AGED 507: Program Planning and Evaluation

Instructor:
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Online Office Hours: Monday and Thursday from 10:00- Noon. But, feel free to email me at any time. Please never hesitate to ask a question, add a comment, or discuss things that interest or confuse you.

Weekly Schedule: This course will run weekly starting on Mondays and ending on Sundays at midnight. Assignments and discussion questions will be due on Sundays by midnight.

Course Access: This course will use the new Desire 2 Learn online learning system. You can access this site at: https://ecat.montana.edu.

Assignment Submission: You will use the “Dropbox” function in D2L to submit all assignments. This tool allows you to submit assignments online by uploading files to your designated folder. You can view submitted assignments here. I will grade all your assignments and leave feedback directly from the dropbox.

Course Description: This course is designed for students who are interested in the development and evaluation of agricultural and extension education programs. The course is designed to help students in the following areas:
   a) Acquire an understanding of program development from theory to practice
   b) Strengthen their skills in planning, designing, implementing, evaluating, and accounting for educational programs of targeted audiences.
   c) Provide application of program planning and evaluation concepts through experiential learning and class projects.

Course Objectives: Upon completion of this course, assigned activities, and reading assignments, the student will be able to:

1. Discuss and define program development as a means of improving programs at the local and state levels.
2. Identify major concepts upon which the educational programming process is based.
3. Explain the basic models and components of educational programming.
4. Demonstrate knowledge and skills in planning programs for targeted audiences.
5. Determine how to identify, validate, and prioritize needs/problems.
6. Develop needs assessment instruments.
7. Apply knowledge and skills in designing and implementing programs for targeted audiences.
8. Demonstrate knowledge and skill in evaluating and accounting for planned programs of targeted audiences.
9. Describe the effect of time, people, and resources on programming.

Required Text: Can be ordered on Amazon.com


Course Assignments:

I. Online Discussion Questions (150 points= 15% of grade)

Discussion questions will be posted on Desire2Learn weekly at ecat.montana.edu. You must participate in the discussion by posting comments, participating in questions sessions, and responding to other students’ comments. For EACH discussion question, you must answer all parts of the question and respond to at least two other student’s answers. All questions will be available on Mondays and must be answered/responded to by Sundays at Midnight. New weekly questions will be posted each Monday. In order to facilitate discussion, you should have at least one discussion question answered by midnight on Wednesdays each week.

Participation is expected and important to obtain a thorough understanding of the material. Participation will be evaluated from answers to online questions throughout the semester. It is expected that each student will respond to the questions posed from class readings and assignments. Responses should be in-depth and reflect critical and creative thinking. Questions should be answered by Sunday at midnight of each week.

II. Program Plan Proposal (500 points = 50% of grade)

You will develop an educational program plan proposal for an identified audience of interest. You must use a real situation, program, etc. in the development of your plan. This could be a university program, organizational program, community education program, high school program, extension program, or other program area of interest.

The plan should address the points listed below (use as a guide), a reference list (APA 6th Edition format), appendices (include your needs assessment instrument, sample lesson materials, marketing materials, etc.), and be submitted as your final paper.

You will work on developing each part of your proposal throughout the semester. Out of the 500 total points, the 2 draft papers will count 125 points each, and the final paper will count 250 points (revised drafts plus evaluation and accountability section).

The educational plan proposal should address the following points:
A. Planning:
- Identification of Problems/Needs/Concerns (including situational analysis; current situation/problem statement, desired situation and significance)
- **Needs Identification and Assessment**- You will complete a needs assessment for your program and describe it in your proposal. (include what you did to identify and prioritize needs; technique used and how this affected your project)
- Target Audience Identification (explain who they are and why they were chosen)
- Community Partners (include who would be selected and utilized on an advisory committee; stakeholder input; collaborators/partners)

**Draft Paper – Planning Due: March 11**

B. Design and Implementation:
- Program Objectives
- Outline of Educational Content (subject matter to be taught)
- Description of Learning Opportunities (including resources needed and/or obtained, teaching methods, educational materials, and method of assessment to be used)
- Time Line/Plan of Action
- Marketing Efforts

**Draft Paper – Design & Implementation Due: April 8**

C. Evaluation and Accountability
- Formative and Summative Evaluation (methods, techniques)
- Analysis and Interpretation of Data (identify indicators of goal achievement/assessing program impact)
- Reporting of Results (communicating program value)

**Due with Final Paper (including revised drafts of first two sections) on April 29**

**Due Dates:**
- Draft Paper – Planning: March 11
- Draft Paper – Design & Implementation: April 8
- Final Paper – Entire Program Plan: April 29

**IV. Educational Program Observation (100 points = 10% of grade)**

This program must be an educational program/workshop and NOT just a meeting. The purpose of this assignment is to observe a program in action and to view first-hand what goes into delivering educational programs to the public. This assignment can be done anywhere. You must attach the program agenda and any other information you receive with your paper.
Attend an educational program and submit a paper describing your experience. The paper should be **3 to 4 pages double-spaced** and include:

- The date, type, length, and the location of the meeting/educational activity you attended
- The organization/person conducting the activity
- The subject-matter taught
- The teaching method(s) and/or techniques used
- The targeted audience including the number in attendance
- Your evaluation of the program including:
  - What worked or was successful?
  - What was less than successful?
  - What could be improved?
  - What surprised you?

**Due Date: April 15**

**IV. Programmer Interview (100 points = 10% of grade)**

Students will conduct an interview with a current educational programmer and write a report of their experience. Identify a key person who has an administrative role in educational programming. Contact this person, arrange and conduct the interview. You are free to choose any programmer, but the person needs to meet the instructor’s approval. At the conclusion of the interview, prepare a **3 to 4 page**, double spaced, typewritten summary of the interview.

Interview someone who is considered to be an excellent programmer by others. Some examples include: County Extension Agents, nonprofit organizations, community organizations, adult educators, university/student programmers, or public educators. The end product will be an analysis of your findings and should include various details that are applicable to this course. Correlate this person’s programming approach with the philosophies, models, and concepts discussed in class. Some areas of questions may include:

- a) What types of programs are they involved in?
- b) What is their audience of interest? Adults? Youth?
- c) What is their programming approach or style?
- d) What programming models do they use?
- f) How much time is spent on each part of programming?
- g) What subject matter content is emphasized?
- h) What teaching methods are used and which are most effective?
- i) How do they promote and market programs?
- j) What do they consider as their strengths and weaknesses in relation to educational programming?
k) What does this person do to improve their programming skills and abilities?
l) Why do you think this person is successful?
m) What did you learn that you could apply professionally?

Due Date: March 25

V. Journal Article Reviews (2 @ 75 points each = 150 points= 15% of grade)

You will select two journal articles related to any aspect of program development and evaluate each based on class topics/concepts. Your reviews should be 2-3 pages double-spaced. Article reviews will consist of three parts (each part should be of equal length):

1. Part One: Discussing the MOST fundamental, powerful, or important concepts of the article.
2. Part Two: A discussion of how the fundamental concepts of the article are related to this class, other sources of information, or your experiences
3. Part Three: A discussion of how you will use the concepts from this article to make you a better future programmer

Due Dates: Review #1: January 29
           Review #2: February 26

Late Assignments:

All assignments should be emailed to the instructor and are due on the assignment’s due date by midnight. Any assignment received late will lose 10% of possible points for each day the assignment is late (weekends are included). Assignments will not be accepted four (4) days after its original due date. Students are asked to contact the instructor before the due date concerning extenuating circumstances that cause them to submit assignments late.

Grading Scale:
A = 900 to 1000 points   C = 700 to 769 points
B+ = 870 to 899 points   D+ = 670 to 699 points
B = 800 to 869 points    D = 600 to 669 points
C+ = 770 to 799 points   E = Below 600 points
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<th>ASSIGNMENTS</th>
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<th>POINTS</th>
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<tr>
<td>Online Discussion Questions</td>
<td>During Semester</td>
<td>150 points</td>
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<td><em>Program Plan Proposal</em></td>
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<td>Planning</td>
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<td>Design &amp; Implementation</td>
<td>April 8</td>
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<td>Final Paper with Eval. &amp; Acct.</td>
<td>April 29</td>
<td>250 points</td>
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<td>Programmer Interview</td>
<td>March 25</td>
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<td>Program Observation</td>
<td>April 15</td>
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<td>Journal Article Reviews</td>
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**Supplemental Texts and Other Helpful References:**

**Texts**

**Journals**

Adult Education Quarterly ([http://aeq.sagepub.com/](http://aeq.sagepub.com/))

American Journal of Evaluation ([http://aje.sagepub.com/](http://aje.sagepub.com/))


Journal of Agricultural Education ([http://pubs.aged.tamu.edu/jae/](http://pubs.aged.tamu.edu/jae/))

Journal of Extension ([http://www.joe.org](http://www.joe.org))

Journal of Family and Consumer Sciences (American Association of Family and Consumer Sciences)

Journal of International Agricultural and Extension Education ([http://www.aiaee.org/journal.html](http://www.aiaee.org/journal.html))


**Web Sites**

CYFERnet (Children, Youth, and Families Education and Resource Network) [http://www.cyfernet.org](http://www.cyfernet.org)

Enhancing Program Performance with Logic Models, University of Wisconsin Extension [http://www1.uwex.edu/ces/lmcourse/](http://www1.uwex.edu/ces/lmcourse/)


Targeting Outcomes of Programs, University of Nebraska-Lincoln, Dept. of Agricultural Leadership, Education, & Communication [http://citnews.unl.edu/TOP/english/index.html](http://citnews.unl.edu/TOP/english/index.html)