DALHOUSIE UNIVERSITY

SCHOOL OF PUBLIC ADMINISTRATION

MASTER OF PUBLIC ADAMINSITRATION (MANAGEMENT)

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 6525

PROGRAM EVALUATION

BY

DR. FLORENCE TARRANT

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YOUR PROFESSOR ~ FLORENCE TARRANT

Florence Tarrant teaches across a wide variety of subjects in the Faculty of Management including Program Evaluation, Human Resource Management and Strategic Management courses. She has also taught in the Schools of Nursing at Dalhousie University and Athabasca University as well as the Sobeys School of Business at Saint Mary's University.

Florence's academic background includes a Bachelor of Nursing from Memorial University; a MPA (Health Policy) from Queen's University; an MBA from St. Mary's University; and a PhD in Organization and Management (HRM Specialty) from Capella University. As well, Florence completed an advanced Diploma in Community Health and Outpost Nursing from Dalhousie University.

During her extensive nursing career before changing her focus to management, Florence worked as a federally employed community health nurse, nurse practitioner, clinical educator and manager. As a clinician her practice was exclusively as an outpost nurse in aboriginal communities across Canada. As an educator and manager her practice was also focused in the area of aboriginal health programs.

In her full-time work life Florence is the Academic Director of Undergraduate Programs in the Faculty of Management here at Dalhousie. She also maintains a health services management consulting practice specializing in the areas of program planning and evaluation, community

development and health program delivery and administration. A large portion of her business is conducted with and for First Nation Communities, Tribal Councils and Health Authorities as well as various provincial, territorial and federal departments of health.

Florence has a commitment to continuous learning and ongoing professional development as demonstrated by her extensive involvement in professional and community organizations and her part-time teaching and consulting activities outside the university. Florence is a Past-President of both the Public Health Association of Nova Scotia (PHANS) and the Canadian Association for Rural and Remote Nursing (CARRN) and has served on many community and professional boards and committees.

Phone: (902) 494-3794
Email: florence.tarrant@dal.ca
Course Website: Brightspace through My.Dal
Office Hours: Via Appointment

I am available through email via Dal email at any time and I will respond within 24 hours. If I am travelling or unavailable for a specific time period I will post an announcement in the course room. I can also make myself available for live online consultations using the live classroom Collaborate or Microsoft Teams.

COURSE DESCRIPTION

Program evaluation is the systematic investigation of social programs, regulations, or policies. The aim of program evaluation is to provide valid findings in order to determine whether a particular program or policy is achieving its objectives. Evaluations are used for various reasons, most commonly to aid in decisions concerning whether programs should be continued, improved, expanded or curtailed.

This course will introduce students to a variety of designs and related methodological tools useful for evaluating the impact of public policies and programs. Students will learn methods of collecting, analyzing, interpreting, and communicating information used in evaluation

reports. Furthermore, evaluations facilitate decision-making for both public managers and policymakers; therefore, students will learn how to be critical and effective users of evaluation.

COURSE PRE-REQUISITES

None

LEARNING OBJECTIVES

This course is intended to give you knowledge and experience in the role and importance of program evaluation in public sector management. The course will provide you with an opportunity to apply your knowledge through the gradual development of the major components of an evaluation framework.

The course will introduce you to competencies for evaluation practice as identified by the Canadian Evaluation Society. You should leave the course able to participate appropriately in an evaluation or manage an evaluation conducted by others.

The course is intended to provide students with an understanding of:

 ➢ Evaluation theory and program theory

 ➢ How to apply credible evaluation methods in program management

 ➢ Engagement with the debates and issues in the practice of program evaluation

 ➢ Role of both internal and external evaluation

 ➢ Role of evaluation in program management

 ➢ Components of an evaluation framework and how to choose strategies for each component

 ➢ Contextual influences such as ethics, politics, evaluator role and stakeholder involvement

LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas:

- ➢ Concepts and methods of program evaluation

- ➢ Knowledge and understanding of evaluation design, implementation and results interpretation

- ➢ Critical thinking with regards to program evaluation and the role evaluation results play in the improvement of policies, programs and service delivery.

TECHNOLOGY USED

Brightspace through www.Dal.ca/MyDal

INSTRUCTIONAL METHODS

This course is offered online via Brightspace. In addition to the weekly reading and lecture materials there will structured activities / discussion exercises. Periodic Collaborate sessions may be held with the entire class and/or individual students as required.

LEARNING MATERIALS

There is no required textbook available for this course. Students are encouraged to make use of the reading materials provided on Brightspace as well read widely around specific subject areas.

METHOD OF EVALUATION

In line with the overall objectives of this course, methods of evaluation will consist of an assessment of your understanding of the substantive subject area. It is also designed to assess your presentation of academic argument in relation to theoretical concepts as well as implications for practical application.

DESCRIPTION OF ASSIGNMENT	DATE	VALUE(S) FOR ASSIGNMENT
Participation	Ongoing – incorportaed inot the learning modules	Value 25% Participation Activities will be dispersed throughout the course
Program Description & Theory of Change	Due: February 28	Value 20% Submit the program description and theory of change for your selected program.
Logic Model	Due: March 14	Value 15% Development of logic model based on feedback provided for the Program Descrption and Theory of Change
Outline, Annotated Bibliography & Abstract for Issues Paper	Due: March 21	Value 10%
Evaluation Issues Paper	Due: April 11	Value 30%

ASSIGNMENTS AND GRADING RUBRIC

PARTICIPATION: CONTRIBUTION TO DISCUSSION AND THE COURSE

Detailed assignment rubrics will be linked to the course activities in Brightspace.

PARTICIPATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

CLASS POLICIES

Extended absence from class

- ➢ Emergencies
    - o Contact the course instructor
- ➢ Illness
    - o Contact your instructor as soon as possible to inform him or her of your illness.
    - o All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Citation Style

MPA(M) courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

MPA(M) GRADING SCHEME

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class**.**

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text

file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- ➢ Copying a computer file from another student, and using it as a template for your own solution

- ➢ Copying text written by another student

- ➢ Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

> ➢ When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

CLASS SCHEDULE

LESSON	TOPIC	ASSIGNMENT SCHEDULE	READING
Module 1 **January 11 – 17, 2021**	Course Overview Introduction to Program Evaluation Evaluation as Discipline	Welcome / Introductory Discussions	**Readings will be posted on Brightspace**
January 18 - 24, 2021	Evaluation Standards	Ethical Dilemmas in Evaluation	**Readings will be posted on Brightspace**
Module 2 **January 25 - 31, 2021**	Evaluation Approaches Methods, Use, Values and Social Justice Approaches	Evaluation Approach Analysis	**Readings will be posted on Brightspace**
February 1 – 7, 2021		Evaluation Approach Critique	**Readings will be posted on Brightspace**
Module 3 **February 8 - 14, 2021**	Evaluation Theory Program Description Theory of Change	Evaluation Metaphor Midterm Course Evaluation: **Feb. 10 - 17**	**Readings will be posted on Brightspace**
February 15 - 21, 2021	Reading Week		
February 22 - 28, 2021	Logic Models	Program Description Assignment **Due February 28th**	**Readings will be posted on Brightspace**
Module 4 **March 1 - 7, 2021**	Purpose, Types & Questions	Assessment of an Evaluation Design	**Readings will be posted on Brightspace**

March 8 - 14, 2021	Engaging with Stakeholders Evaluability Assessment Data Collection & Analysis	Sampling, Data Collection & Analysis Methods Logic Model Assignment **Due March 14th**	**Readings will be posted on Brightspace**
Module 5 **March 15 - 21, 2021**	Evaluator Role Internal vs External Evaluator Evaluator as Critical Friend	Outline & annotated Bibliography Assignment **Due March 21st**	**Readings will be posted on Brightspace**
March 22 - 28, 2021	Building Evaluation Capacity	Discussion of Issues in Evaluation	**Readings will be posted on Brightspace**
Module 6 **March 29 – April 4, 2021**	Communication of Findings Reading & Writing Evaluation Reports	Assessment of Evaluation Reports	**Readings will be posted on Brightspace**
April 5 - 11, 2021	Meta-Evaluation	Final Paper Due **April 11th** SRIs: **April 9 - 15** Access to this course site and content ends **May 31.**	**Readings will be posted on Brightspace**

APPENDIX I – VIRTUAL TEAM GUIDELINES

➢ **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine

➢ **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.

➢ **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.

➢ **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)

➢ **Appoint and refer to a team records manager**. If you are unable to locate shared work, this person could help you find what you are looking for.

➢ **Connect during "live office hours"** to communicate with your instructor.

➢ **Stay present and visible online**. Communicate regularly with your peers via the designated forum.