

University of Manitoba  
**Department of Sociology**

**SOC 7470 A01 (3 credit hours)**  
**Evaluating Social Programs**

Winter, 2018  
Wednesday, 11:30-2:15  
Room: 300 Tier  
Office Hours: Wednesday 10:00-11:15  
Thursday 10:30-noon

Instructor: E. Jane Ursel  
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## **COURSE DESCRIPTION**

The purpose of this course is to provide both a conceptual and practical introduction to program evaluation. We will begin with a discussion of how the field of evaluation has become transformed in the past 15 years due to the increased demand for organizational accountability. We will discuss both formative and summative evaluation processes, feasibility studies and cost benefit analyses. The emphasis in this course will be assessing and designing program evaluations. Group work is encouraged for assignments 2 and 3. Assignments will reflect this 'hands on' approach. We will also have guest speakers who reflect both the consumer perspective of what they want from an evaluation and issues of cultural competency and diversity in conducting evaluations.

The course format is a seminar. The expectation is that students will be active participants in each class. Each student will be responsible for presenting and leading the discussion on the assigned readings once during the course. Students will also present their evaluation outline (Assignment 2) and their major project, Program Evaluation Plan (Assignment 3) in class. Our meetings will be structured in the manner that research workshops are conducted: what is the goal; what are the questions we need to ask to achieve that goal and which method will best provide those answers. In class we will work together on the assessing existing evaluations and designing a program evaluation.

## **REQUIRED TEXTBOOK**

McDavid, James, C.; Irene Huse & Hawthorn, Laura R. - Program Evaluation and Performance Measurement: An Introduction to Practice, Second Edition, Sage Publications, Thousand Oaks, CA 2006

## **REQUIRED READINGS**

In addition to the required book, articles and/or evaluation reports will be assigned from time to time to address the specific topics of discussion. At this point they are not listed as I will update the readings over the next month. Most of the articles are available on line. If some assigned readings are not available on line they will be made available to all students several weeks before the discussion and will be required reading for the course.

## Course Requirements:

Evaluation: term work and assignments	Value	Due Date
1. Seminar Presentation – student responsible for		
a. leading the discussion on the assigned readings for one class	10%	
b. submitting a 3 page summary of the issue	10%	As Assigned
2. a. Program evaluation outline – class presentation	10%	February 28
b. Program evaluation outline – written report (5 pages)	15%	
3. Major evaluation project:		
a. Class Presentation	10%	March 28
b. Ethics Submission	15%	
c. Major Evaluation Project – Written Report	30%	April 04

## Policy on Grades:

The following letter/percentage/GPA/descriptive scale will be used.

A+	90 - 100%	4.5	Exceptional
A	80 - 89%	4	Excellent
B+	75 - 79%	3.5	Very Good
B	70 - 74%	3	Good
C+	66 - 69%	2.5	Satisfactory
C	60 - 65%	2	Adequate
D	50 - 59%	1	Marginal
F	49% or less		Failure

Only documented reasons will be accepted for late submissions of written assignments. It is the student's responsibility to inform me as soon as possible of requests for deferrals for reasons of health, compassion or disability. With prior approval from instructor a late submission will be marked without penalty. **Without prior approval** a late submission will be docked one mark per day overdue. A missed assignment which is unexplained will result in no grade for the missing assignment.

If you are unable to attend the class in which you are scheduled to make your presentation the instructor must be notified ahead of time. If you have prior approval for a change in date there will be no penalty. **If you fail to attend and present on the day you are scheduled (without prior approval) you will receive no grade for that assignment.**

The University acknowledges the right of all students to observe Holy Days of their faith which fall within the academic year. I should be notified ahead of your intended absence.

If you have special learning needs (if you require extra time to complete assignments, aids or other supports) please introduce yourself to me at the beginning of the term and suitable arrangements will be made.

## **ACADEMIC INTEGRITY**

Plagiarism is a serious offence, with grave consequences. You should acquaint yourself with the University of Manitoba's academic regulations and policy on plagiarism, cheating and exam personation, **“Personation at Examinations” (Section 5.2.9)** and **“Plagiarism and Cheating” Section 8.1** and duplicate submission by reading documentation provided at Arts Student Resources web site at:

University policy on academic integrity will be enforced. A full description of academic integrity matters, including plagiarism and cheating, can be found in Section 8 of the General Academic Regulations and Requirements of the University of Manitoba.

**Group Work:** Group projects are subject to the rules of academic dishonesty and group members must ensure that a group project adheres to the principles of academic integrity.

**Unclaimed Term work disposal** - any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become the property of the faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

## **VOLUNTARY WITHDRAWAL**

**March 16** – Last date for voluntary withdrawal without academic penalty from second term half courses. You will have returned grades before that date.

## OVERVIEW OF WEEKLY SCHEDULE

Jan. 03 - Introduction to the course - **plan for a full three hours.** Because the emphasis in the course is on doing program evaluation a great deal will need to be discussed to prepare you to enter the field. If you have a particular interest or idea for a program evaluation project come to the class prepared to discuss it. In a half course there is little time for all of the preparation necessary to design an evaluation, so the first class will focus on assessing where folks are at, what they want to do and to outline some agencies students can consider if they don't have a particular project in mind.

### Key Concepts and Issues in Program Evaluation

**Readings:** McDavid; Luse & Hawthorn – Introduction and Chap 1

Jan. 10 - Understanding and Applying Program Logic Models

**Readings:** McDavid; Luse & Hawthorn - Chap 2

Jan. 17 - Research Designs for Program Evaluations

**Readings:** McDavid; Huse and Hawthorn – Chap 3 – Research Designs

**Guest Speaker: What Agencies Want – A Service Provider's Perspective ,  
Sharon Taylor – Director Wolesley Family Place**

Jan. 24 – Measurement

**Readings:** McDavid; Huse and Hawthorn – Chap 4

Jan. 31 - Qualitative Evaluations

**Readings:** McDavid; Huse and Hawthorn – Chap 5

**Guest Speaker: What Stake Holders Want – A Funder's Perspective –  
Mr. Rick Lussier, The Winnipeg Foundation**

Feb. 07 - Needs Assessment for Program Development

**Readings:** McDavid; Huse and Hawthorn Chap 6 Needs Assessment

**Guest Speaker: Jacob Simeons- Author of a Qualitative Evaluation of a Domestic Violence  
Diversion Program.**

Feb. 14 – Student presentations of Program Evaluation Outline

**Readings:** McDavid and Hawthorn Chap. 8 & 9

Feb. 21 – Mid Term Break

Feb. 28 – Cost Benefit Analysis of Social Programs

**Readings:** McDavid and Hawthorn Chap. 7

**Guest Speaker – Linda deRiviere – Chair, Political Science U of Winnipeg**

March 07 – Case Studies: Considering Diversity

**Readings:** McDavid and Hawthorn Chap. 11

Anderson-Draper, Michelle (2006) “Understanding cultural competence through the evaluation of “Breaking the Silence:a project to generate critical knowledge about family violence in immigrant communities.” *Canadian Journal of Program Evaluation* 21 (2): 59-79

Baugh, Eboni and Lisa Guion (2006) “Using Culturally Sensitive Methodologies when Researching Diverse cultures” *Journal of Multidisciplinary Evaluation* 4:1-12

March 14 – Case Studies in Evaluation: Cultural Competences; Evaluating Aboriginal Agencies

**Readings:** TBA

**Guest Speaker:** working with Aboriginal Agencies TBA

March 21 – Professional Judgment in Program Evaluation

**Readings:** McDavid and Hawthorn Chap.12

Class Discussion: Response Strategies when problems arise in the evaluation process

March 28 – Student Project Reports- ethics submission workshop

April 04 – Student Project Reports – Presentations of Evaluation Plan

## **GUIDELINE FOR EVALUATION FRAMEWORK ASSIGNMENT**

The purpose of this exercise is to give you practical skills in conceptualizing, developing and writing up an evaluation proposal for an existing program in an individual or team setting (3 students per group), which includes the following activities:

- Consulting and site visit with the program contact person
- Write up a program description, including the history of the program, the program's position or fit within the community, record-keeping of statistical data, financial analysis (stable or project funded, funder/s)
- Write up a literature review (*what is known about similar programs and any evaluations that have been conducted; success factors or common challenges and weaknesses*)
- Theory of the program and logic model; a flow chart showing the relationship between the objectives, activities, outputs, and outcomes
- Identify the evaluation issues and design evaluation approaches for the program. Select suitable research designs in your program evaluation; the question matrix, quantitative and qualitative methodologies (*focus groups, surveys, site visits, file reviews, interviews, primary and secondary data sources*)
- Prepare a questionnaire (or series of questionnaires) for the purposes of collecting data to support your program evaluation
- Prepare an ethics submission
- Understand and identify some of the major challenges and limitations in the practice of program evaluation as it applies to your program
- Write up a report that combines all of these steps (*approximately 25 -30 typed pages, double spaced, excluding references and appendices*). It will propose a research design, methodology and schedule using the following headings.

## **GUIDELINE FOR FINAL PAPER**

- Title page
- Table of contents
- Overview of the proposed evaluation plan
- Program Description
- Literature review
- Program theory and objectives (logic model)
- Evaluation issues and data collection methodologies
- Proposed work plan schedule or timeline
- Summary – include a discussion of the strengths and limitations of your evaluation plan.
- References & Appendices: Ethics submission and questionnaires, etc.