



**GBUS 846AH 001: PROGRAM EVALUATION
SUMMER 2024**

INSTRUCTOR DETAILS

Name: [REDACTED] Office Location: [REDACTED]
Phone: [REDACTED]
Email: [REDACTED]

CLASS DETAILS

Class Dates: [REDACTED]
Class Times: [REDACTED]
Class Location: [REDACTED]

COURSE DESCRIPTION

Business leaders, management teams, HR departments, regulatory agencies, employees, and other stakeholder groups associated with programs in business settings are often faced with decisions about determining the merit, worth, quality, effectiveness or importance of such programs. Are these programs achieving their anticipated goals, objectives and outcomes in a cost effective manner? Any unintended outcomes at all? Should the program implementation process be improved? Should the programs be terminated, replaced, or reformed? Program evaluation is a field of theory and practice that seeks to provide answers to these and related questions.

Business organizations run a flurry of programs for their employees. These programs may relate to issues of workplace diversity training, cross-cultural training programs, employee and family assistance programs, mentorship training programs, health and safety training programs, leadership training and development, customer service training program, employee counselling, wellbeing and wellness programs as well as employee orientation programs. Evaluation of these programs will help to determine whether they are achieving their anticipated goals, objectives and outcomes in a cost effective manner; in other words, whether they are valued-added to the business.

As a complex process, program evaluation substantially influences and is influenced by the context in which it occurs. It is also a social process, and so it is influenced by the same social, cultural, political and economic factors that influence other human social endeavours. Although it is possible to learn how to evaluate programs in business environments without a thorough understanding of the theoretical, conceptual and philosophical perspectives that undergird evaluation practice, this course will emphasize the development of such understanding and the important relationship between theory and practice in evaluating programs in the business organizations.

According to Scriven (1967, as cited in Patton, 2000), the term evaluation has been used interchangeably with several other concepts in the literature. These concepts include review, appraise, analyze, assess, examine, grade, inspect, rate, rank, score, study, test, measure, etc. In addition, the objects of an evaluation may include programs, policies, products, individuals or groups, processes, organizations, institutions, etc. The focus of this course however is evaluation of programs in business organizations.

The purpose of this course therefore, is to provide students an opportunity to study program evaluation from theoretical and philosophical perspectives with the intent of providing a foundation for more informed, insightful and reflective practice. The course focuses on the theoretical and practical issues that undergird program evaluation in business.

LEARNING OBJECTIVES /OUTCOMES

Upon completion of the course, each student will be able to:

- Describe the perspectives on the definition, purposes and types of program evaluation, the distinction between evaluation and research, as well as the promise and limitations of evaluation and the implications for evaluation practice in business organizations.
- Explore the origins and development of program evaluation as a discipline and profession.
- Identify and differentiate among the contributions of some of the leading scholars in program evaluation and the application of their works to program evaluation practice in business.
- Describe the tenets of professional program evaluation and their application to program evaluation practice in business settings.
- Describe and analyze the diverse approaches to program evaluation and the application of those approaches to program evaluation practice in business settings.
- Describe some practical guidelines for planning evaluations such as clarifying evaluation requests and responsibilities, setting evaluation boundaries and analyzing an evaluation context as well as identifying and selecting evaluation questions.
- Explore the political, ethical and cultural issues in program evaluation and the application of these issues to program evaluation practice in business environments.

- Explore some practical guidelines for conducting evaluations such as design options, sampling and cost analysis, data sources and methods as well as data analysis and interpretation procedures.
- Describe the procedures associated with reporting evaluation findings as well as the strategies used to maximize use and understanding of evaluation findings.
- Identify future trends in program evaluation and the implications of those trends for program evaluation practice in business.

COURSE EXPECTATIONS

The course will be delivered in a HyFlex learning environment. A variety of instructional techniques will be used, including lectures, small group discussions, team presentations of chapters in the course text, PowerPoint presentations, etc.

Each student is expected to:

1. Participate actively in the class sessions: Active participation means you engage with others in the discussion of the ideas in the readings and presented in class. It also means that you are responsive to the contributions of others, that you do not dominate the limited discussion time and that you respect the right of others to hold and express views different from your own. Because much of the course content will be discussed in class, attendance at each session is considered very important.
2. Carefully read the “required” materials prior to the sessions at which they will be discussed.
3. *Submit written assignments to the instructor within the agreed-upon dates.* If the deadline passes for submitting assignments and you do not submit yours, your mark will be based on only the work you have submitted. Grades can be “deferred” only in very special circumstances, such as a family emergency (you will need supporting evidence) and grade deferrals are handled by the Office of Graduate Studies and Research.
4. Assist in improving the course by providing constructive criticism to the instructor at any time during the semester, and by participating in formal evaluation of the course at the end of the semester.

COURSE TEXT

The required reading for this course is *Program evaluation: Alternative approaches and practical guidelines* 5th edition) by Jody L. Fitzpatrick, James R. Sanders Blaine R. Worthen and Lori A. Wingate. The text is an ebook available at <https://plus.pearson.com/products/8a106e11-1376-4740-a1ee->

[6b61ea94e5f6/pages/4305a1d0-9652-11ec-8233-2b25457055b2?userPreferredType=read&iesCode=hokfTIPqyw](https://www.pearson.com/9780205457055b2?userPreferredType=read&iesCode=hokfTIPqyw) from Pearson Education. You will also find the 4th edition of the same text helpful.

We will also use Chapter 5 of the text: *Evaluation theory, models and applications* (2nd edition) by Daniel L. Stufflebeam and Chris L. S. Coryn. The text was published by Jossey Bass in 2014. It is available in the library as an e-book and it can be accessed at <https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/detail.action?docID=7104160&pq-origsite=primo>

COURSE ASSESSMENT SUMMARY

ASSIGNMENT 1. Theoretical Paper

Assignment 1 is a short theoretical paper about an issue or topic related to program evaluation in business. You will select a topic or issue about program evaluation in business that interests you, review the literature in that topic and prepare a short essay in that topic or issue. The essay should be no more than 10 pages in length, double-spaced, including the references. A font size of 12" should be used. The work should be prepared in APA style.

GRADE: 20% of the total mark for the course is allocated to this assignment. Please submit your assignment by email and as a word document.

DUE DATE: JULY 31

ASSIGNMENT 2

Assignment 2 requires a detailed class presentation by a team of students (maximum 2 to a team) of one of the chapters in the course text using PowerPoint, handouts, etc. Each team is expected to conduct further research in the chapter topic and use the chapter and research material for the presentation. The team chapter presentations begin during Session 6, Monday, July 22, with two presentations scheduled for each session. I will present on the chapters that are not taken by students.

A sign-up sheet for the team chapter presentations will be posted to the course site in URCourses before the course start date, which is July 3, 2024. Please make sure you sign the sheet by Wednesday, July 10.

GRADE: 30% of the total mark for this course is allocated to the assignment. Please share your presentation notes with class colleagues and the instructor in advance of your presentation date. A team mark will be assigned to each member of the team.

ASSIGNMENT 3

Assignment 3 requires each student to prepare an evaluation plan for a program. The primary purpose of this assignment is to assist students to apply the theoretical aspects

of the course to evaluation practice through the preparation of an evaluation plan for a program.

GRADE: 40% of the total mark for this course is allocated to the assignment. Please email me your assignment as a word document.

DUE DATE: AUGUST 25

ASSIGNMENT 4 Participation

Assignment 4 relates to participation in class discussions. Because the experience of each of you is a potential source of valuable learning for all of us, and because a variety of perspectives is sought, 10% of the grade for this course will be allocated to students' participation in the class discussions of the readings.

GRADE: 10%

These assignments are further described in detail below.

DETAILED DESCRIPTION OF ASSESSMENT

ASSIGNMENT 1: THEORETICAL PAPER

Assignment 1 is a theoretical paper about an issue or topic related to program evaluation and its application to business. You will select a topic or issue about program evaluation that interests you, review the literature in that topic and prepare a short paper. The paper should be no more than 10 pages in length, double-spaced, including the references. A font size of 12" should be used.

One of the purposes of the assignment is to help students to develop their ability to understand and respond to academic work in program evaluation in business. In addition, the paper is intended to assist students to do an analysis of an issue or topic in program evaluation and how that issue or topic might inform program evaluation practice in business settings.

Here are some examples of topics or issues you may wish to consider.

- Differences and similarities between evaluation and research
- Ethical issues in program evaluation in business environments
- Kirkpatrick's 4 levels of training evaluation
- The politics of program evaluation in business environments
- Formative and summative evaluation
- Cultural issues in program evaluation
- Differences and similarities between internal and external program evaluators
- The potential role of AI in program evaluation in business

Obviously, the topics and issues listed here are not exhaustive and you are welcome to choose any other topic or issue in program evaluation (besides these suggestions) for the assignment if you wish.

Marking for this assignment will be based on clarity of expression, accuracy and depth of the arguments, cogency of the arguments presented, the treatment given to the topic or issue and how well you support your conclusions and reflections about that issue or topic. The paper should be no more than 10 pages in length, double-spaced, including the references. A font size of 12" should be used. The assignment should be written in APA style.

Grade: 20% of the grade for the course is allocated to this assignment. Please submit your assignment by e-mail as a word document.

DUE DATE: JULY 31

ASSIGNMENT 2: TEAM CHAPTER PRESENTATIONS

Assignment 2 requires a detailed presentation by a team of students (maximum of 2 to a team) of one of the chapters in the course text using PowerPoint notes, handouts, etc. Each team is expected to conduct further research in the topic and use the chapter and research material for their presentation. The Chapter presentations begin during Session 6, that is, on Monday, July 22, and two presentations have been scheduled for each session. I will present the chapters that are not taken by students.

Each team is required to prepare PowerPoint notes, notes, etc. of their presentation for class colleagues as well as the instructor. Remember, each team must conduct additional research in the topic for the presentation. In addition, the team chapter presentations must embrace and address some of the learning outcomes identified for the course.

A sign-up sheet for the team chapter presentations will be posted to the course site in URCourses by the course start date, which is July 3, 2024. Please make sure you sign the sheet by Wednesday, July 10.

Here are the marking criteria for the Chapter presentations

| | |
|--|----------|
| Comprehensiveness of coverage of chapter topic | 12 marks |
| Evidence of further research besides the course text | 8 marks |
| How well the team engages the class engagement in the presentation and discussions | 7 Marks |
| A reference list for the presentation in APA style | 3 Marks |

TOTAL MARK = 30 Marks

The team chapter presentations begin on Monday, July 22, with two presentations scheduled for each session. I will present the chapter(s) that is not taken by students.

ASSIGNMENT #3: DESIGNING AND DEVELOPING AN EVALUATION PLAN FOR A PROGRAM

As already stated in this syllabus, business organizations run a flurry of programs for their employees. These programs may relate to issues of workplace diversity training, cross-cultural training programs, employee and family assistance programs, mentorship training programs, health and safety training programs, leadership training and development, customer service training program, employee counselling, wellbeing and wellness programs as well as employee orientation programs. Evaluation of these programs will help to determine whether they are achieving their anticipated goals, objectives and outcomes in a cost effective manner; in other words, whether they are valued-added to the business.

The primary purpose of this assignment therefore is to assist you to apply the theoretical aspects of the course to evaluation practice through the preparation of an evaluation plan for a program. The proposed evaluation plan can be for one of the programs mentioned in the above paragraph or another one of your choosing.

The evaluation plan should be a 15-20-page paper, including the references and the cover page. The plan should be informed by the theoretical perspectives covered in the course. Please use the framework outlined below to guide the preparation of your evaluation plan. The framework is generic, and it covers the kinds of steps/issues to follow in preparing an evaluation plan for programs at the workplace.

1. Description of the proposed evaluation environment. Who is the client that is commissioning the evaluation? What is the business context?
2. Who are the stakeholders involved in the proposed evaluation?
3. What is the unit or focus of the proposed evaluation; e.g., entire program or only some component of it, and why?
4. What is the purpose of the proposed evaluation? Why is the proposed evaluation being commissioned? What do the clients and stakeholders commissioning the evaluation want to know about the program?
5. Indicate the form or type of evaluation that might be proposed (e.g., formative, summative, etc.), and why?
6. What kinds of resources (besides the budget) will be required (e.g., support staff, equipment, etc.) for the proposed evaluation?
7. Prepare a budget for the proposed evaluation. This decision will be based on a number of factors such as time, number of staff involved, equipment required, salaries and allowances, production and dissemination of results, computer use, etc. Be creative and imaginative. Provide estimates only.

8. Data collection procedures: what data collection instruments will you use in the proposed evaluation? What evaluation questions will you ask? How will you deal with participant confidentiality and anonymity in data collection? How long might the data collection process last?
9. Data analysis and interpretation: briefly explain your proposal for analyzing and interpreting the evaluation data that will be collected.
10. Presentation and reporting of the findings: describe a strategy and format for the presentation of the results of the proposed evaluation to the clients and stakeholders who commissioned it.
11. Proposal to facilitate the use of the evaluation findings. What proposal will you offer for use of the findings of the proposed evaluation? What strategies will you employ to maximize the use of the findings of the proposed evaluation?

Here is the marking rubric for the assignment

Proposed context for the evaluation – 3 Marks
Client and stakeholders for the proposed evaluation – 3 Marks
Focus of the proposed evaluation – 2 Marks
Purpose of proposed evaluation – 2 Marks
Evaluation type to be used – 2 Marks
Resources required for the proposed evaluation – 2 Marks
Budget allocation proposal – 4 Marks
Data collection proposal – 4 Marks
Proposal for data analysis and interpretation procedures – 4 Marks
Proposal for presentation of findings – 4 Marks
Proposal for use of evaluation findings - 4
Grammar, writing style, APA reference, etc. – 6 Marks

TOTAL MARK = 40 MARKS

DUE DATE – AUGUST 20. Please email me your work as a word document.

PARTICIPATION MARK

Because the experience of each student is a potential source of valuable learning for all of us, and because a variety of perspectives is sought, 10% of the final mark for this course will be allocated to student participation in the class discussions of the readings. It is expected that each student would have studied the readings assigned for each class session in advance of the meeting so that time can be most profitably spent in the discussions.

ACADEMIC REGULATIONS: SUMMARY OF ACADEMIC REGULATIONS AND REMINDERS (GRADUATE)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Graduate Calendar available at <http://www.uregina.ca/gradstudies/grad-calendar/index.html>. Please pay particular attention to the “Rights and Responsibilities of Graduate Students” and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, telephone 306-585-4631, e-mail accessibility@uregina.ca or log in to <https://www.uregina.ca/student/accessibility/>
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Graduate Studies and Research. The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in- person tutoring on writing skills.
3. **Attendance & Punctuality** - Regular and punctual attendance is very important in the Faculty of Education because courses are often based on participation and discussion rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students. Instructors will monitor student attendance.

In short, attendance, punctuality, and participation are necessary pre-requisites for successful graduate-level studies. Any student who is unable to attend a particular class is expected to notify the instructor in advance, whenever it is possible to do so. Students are also responsible for all materials and activities covered in missed classes (and/or equivalent make-up assignments as determined by the instructor). At the discretion of the course instructor, excessive absences may result in a reduced or failing grade.

4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.)
5. **Student Behaviour & Professional Conduct** - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

6. **Academic Misconduct** - <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html#conduct>

Acts of academic dishonesty or misconduct include acts, which contravene the general principles governing student behaviour. All forms of academic misconduct are considered serious offences at the University.

Plagiarism - Plagiarism is another form of academic misconduct. Plagiarism form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

7. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306-585-5400 or email at respect@uregina.ca.

8. **Counseling Services**

If any learner is experiencing personal problems that may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>

9. **UofR Email** (<https://webmail.uregina.ca/>) - The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. **Please ensure that you monitor your university email account regularly.** All students

are provided email, Novell and Unix accounts. Students have a **2GB** quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. **Email delivery cannot be guaranteed if it is being forwarded.**

CLASS SCHEDULE

SESSION #1: WEDNESDAY, JULY 3

- Introductions
- General Overview of the Course
- The Nature of Program Evaluation

READINGS

Course syllabus
PowerPoint Notes
Chapter 1 of the course text

SESSION #2: MONDAY, JULY 8

- Overview of Training Evaluation Models

READING

Passmore, J., & Velez, M.J. (2015). Training evaluation. In *The Wiley Blackwell handbook of the psychology of training, development and performance*. (Chapter 8). John Wiley & Sons.

SESSION #3: WEDNESDAY, JULY 10

- Origins and Developments of Program Evaluation as a Discipline and Profession

READING

Chapter 2 of the course text

SESSION #4: MONDAY, JULY 15

- Tenets of Professional Program Evaluation

READING

Chapter 3 of the course text

SESSION #5: WEDNESDAY, JULY 17

- Pseudo-Evaluations

READING

Chapter 5 of the optional text: <https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/detail.action?docID=7104160&pq-origsite=primo>

SESSION #6: MONDAY, JULY 22 [Team CHAPTER PRESENTATIONS BEGIN]

- Diverse Approaches to Program Evaluation
- Judgment-Oriented Evaluation Approaches

READINGS

Chapters 4 and 5 of the course text

SESSION #7-WEDNESDAY, JULY 24 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- Program-Oriented Evaluation Approaches
- Decision-Oriented Evaluation Approaches

READINGS

Chapters 6 and 7 of the course text

SESSION #8-MONDAY, JULY 29 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- Participant-Oriented Evaluation
- A Comparative Analysis of Evaluation Approaches

READINGS

Chapters 8 and 9 of the course text

SESSION #9: WEDNESDAY, JULY 31 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- Political, Ethical and Cultural Issues in Program Evaluation
- Guidelines of Planning Evaluations – Clarifying the Evaluation Requests and Responsibilities

READINGS

Chapters 10 and 11 of the course text

MONDAY, AUGUST 5 [CIVIC HOLIDAY, NO CLASS]

SESSION #10: WEDNESDAY, AUGUST 7 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- Setting Boundaries and Analyzing an Evaluation Context
- Identifying and Selecting the Evaluation Questions and Criteria

READINGS

Chapters 12 and 13 of the course text

SESSION #11: MONDAY, AUGUST 12 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- Planning how to Conduct the Evaluation
- Options for Study Design, Sampling and Cost Analysis

READINGS

Chapters 14 and 15 of the course text

SESSION #12: WEDNESDAY, AUGUST 14 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- Collecting and Making Sense of Evaluative Information: Data Sources and Methods, Analysis and Interpretation
- Reporting Evaluation Results: Maximizing Use and Understanding

READINGS

Chapters 16 and 17 of course text

SESSION #13: MONDAY, AUGUST 19 [TEAM CHAPTER PRESENTATIONS CONTINUE]

- The Future of Evaluation
- Overview of the Semester
- Reminder – Faculty Course Evaluations

READING

Chapter 18 of course text

