

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND HUMAN RESOURCE DEVELOPMENT

I. Program: HUMAN RESOURCE DEVELOPMENT

Course Number and Title: EHRD 618 Evaluation Models in Human Resource Development

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

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II. Relationship to Knowledge Base: Advanced Preparation

III. Goal

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

VI. 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
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

V. 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

VI. Assignments, Evaluation and Grading

Assignments	Points Possible	% of Total Points	Due Date
Article Review 1	20 points	4%	1/18/08
Article Review 2	20 points	4%	1/25/08
Quiz 1 – Measures learning objectives of lessons 1-3. Covers Lessons 1-3 and content from power points and book chapters indicated in the lessons	100 points	7.5%	2/02/08
Quiz 2 - Measures learning objectives of lessons 4 and 5. Covers Lessons 4 and 5 and content from power points and book chapters indicated in the lessons	100 points	7.5%	2/08/08
Article Review 3	20 points	4%	2/22/08
Quiz 3 - Measures learning objectives of lessons 6 and 7. Covers Lessons 6 and 7 and content from power points and book chapters indicated in the lessons	100 points	7.5%	2/27/08
Article Review 4	20	4%	3/07/08
Quiz 4 - Measures learning objectives of lessons 8 and 9. Covers Lessons 8 and 9 and content from power points and book chapters indicated in the lessons	100 points	7.5%	3/14/04
Article Review 5	20	4%	3/28/08
Final Evaluation Field Project	100 points	50%	April 25
Totals	600 points	100%	
All Assignments due			May 2, 2008

Final Course Project (100 points)

Based on knowledge acquired in this course, you are required to identify a program or an organization to evaluate.

Steps for Conducting Evaluation

1. Identify the key objectives of the program or the organization and develop key questions.
2. Use the logic model learned in this course to carry out your evaluation. Pay attention to the following key questions.

What are the main inputs of the program or organization?

What are the activities and who participates in these activities? (Outputs)

What are the short term, medium term and long-term impacts (outcomes) of the program or organization you are evaluating?
3. Decide whether to use quantitative, qualitative or mixed methods to conduct your evaluation.
4. Identify the instruments for data collection. Questionnaires, Interview questions, observation forms, data recording forms, focus group discussion guide questions.
5. Decide on data collection procedures. This being a class project you do not require IRB. The data collected will not be published.
6. Collect and analyze data.
7. Write the evaluation report and submit it on or before April 25, 2008.

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

Recommendations and conclusion

References (APA 5th edition)

Grading Scale:

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

VII. 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.

VIII. 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>. 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/>).

VIII 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.

IX 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> 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.

X. Classroom Behavior

Appropriate behavior and **online** 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.

XI. Course Resources

University library
Professor's library

XII. Research Base

Required Text

Russ-Eft, D., & Preskill, H. (2001). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. Cambridge, MA: Perseus Publishing.

Non-Text Reference

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage. Thousand Oaks, CA: Sage.

Fitzpatrick, J., Sanders, J., & Worthen, B. (2004) *Program evaluation: Alternative approaches and practical guidelines*. NY: Longman.

Preskill, H. & Torres, R. T. (1999). *Evaluative inquiry for learning organizations*. Thousand Oaks, CA: Sage.

Rossi, P. H., Lipsey, M. W., & Rossi, P. H. (2004). *Evaluation: A systematic approach* (7th Ed). London: Sage Publications.

Journal and Conference Proceedings Articles

Bledsoe, K. L., & Graham, J. A. (2005). The use of multiple evaluation approaches in program evaluation. *American Journal of Evaluation*, 26(3), 302-319.

Chavis, D. (2004). Looking the enemy in the eye: Gazing into the mirror of evaluation practice. *The Evaluation Exchange*, 9, 8-9.

- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3rd Ed.). Boston: Pearson Education, Inc.
- Hamm, R. (1988). Educational evaluation. Theory and a working model. *Education*, 108(3), 404-408.
- Holton, E. F., III. (1996). The flawed four-level evaluation model. *Human Resource Development Quarterly*, 7(1), 5-21.
- Kirkpatrick, D. L. (1996). Reaction to Holton article. *Human Resource Development Quarterly*, 7, 23-25.
- Kirkpatrick, D. L. (1998). *Evaluating training programs: The four levels* (2nd Ed.). San Francisco: Berrett-Koehler.
- Morris, M. (1999). Research on evaluation ethics: What have we learned and why is it important? *New Directions for Evaluation*, 82, p. 15-25.
- Preskill, H. & Russ-Eft, D. (2006). Using a systems model to focus an evaluation: From theory to practice. In F. M. Nafukho and Hsin-Chih Chen (Eds.), *2006 Academy of Human Resource Development Proceedings* (pp. 16-22). Bowling Green, OH: Academy of Human Resource Development.
- Russ-Eft, D., Preskill, H. (2005). In search of the holy grail: Return on investment evaluation in human resource development. *Advances in Developing Human Resources*, 7(1), 71-85.
- Scriven, M. (1995). The logic of evaluation and evaluation practice. *New Directions for Evaluation*, 68, 49-70.
- Scriven, M. (1997). Minimalist theory: The least theory that practice requires. *American Journal of Evaluation*, 19(1), 575-604

On-Line Resources

American Evaluation Association sources

1. <http://www.eval.org/>
2. [AEA Venture and Endorsement Guidelines](#)
3. [AEA Policies and Procedures Manual](#) <http://www.eval.org/aea100103.pp.pdf>

Kirkpatrick Model

- <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>
<http://www.businessballs.com/trainingprogramevaluation.htm>
<http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

Why Evaluate

<http://www.lts.rmit.edu.au/renewal/evaluate/table1.htm>

How to plan an evaluation

<http://www.lts.rmit.edu.au/renewal/evaluate/table2.htm>

Selecting the questions for your evaluation

<http://www.lts.rmit.edu.au/renewal/evaluate/table3.htm>

Methods of Data Collection for Evaluation

<http://www.lts.rmit.edu.au/renewal/evaluate/table4.htm>

Return on Investment (ROI)

ROI for learning activity <http://www.learnativity.com/roi-learning.html>

Course Schedule

Week and Date	Lesson Topic and Learning Objectives -	Resources	Assignment Due
Week 1 1/14– 1/18	<p>Lesson 1: Defining Program Evaluation</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of evaluation and its usefulness to organizations 2. Compare your definition of evaluation to the definitions in the text and other reference materials provided 3. Discuss the main differences between evaluation and research. 4. Discuss evaluation quality as it relates to purposes of evaluation 5. Describe the main issues involved in formative and summative evaluation 6. Discuss the main limitations of evaluation 	<p>Power points provided</p> <p>Chapter 1 pp. 3-38 of the main text book</p>	<p>Article Review 1 due – 1/18/08</p> <p>Choose an article from a refereed journal focusing on the topic being covered</p>
Week 2 1/21 – 1/25	<p>Lesson 2: Evaluation Models</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain the main components of the logic model of evaluation as presented in this class 2. Discuss how the input, output and outcomes components of evaluation determine the program performance of a specific program 3. Evaluate the strengths and limitations of objective-oriented approach of evaluation processes 4. Describe the main characteristics of goal free evaluation 5. Evaluate the strengths and limitations of consumer-oriented evaluation approach 6. Discuss the main components of Kirkpatrick's four levels of evaluation 	<p>Power points provided</p> <p>Chapter: 2 - The evolution of evaluation pp. 39-62</p> <p>Chapter 3 - Evaluating learning, performance and change initiatives pp. 63-87</p>	<p>Article Review 2 due – 1/25/08</p> <p>Choose an article from a refereed journal focusing on the topic being covered</p>
Week 3 1/28 – 2/1	<p>Lesson 3: Ethics in Evaluation</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Describe the ethical principles adopted by the American Evaluation Association 2. Explain the guiding principles for evaluators 3. Explain why people should be treated ethically in the evaluation process 4. Explain why Institutional Review Board should be contacted before the evaluation process commences 5. Describe the importance of the validity of the evaluation process 6. Compare the evaluation procedures of several benchmark institutions 	<p>Power points provided, Main text, American Evaluation Association website provided</p>	<p>Quiz 1 due – 2/1/08</p> <p>Covers Lessons 1-3 and content from power points and book chapters indicated in the lessons</p>
Week 4 2/4 – 2/8	<p>Lesson 4: Ethics in Evaluation (Cont.)</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Justify the need for standards and integrity in the evaluation process 2. Explain the various procedures of protecting people in evaluation 3. Identify unintentional breaches likely to occur in the evaluation processes 4. Describe why role conflicts is an issue in evaluation 5. Discuss why evaluators should ensure integrity in their work 6. Synthesize the negative side effects of evaluation 	<p>Power point slides provided</p> <p>Chapter 4 pp. 110- 126</p>	<p>Quiz 2 due – 2/8/08</p> <p>Covers Lessons 4 and 5 and content from power points and book chapters indicated in the lessons</p>

	7. Discuss the main issues to avoid in the reporting of evaluation results while maintaining integrity		
Week 5 2/11 – 2/15	<p>Lesson 5: Conducting Evaluation</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain why an evaluator needs to have a theoretical premise of the program to be evaluated 2. Justify the value of logic models in evaluation 3. Describe using relevant examples what are the main variables in the input stage of the logic model 4. Describe using relevant examples what are the main variables in the output stage of the logic model 5. Describe using relevant examples what the main variables in the impact/outcome stage of the logic model 	<p>Power point slides provided</p> <p>Chapter 5 - Focusing the evaluation, pp. 127 -146</p> <p>Chapter 6 - Selecting an evaluating design, pp. 147-176</p>	
Week 6 2/18 – 2/22	<p>Lesson 6: Evaluation Orientations</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Describe the main characteristics of management oriented evaluation 2. Make an analysis of how the Context, Input, Process and Product (CIPP) Model of evaluation functions 3. Identify five features of Sufflebeam's design for evaluation and discuss what is involved in each step 4. Compare the UCLA and the CIPP models of evaluation Describe the main characteristics of expertise oriented evaluation 5. Describe the main characteristics of participant-oriented evaluation Justify why evaluators need to know stake's countenance Frame work 6. Explain the main strengths and limitations of naturalistic evaluation, utilization focused evaluation, empowerment evaluation, and participatory evaluation 	Power point slides provided	Article Review 3due – 2/25/08 Choose an article from a refereed journal focusing on the topic being covered
Week 7 2/25 – 2/29	<p>Lesson 7: Quantitative Evaluation Strategy</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Define important sampling terms including: target population, accessible population, stratum, sampling unit, frame, sample, drawn sample, delivered sample, and census 2. Explain the differences between non-probability and probability samples 3. Discuss the strengths of probability samples 4. Discuss the factors that influence the sample size of a study 	<p>Power point slides</p> <p>Chapter 7 choosing data collection methods, pp. 177-196</p> <p>Chapter 9 Survey and questionnaires pp. 225-268</p>	Quiz 3due – 2/15/08 Covers Lessons 6 and 7 and content from power points and book chapters indicated in the lessons
Week 8 3/3 – 3/7	<p>Lesson 8: Population and Sample issues in quantitative evaluation</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Define important sampling terms including: target population, accessible population, stratum, sampling unit, frame, sample, drawn sample, delivered sample, and census 2. Justify the reasons why an evaluator needs a sample instead of studying the entire population 	<p>Power point slides provided</p> <p>Chapter 11 Sampling pp. 301 - 312</p>	Article Review 4 due – 3/14/08 Choose an article from a refereed journal focusing on the topic being covered
Week 9 3/10 – 3/14	<p>Lesson 9: Characteristics of Measuring Instruments</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain why evaluators need to ensure that they have valid and reliable instruments for data collection 2. Describe the various types of measuring instruments used for data collection and why evaluators may need to use a combination of instruments to collect 	<p>Power point slides provided</p> <p>Chapter 9 Surveys and Questions, pp. 225- 269</p>	Quiz 4due – 3/17/08 Covers Lessons 8 and 9 and content from power points

	<p>data</p> <p>3. Explain the causes of measurement error in the instruments used for data collection and how measurement error could be minimized.</p>		and book chapters indicated in the lessons
<p>Week 10 3/17 – 3/21</p>	<p>Lesson 10: Using qualitative methods to evaluate programs</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain the goals of qualitative methods of evaluation 2. Describe the main differences between qualitative and quantitative methods of program evaluation 3. Justify why evaluators may need to use mixed methods of evaluation 	<p>Power point slides provided</p> <p>Chapter 10 Individual and Focus Group Interviews, pp. 269 - 300</p>	<p>Spring Break March 20-21</p>
<p>Week 11 3/24 – 3/28</p>	<p>Lesson 11: Importance of Data Analysis</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the role of statistics in research 2. Describe the various types of scales of measurement and explain the value of understanding scales of measurement in data analysis 3. Discuss the strengths of probability samples 4. Discuss the factors that influence the sample size of a study 	<p>Power point slides Chapter 12 Analyzing Evaluation, pp. 313 - 346</p>	<p>Article Review 5due – 4/4/08 Choose an article from a refereed journal focusing on the topic being covered</p>
<p>Week 12 4/1 – 4/4</p>	<p>Lesson 12: Analyzing Survey Data</p> <p>By the end of the lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Justify the basis for selecting a specific measure of relationships in evaluation studies 2. Describe the procedures that should be followed in data analysis 3. List the issues that should be considered in preparing a code book 4. Analyze and interpret data using descriptive and inferential statistics 	<p>Power point slides provided</p> <p>Chapter 12 Analyzing Evaluation, pp. 313 - 346</p>	
<p>Week 13 4/7 – 4/11</p>	<p>Work on the final project</p>	<p>Literature in refereed journals</p> <p>Feedback from instructor</p>	
<p>Week 14 4/14 – 4/18</p>	<p>Work on the final project</p>	<p>Literature in refereed journals</p> <p>Feedback from instructor</p>	
<p>Week 15 4/21 – 4/25</p>	<p>Work on the final project</p>	<p>Literature in refereed journals</p> <p>Feedback from instructor</p>	<p>Final Course Project 4/25/08</p>
<p>Week 16 4/28 – 5/2</p>		<p>Literature in refereed journals</p> <p>Feedback from instructor</p>	<p>All assignments due</p>