HRD 5307 – Measurement and Evaluation in HRD/TECH

Soules College of Business
Department of Human Resource Development
The University of Texas at Tyler
Course Syllabus – Summer 2020

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Office Hours:
By appointment only. I will not have formal office hours since this is an online course. Please feel free to contact me by phone or e-mail to set up an appointment. Use Canvas e-mail or UT Tyler e-mail when communicating with me regarding the course.

Course Catalog Description
Study of course measurement methods, evaluation procedures, and assessment criteria for learning that takes place in formal business and industrial training and academic classroom environments.

Textbooks
Russ-Eft, D. and Preskill, H. (2009). Evaluation in Organizations: A systematic approach to enhancing learning, performance, and change. Philadelphia, PA: Perseus. ISBN: 978-0-465-01866-6 (Referred to as RP in reading assignments)

Wang, G. G. and Spitzer, D. (2005, Eds). *Advances in HRD Measurement and Evaluation: Theory and Practice*. [Special Issue] *Advances in Developing Human Resources*, Vol, 7, No. 1. Thousand Oaks, CA: Sage. (Referred to as WS in reading assignments)

To locate the second textbook, go to http://library.uttyler.edu, click on Journal Search, and type in "Advances in developing human resources". After click on enter, the journal title should appear. Click on the journal title, a login window will appear. Use your patriot ID and password combination to login, follow the year/vol number and look for the right issue number. You need to download all papers in that issue.

Other Requirements: Reliable Internet connection, Canvas access, and Microsoft Word

Supplemental Referencing Resource:
APA publication manual (6th ed.). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5

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 in, program evaluation methods
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. Design and construct appropriate instruments in relation to learning program assessment
7. Perform major data collection approaches to performance improvement and program evaluation
8. Become familiar with current practices in performance analysis and evaluation
9. Conduct initial data analysis for HRD/Tech Ed program evaluation
10. Plan, organize and prepare to conduct an evaluation and measurement project.
11. Describe the standards and ethical practices of evaluation and measurement

Course Structure

This course is conducted entirely online using Canvas as our means of communication. This course is developed in a module format to assist you in organizing your time and efforts. The course schedule details each module.

Student Expectations

Students are expected to take responsibility for: their learning of the material; active participation in online discussions; and presenting information related to the subject. As a graduate course, students are expected to conduct independent research-based learning in addition to reading the required material for the course. Discussion boards and written assignments have been created with the assumption that required reading assignments have been completed prior to attempting discussion boards and written assignments. The expectation is that each student will check Canvas multiple times a week.

Assignment and Deadline Policy

It is the student's responsibility to plan accordingly in order to complete all course components during the time frame allotted. No make-up consideration is provided for discussion boards. NO LATE WORK OF ANY KIND IS ACCEPTED! Please refer to the course assignment schedule for assignment due dates.

Computer and Technical Issues

This online course requires that each student has a reliable computer and Internet connection. Situations beyond a person's control will most likely occur; therefore, a student should not procrastinate in completing discussion board posts and submitting assignments.

If technical problems arise while in Canvas for any reason, choose the HELP function at the bottom of the global navigation bar or e-mail: canvas@uttyler.edu. Canvas generally does not support using Microsoft Edge and most versions of Internet Explorer; therefore, use either Mozilla Firefox or Google Chrome as your web browser while in Canvas. Canvas Student Guides can be found at: https://guides.instructure.com/m/4212. More information for Canvas can be found at: http://www.uttyler.edu/canvas/index.php. Contact me immediately if you experience technical issues. Late Work is not accepted; therefore, do not wait until the last minute to submit your assignment. Contacting me within 2 hours of the deadline is not

acceptable. Keep in mind: Lack of planning does not constitute an emergency or allow for late work.

Course Requirements and Students Evaluation

The course is organized as an adult learning experience within the university semester frame. Students are expected to take responsibility for the learning, active participation of online discussion, 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 expected to conduct research-based learning in addition to reading the required readings and course content. Such effort should be reflected in your completed assignments and online discussions.

Students will be evaluated based on the quantity, quality, and timeliness of the following efforts.
1. Discussion Board Posts
2. Written Assignments

The total possible points are listed below:
Reading Outline – 10%
Discussion Board Participation – 20% (each worth 5%)
Article Critiques – 30% (each worth 15%)
Major Project – 40%
Total 100%

Grade Scale Breakdown
A=90 – 100%
B=80 – 89.9%
C=70 – 79.9%
D=60 – 69.9%
F=BELOW 60%

Course Assignments
NO LATE WORK IS ACCEPTED!
Assignments are due on the date scheduled and outlined in the course schedule. The assignments have been coordinated as below with the course schedule. Late work will not be accepted. All assignments should be uploaded into the respective Canvas assignment link. Failure to do so will result in a zero for that assignment. No assignments are accepted through e-mail.

A. Text Readings:
Students are expected to read text material prior to engaging in the discussion board in order to be able to actively participate in the online discussions. The instructor encourages active participation from each student. Students should be mindful of both too few contributions as well as the domination of the online discussion. Be respectful of your peers. Discussion and written assignments are created with the assumption that required reading assignments have been completed prior to completion of the discussion and written assignments. The textbook reading outline is for all chapters in the Russ-Eft and Preskill (RP textbook) book.

B. Article Critique:
Students will analyze a scholarly paper from the *Advances in Developing Human Resources* Journal. Each student will select two articles to critique from the *Advances in Developing Human Resources*. More information can be found at the end of the syllabus. Please upload assignment in the Canvas link before the deadline.

C. Textbook Reading Outline:
Each student will keep a reading outline, commenting on each chapter of the RP textbook as it is assigned; basically, an outline of the text materials. This outline is to be kept individually by the learner using Microsoft word. We will not be using the journal feature in Canvas. Each student will journal thoughts and important points from the readings. Please organize your outline by chapter and use Word. The outline should be your highlights of the chapters and can be formatted using bullet points or brief comments; and should be in an outline format. All chapters should be in one document. Do NOT submit each chapter as a separate document. Submit the entire document in the Individual Assignment area of the course menu options. Chapter Reading Notes Outline is due July 31 by midnight.

D. Discussion Board Posts:
The discussion board is located under the discussion board tabs. Each student is responsible for participating in the asynchronous discussions. Check the discussion area often. Student participation will include posting answers to questions posed by the instructor and replying to other participants posting by the stated due date in the course schedule. At least one posting per discussion question is required and two responses to other posting. All discussion postings must be completed by midnight central standard time on the due date. Quality of answers is as important as quantity. A student's comments should add to the discussion and reflect graduate level work. Each post should be a minimum of two paragraphs and comments should be supported, as required, with references cited appropriately. When posting to the discussion area, please type your comments directly into the discussion. Do NOT type your comments into a document and then attach it to the discussion. This method is difficult for some students to access.

E. Major Project:
Each student will be required to complete a major project as part of the course requirements. This assignment is intended to allow the student to develop an in-depth understanding of an evaluation program in a real organization. More information about the assignment objectives, requirements, criteria, and grading rubric is provided below in the Syllabus.

Course Policies

Written Assignments
All written assignments are to be completed in Microsoft Word or as Rich Text Format and submitted in a timely manner. Deadlines are listed in the course outline. Please note that all written assignments must be submitted by midnight central standard time on the due date. All written assignments should be submitted through Canvas in the appropriate link. If your web connection is down for some reason, assignments may be faxed to 903.565.7372 by the deadline. Please note that if the assignment is faxed, it must be submitted to the assignment link in Canvas

no later than 24 hours after the due date. Failure to upload will result in a zero for the assignment. Faxing only ensures that it is not counted late. In addition, students must notify the instructor through e-mail about faxing the assignment. Technical issues do NOT warrant an excuse for submitting late. No assignments are accepted through e-mail. Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that are used in your work. More details are provided in the Academic Dishonesty section of this document.

All written assignments (does not include discussion board posts) submitted for a grade must confirm to the following:
- Adhere to APA formatting and rules:
  - 1" margins on all sides
  - Times New Roman, 12-point font
  - Double-Spaced with no extra spacing between paragraphs
  - Structured with headings and subheadings
  - Do not use first person ("I") or directly address the reader ("you/your")
  - Properly formatted in-text citations
- Submitted as a Microsoft Word document.
- Submitted on time in the respective assignment link in Canvas. Deadlines are listed in the course calendar. On time means, on or before 11:59 pm (CST).

Make-up Policy
There are <u>NO</u> make-up assignments; <u>NO</u> late assignments accepted. All due dates are posted in the syllabus; therefore, there will be <u>NO</u> late work. All assignments are due on the date posted in the syllabus unless changed by the instructor prior to the due date.

Use of Canvas
Please use your UTT email ID and password to access the Canvas. All class information will be posted on Canvas for students to review. It is the students' responsibility to regularly check Canvas for assignments. Due to the nature of this course, students should check Canvas every day for announcements and discussion posts. It is the student's responsibility to read all correspondence and keep up with the due dates and deliverables for this course. The key to successful completion of this course, or any online course, is organization. This course is not a self-paced course and requires constant use of Canvas. Please keep up with all communications and deadlines, as deadlines exist because the course is offered within the UT Tyler course schedule and so that students can complete the course successfully in a timely manner.

University Policies

UT Tyler Honor Code
Every member of the UT Tyler community joins to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Academic Dishonesty Statement
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done

by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

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://www2.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at
https://www.uttyler.edu/about/campus-carry/

UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The census date is the deadline for many forms and enrollment actions that students need to be aware of this semester. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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 census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you but have questions or concerns, please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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. Failure to communicate the event or activity prior to the due date of any assignment will result in a zero; no make-up will be given due to lack of communication or preparation on the student's part.

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.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i.   "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program

or information about an unadministered test, test key, home solution or computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students
UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
UT Tyler Counseling Center (903.566.7254)

Article Critiques

Objectives:
This assignment is designed for students' self-directed learning regarding the subject of program evaluation and analysis. Among others, the objectives include
1. Conduct research-oriented learning
2. Practice analytical and critical thinking

Assignments:
Students will analyze a scholarly paper from the *Advances in Developing Human Resources.* Please identify a peer-reviewed published paper about HRD/Tech measurement and evaluation from any issue of *Advances in Developing Human Resources* and follow the requirement below. (Note: Please do not use articles from general or commercial websites. You need to log in to the UT Tyler library for free access to *Advances in Developing Human Resources*.)

Requirements:
1. Begin the Critiques with a complete bibliographic citation in proper APA style [Author, (year of publication). Article title. *Journal Title*, *volume* (issue), page range]. APA style is established by American Psychological Association for all psychology related fields. For detailed APA requirements, please visit www.apastyle.org. Only list the article critiqued at the begin of the paper; list all other references at the end of the paper.
2. Briefly summarize why the article is important for student's measurement and evaluation (M&E) 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: No more than 2 pages and use your own words to paraphrase. Please avoid copying from the article abstract.
4. Discuss the practical applications (if any) of the article for practitioners. What should they be able to do or to learn regarding M&E after reading the article?
5. Be sure to critique the article, discuss any weaknesses or any occasions when you think the author's theory, model, process or ideas won't work and explain why with literature support. Note that a major portion of your grade will depend on the quality of your critiques.
6. The paper should be at least 6 double-spaced typed pages in length excluding cover page.
7. You are strongly encouraged to reference additional research or articles for a high-quality paper. Please structure your writing with headings and subheadings.

Major Evaluation Project

Requirements: The paper should be at least 12 double-spaced pages in length with at least 10 references from related journals and books. Required page length includes references but does not include appendices.

Objectives:
This assignment is intended to develop students' hand-on experience in learning HRD/TECH program evaluation. Among other things, the objectives include
1. Obtaining service learning-based experience
2. Gaining in-depth knowledge on real world evaluation and measurement project
3. Applying models and methods covered in the course
4. Practicing analytical and critical thinking

Assignment:
Identify an HRD/TECH program in an organization and conduct a program evaluation and measurement project. You may conduct any levels of evaluation per Kirkpatrick's taxonomy except for level one. In other words, no reaction level evaluation will be accepted. Ideally, your project report is to be a service for the host organization to improve the effectiveness of the program under evaluation.

The evaluation report should at least include the following:
1. Describe a chosen training or HRD program and the organization background. (An6swer 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 analysis and the findings/results. (Answer the question of "how do you analyze the data and what have you found?)
6. Discuss recommendations to the program, if any, based on the evaluation results. (Answer the question of "So what?")

You are encouraged to be creative in your evaluation report. However, you must include the above six components in your final report. The following is a recommended structure for the report:

Program Evaluation Report -- Content Outline Guide
a. Title page
b. Executive summary (200 words or less)
c. Table of Content
d. Brief background on the program (2 pages or less)
   - Basic information about the organization and the program
   - Purpose and/or rationale of the evaluation
   - Stakeholders of the program

- Audiences of the program evaluation
e. Evaluation Design (2 pages or less)
    - Evaluation questions
    - Data collection methods and procedures
    - Variables or measures of success
    - Instruments for data collection
    - Sampling procedures
    - Data analysis procedures and statistics
f. Results (3-5 pages)
    - Description of sample
    - Results of data analysis
g. Discussions, Recommendations, and Implications
h. Appendices if applicable

HRD 5307 – Measurement & Evaluation in HRD/Technology Education
Summer 2020 Course Schedule

Weeks	Dates	Topic	Readings	Discussion Post	Assignment Due
1	May 11 - 17	Introduction	Syllabus	Due 5/17	Introductions on Canvas due 5/17
2--4	May 18 – June 7	Background and Context of Evaluation	Chapters 1-4 Module 1	Due 5/31	Discussion Post 1
5-8	June 8 – 28	Designing and Implementing the Evaluation	Chapters 5-9 Module 2	Due 6/28	Discussion Post 2 Article Critique due 6/14
9 -12	June 29 – July 26	Designing and Implementing the Evaluation	Chapters 10-13 Module 3	Due 7/12	Discussion Post 3 Article Critique due 7/26
13	July 27 – August 8	Maximizing Evaluation Use	Chapters 14-17 Module 4	Due 7/31	Discussion Post 4 Textbook Reading Outline due 7/31 Major Project due 8/3

Note: The instructor reserves the right to amend the syllabus, make changes including revising assignments, tentative schedule and evaluation as necessary.

Discussion Board Rubric
The following rubric will be used to grade discussion board posts.

Points	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24-hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings

Delivery of Post Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic