Course Change Request

Date Submitted: 02/01/18 4:01 pm

Viewing: EHRD 618: Evaluation Models in Human Resource Development

Last edit: 02/02/18 10:30 am
Changes proposed by: ksmith

Catalog Pages referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit Other

Explain other rationale

Requesting approval to teach this course in a non-traditional format.

Course prefix  EHRD  
Department  Educ Admn & Human Resource Dev  
College/School  Education & Human Development  
Academic Level  Graduate  
Academic Level (alternate)  Undergraduate  
Effective term  2018-2019  

Complete Course Title  Evaluation Models in Human Resource Development  
Abbreviated Course Title  EVALUATION MODELS IN HRD  

Catalog course description
Providing instruction, insights, and learning experiences regarding educational human resource development applications and relationships among five leading types of evaluation: needs assessment, program design/delivery, performance outcomes, impact assessment, and efficiency/ROI.

Prerequisites and Restrictions
Concurrent Enrollment  No  
Should catalog prerequisites /
Concurrent enrollment be enforced? No
Crosslisted With No
Stacked With No

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
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<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>3</td>
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<tr>
<td>Contact Hour(s) (per week):</td>
<td>3</td>
</tr>
<tr>
<td>Lecture:</td>
<td>0</td>
</tr>
<tr>
<td>Lab:</td>
<td>0</td>
</tr>
<tr>
<td>Other:</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
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</table>

Repeatable for credit? No
Three-peat? No
CIP/Fund Code 1313200004
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

EHRD 618 is a full traditional semester length course delivered online. The course provides instruction, insights, and learning experiences regarding educational human resource development applications of and relationships among five leading types of evaluation: needs assessment, program design/delivery, performance outcomes, impact assessment, and efficiency/ROI. The course and reading content and learning activities are of the same amount, level and rigor as they are in a conventionally delivered course. Students are required to read and write threaded discussion posts about the content on a weekly basis. Students are not only required to learn about the subject through reading, but are also required to develop and conduct an evaluation assessment with a real-life training program. They are required to submit deliverables through weekly learning activities that also demonstrate learning outcomes for the course, including developing an evaluation plan, collecting and analyzing data, and actively participating in discussion threads within learning modules. In addition, they have to reflect and readings and provide critique and share those critiques with their colleagues. These semester long activities and evaluation project requires them to apply evaluation design models.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Students are expected to read and complete learning activities on a weekly basis. Full class dialogue threads and asynchronous discussions, as well as small group synchronous meetings, are also required of the students to earn full participation points and to present projects and papers. Student/student interaction in the course occurs through weekly discussion session online, through group work, and through the required group presentations to the whole class. The course meets contact hour requirements through each of these avenues of facilitating learner interactions throughout the semester.

Will this course be taught as a distance education course? Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [EHRD 618 Syllabus Fall 2017_8_24_17_Final.pdf]

Letters of support or other documentation No

Additional information

Reviewer Comments

Reported to state? No

Key: 4963
# SYLLABUS* – EHRD 618
## Evaluation Methods in HRD

<table>
<thead>
<tr>
<th>Program:</th>
<th>HUMAN RESOURCE DEVELOPMENT</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>Evaluation Models in Human Resource Development</td>
</tr>
<tr>
<td>Title:</td>
<td>EHRD 618</td>
</tr>
<tr>
<td>Term:</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Meeting:</td>
<td>Online: e-campus</td>
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</table>

## Catalog Description
Providing instruction, insights, and learning experiences regarding educational human resource development applications of and relationships among five leading types of evaluation: needs assessment, program design/delivery, performance outcomes, impact assessment, and efficiency/ROI

**Prerequisite:** Graduate Standing

## Professor/Instructor:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Khalil M. dirani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:dirani@tamu.edu">dirani@tamu.edu</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>979-854-5356</td>
</tr>
<tr>
<td>Fax:</td>
<td>979-862-4347</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>545 Harrington Tower</td>
</tr>
<tr>
<td>Graduate Assistants:</td>
<td>Amin alizadeh (<a href="mailto:ameen59@tamu.edu">ameen59@tamu.edu</a>)</td>
</tr>
</tbody>
</table>

## The Learning Objectives of the Course
Upon successful completion of this course, students will be able to:

1. Compare one’s definition of evaluation to other definitions given in the literature
2. Justify the need for evaluation in organizations
3. Compare evaluation and research
4. Explain the main differences between formative and summative evaluation

EHRD 618/Fall 2016
This course Syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
5. Manage conflict resulting from the politics of evaluation
6. Appreciate the role of ethics in evaluation
7. Describe the evolution of evaluation in organizations
8. Evaluate learning, performance, and change initiatives in organizations
9. Design and implement evaluation in organizations
10. Explain the main components of Kirkpatrick’s model of evaluation
11. Describe data collection methods in evaluation
12. Explain the sampling approaches used in evaluation
13. Analyze evaluation data using qualitative and quantitative techniques
14. Communicate and report evaluation activities in organizations

**Relationship to Knowledge Base:**
Advanced Preparation

**Goal:**
This course is designed to provide students with positive attitudes, knowledge, and skills concerning evaluation in organizations.

**Required Text**

**Recommended Books:**

**Recommended Journal Articles**

*This course Syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*


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**Course Content:**

1. Defining evaluation
2. Research versus evaluation
3. Why evaluate
4. Formative evaluation
5. Summative evaluation
6. The logic of evaluation
7. The evolution of evaluation
8. Evaluating learning performance and change initiatives
9. Evaluation model
10. The politics and ethics of evaluation
11. Focusing the evaluation
12. Selecting an evaluation design
13. Choosing data collection methods
14. Sampling
15. Analyzing evaluation data
16. Qualitative and quantitative approaches to data analysis
17. Communicating and reporting evaluation activities

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**Graded Requirements**

**Grading Scale:**

- 90 - 100 points = A
- 80 - 89 points = B
- 70 - 79 points = C
- 60 - 69 points = D
- Below 60 = F
### Learning Opportunities

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation/Discussion</strong></td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Article Review (Individual)</strong></td>
<td>30 points</td>
</tr>
<tr>
<td>Article 1</td>
<td>10</td>
</tr>
<tr>
<td>Article 2</td>
<td>10</td>
</tr>
<tr>
<td>Article 3</td>
<td>10</td>
</tr>
<tr>
<td><strong>Group Project</strong></td>
<td>50 points</td>
</tr>
<tr>
<td>Part I</td>
<td>8</td>
</tr>
<tr>
<td>Part II</td>
<td>8</td>
</tr>
<tr>
<td>Part III</td>
<td>8</td>
</tr>
<tr>
<td>Part IV</td>
<td>8</td>
</tr>
<tr>
<td>Final Project (All Parts + Presentation Slides)</td>
<td>18 (All parts = 8 points; PPT Slides = 10 points)</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>

### Detailed Course Learning Opportunities

The three main learning outcomes for this course include:
1. Ongoing Participation/Discussion
2. Individual Article Reviews
3. Group Project

### Ongoing participation/Discussions (20 Points; 5 points per module)
Your participation grade depends on the following:
- Completing assigned readings on time
- Substantive contributions to the course, discussions, and learning activities. **Substantive contributions mean at least 2-3 contributions (showing clear understanding of course readings, reflecting on other posts, additional readings, etc…) per week.**

### #1 Grading Rubric—Participation

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
<th>Actual</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Participation</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularity and timeliness of contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance of contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Individual Article Review (30 Points total; 10 points per review)
Individually, you need to choose an article from a refereed journal focusing on the topic being covered in a specific module and write a reflection/critique about that article. The reflection should be 300-400 words and should include the following:

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EHRD 618/Fall 2016
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Section 1: Rationale for choosing the article

Article 1 (10 points, due 9/22)
Choose an article from a refereed journal focusing on the topics being covered/related to any chapter from Module 1 readings (Chapters 1-4 Russ-Eft Textbook)

Article 2 (10 points, due 10/20)
Choose an article from a refereed journal focusing on the topics being covered/related to any chapter from Module 2 readings (Chapters 5-7 Russ-Eft Textbook)

Article 3 (10 points, due 11/17)
Choose an article from a refereed journal focusing on the topics being covered/related to any chapter from Module 3 readings (Chapters 8-11 Russ-Eft Textbook)

#2 Grading Rubric—Individual Article Review

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
<th>Actual</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Section 1:</em> Rationale for Choosing the Article</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Section 2:</em> Rigor of the Critique of the Article</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Section 3:</em> References and APA Formatting</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

Group Project (50 points total)

This group project requires students to collaborate with each other and identify a program or an organization to evaluate. The instructor will divide the class into groups of 3-4 students and based on knowledge acquired in this course, you are required to complete the evaluation by the end of the semester.

The final project will be a compilation of four parts that each group is required to complete during the course.

Steps for Conducting Evaluation

Part I (Project Description, 8 points, Due 9/15)
Part I of the project requires each to identify an organization/program evaluate. As a group you need to provide:
1. Overview of the organization
2. Identify the key objectives of the program/organization
3. Develop key questions/purpose of the evaluation

Part II (Logic Model, 8 points, Due 10/06)
Use the logic model learned in this course to carry out your evaluation. Pay attention to the following key questions.
1. What are the main inputs of the program or organization?
2. What are the activities and who participates in these activities? (Outputs)
3. What are the short term, medium term and long-term impacts (outcomes) of the program or organization you are evaluating?
Part III (Methodology, 8 points, Due 11/03)
Describe your data collection and data analysis procedure:
1. Decide whether to use quantitative, qualitative or mixed methods to conduct your evaluation.
2. Identify the instruments for data collection. Questionnaires, Interview questions, observation forms, data recording forms, focus group discussion guide questions.
3. Decide on data collection procedures. This being a class project you do not require IRB. The data collected will not be published.

Part IV (Results, 8 points, Due 12/01)
In this part you need to:
1. Collect and analyze data
2. Report findings
3. Discuss findings/results

Final (18 points, Due 12/08)
The final project consists of two deliverables. First, you need to write the evaluation report (Based on parts I, II, III, & IV). And second, you need to present (a PPT Slide Presentation) to your colleagues. Both parts are due on or before December 09.

A- Evaluation Report (8 points, Due 12/08)
Your Report should take the following format:
- Title of the project
- Executive Summary (One page)
- Project Description
  - Introduction
  - Purpose of the evaluation
  - Key questions
- Logic Model of Evaluation (apply this model to your situation)
  - Inputs
  - Outputs
  - Outcomes/Impact
- Methodology
  - Population
  - Sample
  - Data Collection instruments
  - Data collection procedures
  - Data Analysis
- Results
  - Interpretation of Results
  - Implications
    - Conclusions
    - Recommendations
    - References (APA 6th edition)

B- PPT Presentation (10 points, Due 12/08)
You need to provide a PPT Slide presentation (NO MORE THAN 10 SLIDES). This presentation needs to be recorded and uploaded to the presentation discussion board by the due date. One or more group members could record the presentation. One presentation per group is required to be uploaded.
**Syllabus Change**

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

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**Faculty Senate Statement on Plagiarism and Aggie Code of Honor**

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

> “An Aggie does not lie, cheat, or steal nor tolerate those who do.”

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at [http://student-rules.tamu.edu](http://student-rules.tamu.edu). Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System ([http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)).

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**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.
**Sexual Harassment**

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at [http://rules.tamu.edu/rules/300/340199ml.htm](http://rules.tamu.edu/rules/300/340199ml.htm) for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

**Classroom Behavior**

Appropriate behavior and [online](https://www.example.com) etiquette is expected of the instructor and all students. Inappropriate and disruptive comments (inappropriate language, disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in disciplinary action as per the student handbook.

**Course Resources**

- University library
- Professor’s library

**On-Line Resources**

American Evaluation Association sources

2. AEA Venture and Endorsement Guidelines

Kirkpatrick Model

1. [http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm](http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm)

Why Evaluate

4. [http://managementhelp.org/evaluatn/evaluatn.htm](http://managementhelp.org/evaluatn/evaluatn.htm)

How to plan an evaluation

EHRD 618/Fall 2016

This course Syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Selecting priority evaluation questions


Selecting the questions for your evaluation


Methods of Data Collection for Evaluation

## Course Schedule

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Lesson Topic and Learning Objectives -</th>
<th>Resources</th>
<th>Assessment Due</th>
</tr>
</thead>
</table>
| Module 1      | • Defining Program Evaluation          | Russ-Eft Ch 1-4 | • Introductions  
                                           • Evolution of Evaluation  
                                           • Evaluating Learning, Performance, and Change Ethics in Evaluation  
                                           • Ethics in Evaluation | |
| Aug. 28 – Sept. 22 | • Introduction  
                                           • Group Formation  
                                           • Article Review 1 due – 9/22  
                                           Choose an article from a refereed journal focusing on the topic being covered  
                                           • Project – Submit Part I of your Group Project (Due 9/15) | |
| Module 2      | • Focusing the Evaluation              | Russ-Eft Ch 5-7 Skim through Ch. 8-11 Logic Model Guidelines | • Article Review 2 due – 10/20  
                                           Choose an article from a refereed journal focusing on the topic being covered  
                                           • Project – Submit Part II of your Group project (Due 10/06) | |
| Sept. 23 – Oct. 20 | • Selecting an Evaluation Design  
                                           • Choosing Data Collection Method | |
| Module 3      | • Observations                         | Russ-Eft Ch 8-13 | • Article Review 3 due – 11/17  
                                           Choose an article from a refereed journal focusing on the topic being covered  
                                           • Project – Submit Part III of your Group project (Due 11/06) | |
| Oct. 21 – Nov. 17 | • Archival Data  
                                           • Surveys and Questionnaires  
                                           • Individual and Focus Group Interviews  
                                           • Sampling | |
| Module 4      | • Analyzing Evaluation Data            | Russ-Eft Ch 14, 15 | • Project – Submit Part IV of your Group project (Due 12/01)  
                                           • Submit Course Presentation (Due 12/08)  
                                           • Final Course Report (Due 12/08)  
                                           • Submit Team Peer Evaluation (Due 12/8) | |
| Nov. 18 – Dec. 8 | • Communicating and Reporting Evaluation Activities and Findings  
                                           • Work on final project  
                                           • Work on final presentation  
                                           • Complete Team Evaluation | |
| Dec 8         | All Assignments are Due by Midnight.   | 