

Oakland University, Human Resource Development
HRD 6030 Program Evaluation, Winter 2017, four credits
Monday 6:30 - 9:50 p.m. 208 Pawley Hall

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Text Books

- Evaluating Training Programs, The Four Levels of Evaluation, 3rd Edition, Donald Kirkpatrick. Berrett-Koehler Publishers, Inc., 2006 ISBN 57675-348-4
- The Success Case Method, Robert O. Brinkerhoff, Berrett-Koehler Publishers, 2002 ISBN 9781576751855
- Recommended: High Impact Learning, Brinkerhoff, Robert O. and Apking, Anne M Perseus, 2001, ISBN 0738205389

Course Description

This is an experiential learning course. The course addresses practical issues encountered by learning and development professionals as they design and implement processes to evaluate learning transfer, and impact of learning interventions. Students learn theories, methods, and tools for evaluating individual and organizational benefits of learning interventions. The schedule is on the last page of the syllabus.

Major topics of the course:

1. The problem of training transfer
2. Kirkpatrick's four level evaluation model
3. The Success Case Method of evaluation
4. Conducting an actual evaluation project as a team
5. Assessing outcomes of learning interventions
6. Assessing long-term sustainability and application of learning
7. Evaluating individual and organizational benefits from learning interventions

Course Requirements

Students are required to contribute to, and complete the following items. Each item is followed by the amount the item contributes to the final grade.

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| • Online Discussions | 20% |
| • Experiential Transfer of Learning Project, team product | 20% |
| • Transfer of Learning project, individual contribution | 40% |
| • Summary of Learning Paper | 20% |

On-Line Discussions of Readings Questions

The on-line discussion augments classroom discussions. The purpose is to gain knowledge through the exchange of ideas about the application of course concepts. Please follow this process for each question:

1. Post your initial response to the original discussion question. You must post your initial response before you can see or respond to others. Do not delete the initial question or add new questions within a question or it gets to complicated. Do not attach your comments as you may have done for other online courses. The fewer clicks required for all to read your comments, the better.
2. Initial posts for every question are due by the due date in the schedule.
3. Make specific references to the readings, cite page numbers, and provide quotes, when appropriate in your initial posts.
4. Post comments in response to at least one other student for every question assigned for that week, by the due date in the schedule. Discussions are reviewed, clarified and expanded during the next class meetings.
5. Your response to each question should be substantive, providing a perspective based on your reading, knowledge, and experience. No “drive by” last minute comments will receive credit. If your comments could be made without reading the material and/or if what you say is true but does not relate to the question, you should revise them before posting.

Evaluation of online discussions. Four discussion questions will be selected at random for grading. Each is worth 5 points for a total of 20 points

Evaluation of Transfer of Learning Project

Students will work together as one professional consulting team to design and complete an actual evaluation of a training conducted at the “client” organization. The client this semester is Trinity Health. This is a group project and relies heavily on clear roles and processes, excellent teamwork, and project management skills, as do virtually all workplace learning and performance improvement projects.

Team roles and responsibilities for the project are based on individual competencies, preferences, demands of the project, and the instructor's assessment of best fit. For example, some students may be very good at interviewing or survey design, while others may be more adept at data analysis and report writing. Still others may excel at team leadership and group facilitation. Consequently, there will be group decisions about roles and processes for completing the project. Students also contribute to developing the team performance standards for the project.

Journal - Students will keep a journal containing a log of their actions and results, using the STAR model, (Situation/Task, Action, Result) during the course of the semester. Entries should be made as the actions occur, but no less than once per week. This journal will be an appendix in the Transfer of Learning Paper.

The instructor's role is a blend of subject matter resource, client liaison, learning facilitator, coach, and editor. Students primarily function as a self-directed team to complete the evaluation. Team members may be assigned several roles over the course of the project and find that roles shift as the project unfolds. Each project is unique, as is the number of team members and the diversity of talents.

A basic overview of steps to complete the project is described below. It is a guide for initial project planning, and the overall project activities. Each step is reviewed and approved by the instructor, with feedback provided, revisions completed, and quality checked prior to proceeding to the next step. These steps are roughly represented in the course schedule, however exact dates, and deadlines are impossible to determine until the course is active.

Please note that the interview guides, the survey, the proposal, and the final report will be edited and revised many times (typically 5). This is part of the learning process for this course and professional practice in the field of learning and development.

Project Overview

1. Meet with the client to identify the goals, learners, topic and scope of the project
2. Plan the approach
 - a. Goals, evaluation questions
 - b. Data collection and analysis
 - c. Team and client roles and responsibilities
 - d. Schedule (Gantt Chart)
 - e. Resources

- f. Appendices, including sample email content, specific survey questions and interview guides and other tools
3. Present the proposal, obtain feedback, revise if needed, and confirm the plan
4. Implementation
 - a. Data collection, including brief email survey and phone interviews
 - b. Data analysis
 - c. Preparation of conclusions and recommendations
 - d. Preparation of the final report
5. Final Report presentation

Summary of Learning Paper

Students will prepare a summary of their learning, answering the following questions. Use these as subheadings in your paper and follow APA style.

1. In your opinion what are the most important factors for a successful evaluation of the transfer of learning? Why do you believe this?
2. Reference your journal to respond to this item. What were your major contributions to the results achieved in the class project, and why? What would you have done differently, if anything, and why? What grade would you give yourself based on your documentable contributions to this project?
3. What competencies do you personally need to develop as a learning and development professional to be even more successful in promoting transfer of learning? How do you see yourself developing these competencies?

These papers are thoughtfully constructed and demonstrate mastery of the major course concepts, their application to the class project experience, and implications for the student's career.

Online Discussions, Class Schedule, Meetings and Due Dates

The schedule is on the last page of the syllabus. The schedule of meetings is an estimate. This is a project class that requires flexibility on the part of students in order to be successful. The work is planned around the needs and availability of the stakeholders in the client organization.

Please note the date for the initial meeting with the client and subsequent proposal presentation, as well as the final report listed in the schedule. These are based on the client's availability and are subject to change, possibly at the last minute.

At times in the project we may not need to meet, however, students should plan to keep the class meeting days available every week of the semester to accommodate these changes and connect with other students on project assignments. Often, students will work in small groups and coordinate activities on-line, or in face-to-face meetings, at various stages of the project. Work or personal obligations that conflict with a class meeting should be addressed with the instructor at the first meeting of the class.

Essential Course Information

- **Attendance and Participation:** As always, students are expected to be present for all class meetings, be actively engaged in activities and discussion, and contribute to the learning of others. Please inform the instructor, and peers when appropriate, when you cannot attend class meetings. There is no make-up work for a missed class session. Replicating a group learning experience at the individual level is impossible. Students are responsible for obtaining notes and handouts of a missed class from a peer in the course.
- **Glowing Rectangles** The single most important skill of a professional in any field is listening. This is of the utmost importance in HRD and particularly career development. Further, researchers have demonstrated that electronic devices in the classroom have negative effects on learning and retention. Therefore, use of cell phones, tablets, laptop computers and any other electronic device is not allowed during class time, except when specifically indicated by the instructor and during breaks. There will be a short break approximately every hour.
- **Emergency Contacts.** Please provide the emergency contact number at Oakland University, 248-370-3331, as needed so that you can be contacted while your devices not in use.
- **Accommodations:** All students requesting accommodations are encouraged to contact the professor to schedule an appointment within the first two weeks of the semester. Students with disabilities are required to present documentation of the disability (<https://wwwp.oakland.edu/dss/policies/>). I look forward to working with all students with disabilities to make this class an enjoyable learning experience.

- **Academic Honesty:** Students are responsible for being aware of and understanding OU policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. Students should consult with the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.
- **Individual Advising:** Students seeking clarification on assignments are encouraged to use class time, meet with the professor during breaks, or before or after class by appointment. Advising on course content via email is rarely effective. Face-to-face or telephone appointments are preferred to email and easily arranged.

HRD 6030 Winter 2017 Schedule
Subject to revision based on project demands

Online Discussion Schedule

On-line Discussion Questions	Initial Posting Due	Responses Due
Kirkpatrick Discussion Questions 1-6.	Jan 14, no later than noon	Jan 17, no later than noon
Success Case Method Question 1-4	Jan 21, no later than noon	Jan 24, no later than noon
Success Case Method Question 5-8	Jan 28, no later than noon	Jan 31, no later than noon

Class Meeting Schedule

Date	Study or preparation	Course and Project activities
Week 1. Jan 8	Purchase books, reflect on positive team experiences.	Overview of class project roles and processes, team behavior expectations. Discussion of evaluation models
Week 2. Jan 15	Study Kirkpatrick 1-8 Kirkpatrick questions 1-6	No Class Meeting MLK day Research Trinity Health Watch Brinkerhoff Video
Week 3 Jan 22	Study Brinkerhoff 1,2,3,4 Research Trinity Health	Discussion of evaluation models
Week 4. Jan 29	Study Brinkerhoff 5,6,7,8	Discussion of evaluation models
Week 5. Feb 5	Continue studying evaluation models and work in proposal	Meeting with client, training demo and RFP discussion, plan project Begin work on proposal in class
Week 6 Feb 12	Continue studying evaluation models and work on proposal	Work on proposal in class
Week 7. Feb 19	Winter Break	No Class meeting
Week 8 Feb 26	Final editing of proposal and presentation	Present proposal to the client
Week 9 March 5	Revise proposal if needed, resubmit	Collect/Analyze Data
Week 10 March 12	Project work	Collect/Analyze Data
Week 11. March 19	Project Work	Collect/ Analyze Data
Week 12. March 26	Project Work	Collect/ Analyze Data
Week 13 April 2	Project Work	Develop conclusions/recommendations Write report, outline presentation
Week 14 April 9	Project Work	Rehearse presentation - edit revise presentation and report if needed. Send report to client
Week 15 April 16		Present Final Report Debrief project CELEBRATE SUCCESS!