

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC111
Course Title:	Conducting a Program Needs Assessment
Prerequisite Courses:	INDC100 or permission of Program Coordinator
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	ID203 Conducting a Training Needs Assessment
Course First Offered:	2001

# of Credits:	1.0
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Course Description:

A needs assessment is a systematic exploration of the way things are and the way they should be and is an important tool for planning relevant, high-quality training programs. Learn how to design needs assessments, the limitations of needs assessments, and alternatives to need assessments. To help make this course more relevant, you will use case studies from your own work. Needs assessment is an important tool for planning relevant, high-quality programs. This course is for trainers who would like to learn about the role of needs assessment in planning, how to design needs assessments, the limitation of needs assessment, and alternatives to needs assessments. The course uses cases from the experience of participants to illustrate the process. Participants will plan several different kinds of assessments and will learn how to determine when it is better to use an alternative to needs assessment. Enrolment is limited to 16.

Course Goal(s):

At the end of this 2-day, 14-hour program, the learner will be able to explain the role of needs assessment in the instructional design process and begin to develop one for future use.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Define the concept of "need"
2. Explain at least two approaches to needs assessment
3. Describe alternatives to needs assessment
4. Explain why consultation is important
5. Describe each of the following steps of a needs assessment plan, including their inter-relationships
6. Describe your planning context
7. Explain what information should be collected and where it will be found
8. Determine how to collect the information: designing appropriated strategies and tools
9. Describe how the data collected will be summarized

Course Topics/Content:

The content of this course is organized around a set of questions used to construct a needs assessment plan for a specific group of adult learners in a real or hypothetical organizational context. Following are the topics around which the questions are based:

- What characteristics of the context and learner community will be especially important to consider as you design the needs assessment and why?
- What is the purpose of this needs assessment?
- Who should be involved in designing and carrying out the needs assessment?
- Will the assessment identify only felt needs, only ascribed needs or both?
- What existing information might be useful in the needs assessment and where is it located?
- Will you use a time-limited strategy, a continuous strategy or a combination?
- How will you determine present capabilities (PCs)?
- How will you determine desired capabilities (DCs)?
- How can you insure that the information that you collect about the PCs and DCs is trustworthy (i.e. with minimal bias and distortion)?
- What process and what criteria will be used to determine priorities among the needs that you identify and who should be involved in the process?
- What are the most important social-political and ethical issues you are likely to encounter during your needs assessment and how will you deal with them?

Text and Resource Materials:

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:**Recommended:**

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC: None
Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

This course is experiential participatory in nature and includes a variety of individual exercises and small group discussions and activities, reflective exercises and large group discussion/lecture.

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

You must attend the full course to receive credit.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.