

FYC 4622 – Planning & Evaluating Family, Youth, and Community Science Programs
Section 2292, Spring 2018, 3 credits

COURSE SYLLABUS

December 15, 2017

Syllabus subject to change – Most recent version will be posted on Canvas

Time: T2-3 (8:30---10:25) R3 (9:35---10:25)

Location: Little Hall (LIT) 109

Instructor: Dr. Jerry Culen

TA:

Office: G087 McCarty Hall B

Office: G091 McCarty Hall B

Phone 273-3525

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E-mail:

Office Hours: T 11:00am to 1:00pm R 11:00
am to 1:00pm or by appt. (Subject to change
due to other university responsibilities)

Office Hours:

In general, email is the best means to reach the instructor/TA. We will be checking Canvas daily except for weekends and holidays.

Excused Absences: Please submit email request. You will be required to complete all missing assignments within 1 week of the original due date. (See below for details about excused absences.)

Course Description: Students learn basic philosophy, theory, and application of planning and evaluating family, youth, and community programs.

Course Goal: Students will be knowledgeable about program planning and evaluation processes and will appreciate the ways in which these contribute to stronger social programs.

Course Objectives: Specifically, after completing this course, students will be able to:

Program Planning

- Describe key elements of program development and utilize an appropriate program development model for planning, developing, and evaluating an effective program.
- Write measurable program objectives.
- Utilize effective strategies for implementing a program needs assessment.
- Develop and utilize a “logic model” for program planning purposes.
- Describe the logistics of program planning including the utilization and management of staff and volunteers for program planning and delivery.
- Communicate how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
- Identify collaborative efforts as a means to effective community based program development.
- Demonstrate the ability to be creative when working in diverse groups, solving problems effectively, and achieving results.

Evaluation

- Describe the purpose and uses of program evaluation and its role in the program development process.
- Describe various types of evaluation approaches and methods.
- Develop meaningful evaluation questions.
- Communicate the balance between scientific rigor and programmatic considerations in real--world evaluation.
- Identify appropriate methods for evaluating and reporting the outcomes and impacts of programs.
- Interpret evaluation findings and be a wise consumer of evaluation results.

Teaching/Learning Methods

In this course, students actively engage in the practice of program development and evaluation through group work to learn from and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments. This is the essence of university--level coursework and, certainly, the real--world practice of program development.

Required Readings/Course Files/Canvas

You will not need to purchase a textbook for this class. Required readings are drawn from a variety of sources and are listed in the syllabus and/or will be made available on Canvas. Instructor presentation files and course announcements will also be posted to Canvas. Students will be expected to check this site frequently and stay current with readings, assignments etc.

<http://elearning.ufl.edu>

NOTE: The instructor reserves the right to change/modify this syllabus at any time. Notification to any changes in assignments and/or point values will be provided in advance on Canvas.

WEEKLY TOPICS /SCHEDULE/READING MATERIALS

Unless otherwise indicated, required readings should be completed by the class date and time as indicated on the schedule. All students are expected to read and have a basic understanding of the assigned readings. Instructor presentations will generally not cover all of the contents of the required readings and are likely to introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate.

Supplemental/Suggested Readings, References, Practical Examples, Tools, & Resources

Each week has required readings and may have additional supplemental readings and resources. Although not required reading, these supplemental materials are provided because they may be useful for greater understanding of that week's topics. Additional readings and resources will be added and posted on Canvas.

Week 1**Program Development Model/Program "SMART" Objectives/**

Course organization and expectations/questions about syllabus

Required Reading

FYC4622 Current Course Syllabus

Diehl, D.C. & Galindo---Gonzalez, S. (June 2012). *Get SMART: Improve your Extension objectives* (FCS6018). University of Florida IFAS Extension. Retrieved from <http://edis.ifas.ufl.edu/fy1327>.

Wayne State University. (2014). *S.M.A.R.T. Objectives*. Retrieved from <http://hr.wayne.edu/leads/phase1/smart-objectives.php>

R1. Mittenenthal, R., Cardona, C., & Blanchard, A. Ten Keys- Ten Years Later: Successful Strategic Planning for Foundation Leaders [http://www.tccgrp.com/pubs/ten keys ten years.php](http://www.tccgrp.com/pubs/ten_keys_ten_years.php)

***R2.** Cooney, S., Huser, M., Small, S., & O'connor, C. (2007). Evidence-based programs: An overview. Retrieved from <http://www.human.cornell.edu/outreach/upload/Evidence-based-Programs-Overview.pdf>

Week 2

Using a logic model for program planning and evaluation/ Designing programs for Impact

Required Reading

Kellogg Foundation. (1998). *Logic model development guide*. Retrieved from <http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf>

Read Chapters 1---2 (pp. 1---25).

***R3.** Innovation Network. *Logic Model Workbook*. Retrieved from http://www.innonet.org/client_docs/File/logic_model_workbook.pdf

***R4.** Centers for Disease Control (2011). *Understanding Evidence. Part 1: Best Available Research Evidence*. Retrieved from https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf

Supplemental Readings

Taylor---Powell, E., Jones L., & Henert, E. (2002) *Enhancing program performance with logic models*. Retrieved from University of Wisconsin---Extension website: <http://www.uwex.edu/ces/lmcourse/>

Examples of program plans and logic models for University of Florida IFAS Extension <http://pdec.ifas.ufl.edu/roadmap/>

(In particular, note logical models linked under Initiative 7 "Plan")

Week 3

Needs Assessment and Strategic Planning/Decision---Making Tools

Required Reading

R5. McCawley, P. (2009). *Methods for conducting an education needs assessment: Guidelines for cooperative extension system professionals*. Retrieved from <http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf>

R6. Bolton, E.B. & Guest---Jelley, A. (2009). *Working with nonprofit organizations in community settings: The strategic plan* (FCS 9250). University of Florida IFAS Extension. Retrieved from <http://edis.ifas.ufl.edu/fy837>.

Supplemental Readings

Ageless Learning. (2009). *Why do a needs assessment?* Retrieved from

http://plus50.aacc.nche.edu/documents/publications/1_IntroductionToTheToolkit.pdf

Kegler, M. C., Rigler, J., & Honeycutt, S. (2011). The role of community context in planning and implementing community-based health promotion projects. *Evaluation and program planning*, 34(3), 246-253.

Friesner, T. (2014). S.W.O.T. analysis. Retrieved from:

<http://www.marketingteacher.com/swot/swot---analysis.html>

Week 4

Event/Activity Planning (logistics) & Utilization and management of staff and volunteers in program planning and delivery

R7. Dodd, C., & Boleman, C. (2007). *Volunteer administration in the 21st century: ISOTURE: A model for volunteer management*. Retrieved from:
<http://agrifliefcdn.tamu.edu/od/files/2010/06/Isoture-model-for-volunteer-management-E-457.pdf>

R8. Diem, K. (2005). *A 4-H volunteer support system using the ISOTURE Model*. Retrieved from
http://www.clemson.edu/extension/4h/4h_volunteer/resources/resources_isoture_model.pdf

Supplemental Reading

Citizens Information Board. (n.d.). *Managing volunteers: A good practice guide*. Retrieved from
http://www.citizensinformationboard.ie/publications/providers/downloads/Managing_Volunteers_08.pdf

Week 5

Creating Your Strategic Plan. Vision and Mission

Required Reading

R9- Diem, K. G. (2008). Applying marketing concepts to non-profit/educational organizations: The youth professional's responsibilities in program marketing & promotion. *Journal of Youth Development*, 3(3). Retrieved from
http://www.nae4ha.com/assets/documents/JYD_09080303_final.pdf

Week 6

**Putting Marketing Concepts into Practice.
TBD**

Required Reading

R10. National Network for Collaboration. *Framework Model*. (1995). Retrieved from
<http://www.uvm.edu/extension/community/ncco/collab/framework.html#framework>

Week 7

**Exam Review
Planning for Cultural & Generational Differences in Program Participants.
Differences in Learning Styles.**

Required Reading

R11. Sherrod, M. (2014). Generational differences: Communication preferences [Prezi presentation]. Retrieved from <https://prezi.com/g8r1foywxpej/copy-of-generational-differences-communication-preferences/>

***R12.** Samuels, J., Schudrich, W., & Altschul, D. (2009). Toolkit for modifying evidence-based practice to increase cultural competence. Orangeburg, NY: Research Foundation for Mental Health.

R13. Van Hook, C.W. (2000). Preparing teachers for the diverse classroom: A developmental model of intercultural sensitivity. In D. Rothenberg (Chair) *Issues in early childhood education: Curriculum, teacher education, & dissemination of information*. Proceedings of the Lilian Katz Symposium, Champaign, IL. Retrieved from <http://ecap.crc.illinois.edu/pubs/katzsym/vanhook.pdf> and <http://eric.ed.gov/?id=ED470878>.

Supplemental Reading

Generational Differences Chart. (n.d.). Retrieved from <http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>

Week 8 --- Midterm Exam (Tuesday)
Why Conduct Program Evaluation?
Afterschool Program Evaluation.

Required Reading

***R14.** University of Wisconsin Extension (2006). Planning a Program Evaluation: Worksheet. Retrieved from: <http://learningstore.uwex.edu/assets/pdfs/G3658-1W.PDF>

Week 9 --- Beginning Tuesday
Research and Evaluation Methods for
Program Development: Process and
Outcomes

Required Reading

***R15.** Brown, J.L. & Kiernan, N. E. (1998). A Model for Integrating Program Development and Evaluation. *Journal of Extension* 36(3).

***R16.** Radhakrishna, R. & Relado, R. (2009). A framework to link evaluation questions to program outcomes. *Extension Journal*, 47(3). Retrieved from <http://www.joe.org/joe/2009june/tt2.php>.

Week 10 --- Beginning Tuesday
Planning a Program Evaluation
Surveys and Questionnaire Design

Required Reading

***R17.** Diem, K.G. (2002). A step---by---step guide to developing effective questionnaires and survey procedures for program evaluation & research. Rutgers Cooperative Extension. New Brunswick, NJ. Retrieved from <https://njaes.rutgers.edu/pubs/publication.asp?pid=FS995>

***R18** What is an evaluation question? And how should I go about developing one?

NOTE: There are a number of assessment tools in this document below that may help you in writing your evaluation plan and evaluation questions.

Yohalem, N., Wilson---Ahlstrom, A., Fischer, S. & Shinn, M. (2009). *Measuring youth program quality: A guide to assessment tools*, 2nd Edition. Retrieved from http://forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf.

Week 11 --- Beginning Tuesday
Consideration of Learning Styles in Planning and Evaluation

*R19 Shaffer, S.C. (2014) Learning Styles.

Week 12 --- Beginning Tuesday
Organizing and Analyzing Your Data
Ethical Considerations of Program Evaluation

Required Reading:

*R20 **Ethical Issues: Tips for conducting program evaluation**

*R10 Organizing and analyzing your data.

Week 13 --- Beginning Tuesday
Interpreting Evaluation Findings - Be a wise consumer
Communicating Impact (writing impact statements, etc.)

XC R1- Poling, R.L. (n.d.). Writing Extension impact statements. Agricultural and Extension Education, University of Tennessee. Retrieved from <http://web.utk.edu/~aee/impactstatements.htm>.

XC R2- Radhakrishna, R.B. (2002). Writing success stories for program enhancement and accountability. *Journal of Extension*. 40(2). Retrieved from <https://joe.org/joe/2002april/tt2.php>.

Pyrzczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Glendale, CA: Pyrczak Publishing. Chapter 1, pp. 1--12. Background for evaluating research reports.

Patton, M. Q. (2008). *Utilization-focused evaluation*. Evaluation Use: Both challenge and mandate. Sage publications.

Note: Last Day to withdraw from the course with a "W" grade is by 5:00 pm in the office of Kathryn Ivey, Academic Coordinator, FYCS Department.

Week 14 --- Beginning Tuesday
Team Presentations

Week 15 --- Beginning Tuesday, Team Presentations.
Exam #2

Week 16 - Beginning Tuesday
Team Presentations, Course Wrap Up,
(No class on Thursday due to Reading Days.)

Additional Information and General References
Selected Web Resources

Children, Youth, and Families Education and Research Network (CYFERnet)
Practical Research---based Information from the Nation’s Leading Universities.
<http://www.cyfernet.org/>

Program Evaluation Resources.
Information and links to other resources that will help you design and evaluate educational programs.
<http://njaes.rutgers.edu/evaluation/resources/>

Extension Southern Region Evaluation web site
<http://www.ca.uky.edu/agpsd/soregion.htm>

Kids Count Data Book and other data about children & families
<http://www.aecf.org/work/kids---count/>

USA QuickFacts from the US Census Bureau, including state and county data
<http://quickfacts.census.gov/qfd/states/00000.html>

Google Scholar (a more useful search engine for scholarly sources)
<http://scholar.google.com>

APA Formatting and Style Guide
<http://owl.english.purdue.edu/owl/resource/560/01>

EXAMS/ASSIGNMENTS/POINT VALUES

Individual Assignments

Assignment	Points	Due Date
Participation		
Class Engagement	45	
SMART Goals and Objectives	25	
Attendance	50	
Reading Reviews: 16 reading reviews assigned, each is worth up to 5 pts.	80	On going
Quiz 1	25	TBA
Quiz 2	25	TBA
Exam 1	125	
Exam 2	125	
Total	500	

Group Assignments

Assignment	Points	Due Date
Part 1: Situation Statement	50	
Part 2: What Works	50	
Part 3: Logic Model/Program Development	100	

Part 4: Evaluation Plan	100	
Presentation	50	TBA
Peer Evaluations 1	25	
Peer Evaluations 2	25	
Total	400	

NOTE: Dates and point values are subject to change.

Participation

Class engagement grade includes level of class distractions like cell phones and computers, as well as class presentation evaluations. SMART Goals Assignment and Objectives assignment involves developing a framework for your group project. Attendance will be taken at random ten times throughout the semester.

Reading Reviews

Reading reviews are required for each reading that is denoted as R1 R2---R7 etc. on the syllabus and in the weekly readings on Canvas. They are due every Thursday on Canvas, and are located in Assignments. You should also be prepared to discuss these readings in class. Other required readings will be needed to understand certain concepts and to compete assignments. Test and quiz items will be developed from all of these readings. Supplemental reading is provided to help you better understand concepts and to complete assignments.

Group Project

Part 1: Situation Statement and What Works- Students describe the problem, issue or need that their program addresses.

Part 2: What Works- Students find a model program to base their group's program on, discuss model program outcomes, and decide which model program elements will be included in their program design.

Part 3: Logic Model/Program Development- Students will complete a visual logic model and description explaining their program's participants, outputs, and outcomes.

Part 4: Evaluation Plan- Students will design an evaluation study to provide best evidence of their program's effectiveness.

Presentation: Your group will give a presentation to the class (such as via PowerPoint) that provides highlights of the program and paper. Time allotted: approximately 10-15 minutes.

Peer Evaluation

Group activities and assignments are truly intended to be *team* efforts, reflective of real-world professional practices. Because group assignments constitute a significant portion of the grade for this course, each person's contribution to the team will be considered so course grades can be as fair as possible. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person are particularly valued (more than suggested scores)

Instructions: You have 100 points to divide among your group members. Assign points to each group member based on the following criteria:

Collaboration: Actively listened to and valued ideas of others

Contribution: Contributed to team projects and submitted high quality work

Participation: Consistently participated in group activities

If you feel like all four of your group members were equally involved in your group work, assign each person 25 points. Your total must equal 100.

Example:

Group member	Points assigned
Group member 1	20
Group member 2	25
Group member 3	30
Group member 4	25
Total:	100

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>

- Grading Scale is as follows:

Percentage	.930 or greater	.900--- .929	.870--- .899	.830--- .869	.800--- .829	.770--- .799	.730--- .769	.700--- .729	.670--- .699	.630--- .669	.600--- .629	<.600
Letter Grade	A	A---	B+	B	B---	C+	C	C---	D+	D	D---	E

Note: A C minus or below is not a passing grade for FYCS majors.

- It is the student’s responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due.
- Grade changes or providing additional opportunities for points for any students who did not earn their grade in the normal course of the semester will not be made. At the end of the semester, your grade is the grade you have earned.

Attendance/Participation

Attendance will be recorded at various points in the semester. Students are expected to participate fully in all aspects of the course. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes and exam(s) will be based on required readings as well as presentations by the instructor and others during class. Also, your team may choose to factor class attendance into their assessments of your participation and contribution to group assignments and in class activities

Excused Absences

Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit authorized excused absences to Dr. Jerry Culen Box 110310 McCarty D) prior to or immediately after your absence.

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>.

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in

the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space---available basis if you present documented evidence.”

This policy will be in effect for FYC 4622 and attendance will be monitored on the first two days of class.

OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES

Cell Phones/Laptops/Other Technology

Your phone should be silent during class and should be put away during class time. Laptops, tablets, etc. should be used for class purposes only (not Face Book, surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor ... and your own ability to learn. Students who are in violation will be warned (first offense), and asked to leave the classroom (second offense). Use of any devices may be forbidden during quizzes and exams.

Respect

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

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/honorcodes/honorcode.php>.

Concise guidelines for ethical writing (non---plagiarism) are described in "Avoiding plagiarism, self---plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism---0>.

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

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.

- *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
 - Training Programs
 - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392---1601, www.crc.ufl.edu/*

Services for 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/