COURSE NAME/NUMBER: SOC 353
PROGRAM Evaluation

COURSE DESCRIPTIVE TITLE:
This course examines the methods of program evaluation to provide students with the most effective evaluative approaches to social programs. Students will explore a range of evaluation techniques, from evaluability assessments and needs assessments to the most provocative models associated with evaluating a program’s effectiveness.

PREREQUISITES: 45 university-level credits, to include SOC 255 and an additional three credits of Sociology.

COREQUISITES: PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take:

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 60

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

STRUCTURE OF HOURS:
Lectures: 45 Hrs
Seminar: 15 Hrs
Laboratory: Hrs
Field experience: Hrs
Student directed learning: Hrs
Other (specify): Hrs

MAXIMUM ENROLMENT: 25

EXPECTED FREQUENCY OF COURSE OFFERINGS: (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): Martha Dow
Department Head: Stephen Piper Date approved: September 23, 2011
Supporting area consultation (Pre-UEC) Date of meeting: October 7, 2011
Curriculum Committee chair: Tetsuomi Anzai Date approved: October 14, 2011
Dean/Associate VP: Jacqueline Nolte Date of meeting: October 14, 2011
Undergraduate Education Committee (UEC) approval Date of meeting: October 28, 2011
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
- Critically examine the major evaluation approaches and models;
- Evaluate the efficacy and efficiency of evaluative research designs using case studies;
- Assess the key challenges associated with evaluative research within a social, political and economic context

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lectures, group discussions, case studies.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)
☒ Other (specify): Methods with be considered on a case-by-case basis
☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. An example of texts for this course might be:]
Course pack with selected readings

SUPPLIES / MATERIALS:
No unusual supplies are required

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Assignment 1: Internal Program Evaluation as a Requirement of External Funding: A Reflection 10%
Assignment 2: The Development of a Logic Model 15%
Participation 15%
Final exam 35%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
Week 1 Introduction to course
Week 2 Understanding the Nature of Program Evaluation
Week 3 The Context of Program Evaluation: Thinking about the Purposes of Evaluation (Part I)
Week 4 The Context of Program Evaluation: Thinking about the Purposes of Evaluation (Part II)
Week 5 The Evaluation Process: Who’s Doing What?
Week 6 Putting the cart before the horse: The Importance of Evaluability Assessments
Week 7 Conducting the Evaluation: Data Availability, Indicators and Logic Models
Week 8 Conducting the Evaluation: Research Design (Part I)
Week 9 Conducting the Evaluation: Research Design (Part II)
Week 10 Now What?: Evaluation Results and Decision-Making
Week 11 Case Study Applications
Week 12 Case Study Applications
Week 13 Where do we go from here?