

TEXAS A&M UNIVERSITY
DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS

ALEC 623 Sections: 699-700 – Survey of Evaluation Strategies for Agriculture
(3 credits; 3 lecture hours)
Fall 2018

Course Description: Designed to pull together theory, concepts, and strategies to give a broad understanding of the fundamentals of evaluation and to provide the knowledge and skills necessary to design and administer appropriate and effective evaluations.

Prerequisite: Graduate classification.

Learning Outcomes:

1. Recognize and describe theories that can assist in designing evaluations.
2. Critique strategies that can be employed to conduct effective evaluations.
3. Summarize the evaluation cycle and data sources.
4. Explain methods of designing, developing, and implementing evaluations.
5. Justify the importance of logic models.
6. Recommend methods to increase efficiency and effectiveness.

Instructor Information:

Dr. Theresa Murphrey
Agriculture and Life Sciences Building Room 236
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Office Hours: by appointment

Meeting Time & Location: Course will be delivered Online via eCampus

Textbook: Davidson, E. J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks, CA: Sage Publications.

Recommended Resources:

- Spaulding, D. T. (2008). *Program evaluation in practice: Core concepts and examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.
- Fitzpatrick, J., Christie, C., & Mark, M. M. (2009). *Evaluation in action: Interviews with expert evaluators*. Los Angeles, CA: SAGE Publications.
- Russ-Eft, D. Bober, M. J., de la Teja, I., Foxon, M. J., & Koszalka, T. A. (2008). *Evaluator competencies: Standards for the practice of evaluation in organizations*. San Francisco, CA: Jossey-Bass.
- W.K. Kellogg Foundation (2004). *Logic model development guide*. Battle Creek, MI.

Grading:	Class Participation -----	10% (10 points)
	(Discussion Board Postings, Online Meetings, Etc.)	
	Unit Quizzes (12) -----	10% (10 points)
	Vocabulary Quizzes (10)-----	10% (10 points)
	Reflection Logs (14) -----	15% (15 points)
	Presentation (1) -----	10% (10 points)
	Reaction Papers (3) -----	25% (25 points)
	Final Examination -----	20% (20 points)
	Total -----	100%

A ----90 -100%, B ----80 - 89%, C --- 70 - 79%, D --- 60 - 69%, F --- below 60%

Schedule/Outline:

Each week students are responsible for completing the following:

- 1.) Unit Lectures & Support Materials [listen/read online] (*eCampus: Materials*)
- 2.) Unit Activities (*eCampus: Discussions*)
- 3.) Unit Quizzes (*eCampus: Assessments*)
- 4.) Submission of Appropriate Assignments (*eCampus: Assignments*)

Each week's unit will become available in eCampus - <http://ecampus.tamu.edu/> on **Monday evening** and you will have until the **following Monday at 11:00 P.M.** to complete the unit, quizzes, and turn-in all the assignments.

WEEK:	UNIT:	TEXTBOOK READING ASSIGNMENTS:	Time
1	Unit 1: Introduction & Overview <u>Due</u> <ul style="list-style-type: none"> - Lecture/Reading Quiz 1 (Q01) - Vocabulary Quiz 1 (V01) - Updated Reflection Log (L01) 	Ch. 1: What is Evaluation? Ch. 2: Defining the Purpose of the Evaluation	Est 9 hours
2	Unit 2: Evaluator Competencies <u>Due</u> <ul style="list-style-type: none"> - Team Selection - Lecture/Reading Quiz (Q02) - Vocabulary Quiz 2 (V02) - Updated Reflection Log (L02) 	Ch. 3: Identifying Evaluative Criteria	Est 9 hours
3	Unit 3: Evaluation Models – Part 1 <u>Due</u> <ul style="list-style-type: none"> - Lecture/Reading Quiz (Q03) - Vocabulary Quiz 3 (V03) - Updated Reflection Log (L03) 	Ch. 4: Organizing the Criteria and Identifying Potential Sources of Evidence	Est 9 hours
4	Unit 4: Evaluation Models – Part 2 <u>Due</u> <ul style="list-style-type: none"> - Peer Review of Evaluation Model Overviews - Lecture/Reading Quiz (Q04) - Vocabulary Quiz 4 (V04) - Updated Reflection Log (L04) 	Ch. 5: Dealing with the Causation Issue	Est 9 hours
5	Unit 5: Logic Models <u>Due</u> <ul style="list-style-type: none"> - Team Presentation #1 will be presented during week 5. PowerPoint file is due the day before the team presentation. - Lecture/Reading Quiz (Q05) - Vocabulary Quiz 5 (V05) - Updated Reflection Log (L05) 	<i>No Textbook Reading Assignment</i>	Est 11 hours
6	Unit 6: Understanding Data <u>Due</u> <ul style="list-style-type: none"> - Reaction to Case Study #1 - Lecture/Reading Quiz (Q06) - Vocabulary Quiz 6 (V06) - Updated Reflection Log (L06) 	Ch. 6: "Values" in Evaluation	Est 9 hours
7	Unit 7: Recognizing the Need/Request for an Evaluation <u>Due</u> <ul style="list-style-type: none"> - Peer Review of Case Study #1 - Lecture/Reading Quiz (Q07) - Vocabulary Quiz 7 (V07) - Updated Reflection Log (L07) 	Ch. 7: Determining Importance	Est 11 hours

8	Unit 8: The Role of Technology in Evaluation <u>Due</u> <ul style="list-style-type: none"> - Team Presentation #2 will be presented during the week 8. PowerPoint file is due the day prior to the presentation. - Lecture/Reading Quiz (Q08) - Vocabulary Quiz 8 (V08) - Updated Reflection Log (L08) 	Ch. 8: The Merit Determination Step	Est 9 hours
9	Unit 9: Evaluation Checklists <u>Due</u> <ul style="list-style-type: none"> - Reaction to Case Study Presented by Team 2 - Lecture/Reading Quiz (Q09) - Vocabulary Quiz 9 (V09) - Updated Reflection Log (L09) 	Ch. 9: Synthesis Methodology	Est 9 hours
10	Unit 10: Documentation of an Evaluation <u>Due</u> <ul style="list-style-type: none"> - Peer Review of Case Study #2 - Lecture/Reading Quiz (Q10) - Vocabulary Quiz 10 (V10) - Updated Reflection Log (L10) 	Ch. 10: Putting It All Together	Est 11 hours
11	Unit 11: Implications of Evaluations <u>Due</u> <ul style="list-style-type: none"> - Team Presentation #3 will be presented during week 11. PowerPoint file is due the day prior to the presentation. - Lecture/Reading Quiz (Q11) - Updated Reflection Log (L11) 	Ch. 11: Meta-evaluation	Est 9 hours
12	Unit 12: The Evaluation Process <u>Due</u> <ul style="list-style-type: none"> - Reaction to Case Study Presented by Team 3 - Lecture/Reading Quiz (Q12) - Updated Reflection Log (L12) 	<i>No Textbook Reading Assignment</i>	Est 9 hours
13	Unit 13: Summary <u>Due</u> <ul style="list-style-type: none"> - Peer Review of Case Study #3 - Updated Reflection Log (L13) 	<i>No Textbook Reading Assignment</i>	Est 9 hours
November 23-24 Thanksgiving Holiday			
14	Unit 14: Final Comments & Preparing for Final Exam <u>Due</u> <ul style="list-style-type: none"> - Updated Reflection Log (L14) 		Est 9 hours
15	Time allotted for final exam Last Day of Fall Semester Classes Final Exam Due	<i>No Textbook Reading Assignment</i>	Est 3 hours

* Course announcements will be posted each week on Monday by 11:00pm to guide you through the course.

** Discussion Board Participation is not listed. Remember to complete your unit quiz and participate in the discussion postings each week.

*** All Chapters refer to your text *Evaluation Methodology Basics: The nuts and bolts of sound evaluation* by E. J. Davidson.

This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see <https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf>).

Late Work and Make Up Policy:

The course deadlines are clearly stated above – be sure to print this to help you stay on track. The only deadline to be determined is the presentation deadline. You will sign up for a date to present during the first few weeks of class. Late work will follow university rules. See University Rules regarding attendance at URL <http://student-rules.tamu.edu/rule07>.

CLASS PARTICIPATION (10% - 10 points)

Everyone is expected to participate in discussion postings via the online classroom and the LIVE class meetings via Centra.

a. Discussion postings:

Throughout the course, you will be asked to post your thoughts to the class discussion board at various times. While I will not be “counting” the number of individual postings, I will be reviewing your posts throughout the class and will assess your participation on the quality of information shared with the class.

I expect a minimum of one post per discussion topic from each student. There will be times that you can contribute more or less than others. If you feel that you do not have anything to contribute to a particular topic, **you should contribute to the discussion by posting a question**. You may respond to either my initial posting or to your fellow student postings.

Some discussion board postings are used to encourage dialogue between and among fellow students – I encourage you to make use of this medium.

b. LIVE class meetings via an Online Conferencing System:

An online conferencing system will be used throughout the course for online class meetings. Access is free but you must have a microphone in order to participate.

The LIVE online meetings will be recorded for those who are unable to attend. **If you are unable to attend a LIVE session, you will be allowed to listen/view the recorded session and submit a 1-page single-spaced summary of the topics shared during the session.**

VERY IMPORTANT: You need to verify your connectability prior to the first connection. To verify your connectability follow the instructions in the **Getting Started Section** located on the course homepage. If you need assistance please contact me and I will be happy to set up a connection with you.

UNIT QUIZZES (10% - 10 points)

There will be quizzes to reinforce learning and to test your knowledge of the content being covered. You are allowed to take each quiz *two times* (The highest grade will be recorded). I encourage you to review the material before taking the quiz. The quizzes will count as 10% of your course grade. **Each Unit Quiz will cover your Online Unit Material and Textbook Readings. Each quiz must be completed in “Assessments” by at the end of each week’s Unit on Monday by 11:00 P.M.**

VOCABULARY QUIZZES (10% - 10 points)

There will be vocabulary quizzes to help you become familiar with the language of evaluation. The vocabulary for these quizzes will come primarily from the glossary of your textbook. You are allowed to take each quiz *two times* (The highest grade will be recorded). **You can refer to your textbook and course materials during the quiz**, however, only a very limited amount of time is allowed for each quiz. It is HIGHLY RECOMMENDED that you familiarize yourself with the vocabulary terms before taking the quiz, since it will be almost impossible to look up every term during the quiz. Each week approximately 20 Evaluation Vocabulary Words will be featured -- the vocabulary quiz for that week **will cover these words and the words from the previous week**. All words will be covered by the end of the sixth vocabulary quiz. Vocabulary quizzes V07, V08, V09, and V10 will include the entire list of vocabulary and will be randomly generated. **Each quiz must be completed in “Assessments” by at the end of each week’s Unit on Monday by 11:00 P.M.**

REFLECTION LOG (15% - 15 points)

We will use the **Reflection Log Assignment** as a journal on eCampus. This is a very simple process; you will add journal entries to your reflection log each week.

You will be adding notes to this journal throughout the semester and will be submitting it to me weekly for review. During the Unit audio lectures, I will be asking you to "pause" the lecture to answer questions, give me examples, etc.; you will enter your responses into your journal. You will also be asked to reflect on textbook readings, the case presentations, and other pertinent material.

Your responses are not expected to be extremely long but should address the questions presented. As you compose your reflection, remember that there is not a "right" or "wrong" response. I am looking for your thoughts and ideas.

Please begin each "journal log" entry with an appropriate unit number (i.e., Unit 01 Reflection Log, Unit 02 Reflection Log, etc.), this will help to keep the entries separated and will serve as a reference point to refer back to later in the course. The Reflection Log journal entries will count as 10% of your course grade.

PRESENTATION (10% - 10 points)

Each student will sign up for a presentation team at the beginning of the course to present a short overview of a case study focused on evaluation and lead the class in discussion. The purpose of the "Presentation" is to provide a connection between course content and real-world application. The presentations will take place LIVE online. More information regarding the scope and format of the "Presentation" will be discussed in class.

REACTION PAPERS (25% - 25 points)

Each student will submit reaction papers for the three case studies that are presented. Submissions should be approximately two single-spaced pages and include the following: a) a summary of the main points, b) the strategies, theories and techniques illustrated in the case, c) a description of the model used in the evaluation and d) the most important concepts you learned from the case. You will use Peerceptiv to complete peer reviews and discussions. You will complete three peer reviews per case and you will receive three peer reviews per case. Your grade is based on the peer reviews you complete and the peer reviews you will receive.

FINAL EXAMINATION (20% - 20 points)

The final exam will be an open-book test that includes knowledge and application questions.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity – Aggie Honor Code

"An aggie does not lie, cheat or steal, or tolerate those who do."

For additional information please visit: <http://aggiehonor.tamu.edu>.

University Copyright and Plagiarism Notice

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, review sheets, and additional items. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."