Syllabus

Course: HRD5307
Measurement and Evaluation

Title: in HRD/TECH

Section: 001
Semester: Spring 2011
Class Time: Monday 6—8:40pm
Classroom HPR 247

Instructor: Greg G. Wang
Office: 241 HPR
Office Hours: Mon: 3-6:00pm; Thur: 2:30-4:30pm
Other Availability: Contact Professor
Phone #: 903-565-5910
Email: gwang@uttyler.edu
Preferred Contact: Email above

Course Content:

A study of HRD/Tech intervention measurement methods, evaluation procedures, and assessment criteria for learning that takes place in business and industry as well as in formal academic classroom environments.

Course Learning Objectives:

Upon completion of this course, students should be able to:

1. Articulate the role of the HRD/Tech Ed professionals in program evaluation
2. Discuss the evolution of, and challenges faced by, program evaluation approaches in HRD
3. Specify context evaluation, implementation evaluation, and outcome evaluation and their roles in HRD/Tech Ed.
4. Distinguish and discuss various program evaluation and measurement models
5. Identify advantages and disadvantages of current evaluation models and methods
6. Describe the standards and ethical practices of evaluation and measurement
7. Design and construct appropriate test instruments in relation to learning assessment
8. Perform major data collection approaches to performance improvement and program evaluation
9. Become familiar with current practices in performance analysis and evaluation
10. Conduct initial data analysis for HRD/Tech Ed program evaluation
11. Plan, organize and prepare to conduct an evaluation and measurement project.

Textbooks


(The first textbook should be available from UT Tyler online library. The second book is available at the University Bookstore)

Other related materials will be assigned during classes. Also see reference list below.

**Grading Policy and Criteria to Determine Final Course Grade:**

The course is organized as an adult learning experience. Students are expected to take responsibility for their own learning, active participation, asking questions and presenting information related to the learning subject. The following specific learning activities are designed as part of the curriculum. As a graduate course, students are also required to conduct research-based learning in addition to reading the required reading list provided. Such effort should be reflected in your completed assignments and class discussions. Students will be assessed on the basis of the quantity, quality, and timeliness of their efforts.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
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<tbody>
<tr>
<td>2 Article Critics as Minor Projects (15 points each)</td>
<td>30</td>
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<tr>
<td>1 Homework: ROI analysis</td>
<td>10</td>
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<tr>
<td>Participation of ROI net online discussions and report</td>
<td>15</td>
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<tr>
<td>Evaluation Project and presentation</td>
<td>30</td>
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<tr>
<td>Class Participation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grading Scale**

- A  
  91 – 100
- B  
  81 – 90
- C  
  70 – 80
- F  
  69 or below
**Date of Final Exam:**

This course will not have a close-book in-class final examination. The equivalence of the final exam is your final project. The due date of your final project is your scheduled date of your final presentation.

**Date to Withdraw without Penalty:**

Last day to withdraw the course is February 9 without penalty. Please make up your mind by that date. Please check with the registrar’s office on applicable penalty after that date based on UT Tyler policy.

**Class Attendance and Make-up Policy**

Much of the life is simply about being present at the moment of actions and actively participating. Your presence and participation is very, very important—so important that it warrants a good grade. You are expected to attend every class, ask questions, and contribute constructively to the entire class. If you miss a session, not only you lose the opportunity to learn, but your classmates will also lose the opportunity to learn from you. Students with learning disability should follow the instruction below.

If you miss more than one class, your grade will be affected (not including legitimate one allowed by the university policy, e.g., religion related, or UT Tyler sports team scheduled trips). If you miss the mid-term for unforeseeable reasons, contact the instructor to schedule a make-up date. If you cannot come for your final team presentation, you will receive a zero for presentation portion of the grade. No make-up for project presentation will be scheduled.

**Academic Honesty**

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else’s work. The consequences of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

**Requirements for All Assignments:**

All assignments, unless specified otherwise, must contain a cover page, and be double-spaced with page numbers, and margins of 1” on all sides, in either Arial or Time New Roman 12 font size. All references must be consistent with APA style.

**Disability Statement**
If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.
Article Critiques

Due: February 7 and 28.
Points (each): 15

Objectives
These assignments are intended to encourage students’ self-directed learning regarding the subject of performance analysis and evaluation. Among other things, the objectives include
1. Conduct research oriented learning
2. Practice analytical and critical thinking

Assignments
1. First paper should be based on the combination of the following four articles:
4. Optional: You are encouraged to critique any of the articles by Wang, G. to replace all or any of the above 2 required items. You’ll receive extra credit by doing so.

Requirements:
1. Begin the Critiques with a complete bibliographic citation in proper APA style (author, year of publication, title, journal, volume, issue, and page numbers, etc.).
2. Briefly summarize why the article is important for students in HRD 5307. (e.g., How does it relate to M&E in HRD? Why is it important to enhance our understanding in M&E? How important is the article to the field of HRD?)
3. Summarize the article’s content.
4. Discuss the practical applications (if any) of the article for practitioners. What should they be able to do or to understand regarding M&E after reading the article? Be sure to critique the article, pointing out any weaknesses in it or any occasions when you think the author’s theory, model, or ideas won’t work. Note that a major portion of your grade will depend on the quality of your critiques.
5. The paper should be at least 6 double-spaced typed pages in length. 20 percent points will be deducted for late submissions (all abstracts must be completed to receive a grade for the course).
6. You are strongly encouraged to reference additional research or articles for a high quality paper. Be sure to cite your references in proper APA style.
ROInet Forum Activities

Due: March 21 during class
Points: 15
Requirements: The report should be 5 to 10 double-spaced typed pages in length
3 points off for late submissions

Background
ROInet (www.yahoogroups.com/group/roinet) is an Internet-based professional discussion forum in HRD program evaluation and measurement. It was created by Dr. Greg Wang in 1999 to advocate rigorous evaluation and measurement approaches and techniques. Over the years, there have attracted over 10,000 HRD professionals from over 40 countries participated in the discussions. The forum currently has about 3,000 active members.

Assignment
With the advancement in technologies, Internet learning and communications have become an important part of HRD professional life. This assignment is designed to encourage students in HRD 5307 actively participate in virtual community of practice (CoP) and learn from field practitioners.

1. During the semester, initiate at least one discussion thread in the areas relevant to the class content that is related to HRD measurement and evaluation.
2. Summarize a discussion thread on the ROInet. This summary may be from the discussion you initiated or from your review of the over 2000 archived ROInet discussion postings. You may type a key word and search for an appropriate thread of your choice for the summary report.
3. Ideally, you should combine item 1 and 2 for this assignment.
4. The summary report should be typed with no less than 4 double-spaced pages.
5. Additionally, you may discuss your observations and feelings about the online professional (or unprofessional) behaviors, as well as the internet as a virtual CoP.
6. You may quote your own post and the major points responded by others in your report if necessary.
7. You may find it’s necessary to review the past discussions before posting your own thread of messages. You need to consider writing in a way that can generate some discussion, not simply throw questions at the group.
8. You may also need to learn about online etiquette for proper online communications.

You are encouraged to be creative in your postings to the ROInet and the summary report. As a part of your first post, you may wish to start with a brief self-introduction before your main topic of discussion.

Note: ROInet is a practitioner oriented discussion forum. You posting, while may be theoretical, should consider some practical implications. Please also note that your post should not identify yourself as a graduate student in this class to avoid potential misunderstanding from the group members. You may mention your current organization you are working for self introduction.
Evaluation Team Project and Presentation

Due: Topic due the week after Spring Break. Final presentation date is May 2, 2011. Final project report is due at the time of your presentation.

Points: 30

Requirements: The paper should be at least 20 double-spaced, typed pages in length with at least 15 references from journals, books, and articles written in the past 10 years. Form a two person team (one team may be 3 persons).

Objectives
These assignments are intended to reinforce students’ self-directed learning process regarding the subject of program evaluation. Among other things, the objectives include
1. Gain in-depth knowledge on real world learning evaluation and measurement
2. Practice models and methods covered in the instruction
3. Practice analytical and critical thinking

Assignments
Identify an HRD program in an organization and together with the HRD professionals there, or independently, conduct a program evaluation and measurement project. You may conduct any levels of evaluation per Kirkpatrick’s taxonomy except level one. In other words, no reaction level evaluation is accepted.

To develop the evaluation report, students should at least:
1. Describe the training program and the organization. (Answer the question of “what is happening?”)
2. Specify the evaluation question. (Answer the question of “what are you trying to do?”)
3. Discuss the evaluation method. (Answer the question of “What approach is used?”)
4. Explain the data collection process. (Answer the question of “where the data comes from?” and “how the data is collected?”)
5. Describe your finding/results and analysis behind the results.
6. Discuss recommendations to the program, if any, based on the evaluation results. (Answer the question of “So what?”)
7. Present your report to, and share your learning with, the class.

Feel free to be creative in your evaluation report. However, address at least the seven components listed above for the evaluation project you may chose.

Note: You may also follow the structure of context evaluation, implementation evaluation and outcome evaluation for this project. Please consult with the instructor for details.

Program Evaluation Report -- Content Outline Guide

a. Title page
b. Executive summary (200 words or less)
c. Table of Content
d. Brief background on program (2 pages or less)
   • Basic information of the program
   • Purpose and/or rationale of the evaluation
   • Stakeholders of the program
   • Audiences of the program evaluation
e. [Proposed] Evaluation Design (5 pages or less)
   - Evaluation questions
   - Data collection methods and procedures
   - Efforts to control for threats to validity
   - Variables or measures of success
   - Instruments for data collection
   - Sampling procedures
   - Data analysis procedures and statistics
   - Timetable or activity chart
f. Results (5-10 pages)
   - List of tables, figures and appendices
   - Description of sample
   - Results of data analysis
g. Summary, Discussions, Recommendations, and Implications
h. Appendices
   - Budget for implementing the evaluation (2 pages or less)
     o Personnel (e.g., salaries, wages, benefits, consultant fees)
     o Space or facilities
     o Office supplies
     o Equipment (e.g., computer, medical devices, videotape camera)
     o Telecommunications (e.g., phone, FAX, internet)
     o Postage
     o Printing and copying
     o Travel
     o Compensation for individuals providing data
     o Transcription of audio recordings and/or handwritten data
     o Data entry and/or analysis
     o Indirect costs
   - Informal contract (3 pages or less)
     o Schedule (deadlines and/or milestones follow-up tasks, contingency plans, termination)
     o Procedural details
     o Budget
     o Report (specify length, interim reports, follow-up reports, editorial rights, publication rights)
     o Relative responsibilities of evaluator and contractor in terms of staffing, facilities, obtaining informed consent, and security of data collected

Presentation:
As part of the project, you will present your final project to the class as if they were your client. Your presentation will constitute a part of your project performance. You are encouraged to invite your client representative(s) attend your presentation or to play a part in the presentation.
You are free to choose presentation format, however, keep in mind that this is a formal business presentation, professional attire is required.
Tentative Learning Schedule

Week of January 24. Course Overview, Requirements and Expectations

Welcome Back!

Topic and Activities:
- Get-to-Know-you: Self introduction
- Class logistics
- Learning expectations
- Requirements

Reading: Wang and Spitzer (in textbook 1 by Wang & Spitzer, hereafter W&S)
   Overview (in textbook 2 chapter 1)

January 31.

Topic and activities:

- Basic concepts
- Purpose of evaluation
- History of HRD evaluation
- The evaluation and measurement challenges

Readings

Swanson, in W&S
Spitzer: Introduction

Week of February 7.

- The four-level evaluation model

Readings:

**Week of February 14**

Evaluation and measurement in related field
- Economics
- I/O Psychology
- HR Accounting
- Etc.

Readings:


Spitzer: Chapter 2, 3, & 4.

**Week of February 21**

- Formative and summative evaluation
- Context evaluation
- Implementation evaluation
- Outcome evaluation

**Week of February 28.**

- Evaluation inquiry process
- Phrasing evaluation questions

Readings:

Wang & Wang in WS
Spitzer: Chapter 5 & 6

**Week of March 7. No Class-Enjoy the Spring Break**

**Week of March 14.**

- Evaluation design and control group

Readings:


Holton in WS
Russ-Eft & Preskill in WS

Week of March 21.

Topics and Activities:
Data collection methods and processes
Evaluation questionnaire design

Readings:
Spitzer: Chapter 11 & 12.

Week of March 28.

Topics and Activities
- Cost-benefit analysis
- ROI analysis

Readings:
Spitzer, Brinkerhoff in WS

Sign up for presentation date and time.

Week of April 4.

Home work: ROI analysis

Topic and Activities:
- Basic data analysis
- Correlation analysis
- Regression analysis

Readings:
Spitzer: Chapter 14

Week of April 11.

Other measurement and evaluation issues

Spitzer: Chapter 13

Week of April 18
Topic and Activities:
-Evaluation reporting

Readings:

Week of April 25. Project Advising

Finalize your final project: Individual based advisory

Week of May 2

Final project presentation

It is the student’s responsibility to locate the additional readings listed. Please take this as an opportunities for literature search. The articles should be available online at JMU library’s periodical locator.

** Instructor reserves the right to amend and revise the course outline as necessary.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
About Your Instructor

Dr. Greg Wang is professor of Human Resource Development at College of Business and Technology, The University of Texas at Tyler. Over the past 20 years, Greg has been actively conducting performance improvement and human resource development research and practices, including corporate learning measurement, international HRD, performance improvement consulting, and HRD theory building research.

As a Lead E-learning Designer and a GE certified Six Sigma Greenbelt, Greg played an instrumental role in developing Six Sigma Quality Coach, the first globally deployed e-learning program at GE Learning Solutions, General Electric Co. At Motorola University, Motorola, Inc., he worked as an expatriate Program Manager for Instructional Design with Motorola (China) and developed numerous performance improvement and learning programs. He also consults with companies, such as IBM, HP, Cigna, and Aramark, on e-learning design, development, implementation strategies, and HRD measurement and evaluation.

Among other things, Greg’s research interest is in HRD theory building, quantitative research methods, international HRD, and developing valid and reliable methods for and approaches to corporate learning measurement and return on investment (ROI) analysis of human capital. His recent publications have been noted as “must-read” on this subject. In 1999, he created the first Internet discussion forum ROI net (http://yahoogroups.com/group/ROI net) on corporate learning evaluation and measurement. The forum now has over 3000 subscribed professional members from 41 countries.

Greg currently serves as the Editor of Journal of Chinese Human Resource Management (JCHR M). He also served as Assistant Editor and Quantitative Methods Editor for Human Resource Development Quarterly (HRDQ) in the past. Greg’s articles and research have been published or reported by Human Resource International (HRDI), Human Resource Development Quarterly (HRDQ), Human Resource Development Review (HRDR), Advances in Developing Human Resources (ADHR), Performance Improvement Quarterly (PIQ), Journal of European Industrial Training (JEIT), International Journal of Human Resources: Development and Management, (IHRDM), Performance Improvement Journal (PIJ), The ASTD Performance and Training Yearbook, Workforce Management Magazine, Educational Technology, Chief Information Officer (CIO) Magazine, and National Public Radio (NPR). Greg also makes frequent presentations and speeches at national and international conferences and workshops on the subject of HR/HRD, learning measurement, and e-learning, including American Society for Training & Development (ASTD), International Society for Performance Improvement (ISPI), Academy of Human Resource Development (AHRD), HR Measurement Summit, and other international HR/HRD conferences in China, India, Korea, Russia, and United Kingdom, and the U.S. Greg is also serving as a guest professor of several universities in China. Greg is a board member of Academy of HRD (2008-2011). He also serves on editorial boards for other 4 national and international HRD journals.

Greg’s educational background includes a Ph.D. in Human Resource Development and an MA in Management, both from The Pennsylvania State University, State College, PA. He also received an MS degree in Development Economics from the Graduate School of Academy of Chinese Agricultural Sciences. His BA is in Education.