

JSGS 818 – PROGRAM EVALUATION

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
INSTRUCTOR:	Brian Christie	
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OFFICE HOURS:	By arrangement with instructor or call Constance Hammermeister at 306.585.5289	
OFFICE LOCATION:	Ad Hum 505	
TERM:	Spring 2017	
ROOM:	May 8-19, 1:15 pm–5:15 pm, CL 410	
DATE AND TIME:	JSGS 806 or permission	

CALENDAR DESCRIPTION

Through extensive use of examples from various fields, students will be exposed to the art and science of applying evaluation methodologies and techniques to policies and programs in both the public and nonprofit sectors.

LEARNING OBJECTIVES

Program evaluation involves the use of the research practices and methodologies of the social sciences to examine the effectiveness of social intervention and human services programs. Program evaluations are conducted for a variety of purposes, including providing accountability for the use of resources, program improvement, and the expansion of knowledge.

The principal objective of this course is to prepare the student to be an informed participant in and consumer of program evaluations. This includes the ability to contribute as a stakeholder or sponsor representative to the effective design of a program evaluation. It also involves development of the knowledge required to be an informed consumer of evaluation reports, to be able to interpret and apply assessment outcomes and recommendations, and to recognize when inadequate methodologies have been employed and identify the resulting limitations of the findings.

The course is not designed to prepare evaluation practitioners since it does not cover the statistical and other methodological tools required of a competent evaluator. Rather, students will be expected to

learn the basic language or jargon of evaluation and to develop an understanding of how considerations of best practice and practical limitations interact in real life situations.

To accomplish these objectives, students will necessarily develop a deeper understanding of the nature and components of human service programs (e.g. purposes and needs addressed, program theory, service delivery processes, outcomes and impacts, etc.) As a result, this course may also provide a vehicle for students to reflect on the programs in which they are engaged, to consider their purposes, processes, outcomes, efficiency, and effectiveness.

ATTRIBUTES OF JSGS GRADUATES

1. **Management, Governance, and Leadership:** Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. **Communication and Social Skills:** Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. **Systems Thinking and Creative Analysis:** Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. **Public Policy and Community Engagement:** Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. **Continuous Evaluation and Improvement:** Commitment to on-going evaluation for continuous organizational and personal improvement.
6. **Policy Knowledge:** Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

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COURSE OUTLINE AND ASSIGNMENTS

The course outline will be provided on the UR Courses website.

Participation in group assignment or completed reflective journal, due May 19: 30%

In-class assessments, May 9-18: 60%

Class participation: 10%

DESCRIPTION OF ASSIGNMENTS AND EVALUATION:

Group Assignment (30%)

As a group, students in the class will undertake an evaluation of the Executive Internship Program of the Johnson Shoyama Graduate School. Material for the evaluation will be provided and the administrator of the program will act as the client for the evaluation. A report on the completed assignment will be presented in class on May 19.

Alternatively, for students who are, or have been, engaged with the delivery of a human services program, a journal reflecting on the course material as it applies to the program can be substituted for participation in the group assignment. A guide will be provided. Grading for the alternative assignment will consider content relevance to course material, evidence of a thorough literature review, creativity, clarity and style.

In class assessments (total 60%)

Assessments will be held during class, May 9 -18. They will take the form of written responses to questions that cover material assigned for reading in preparation for the class. Students should bring a laptop computer or tablet to class so that completed assessments can be immediately submitted electronically. Some of the in-class assignments will be conducted in small groups.

Class participation (10%)

The class participation grade will consider attendance (complete attendance is virtually mandatory) and contributions to in-class discussion.

LATE ASSIGNMENTS

A late Penalty will be applied except for documented medical reasons.

Penalties:

1 day: 5 per cent

2-4 days: 15 per cent

5 days or more: non acceptance

REQUIRED READINGS

Text: Rossi, Peter H, Lipsey, Mark W, and Howard E Freeman, 2004. *Evaluation, A Systematic Approach, Seventh Edition*. Thousand Oaks, California: SAGE Publications

Students will be fully responsible for the text. The text contains many “exhibits” which have been developed from, and summarize, samples of the literature of program evaluation, canvassing the corpus well. Students are encouraged to go to the primary sources to gain greater familiarity with this literature, when relevant to their interests.

SUPPLEMENTARY READINGS

Additional supplementary readings are identified on the UR Courses website.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

Students Experiencing Stress

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: <http://www.uregina.ca/student/counselling/contact.html>, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html>) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

THE INSTRUCTOR

Brian Christie is Associate Vice-President, Resource Planning, at the University of Regina and an Associate Member of the Department of Economics and the Johnson-Shoyama Graduate School. A graduate of the University of Toronto (honours BSc in mathematics and physics and an MA and doctoral studies, all but dissertation, in economics), he has been a faculty member at five universities, in Manitoba, Nova Scotia and Saskatchewan. From 1975 to 1983 Mr. Christie was senior policy advisor and coordinator of research at the Saskatchewan Universities Commission, an autonomous crown agency with executive and ministerial advisory responsibilities for the regulation and funding of Saskatchewan's universities. Before coming to the UofR in 2003 he was a senior administrator at Dalhousie University for 20 years.

At Dalhousie Brian Christie taught the Managerial Economics course in the Master of Public Administration (Management) program for mid-career Nova Scotia civil servants. He also taught Current Economic Policy Debates for the Economics department. In the Johnson-Shoyama Graduate School of Public Policy, he has taught courses in The Economics of Public Education, Economics for Public Policy Analysis, and Program Evaluation. He has presented workshops for Dalhousie's School of Public Administration and Department of Economics for public administrators from the Ukraine and the Baltic states on topics such as government-university relations and economic regulation and

deregulation. He also authored an on-line credit course on program evaluation for disability case managers in workers' compensation agencies across Canada.

Brian Christie has conducted applied research and published articles and book chapters in the areas of university planning and management, government-university relations, program review, strategic enrolment management, and salary equity assessment. He has prepared and delivered training workshops on strategic planning, and facilitated planning processes, for universities and government departments in Canada and the United States, including Human Resources Development Canada, the Saskatchewan Archives Board, and the Nova Scotia departments of Community Services and Education. He has served on a number of boards of directors and was chair of the United Way Regina's Campaign Cabinet in 2015.

He is a member of the Canadian Evaluation Society, the Canadian Institutional Research and Planning Association, and several other professional associations.