AED 621: Spring 2023
Program Planning and Evaluation

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Student Success Resources & Policies

All UA courses adhere to the general UA Policies as stated here: academicaffairs.arizona.edu/syllabus-policies. Make yourself familiar with the Student Code of Academic Integrity and the protocol ensuring non-discriminatory, anti-harassment, non-threatening learning experiences. This site also includes a list of student resources. The entirety of University Policies can be found here: catalog.arizona.edu/policies. Student records are confidential per FERPA policy. We also recommend knowing:
Student Assistance and Advocacy: http://deanofstudents.arizona.edu/student-assistance/students/student-assistance
Counseling and Psych Services (CAPS): https://caps.arizona.edu
Bias Education & Support Team: If you experience bias that makes you feel unsafe or unwelcome in relationship to the UA, please submit a report to the Bias Education & Support Team: https://deanofstudents.arizona.edu/BEST.
The Registrar's Dates and Deadlines tool: https://registrar.arizona.edu/dates-and-deadlines/

Introduction

Welcome to AED 621: Program Planning and Evaluation

Instructor Info
Matthew M. Mars, Ph.D., Associate Professor, Community Development and Innovation
Department of Agricultural Education, Technology, and Innovation

Contact Info
Email: mmars@arizona.edu
Campus Office Location: Saguaro Hall, 127
Zoom link: https://arizona.zoom.us/j/4717119362

Office Hours
By appointment – please schedule appointments through mmars@arizona.edu

Course Curriculum

Class Sessions & Course Communications
This is an in-person course; we will meet in Saguaro Hall, Room 127 (the "Innovation Collaboratory) on Mondays from 9am to 12:00pm.

Course Description
Developing and evaluating programs in teaching and extension; situation analysis, objectives, policies, content, procedures, and evaluative criteria. Examines program evaluation concepts, principles, and models; and identifies major steps in planning, conducting, and reporting results of evaluation objects.

Course Objectives:
- Introduce program evaluation concepts, principles, and models.
- Identify major steps in planning, conducting, and reporting results of evaluation objects.

Expected Learning Outcomes:
As a result of completing the "Program Planning and Evaluation" course, students will be able to:
- Develop a perspective on the role of evaluation in program development
- Describe the basic concepts of educational program development.
- Recognized alternative approaches to evaluation
- Identify major steps in program evaluation.
- Develop knowledge to become effective users and consumers of evaluation information.
- Develop the ability to conduct useful and technically sound evaluations

All Voices are Valued Here: We Are a Community of Learners
I pledge to do my best to make this course welcoming and culturally responsive.
Accessibility & Accommodations: Learning experiences should be accessible. If you experience any barriers to learning, let me know so that I can provide options. Contact the Disability Resource Center for confidential accommodations.
Names & Pronouns: Your identities and gender expressions will be honored in this course because it is vital for us to create an environment of mutual respect. To update your name or pronouns in the UA system: click here.
Nondiscrimination & Anti-Harassment Policy: Everyone is encouraged to express well-formed opinions and reasons for those opinions without resorting to bullying or discrimination of others. My role as instructor includes mediation as needed, so reach out to me if you need help navigating this terrain.
University Policies
All relevant university policy statements can be viewed at: https://academicaffairs.arizona.edu/syllabus-policies

Required Resources and Equipment
Required text (available through Amazon): Fitzpatrick, J.L., Sanders, J.R., &. Worthen, B.R. (2012). *Program evaluation: Alternative approaches and practical guidelines*. (4th Ed.) Longman, NY.
All other selected readings and links to videos and podcasts will be provided in the D2L course site.

Course Assessment Plan

Assignments and Grading
Refer to table to the right

Assignment Due Dates
Refer to table to the right for specific due dates. All assignments except the Entrepreneurial Leadership Assessment are due through the designated d2l assignment folder by 11:59pm on the corresponding date listed in the table. Each project assignment should be submitted by a single member of each team.

Engagement & Absence
Actively participating in the course is vital to the process; attendance, preparedness, and engagement are required. See me as soon as possible if you have pressing circumstances or if your absence(s) meets UA excused absence standards.

Assignments and Grading	Points	Due Dates
Evaluation Model Handout	7.5	Feb 5
Evaluation Model Presentation	7.5	Feb 5
Project: Evaluation Plan	20	Mar 27
Project: First written report draft	-	Apr 17
Project: Oral Presentation visual slide deck	-	Apr 23
Project: Evaluation Oral Presentation	30	Apr 24
Project: Evaluation Written Report	25	May 5
Project: Individual Contributions and Participation	10	May 5
Final Grades out of 100 points	100	

Final Grades & the Grading Scale
Final grades are standard: ≥90 earns an A; 80-89, B; 70-79, C; 60-69, D; <60, E. I do not follow a grade distribution. I round up near the threshold of final letter grades *at my discretion* in evidence of strong engagement, effort, and improvement. Requests for an incomplete grade or course withdrawal must be made in accordance with University policies: catalog.arizona.edu/policy/grades-and-grading-system.

Late Work & Deadlines
Dropbox Assignments have a 24-hour grace period during which I accept late work with a 10% or letter-grade penalty. Always reach out to me early; if I know your circumstances, we can discuss possible options, including extensions, but this class is fast-paced and requires you and your team to stay current with all assignments.

CALS Career Competency Mapping
The goal of the CALS Career Center is to cultivate the entrepreneurial mindset of all students. To this end, the following table illustrates the alignment between the knowledge and skills that you will be demonstrate through the course assignments and the career competencies associated with the entrepreneurial mindset. Further information on the competencies and the entrepreneurial mindset can be found on the UA CALS Virtual Career Center: https://career.cals.arizona.edu/

Entrepreneurial Mindset	Top Employment Skills	Assignment Artifact/Evidence
Strategic Communication	*Persuasion*	Program Plan, Logic Model
Critical Thinking	*Adaptability*	Evaluation Plan
Data-informed Decision Making	*Digital Literacy*	Logic Model
Intercultural Fluency	*Collaboration*	Stakeholder Analysis with Program Leadership
Leadership	*Emotional Intelligence*	Evaluation Plan, Team Collaboration
Agency	*Creativity*	Program Selection

Course Schedule

Class	Topic	Readings and Assignments
Jan 16	NO CLASS – Martin Luther King, Jr. Holiday	---
Jan 23	Course orientation Micor-introduction to evaluation Discuss project topic	FSW – Ch. 1, 2, 3 Evaluation models randomly assigned in-class on Monday, Jan 23rd

Jan 30	Introduction to evaluation: Key concepts & terms	
Feb 6	- Alternative views of evaluation - Evaluation model presentations ❑ Expertise-oriented Approach (Chap. 5) ❑ Consumer-oriented Approach (Chap. 5) ❑ Program-oriented Approach (Chap. 6)	FSW 5, 6, 7, 8, 9, & 10 Student presentations of evaluation models: PowerPoint slide decks and two-page handouts due on **Sunday, Feb 5th at 11:59pm** via D2L. *(Due date applies to all students regardless of whether they present on Feb 6th or Feb 13th.)*
Feb 13	Evaluation model presentations (cont.) ❑ Decision-oriented Approach (Chap. 7) ❑ Participant-oriented Approach (Chap. 8) Focusing the evaluation ❑ Logic Model ❑ Developing evaluation questions	FSW Ch. 12, 13
Feb 20	Working with stakeholders Designing an evaluation	FSW Ch. 14
Feb 27	Collecting evaluation information: Quant. (Guest speaker: Dr. Bobby Torres)	FSW Ch. 15, 16
Mar 6	Spring Break: No Class	---
Mar 13	Collecting Evaluation Information: Qual.	Thomas (2006) article
Mar 20	Consulting sessions: Logic model/Stakeholder meeting	
Mar 27	Consulting sessions: Evaluation questions & indicators	Evaluation plan due on Monday, March 27th by 8:45am via D2L.
Apr 3	Consulting sessions: Collecting evaluation information	
Apr 10	Consulting sessions: Collecting evaluation information (cont.)	
Apr 17	Consulting sessions: Communicating results	FSW Ch. 17 Project draft due on Monday, April 17th by 8:45am via D2L (not graded)
Apr 24	Presentation of Evaluation Project	Final evaluation project presentation in class on April 24th – Visual presentation due on Sunday, April 23rd by 11:59pm via D2L
May 1	Post-Project and Presentation Reflection and Course Summary	Final Evaluation Plans due on Friday, May 5th by 11:59pm MST via D2L Team Member and Self-Evaluation Rubric due on Friday, May 5th by 11:59pm via D2L.

Subject to Change Statement

Information in the course syllabus, other than grade and absence policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Assignment Details

Evaluation Model Summary & Presentation. Students will be assigned a specific chapter in the textbook to review, summarize in an oral presentation, and create and distribute as a one-page handout. Specific guidelines will be made available one week prior to due date.

Course Team Project. Using skills and knowledge acquired through class participation and assigned readings, the student team(s) will design and conduct an actual evaluation of and for the Community Investment Corporation. More information on the organization can be found by visiting the following URL: https://cictucson.org/

> *Written Report:* The evaluation will in part result in the team(s) providing a written report on the program, which must be professional in appearance and include all pertinent information (score sheet will be provided in advance). More specifically, the report must be typed in 12-point Times New Roman font, be double-spaced, be no more than 20 pages (including references, figures, and tables), and be spiral bound with a professional quality cover. Raw data should <u>not</u> be submitted. A preliminary draft of the report will be due during the semester (see course schedule for due date) to provide the opportunity for monitoring of progress and suggestions for improvement. Please note: Students will be required to interview <u>and</u> survey key stakeholders relevant to the STFA program. Only ONE REPORT is to be submitted by the team(s).
>
> **Evaluation Plan:** Each student team will be required to complete an evaluation plan for the final project, which will reflect the feedback gathered from STFA stakeholders. The plan will include the following two components:
> - *Complete, professional quality* draft of the logic model that will guide the evaluation
> - *Complete, professional quality* draft of questionnaire(s) and interview protocol(s) that will be used to collect data
>
> *Oral Presentation (as a team):* Each student team will be allotted 30 minutes to deliver an oral presentation of their evaluation project. Additional time will be provided for questions from your stakeholders in attendance and other class members.
>
> **Team Member and Self-Evaluation Rubric:** All team members will receive the same project scores for both the oral and written reports, provided each team member contributed at an approximately equal level. Using the Team Member and Self-Perceived Contribution Rubric, each student will score themselves and their teammates' contributions and overall participation for an individual grade (10%). Additionally, the instructor will also consider the participation and contributions of each individual throughout faculty-team consultation sessions (all teams members are expected to attend and fully participate in each weekly consultation meeting - see course schedule for dates and details).