

# **AEE 577 Evaluation in Agricultural and Extension Education**

---

## **Course Description:**

Evaluation principles, models, and procedures used in developing and analyzing agricultural, vocational, technical, and extension education programs; role of comprehensive evaluation in needs assessments, program planning, program implementation, and the marketing of outcomes to major stake-holders; designs for evaluating agricultural and extension programs. Evaluation logic model is presented to identify and describe program inputs, activities, outputs, and outcomes.

---

## **Why Take This Course?**

Increasingly, over the past few decades, agriculture, extension, and community development educational programs have been monitored by funding agencies to evaluate whether programs are being conducted as planned and to what extent target audiences benefit. Due to this increased demand for program evaluation, those who are preparing for professional jobs in agricultural and extension education, youth, families and community development need to acquire program evaluation knowledge and skills to succeed in their jobs.

---

## **Course Objectives:**

The objective of this course is to provide knowledge and skills necessary to conduct systematic evaluations in agricultural and extension education, youth, families and community development.

Upon successful completion of this course, the student will be able to:

1. Describe the significance of program evaluation.
2. Identify key evaluation concepts and theories.
3. Describe the steps involved in the evaluation process. This includes planning, implementation and utilization of evaluation.
4. Compare strengths and weakness of different evaluation models.
5. Develop measurable program objectives.
6. Develop an evaluation plan for a specific program.
7. Determine and develop data collection methods and instruments for evaluation plans.
8. Analyze data and prepare reports.
9. Utilize evaluation results for program improvement, accountability and marketing.

---

**Instructor Information:**

Instructor: [Dr. K. S. U. \(Jay\) Jayaratne](#)

Office: 214 Ricks Hall

Office Phone: (919) 515-6079

Fax: (919) 515-1965

e-mail: [jay\\_jayaratne@ncsu.edu](mailto:jay_jayaratne@ncsu.edu)

Office Hours: Tuesday 2:00-5:00 p.m. by appointment

Mailing Address: 214, Ricks Hall, Department of Agricultural and Extension Education, Box 7607, North Carolina State University, Raleigh, NC 27695-7607

Course Web Site: <http://www.cals.ncsu.edu/agexed/ace577>

---

**Course Prerequisites:** Graduate standing or PBS status.

---

**Course Text:**

Wholey, J. S., Hatry, H. P., Newcomer, K. E. (2010). *Handbook of Practical Program Evaluation* (3rd edition). San Francisco: Jossey-Bass. ISBN 978-0-470-52247-9

---

**Course Requirements:**

**Exams/Tests:** There will be two take-home exams:

- **Midterm Exam** will be given on March 1. (Exam should be completed on or before March 2)
- **Final Exam** will be given on May 3. (Exam should be completed on or May 4)

Students should e-mail each of the completed exams as an attached Word file to the instructor on or before due date. Both exams are designed to test students' understanding of evaluation concepts and their application. The format of both exams will be short answer and essay. The midterm exam will be based on the topics covered until March 1 and counts 15% of the course grade. The final exam is a comprehensive test and counts 20% of the course grade.

**Weekly Reading Assignments:**

Weekly reading assignments are designed to facilitate learning interaction with the course reading materials. You are expected to read assigned materials/chapters of the text book and answer weekly assignments. These assignments are open-ended and multiple choice questions from the reading materials/chapters. Each week's reading assignment will be posted on the class website as a MS Word document on Monday. Download weekly assignments, complete and e-mail as attachments to ([jay\\_jayaratne@ncsu.edu](mailto:jay_jayaratne@ncsu.edu)). **Weekly reading assignments are due by**

**12:00 noon on Wednesday following the week of the class.** They are considered late if they are received more than a week after their due date. For example, the first reading assignment for January 19 class is due on Wednesday, January 25. It is late if it is submitted later than the following Wednesday, February 1. If Wednesday is a university holiday, assignments are due on Thursday. You may use any reading material to answer these questions. Weekly reading assignments account for 20% of the course grade.

**Assignments:** To provide opportunities for application of evaluation skills and methods, students will be completing the following three assignments during the semester.

- **Evaluation Model:** Each student will be given an evaluation model for discussion in class. Students should describe, in detail, the various components of the model and its application in extension/educational program evaluation. This assignment will count for 10% of the course grade. Students should submit a written report as a MS Word document to the class e-mail list. **Evaluation Model assignment is due on February 9.**
- **Evaluation Article Critique:** Each student will be given an evaluation article. The student responsible for the given article should develop and distribute a handout. This assignment counts for 5% of the course grade. Critiques will be graded on the following four key points: 1) identification of evaluation questions, 2) description of evaluation methods used, 3) interpretation of key evaluation findings, and 4) an overall critique of the evaluation study and recommendations for improvement. **Evaluation Article Critique is due on April 12.**
- **Term Project:** The term project has been designed to provide learning opportunities for the application of concepts, theories and methods to design an extension education program evaluation. Depending on the number and interests of students, the term project will be completed as a group activity (two to three students in one group max for each project). Students will be completing the term project throughout the semester. Many of the term project related tasks are sequential in nature, that is, building on skills learned during the semester. Each group is required to develop a detailed evaluation plan for a major Extension/educational program. The programs you select may range from a short-term (evaluation of a one day program or workshop) to a long-term (2-3 years) Extension/educational program. Remember that the evaluation project you develop is cumulative, that is, builds on the previous steps for the same program. This term project counts for 20% of the course grade. The completed term project report should include 1) program description, 2) evaluation models used, 3) evaluation plan, 4) evaluation tools and 5) utilization plan. The major parts of the term project and due date are outlined below:
  - **Program description:** Identify an Extension/educational program. If your group can not find a program, ask the instructor. Each group should identify a program and submit the description. The program description should include the following:
    - Name of the program
    - Program goals and main objectives
    - Key stakeholders

- Type of the program (Short presentation, day-long workshop or a long-term program)
- Evaluation questions

Students should form groups and identify a project/program for evaluation. Then describe the program that your group plans to evaluate. This program description should be submitted to the instructor as a Word file. **Due on or before February 2.** This will ensure that every student will have a project to work during the semester.

- **Evaluation Plan:** Each group will develop a detailed evaluation plan for the described Extension/educational program during the semester. The following key components should be included in the evaluation plan:
  - Description of the program
  - Application of evaluation models
  - Evaluation questions/criteria
  - Types of impact indicators
  - Methods of data collection
  - Intended use of evaluation results
  - Time line for completion

It is suggested that students use a table format or planning a Program Evaluation Worksheet for developing the evaluation plan. Examples of evaluation plans will be discussed in course.

- **Evaluation Survey:** You are required to develop a survey /evaluation instrument appropriate for your evaluation plan. The questionnaire should contain key questions that address the purpose and objectives of the evaluation study and collect necessary impact data.
- **Utilization Plan:** You are expected to briefly explain your plan for evaluation data analysis and utilization. Describe how the evaluation results will be communicated with key stakeholders.

Each group is expected to hand over the term project report on the assigned day of the presentation to the instructor. Each group is expected to distribute the project report as a Word document to the class e-mail list.

The following criteria will be used to grade the term project:

- Program description : 30 points
- Evaluation plan:40 points
- Evaluation survey instrument:30 points
- Utilization plan: 20 points
- Application of evaluation standards: 20 points.
- Clarity and neatness of the report: 20 points
- Overall quality of evaluation: 20 points
- Peer evaluation of group members: 20 points

Total 200 points equal to 20% of the course grade. **The completed term project report is due by April 26.**

**Class Participation:** This is a graduate level course and students are expected to bring their wealth of knowledge into class discussions. The electronic discussion board in WebCT Vista will be used to have an open dialogue related to program evaluation during the semester. Once you have read the assigned materials, post any questions or comments you have for discussion to the discussion board. **I DO NOT** run this discussion - you do! You are responsible for asking questions, for answering others' questions, for generating topics, and for ensuring that the discussion remains interesting, learning focused and collegial. Please have your discussion for the week completed by 12:00 noon on following Thursday. You should post at least one reply to another participant (except week 1) within one week. Class participation accounts for 10% of the course grade. Participation is graded on a weekly basis; your participation in the discussion board will be graded using the following scale:

- 3 points: Fully participated; questions and comments were insightful and to the point; recognized and respected rights of others. You must have responded to other student postings in order to receive three points. You should check back often to read others postings.
- 2 points: Participated occasionally or submissions were not thoughtful or well-developed; comments and questions were generally appropriate, but not well thought out or did not demonstrate knowledge of or interest in the reading assignment.
- 1 point: Participation was brief and consisted only of agreement with other's comments or comments were rude or otherwise inappropriate.

In general, the discussion board participation should serve to enrich the learning experience for everyone. Its primary purpose is for you to share thoughts and ideas with your peers. The instructor will not participate in the discussion, but I do read them and give you credit for your participation. I will monitor the discussion frequently to make sure you are not leading one another astray. Should a problem arise and you cannot help one another, I ask that someone email me directly, so that I will be able to address the question appropriately.

---

#### Assignment Format:

Students are expected to submit assignments with following formats:

- Follow the American Psychological Association Manual, 5th edition
- Use Times New Roman 12 pt. font
- Double spaced
- All margins 1 inch
- Number pages
- Include your name on footers

**Graduate level work should be:**

**A. Neat** - There is no excuse for sloppy work at the graduate level. You can have fantastic ideas and thoughts but if your work is sloppy, colleagues will think your thoughts and ideas are sloppy also. Hundreds of resumes are thrown into the trash every year because they aren't crisp and sharp.

**B. Use Proper Grammar** - words should be spelled correctly, sentences should be complete, paragraphs should be paragraphs, rules of correct English usage should be followed, etc.

---

### **Grading Scale :**

This course will be graded using the + and - system. The breakdown of the grading system is as follows

A+	= 97-100%
A	= 94-96%
A-	= 90-93%
B+	= 87-89%
B	= 84-86%
B-	= 80-83%
C+	= 77-79%
C	= 74-76%
C-	= 70-73%
D+	= 67-69%
D	= 64-66%
D-	= 60-63%
F	= 59%

---

### **Attendance Policy:**

Students are strongly encouraged to plan a regular time each week to go to the web site and complete the lesson. If you don't do this, you will quickly get behind. You may move through the lessons more rapidly than indicated on the syllabus; but you should not go slower. Students taking the course live are expected to attend and actively participate in classes. It is important to be present at all class sessions. There are times, however, when missing class is unavoidable. If a student misses class, it is his/her responsibility to get the materials, notes, handouts and assignments from the class Web site. Students with excused absences will be allowed to make up assignments or examinations missed. Students should notify the instructor prior to the activity when they are absent due to university related trips, etc..

---

### **Policy on Late Assignments:**

You are expected to complete assignments in a reasonable period of time. This prevents students from getting too far behind in the course and allows the instructor to assign grades in a consistent manner. Therefore, students are allowed no more than two weeks to complete an assignment without penalty. If a student is not able to complete the assignment(s) during this time frame, he

or she should notify the instructor and explain the reason for a late assignment. The due date for weekly reading assignments is the Wednesday following the week of the lesson unless specified otherwise in the instructions for the assignment. Late assignments (more than two weeks late) will result in a 10% deduction in the grade for the assignment unless the student receives prior approval from the instructor. Assignments turned in over a month late will result in a 20% deduction.

---

### **Academic Integrity:**

The students and faculty of NCSU believe that the willingness of students to affirm and adhere to the essential values of honesty and integrity in all their academic endeavors is exemplified in the Honor Pledge: *I have neither given nor received unauthorized aid on this test or assignment.* It is university policy that all students sign the Honor Pledge on tests and assignments for each course as specified by the instructor.

The NCSU faculty is authorized and encouraged to require all students to sign the honor pledge on all academic work. See the following website for a full explanation.

[http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

---

### **Laboratory Safety:**

This course does not have a laboratory. However, you will be working on your computer during the lessons. Thousands of computers are damaged each year because of power surges, and most of these come through the phone line and damage the modem. You are strongly encouraged to get a modem surge protector and/or to unplug your computer include the modem/phone connection during stormy weather.

---

### **Students with Disabilities:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 mandate that the faculty provide reasonable accommodations to students with disabilities. These accommodations are based on the premise that students with disabilities need an equal opportunity to acquire information and demonstrate what they have learned; not have an advantage over others in the class. This does not mean lowering class standards, but it may mean having students learn and express knowledge in a different mode.

All students registered with the NC State Office of Disability Services for Students (DSS) will provide the instructor with an accommodation letter. This letter verifies that appropriate medical documentation is on file and that the student has a substantiated disability requiring effective reasonable accommodations. Accommodations for which the student qualifies will also be included in the letter. If you have not registered with the DSS and have a learning disability, you should register in Suite 1900, Student Health Center.

If you have a documented disability, please schedule an appointment with the course instructor to discuss academic accommodations.

---

### **Field Trips:**

There are no group field trips or field trip costs associated with this course.


---

### **Library Resources:**

You have complete access to the NCSU library. The URL that explains all the library resources available to you is <http://www.lib.ncsu.edu/distance/>

---

### **How Does a Web Course Work?**

1. Please check regularly the course webpage and WebCT Vista for important messages about the course.
2. Each week you will click on the class link that corresponds to that week (See top right of the course website). During week one of the class you will click on week one. The dates that correspond with each week are in parenthesis. You should complete the lesson some time during that week. Our objective is to have the lesson for each week posted by Friday of the preceding week.
3. When you go to the weekly lesson, you are to first view the learning objectives for the lesson. This is your guide as to what you should learn.
4. Each week there will be reading assignments. This will be in the list of reading/learning activities. Typically the reading assignments will be listed after lesson objectives. In addition to weekly reading assignments, there will be a discussion topic posted on the discussion board of the WebCT Vista by students. This is a Web technology used by the NC State University to facilitate student learning. You are expected to participate in the discussion as described in the course requirement section of the syllabus.
5.  One of the benefits of taking a course on-line is the opportunity to experience a multitude of varied materials found on the Internet. Under the list of learning activities there will be a list of web sites, journal articles, papers and other materials to be reviewed. In addition to



the text book, I try to utilize the power of the World Wide Web (WWW). You are to visit each site that is listed under the learning activities and read or view the materials. For some of the materials, you will need to have the Acrobat Reader on your computer. If you don't have this program, it can be downloaded for free from [Adobe](#).

6. Most of the lessons will include a Power Point presentation on the lesson topic. When you click the link to the Power Point presentation, you will have two options. One option will be to view each slide utilizing your WWW web viewer. The other option will be to download the Power Point presentation. If you have Power Point on your computer, you may want to download the presentation to your computer, and then open and run the presentation on your computer. This is more time efficient than viewing each slide individually on the WWW. Also, you have the option of printing the slide show and can set your printer to print six slides per page.

7. On most weeks you will complete a reading assignment that relates to the weekly lesson. That is to be completed and e-mailed (or faxed) to the instructor of record for the course. The e-mail address is jay\_jayaratne@ncsu.edu and the fax number is 919-515-1965. **The weekly reading assignments are due on or before Wednesday following the week of the lesson unless specified otherwise in the instructions for the assignment.** They are considered late if they are received more than a week after their due date. **See Policy on Late Assignments.**

8. You should establish a standard time every week to work on this class and then do it. This time commitment is essential to be successful in this course. You don't want to get behind because it will be hard to catch up. In a typical on-campus class you would spend 3 hours in the classroom and 6-9 hours reading and doing assignments during a week. This class will take similar time commitments.

9. Please check your e-mail regularly. If you have any question or clarification about the course materials please contact the instructor. When you sending an e-mail, make sure you communicate clearly what your problem or question is and be sure to include your name at the end of your message.

---

Important Dates to Remember:

January 12 Class I

January 16 Campus holiday

January 19 Class II

January 26 Class III

February 2 Class IV - **Program description of the Term Project is due**

February 9 Class V – **Evaluation Model Assignment is due.**

February 16 Class VI

February 23 Class VII

March 1 Class VIII - Mid-term exam will be posted on the class Web site. **It is due on or before March 2.**

March 8 Spring break, No class

March 15 Class IX

March 22 Class X

March 29 Class XI

April 5 –Campus Holiday for Students

April 12 Class XII **Evaluation article critique is due.**

April 19 Class XIII

April 26 Class XIV - **Completed term project is due.**

May 3 Final exam will be posted on the class Web site. **It is due on or before May 4.**

---