Planning & Evaluating Family, Youth, and Community Science Programs  
(3 credits)  
FYC 4622 - Spring 2020

Instructor: Kimberly Wiley, Ph.D.  
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Research Lab: https://fycs.ifas.ufl.edu/fycs-2019/research/wiley-lab/  
Social Media: Twitter: @kwileyfl  
https://www.linkedin.com/in/kimberly-wiley/  
Office Hours: Mondays and Wednesdays, 10:00-11:30am in McCarty D, 3002B  
Teaching Assistant: Liva, Email through Canvas  
Class Meetings: M/W/F 11:45 am – 12:35 pm  
1064 Weimer Hall  
Prerequisites: Junior or Senior Standing

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 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.

You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend four hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 6-7 hours a week reading, studying, and working on assignments.

E-Learning
Class material, announcements, and resources will be available online via Canvas. All students are expected to check Canvas regularly: https://elearning.ufl.edu/
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

Selected Web Resources
1. Children, Youth, and Families Education and Research Network (CYFERnet) Practical
Research-based Information from the Nation’s Leading Universities.
   http://www.cyfernet.org/
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/
3. Kids Count Data Book and other data about children & families
4. USA QuickFacts from the US Census Bureau, including state and county data
   https://www.census.gov/quickfacts/fact/table/US/PST045217
5. Google Scholar (a more useful search engine for scholarly sources)
   http://scholar.google.com
6. APA Formatting and Style Guide http://owl.english.purdue.edu/owl/resource/560/01

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:

<table>
<thead>
<tr>
<th>Course Project Description</th>
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<tbody>
<tr>
<td>1. <strong>Part 1 – Situation Statement (50 points):</strong> Students will develop a situation statement that incorporates the current research on their topic of interest, and includes the magnitude of the problem, the consequences of the problem, and an understanding of the underlying issues/causes.</td>
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<tr>
<td>2. <strong>Part 2 – What Works (50 points):</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 (50 points):</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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<td>4. <strong>Part 4 – Creative Presentation (100 points):</strong> Students will develop a creative project or poster that highlights some important aspects of the program being developed for the class. Each group will identify a specific audience and purpose for this project. The project may take any form the group desires as long as it achieves the intended purpose – formats include: poster, Prezi, narrated PowerPoint, video, outreach materials, website, or any other creative endeavor.</td>
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<tr>
<td>5. <strong>Part 5 – Final Program and Evaluation Plan (150 points):</strong> Building on the completed project parts, students will assemble a program plan and evaluation plan that includes a situation 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).</td>
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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:
### Peer Assessment

<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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<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 <strong>90/100</strong>.</td>
</tr>
<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 <strong>72/100</strong>.</td>
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</tbody>
</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 (25%): Two exams will be required. Exams will consist of approximately 20-25 multiple choice and short answer questions.

### Knowledge Assessments/Quizzes (25%): Approximately 10 opportunities will be provided to demonstrate your knowledge of the course content, especially the reading assignments for that week. Assessments may include quizzes, group activities, writing exercises, and any other assessments deemed to be supportive of student learning. Assessments are planned for almost every Monday of the semester, but the instructor reserves the right to modify this schedule.

### Classroom Citizenship (10%): This score is earned through positive, meaningful, and creative participation in shared classroom spaces. A strong classroom citizen attends class prepared, shares the mic with peers, supports classmates, and engages thoughtfully in class discussion. This score will be measured through attendance sheets, submission of class activity worksheets,

For instance, have you created a profile pic/avatar and engaged with your peers while introducing yourself? Have you joined the conversation on the video review forums and study group? **Be present in this space as you would in a face-to-face class.** Take time to get to know your classmates and professor by engaging in these social spaces. There is no specific quantity of posts required for this score. I will assess your digital citizenship throughout the semester. Start at the beginning!

### Key Dates

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<tr>
<th>Mondays</th>
<th>Knowledge Assessments/Quizzes</th>
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<tbody>
<tr>
<td>January 31</td>
<td>Part 1 – Situation Statement                                       Peer Assessment #1*</td>
</tr>
<tr>
<td>February 21</td>
<td>Part 2 – What Works                                                 Peer Assessment #2*</td>
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<tr>
<td>February 24</td>
<td>Exam #1</td>
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<tr>
<td>March 20</td>
<td>Part 3 – Logic Model                                               Peer Assessment #3*</td>
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<tr>
<td>April 17</td>
<td>Part 4 – Creative Presentation                                     Peer Assessment #4*</td>
</tr>
<tr>
<td>April 22</td>
<td>Part 5 – Program Plan and Evaluation Plan                          Peer Assessment #5*</td>
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<tr>
<td>Finals Week</td>
<td>Exam #2</td>
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*Peer Assessments are due the same day as all project submissions*
Grading  

<table>
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<tr>
<th>Percentage of Grade</th>
<th>Course Project</th>
<th>Exams</th>
<th>Quizzes</th>
<th>Classroom Citizenship</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>40%</td>
<td>25%</td>
<td>25%</td>
<td>10%</td>
<td>100%</td>
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Note: A C minus or below is not a passing grade for FYCS majors.

Attendance and Make-Up Work  
Attendance and Make-Up Work Requirements for class attendance and make-up quizzes, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Late Assignments and Make-up Assignments  
Late assignments will be penalized 10%.

UF Computing Help Desk  
This course is run on Canvas. Additional 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

Syllabus is subject to change
information to contact the help desk:

- Phone: (352)392-HELP (4357)
- E-mail: helpdesk@ufl.edu
- Location: CSE 214/520 URL: http://helpdesk.ufl.edu

University of Florida Policies

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

Attendance 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.

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/](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/](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/](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/](http://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/](http://www.counseling.ufl.edu/cwc/)

Syllabus is subject to change
• 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/