Planning & Evaluating Family, Youth, and Community Science Programs (3 credits)
FYC 4622 - Fall 2021

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Office Hours: By appointment. Sign up via https://calendly.com/drkimwiley/officehours
Teaching Assistant: Kimber Sarver (message through Canvas)
Class Meetings: Monday, Wednesday, Friday Period 4 (10:40 AM – 11:30 AM) TUR 2353

About the Course

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

Course Format & Expectations
In this course, students actively engage in the practice of program development and evaluation through group work to learn from and teach others. A variety of learning methods, including experiential learning, are integrated into all phases of the course, with a focus on critical thinking. Therefore, the instructor aims to serve more as a facilitator of the learning process than as a lecturer. To achieve maximum benefits of the course (and maximum grade), students are expected to actively participate in all aspects of the course. Students are expected to contribute meaningfully in online interactions, in team efforts and in individual assignments. This is the essence of university-level coursework and, certainly, the real-world practice of program development.

You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the module to get maximum benefit from the lectures and discussions. Exams will cover all readings assigned after the previous exam. You are expected to spend 8-9 hours on this course per week. If university moves courses online during the semester plan for about 30-60 mins of recorded lecture or other assigned viewing 6-7 hours reading, studying, and working on assignments per week.

Course Objectives
Upon completion of this course, students will be able to

Program Planning
- List key elements of program development.
- Plan and develop program implementation
- Write measurable program objectives
- Explain effective strategies for implementing a program needs assessment.
- Construct a “logic model” for program planning purposes.
- Identify the logistics of program planning including the utilization of staff/volunteers.
• 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.

**Evaluation**
• Summarize the purpose and uses of program evaluation and its role in the program development process.
• List 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.
• Recognize ethical and cultural implications in program evaluations

**Reading and Research Materials**

**Required Text**

**Assignments & Student Evaluation**

**Course Project (40%)**: Students will self-select into groups of 3-4 students. Each group will choose a **social issue** and this will serve as the topic area for the project. The project will consist of five components:

<table>
<thead>
<tr>
<th>Course Project Description</th>
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<tbody>
<tr>
<td>1. <strong>Part 1 – Situation Statement (5%)</strong>: Students will develop a situation statement that incorporates the current research on their topic of interest, and includes the <strong>magnitude</strong> of the problem, the <strong>consequences</strong> of the problem, and an understanding of the <strong>underlying issues/causes</strong>.</td>
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<tr>
<td>2. <strong>Part 2 – What Works (5%)</strong>: Students will select and analyze an evidence-based program or research article specifically relevant to their program. The analysis will include: the program title, target population, outcomes achieved, a commentary on the strength of the evidence, and the program elements or approaches that will be incorporated into the students’ program model.</td>
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<tr>
<td>3. <strong>Part 3 – Logic Model (5%)</strong>: Students will develop a mission statement and program description, along with a program logic model that describes the program’s key activities, rationale for participant engagement, and short-term, intermediate, and long-term participant outcomes that will be achieved through the program. Research-based “keys to success” will also be included.</td>
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<tr>
<td>4. <strong>Part 4 –Presentation (10%)</strong>: Students will develop a poster that highlights some important aspects of the program being developed for the class. Each group will identify a specific <strong>audience</strong> and <strong>purpose</strong> for this project. Posters will be presented to the class.</td>
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<tr>
<td>5. <strong>Part 5 – Final Program and Evaluation Plan (15%)</strong>: Building on the completed project parts, students will assemble a program plan and evaluation plan that includes a situation</td>
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statement, “what works” section, logic model and program description, and evaluation plan (that includes the evaluation questions, evaluation design, data collection plan, and instruments for data collection).

**Peer Assessments**: Every student must submit a separate peer assessment for each project submission and these assessments will be factored into student grades. Each group will develop its own standards for group performance to be used over the course of the semester. Students will rate all team members (including themselves) from 0 to 100 based on each individual’s contribution to the group’s work. Student grades will then be determined based on the peer assessment along with the group’s overall grade:

<table>
<thead>
<tr>
<th>Peer Assessment</th>
<th>Rule</th>
<th>Sample Score (based on group score of 90/100)</th>
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</thead>
<tbody>
<tr>
<td>90% or more</td>
<td>For students who receive a peer assessment of 90% or more, the student receives the group’s full grade.</td>
<td>Suppose the student’s peer assessment is 95%, then the student’s score stays 90/100.</td>
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<tr>
<td>Less than 90%</td>
<td>For students who receive a peer assessment of less than 90%, the student’s grade will be determined by multiplying the group’s grade by the peer assessment grade.</td>
<td>Suppose the student’s peer assessment is 80%, then the student’s score is the original score (90) times the peer assessment (.80) or 72/100.</td>
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</table>

Peer assessments that are submitted late will be penalized 10% per day and students who do not submit a peer assessment will receive a 0 for their portion of the assessment.

**Exams (30%)**: Four exams will be required. Exams will consist of approximately 30-40 multiple-choice, matching, true/false, and short answer questions.

**Practice Activities (30%)**: Students will complete 1-2 activities per module to practice what they are learning about planning and evaluation. Assignments will take place in person and will be submitted via Canvas unless instructed otherwise. The two lowest scores will be dropped.

**Assignments Due on Last Day of Module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Part 1 – Situation Statement</th>
<th>Peer Assessment #1*</th>
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</thead>
<tbody>
<tr>
<td>Module 2</td>
<td></td>
<td></td>
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<tr>
<td>Module 3</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Part 2 – What Works</td>
<td>Peer Assessment #2*</td>
</tr>
<tr>
<td>Module 5</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>Module 6</td>
<td>Part 3 – Logic Model</td>
<td>Peer Assessment #3*</td>
</tr>
<tr>
<td>Module 7</td>
<td>Exam 3</td>
<td></td>
</tr>
<tr>
<td>Module 8</td>
<td>Part 4 – Presentation</td>
<td>Peer Assessment #4*</td>
</tr>
<tr>
<td>Module 8</td>
<td>Part 5 – Program Plan and Evaluation Plan</td>
<td>Peer Assessment #5*</td>
</tr>
<tr>
<td>Finals Week, 12/12</td>
<td>Exam 4</td>
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*Peer Assessments* are due the same day as all project submissions
A Weekly Schedule of Topics:
Module 1: Program Development and Planning (Weeks 1-2)
Module 2: Engaging Stakeholders (Weeks 3-4)
Module 3: Evidence-based Programming (Weeks 5-6)
Module 4: Developing Program Goals and Objectives (Weeks 7-8)
Module 5: Methods of Program Evaluation (Weeks 9-10)
Module 6: Program Evaluation Design (Weeks 11-12)
Module 7: Pragmatic Considerations (Weeks 13-14)
Module 8: Communicating Evaluation Results (Weeks 15-16)

University of Florida and Course Policies:
FYCS Diversity, Equity and Inclusion Statement
The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond. (adopted April 30, 2021)

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

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<tr>
<th>%</th>
<th>.930 or greater</th>
<th>.900--- .929</th>
<th>.870--- .899</th>
<th>.830--- .869</th>
<th>.800--- .829</th>
<th>.770--- .799</th>
<th>.730--- .769</th>
<th>.700--- .729</th>
<th>.670--- .699</th>
<th>.630--- .669</th>
<th>.600--- .629</th>
<th>&lt;.600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A---</td>
<td>B+</td>
<td>B</td>
<td>B--</td>
<td>C+</td>
<td>C</td>
<td>C--</td>
<td>D+</td>
<td>D</td>
<td>D--</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

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

Attendance
Students should attend class unless an issue arises, such as an illness that would make it unsafe for the student or others in class. If a student is experiencing symptoms of COVID-19 or another temporary illness or have been exposed, students are asked to continue working through the online portal until they are cleared to return to class. They should work with the instructor to determine how to interface with the online version of the course so that there is continuity in their exposure to the material of the course. 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.

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 are expected 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 https://evaluations.ufl.edu. 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. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

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.

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 Resources:
I strongly encourage students to be proactive in seeking resources that will help them succeed and, also, to let me know how I can best support them.
Here are some of the resources available at UF.

Field and Fork Pantry
Many students operate on a very tight budget. For those struggling with access to food, UF offers free non-perishable food, toiletries, and fresh vegetables through the Field and Fork Pantry. https://fieldandfork.ufl.edu/
U Matter, We Care
At UF, Every Gator Counts. U Matter, We Care serves as UF’s umbrella program for UF’s caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Families, faculty and students can contact umatter@ufl.edu seven days a week for assistance for students in distress.
http://www.umatter.ufl.edu/

Services for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. 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.
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/

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general wellbeing 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
  • Wellness Coaching
Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

UF Computing Help Desk
This course is run on Canvas. All readings, course information, and grades will be available on Canvas. It is your responsibility to successfully utilize Canvas. The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:
Selected Web Resources
2. Program Evaluation Resources: Information and links to other resources that will help you design and evaluate educational programs. [http://njaes.rutgers.edu/evaluation/resources/](http://njaes.rutgers.edu/evaluation/resources/)
4. USA QuickFacts from the US Census Bureau, including state and county data [https://www.census.gov/quickfacts/fact/table/US/PST045217](https://www.census.gov/quickfacts/fact/table/US/PST045217)
5. Google Scholar (a more useful search engine for scholarly sources) [http://scholar.google.com](http://scholar.google.com)
6. APA Formatting and Style Guide [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.