

Department of Human Resource Development
Soules College of Business
The University of Texas at Tyler

Spring 2026
Syllabus

Course: HRD5307
Measurement and Evaluation
Title: in HRD

Section: 060
Email: gwang@uttyler.edu

Instructor: Greg G. Wang, PhD

Office: COB 315.13
Mon./Thur 11:30am-1:30pm or by

Office Hours: appt for zoom

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Course Description:

A study of HRD intervention measurement methods, evaluation procedures, and assessment criteria for learning that takes place in business and industry as well as in formal or informal education environments.

Learning Objectives:

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

1. Recognize challenges and opportunities in program evaluation
2. Specify various program evaluation and measurement models
3. Identify advantages and disadvantages of current evaluation models and methods
4. Define the scope in order to follow the process of program evaluation
5. Design appropriate instruments in relation to evaluation questions
6. Perform major data collection approaches to program evaluation
7. Apply evaluation models to a real-world HRD program
8. Conduct initial data analysis for HRD program evaluation
9. Planning and prepare a practical evaluation and measurement project.

Textbooks

Russ-Eft, D., Preskill, H., & Jordan, J. B. (2024). Evaluation in Organizations: A systematic approach to enhancing learning, performance, and change. Basic Books. ISBN: 978-0-465-01866-6 (Referred to as RPJ in reading assignments)

Note: There is a free e-book version of an older edition of the textbook available through UT Tyler online library. The core content is similar or the same. The new edition added three non-essential chapters. You may use the following link to access the free ebook with your UT Tyler patriot credentials:

<https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=625038>

Wang, G. G. and Spitzer, D. (2005). *Advances in HRD Measurement and Evaluation: Theory and Practice*. A Special Issue published in the journal of *Advances in Developing Human Resources*, Vol, 7, No. 1. (Referred to as WS in reading assignments. Note that all articles in the special issue are available in Canvas under Modules)

- **Supplemental Reference Textbook:** Publication Manual of the American Psychological Association, 7th Edition, APA. ISBN: 978-1-4338-3215-4
- **Additional Required Readings** will be provided on the course Canvas site.
- **Other Requirements:** Reliable internet connection, Canvas access, and MS Word and Excel.

Learning Structure and Platform:

- This course is conducted 100% online using the Canvas platform. It follows a modular format to help you effectively manage your time and efforts. While learning is self-paced, all due dates for assignments and learning activities, including the starting and completion dates are planned to follow the university semester calendar. Therefore, effective time management is required throughout the learning.

Grading Policy and Criteria to Determine Final Course Grade:

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 learning for the course content. Such effort should be demonstrated in your completed assignments and online discussions. Students will be assessed on the basis of the quantity, quality, and timeliness of their efforts.

Graded Course Requirements: Letter grades will be assigned based on the scale provided. Grades will not be rounded beyond that stated below. Students are responsible for verifying that all electronic submissions are correctly uploaded. All scores will be based on what is submitted by the due date. The grade distributions for each assignment are as follows:

Assignments & Activities	Grade %
Weekly Online Discussion (3% x 10 + 1 x 5)	35%
Critical Reflection Paper	15%
Measurement and Evaluation Exercises (15%)	15%
Final Evaluation Project (35%)	35%
Course Total	100%

Grading Scale

A	91 – 100
B	81 – 90
C	71 – 80
D	61—70
F	60 or below

All late assignment submission, including discussion posts and writing assignments will receive 20% point deduction.

Date of Final Exam:

This course will not have a close-book final examination. The equivalence of a final exam is your final project and digital presentation. The due dates for both are Sunday, April 26, 2026.

Assignments and Activities

Online Discussion Forum (35%)

This assignment is designed to enhance students' understanding and skills in Measurement and Evaluation. This activity enables students to reflect on the lessons of each week and apply textbook knowledge to real-world problems. Students will be required to share their thoughts on each module's discussion topics. *Late postings will receive a 10% penalty for each full or partial day of delay.*

The 1-3-5 rule: You are required to post at least one (1) original response to each week's discussion question(s), and to reply to no less than three (3) posts by your peers, and your original post must be no less than five (5) sentences per response to qualify for full credit by **11:59pm, Sundays**. Postings are expected to meet graduate-level standards, incorporating citations and references where necessary, while maintaining a high standard of grammar and spelling to ensure error-free content. Additionally, your responses to your peers must be substantive and contributive to the discussion. Short responses with "me too" or "I agree" would not receive credit.

Critical Reflection Paper (15%, due 2/8)

This assignment is designed for students' self-directed learning regarding the subject of program measurement and evaluation. **Please review and follow the instructions carefully.** *Late submissions will be penalized by 10% for any full or partial day late.*

Objectives:

1. Conducting research-oriented learning in evaluation,
2. Practicing analytical and critical thinking,
3. Understanding HRD program evaluation theories and practices.

Assignment:

You need to identify a peer-reviewed published paper on the subject of HRD measurement and evaluation. You may choose any article in the reading list of this course. You may also select articles outside the reading list as long as they are relevant to HRD evaluation and measurement. (Note: Please do not use articles from general or commercial websites)

Note: If you select Kirkpatrick's work for critiques, you need to include all four article series. They are available in the Canvas learning portal under the link of "Syllabus and Required Readings..." above Module 1.

Requirements:

1. 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?)
2. Summarize the article's content in one page and use your own words to capture its essence. Please avoid copying from the article abstract.
3. Discuss the practical applications of the article for practitioners. What should they be able to do or to learn regarding M&E after reading the article?
4. Be sure to offer critical thinking or reflections on any weaknesses or any occasions when you think the author's theory, model, process or ideas won't work and explain why. Note that a major portion of your grade will depend on the quality of your critical thinking.
5. The paper should be at least 4 double-spaced pages in length excluding cover page and references. 10% points will be deducted for late submissions.

Measurement and Evaluation Exercises (15%, due 9/28):

This set of assignments consists of a number of worksheets and measurement problems from the real-world scenarios. They should be completed independently and uploaded to the Assignment by due date specified. The exercises questions and worksheet are located at the designated link under Module.

Final Evaluation Project (35%, due 4/26)

This assignment is intended to develop students' hands-on experience in learning program evaluation and measurement. Given the large percentage of the grade allocated to this project, it is strongly recommended that you start planning your project ahead of time.

Objectives:

- Gain in-depth knowledge on real world evaluation and measurement project,
- Apply models and methods covered in the course,
- Practice analytical and critical thinking.
- Plan and prepare for an evaluation project.

Requirements:

- Identify an HRD program in an organization and conduct an evaluation and measurement project. You may conduct any levels of evaluation per Kirkpatrick's taxonomy beyond level one. In other words, no reaction level evaluation will be accepted. Ideally, your project report is to be a service for a host organization or a community to improve the effectiveness of a learning-related program.
- To streamline the plan completion process, it consists of four components and one necessary appendix. It is recommended that students review their project scenario and strategy at their earliest convenience.
 - Component 1 (5%): (Real-world/Hypothetical) Scenario: Scope, Purpose, and evaluation question(s)
 - Component 2 (10%): Design A: Process, Design, Kirkpatrick's Levels
 - Component 3 (10%): Design B: Data, Analysis Approaches
 - Component 4 (5%): Evaluation Plan, Evaluation Process, Communication, and Report,
 - Appendix A (5%). one-page presentation slide, with necessary chart/figures; additional appendices such as surveys and interview transcripts are encouraged to follow Appendix A in sequential order
 - Writing structure and organization (5%): Should including references and citations
- The length of the project report should not exceed 20 pages all inclusive.

Late submissions will not be accepted.

Tentative Learning Agenda

Module & Schedule	Topics and Learning Objectives	Assigned Readings and Activities	Due Date
Module 1 1/12-1/18	Introduction: Defining Evaluation <ul style="list-style-type: none">• Self-introduction• Articulate the role of the HRD professionals in program evaluation• Define basic concepts in E&M• Discuss challenges and opportunities in program evaluation	RPJ: Chapters 1 & 3 WS: Wang & Spitzer	1/18 Module 1 Discussions
Module 2 1/19—2/8	Models & Frameworks <ol style="list-style-type: none">1. Specify various program evaluation and measurement models and frameworks2. Identify advantages and	RPJ: Chapters 3, 4, & 20 WS: Wang & Wang	Module 2 Discussion due 1/25 Discussion-1 2/1 Discussion-2

	disadvantages of current evaluation models and methods	Kirkpatrick's four articles	2/8 Critical reflection paper due
Module 3 2/9—3/1	Evaluation Scope and Process <ul style="list-style-type: none"> Define the scope of an evaluation project Specify the process of program evaluation Derive evaluation questions Differentiate evaluation questions from survey/interview question items. 	RPJ: Chapters 5, 17, 18 Wang & Wilcox	2/15: M3 Discussion-1 due 2/22: M3 Discussion-2 3/1: M3 Discussion-3 due.
Module 4 3/2—3/29 (Spring Break: 3/9—3/13 No scheduled activities)	Data Collection for E&M <ul style="list-style-type: none"> Design appropriate instruments in relation to evaluation questionnaire items for quantitative measurement Conduct interview as a tool for qualitative data collection Perform major data collection approaches to performance improvement and program evaluation. Develop conscious effort taking advantage of stepwise evaluation process. 	RPJ: Chapters 8—15.	3/8 M&E Exercises & M4 Discussion-1 due 3/22 M4 Discussion-2 due 3/29 M4 Discussion-3 due
Module 5 3/30—4/26	Integrating, Reporting, and Communicating E&M results <ul style="list-style-type: none"> Familiarize with analytical tool and methods for quantitative and qualitative data. Independently carry out an E&M project proposal or report as the final learning deliverable. Implement all steps and process planned for the project as learned throughout the course. Integrate and synthesize all conceptual and hands-on skills into the report. Present a professionally written communication report or proposal on an E&M project to relevant stakeholders. 	RPJ: Chapters 5, 6, & 16	4/5 M5 discussion-1 due 4/19 M5 discussion-2 due 4/26 Final Project Report due

*** Instructor reserves the right to revise the course outline and agenda.*

It is the student's responsibility to locate the additional readings listed. Please take this as opportunities for literature search. All reference articles should be available online at UT Tyler library's periodical locator unless indicated otherwise.

To locate a journal on UT Tyler online library, go to <http://library.uttyler.edu> click on "Journals by Title". Type in the journal title, e.g., *Advances in Developing Human Resources*, in the box and click on "search". Once the journal link come up, click on it will bring up a page asking for your Patriot ID and password. Completing this step will take you to that journal website. You may chose year/volume/issue and download articles in PDF format.

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.

Artificial Intelligence (AI) Statement and Policy

AI is an important tool in our lives today, however, it is not a substitute for your independent thought and should not be used to write papers. While AI tools can support your learning journey, they should not be utilized to generate or complete assignments. AI screening tools and plagiarism checkers will be utilized in this class to uphold academic honesty. Turnitin will report Similarity Index and AI Writing percentage as the results of the screening.

Requirements for All Assignments:

All assignments, unless specified otherwise, must contain a cover page (do not forget to put your name on the cover page), and be double-spaced with page numbers, and margins of 1" on all sides, in either Arial or Times New Roman 12 font size. All references must be consistent with APA 7th edition format (available at apastyle.org).

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

UT Tyler Honor Code

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

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 <http://www.utt Tyler.edu/about/campus-carry/index.php>

UT Tyler is 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.utt Tyler.edu/tobacco-free.

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.utt Tyler.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.

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.