Evaluation Plan	06/21/19	125
My instruments	07/12/19	125
Final Report	08/02/19	360
Discussion	Multiple	120 (20 points each)
Total Points		1000

Course Grading Scale

A	950-1000	A-	900-949	B+	860-899
B	830-859	B-	800-829	C+	760-799
C	730-759	C-	700-729	D+	660-699
D	630-659	D-	600-629	E	599 or less

Course Schedule

Module	Topics	Readings	Due
1	05/13 – 05/17 _ Evaluation Fundamentals	<u>Readings for Module 1</u>	_ Bio-sheet
2	05/20 – 05/24 _ Logic Models	<u>Readings for Module 2</u>	_ My Program _ Discussion 1
3	05/28 – 05/31 _ Program Objectives	<u>Readings for Module 3</u>	_ My Logic Model
4	06/03 – 06/07 _ Evaluability Assessment _ Planning an Evaluation	<u>Readings for Module 4</u>	_ Discussion 2
5	06/10 – 06/14 _ Types of Evaluations _ Common Evaluation Approaches	<u>Readings for Module 5</u>	_ Discussion 3
6	06/17 – 06/21 _ Evaluation Designs	<u>Readings for Module 6</u>	_ My Evaluation Plan
SUMMER BREAK			
7	07/01 - 07/05 _ Sampling _ Sample Size	<u>Readings for Module 7</u>	_ Discussion 4
8	07/08 - 07/12 _ Instrument Development _ The Tailored Design Method	<u>Readings for Module 8</u>	_ My Instruments
9	07/15 – 07/19 _ Data Collection	<u>Readings for Module 9</u>	_ Discussion 5
10	07/22 – 07/26 _ Data Analysis	<u>Readings for Module 10</u>	
11	07/29 – 08/02 _ Reporting Evaluation Results _ Utilizing Evaluation Results	<u>Readings for Module 11</u>	_ Final Report
12	08/05– 08/09 _ Challenges, issues, & trends	<u>Readings for Module 12</u>	_ Discussion 6

List of Readings

(Please let the instructor know if you experience any difficulty accessing the readings)

Module 1

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapter 1**.
- Roysse, Thyer, & Padgett. (2010). Program evaluation: An introduction. **Chapter 1**.

Module 2

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapters 2 & 3**.
- Israel, G. (2001). Using Logic Models for Program Development (AEC 360). Available at: <http://edis.ifas.ufl.edu/pdffiles/WC/WC04100.pdf>

Additional Resources:

- Kellogg Foundation. (2004). *Logic Model Development Guide*.
- Taylor-Powell, Ellen. (2008). *Developing a logic model: Teaching and training guide*.

Module 3

Required:

- Diehl, D. & S. Galindo-Gonzalez. (2012). Get SMART: Improve your Extension objectives. Available at: <http://edis.ifas.ufl.edu/pdffiles/FY/FY132700.pdf>

Additional Resources:

- Rockwell, K. & C. Bennett. (2004). *Targeting Outcomes of Programs (TOP): A hierarchy for targeting outcomes and evaluating their achievement*.

Module 4

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapter 4**.
- Owen. (2007) Program evaluation: Forms and approaches. **Chapter 4**.

Additional Resources:

- Taylor-Powell, E., Steele, S., & Douglass, M. (1996). *Planning a program evaluation*

Module 5

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapters 5 & 8**.
- Owen. (2007) Program evaluation: Forms and approaches. **Chapter 3**
- Diem, K. G. (2002c). Measuring impact of educational programs (Publication., from Rutgers NJAES Cooperative Extension: <http://njaes.rutgers.edu/pubs/publication.asp?pid=FS869>

Additional Resources:

- GAO. (2005). *Performance Measurement and Evaluation: Definitions and Relationships* (GAO-05-739SP). Available at: <http://www.gao.gov/new.items/d05739sp.pdf>
- American Evaluation Association. (2004). *Guiding Principles for Evaluators*, Available at: <http://www.eval.org/GPTraining/GP%20Training%20Final/gp.principles.pdf>
- American Evaluation Association, no date, *Program Evaluation Standards*

Module 6

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). *Handbook of practical program evaluation. Chapters 6 & 7.*
- Diem, K. G. (2003). Using experimental designs for program evaluation (Publication., from Rutgers NJAES Cooperative Extension: <http://njaes.rutgers.edu/pubs/publication.asp?pid=E284>
- Diem, K. G. (2003). Choosing appropriate research methods to evaluate educational programs (Publication., from Rutgers NJAES Cooperative Extension: <http://njaes.rutgers.edu/pubs/publication.asp?pid=fs943>

Additional Resources:

- Center for Disease Control and Prevention. (2001). *Guide to evaluating the effectiveness of strategies for preventing work injuries. Chapters 3 & 4*, from <http://www.cdc.gov/niosh/docs/2001-119/pdfs/2001-119.pdf>

Module 7

Required:

- Bamberger, Rugh, & Mabry. (2012). Real world evaluation: Working under budget, time, data, and political constraints. **Chapter 15.**
- Israel, G. D. (1992). Sampling the evidence of extension program impact. from <http://purl.fcla.edu/UF/lib/PD005pdf>
- Israel, G. D. (1992). Determining sample size. from <http://purl.fcla.edu/UF/lib/PD006pdf>

Additional Resources:

- Center for Disease Control and Prevention. (2001). *Guide to evaluating the effectiveness of strategies for preventing work injuries. Chapter 5*, from <http://www.cdc.gov/niosh/docs/2001-119/pdfs/2001-119.pdf>

Module 8

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). *Handbook of practical program evaluation. Chapters 13, 14, & 16.*
- Colton & Covert. (2007). *Designing and constructing instruments for social research and evaluation. Chapter 4*

Additional Resources:

- Diem, K. G. (2002). A step-by-step guide to developing effective questionnaires and survey procedures for program evaluation and research.
- Diem, K. G. (2002). Maximizing response rate (Publication., from Rutgers NJAES Cooperative Extension: <http://njaes.rutgers.edu/pubs/publication.asp?pid=FS997>

Module 9

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapters 17, 19, & 20.**
- Israel, G. D., & Galindo-Gonzalez, S. (2008). Using focus group interviews for planning or evaluating extension programs [Electronic Version] from <http://edis.ifas.ufl.edu/pdffiles/PD/PD03600.pdf>

Additional Resources:

- Galindo-Gonzalez, S., & Israel, G. D. (2008). Using sondeos for program development and evaluation [Electronic Version] from <http://edis.ifas.ufl.edu/pdffiles/WC/WC06700.pdf>

Module 10

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapters 22 & 23.**
- Israel, G. D. (1992). Phases of data analysis. from <http://purl.fcla.edu/UF/lib/PD001pdf>
- Israel, G. D. (1992). Analyzing survey data. from <http://purl.fcla.edu/UF/lib/PD007pdf>

Additional Resources:

- Israel, G. D. (1992). Elaborating program impacts through data analysis. from <http://purl.fcla.edu/UF/lib/PD003pdf>
- Center for Disease Control and Prevention. (2001). *Guide to evaluating the effectiveness of strategies for preventing work injuries*. **Chapter 8**, from <http://www.cdc.gov/niosh/docs/2001-119/pdfs/2001-119.pdf>
- Center for Disease Control and Prevention. (2001). *Guide to evaluating the effectiveness of strategies for preventing work injuries*. **Appendix B**, from <http://www.cdc.gov/niosh/docs/2001-119/pdfs/2001-119.pdf>

Module 11

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapters 27 & 28.**

Module 12

Required:

- **Textbook**. Newcomer, Hatry, & Wholey. (2015). Handbook of practical program evaluation. **Chapter 31.**

A note about online participation:

Even though this course is being taught via distance, students are expected to be active participants in the class web-discussions and exercises. The course discussion board provides a venue to increase interaction and is used to replicate a traditional class discussion. In order to increase interaction between all parties within the course, students will be required to participate in discussion board forums. Students will post at least one comment and one response to each discussion forum and should also review the postings of others. Although points for this assignment are awarded based on student participation, not discussion content (i.e. there really are no right or wrong answers) please try to ensure your input and comments are both appropriate and applicable to the assigned discussion topic. Failure to be engaged in the sharing of ideas not only limits the value you gain from this course, but also that of others in the course.

To further enhance the learning experience, students can attend the online chat through the “chat room” icon located in the tools section of the course homepage. This additional activity most likely will enrich the process and will promote the co-construction of knowledge. Please make sure that you follow the same suggested online etiquette in the chat.

A note about written reports:

Cite all references using APA style format. APA (American Psychological Association) has a reference manual available at the University of Florida Library and they have information about writing and references on their website, which is <http://www.apa.org/>. The format to be used for papers is double-spacing, one-inch margins, and typed in 12-point font, unless otherwise noted. A consistent style is used for grading written papers. Primarily, show that you have learned and are able to apply the course material through your writing. In grading, the instructor looks for student’s cognitive understanding and application of theories, principles, concepts, ideas, approaches that have been covered in readings and the course.

Lateness Policy:

A *10% per day* deduction will be assessed for assignments turned in late. Work more than a week late will *not* be accepted. This policy will be strictly enforced. All assignment and online discussion deadlines are *critical* for your individual success in this course and the success of the course overall. If you feel that you will be unable to meet these deadlines, you *must* communicate this to the course instructor *at least one day before the assignment or discussion posting is due*.

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>

Absences and Make-Up Work

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>.

Academic Honesty

“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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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 or TAs in this class.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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.

Campus Helping Resources

- Health and Wellness
 - **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:** <http://www.counseling.ufl.edu/cwc/Default.aspx>, 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**, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>.
- Academic Resources
 - **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
 - **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>.
 - **Library Support**, <http://cms.uflib.ufl.edu/ask>. 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. <http://teachingcenter.ufl.edu/>.
 - **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>.

Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Courses

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://www.distance.ufl.edu/student-complaintprocess> for more details.

Disclaimer about syllabus:

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.