

## HRD 5307 – Measurement and Evaluation in HRD/Technology Education

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**Office Hours:** Optional Office Hours: 7pm, Thursdays\*.

\* If the optional office hours do not fit your schedule, you can freely schedule a 30m Zoom meeting using the following page: <https://calendly.com/syoo87>

\* Zoom meetings in other time slots can be scheduled by request.

### Required Textbook:

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

**Note. RP:** UT Tyler's Robert R. Muntz Library (<http://library.uttyler.edu>) provides online access to the main textbook (RP) for this course.

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

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

- Discuss trends in workforce development.
- Define the principles and interventions of workforce and organization development.
- Define the employee engagement framework used by organization development practitioners.
- Gather and analyze data used for analysis in an organizational system and its influence on workforce performance improvement and other OD initiatives.
- Prepare written analyses of organizations, as presented in case studies.
- Document conclusions on which interventions should be applied in case studies and the methodology to be used in making these organizational changes.

### Course Structure:

- This course is conducted entirely online using the Canvas platform. It follows a modular format to help you effectively manage your time and efforts. It is self-paced, with all materials available at the start of the course. Nonetheless, students are required to progress through the modules according to the instructor's designated course structure.
- Refer to the course schedule below. The class textbook, discussion boards, quizzes, and critiques are used to enhance your understanding and assist you in applying learned knowledge.

**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 deadline. The possible points for each assignment are as follows:

<b>Online Discussion Forum (30%)</b>	30%
<b>Critical Reflection Assignments (30%)</b>	
- Critical Reflection Part I	15%
- Critical Reflection Part II	15%
<b>Final Evaluation Project (40%)</b>	40%
<b>Course Total</b>	100%

**Online Discussion Forum (30%):** 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 incur a 10% penalty for each full or partial day of delay.*

- 3-5 rule:** Students will need to provide replies to **three or more discussion topics** per each forum, with a minimum of **five sentences** 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.
- Bonus points:** Peer responses to classmates’ postings will be counted as activities that will be added to bonus points that will be added to the Online Discussion Forum credit. For bonus points, the instructor will only count the responses that extend or support classmates’ postings. Responses such as “I agree” or “disagree” or simplistic peer responses do not “extend or support” the classroom dialogue.

**Critical Reflection Assignments (30%):** This assignment is designed for students’ self-directed learning regarding the subject of program evaluation and analysis. **Please review and follow the detailed instructions on the assignment pages on Canvas carefully.** *Late submissions will be penalized by 10% for any full or partial day late.*

- Critical Reflection Part I (15%)** – Critical review of a peer-reviewed publication
  - The objectives include 1) conducting research-oriented learning, 2) practicing analytical and critical thinking, 3) understanding HRD program evaluation theories and/or practices.
  - Critical reflection on a peer-reviewed publication provided by an instructor.
  - Articles are listed in the assignment page on Canvas.
- Critical Reflection Part II (15%)** - New Evaluation Approach Search
  - This assignment is designed to encourage exploration and critical evaluation of innovative approaches within the Measurement and Evaluation field. The goal is to deepen your understanding of emerging techniques, tools, and methodologies utilized to assess performance, effectiveness, and impact across diverse domains.
  - 1+1 rule:** Submit an article to introduce a new evaluation approach that could apply to program evaluations, with a one-page summary and reflection of the selected article.
    - Please do not select an article from general or commercial websites.
  - An article has to be published in a **peer-reviewed journal, practitioner’s journal** (e.g., Harvard Business Review), or **business-focused newspaper** (e.g., The Wall Street Journal)

**Final Evaluation Project (40%):** This assignment is intended to develop students' hands-on experience in learning HRD/TECH program evaluation. 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.

- Identify an HRD/TECH 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. While project sharing before submission is not required, students can contact the instructor to address uncertainties within each component. It is recommended that students review their project scenario at their earliest convenience.
  - 1) Component 1 (10/100): (Real-world/Hypothetical) Scenario: Scope, Purpose
  - 2) Component 2 (30/100): Design A: Process, Design, Kirkpatrick's Levels Component
  - 3) Component 3 (30/100): Design B: Data, Analysis Process
  - 4) Component 4 (15/100): Communication, Report, Evaluation Plan
  - 5) Appendix (one-page reflection) (10/100)
  - 6) Paper (professional) Structure (5/100)
- The final paper should include these components in a cohesive format, with a one-page reflection included as an appendix. Additional appendices, such as questionnaire surveys, are permissible if needed.
- **Late submissions will not be accepted.**
- ***Contents outline guide and detailed instructions are provided on Canvas. Please carefully review and follow the detailed instructions on Canvas.***

**Grading scale:** Students will be evaluated based on the grading scale below.

A	90% - 100%
B	80% - 89.9%
C	70% - 79.9%
D	60% - 69.9%
F	≤ 59.9%

Note: Final grades will not be rounded or adjusted based on proximity to these cut-off points.

**Modules/major topics studied:**

Module	Weeks	Topics/Assigned Readings	RP Chapters	Assignment Due
1	W1: 5/13 ~ 5/18	Introduction	Ch. 1	Discussion#1
2	W2-3 :5/19 ~ 6/1	Models and Theories	Ch. 3, Ch. 17	Discussion#2
3	W4-5: 6/2 ~ 6/15	Scope and Process	Ch. 5, Ch. 15	Discussion#3
4	W6-7: 6/16 ~ 6/29	Design and Data Collection Methods	Ch. 6, Ch. 7, Ch. 12	Discussion#4
5	W8-9: 6/30 ~ 7/13	Types of Data	Ch. 8, Ch. 9, Ch. 10, Ch. 11	Discussion#5 CR#1
6	W10-11: 7/14 ~ 7/27	Data Analysis and New Approaches	Ch. 13	Discussion#6
7	W12: 7/28 ~ 8/3	Communicating, Reporting and Evaluating	Ch. 14, Ch. 16	Discussion#7 CR#2
	W13: 8/4 ~ 8/10	<b>Final Week</b>		Final Project

**Note.** Additional required and optional readings for each module will be presented on Canvas;

*CR indicates Critical Reflection*

**Disclaimer.** Course schedule is subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

**University Policies and Information Highlights\*:****Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

**Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) (Links to an external site.) in the Student Manual Of Operating Procedures (Section 8).

**COVID Guidance**

- **Information for Classrooms and Laboratories:** It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing, and vaccinations, which have proven to be

successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#) (Links to an external site.)). Please work with your faculty members to maintain coursework and please consult [existing campus resources](#) (Links to an external site.) for support.

**\*You can find the details of university policies in the following areas in the “University Policies and Information” page on the class Canvas site.**

- Withdrawing from Class
- Incomplete Grade Policy
- Grade Appeal Policy
- Disability/Accessibility Services
- Military Affiliated Students
- FERPA
- Absence for Official University Events or Activities
- Absence for Religious Holidays
- Campus Carry