EME6428: Evaluating HPT Interventions

Instructor
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Office hours: in person, online and by phone, by appointment

Course Description
Human performance technologists and education and training leaders in organizations evaluate the success of HPT interventions, both instructional and non-instructional. The impact of these interventions must be quantified and solutions modified as needed based on evaluation results.

About this Course
The purpose of this course is to provide education and training leaders with the skills to assess the impact of interventions and follow up on changes made, actions taken, and results achieved in order to provide stakeholders and decision makers with information about how interventions are implemented.

Course Goal
Upon completion of this course HPT practitioners will systematically evaluate and alter interventions; adopt innovations & review results.

Course Objectives
A. Overview of evaluation approaches
   a. Compare and contrast various evaluation models
   b. Rationalize the use of Kirkpatrick’s Level 4 evaluation for training and non-training interventions.
   c. Provide a description of each of Kirkpatrick’s 4 levels and discuss how implementation may be affected if conducting only one level of the evaluation.
   d. Discuss how business results should translate into objectives for evaluation.
   e. Ascertain how and if return on investment evaluation fits into Kirkpatrick’s 4th level or generates a level 5, based on the performance improvement literature and field practitioners.
   f. Describe how evaluation fits into the overall HPT Model for performance improvement with emphasis on continuous improvement.
   g. Discuss the role of formative and summative evaluation.

B. Ethics in Evaluation
   a. Discuss current criteria for conducting ethical evaluations
   b. Debate issues of ethics in conducting evaluations and provide rational reasons for making decisions.
c. Discuss the humane considerations in reporting evaluation findings considering the issues of reporting negative as well as positive findings in politically-motivated studies.
d. Discuss the role of self/bias and how balanced reporting can occur.

C. The Role of Evaluation
   a. Provide several examples of why and when evaluation should be conducted.
   b. Discuss software evaluations
   c. Discuss accreditation evaluations
   d. Discuss program evaluations

D. The Evaluation Process
   a. Identification of evaluation customer
   b. Understanding the reasons for initiating the evaluation
   c. Describing the intervention/instructional or non-instructional
   d. Creating focused evaluation questions, issues, and criteria
      i. Select evaluation model.
      ii. Meet with customer to consider questions.
      iii. Finalize evaluation questions, compare to business results and initial goals for selecting an intervention
   e. Establishing a data collection strategy
      i. Based on evaluation questions, provide the information required to answer questions, the source of information, and methods for collecting information.
      ii. Discuss methods for collecting information including focus groups, interviews, surveys, critical-incident techniques, nominal group techniques, direct testing for instructional interventions, attitude surveys, direct observation, performance checklists, performance appraisals, observations of work documents, records review, etc.
   f. Formulating a data analysis plan
      i. Discuss how data collected will be analyzed using descriptive and/or inferential statistics
      ii. Discuss how qualitative data collected will be analyzed
      iii. Describe the role of triangulation of data collected.
      iv. Present a mixed-methods strategy for data collection and analysis.
   g. Communicating results
      i. Provide a written evaluation report including the appropriate level of detail for the customer.
      ii. Prepare executive summaries for quick review
      iii. Prepare oral reports to management and work groups – the customer.
E. Facilitate Ongoing Evaluation

i. Design strategies for continually evaluating and improving human performance interventions before, during, and after implementation

ii. Design strategies for providing feedback to stakeholders about performance.

iii. Design strategies for conducting formative, pilot, and user evaluations of all elements of the chosen solution/product to determine if it performs as expected and accomplishes the desired goals.

Textbook
There is one required textbook for this course. The book can be purchased from the UWF Bookstore or any online vendor. It is also available as an e-book from the publisher at [http://www.coursesmart.com/0137019416](http://www.coursesmart.com/0137019416). If you choose the e-book option, please read the information carefully and note that you are purchasing access to the book for a limited time, not buying it outright.


Assignments

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<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Multi-level Evaluation Plan</td>
<td>April 9</td>
<td>250</td>
</tr>
<tr>
<td>Evaluation Approaches Critique</td>
<td>April 23</td>
<td>250</td>
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<tr>
<td>Study Questions (from text)-required for each week that there is a reading assignment (lessons two through seven). Calculated at 50 points per submission, lowest grade will be dropped.</td>
<td>March 19, 26</td>
<td>250</td>
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<td>April 2, 9, 16, 23</td>
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<td>Participation-based on timely completion of all lesson activities. Calculated at 36 points per lesson for each of the seven lessons. See AGENDA for weekly tasks and due dates.</td>
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<td>250</td>
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<td>Total</td>
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Course Policies

Grading: The course is based on 1000 points. Weighting of individual assignments is based on % of the total points for the course (e.g. 100 points=10%). Grades and feedback for written assignments will be posted within one week of the due date. Participation grades will be calculated and posted at the end of each lesson. Final grades will be based on the UWF Letter Grade System which is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Points</th>
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Late Assignments: Assignments are to be submitted through the dropbox on or before 11:59pm CST/CDT on the posted due date. If you anticipate missing the due date for an assignment please notify me prior to the deadline to discuss the reason for the delay and the possibility of a short extension. Extensions will not be granted without good reason. Please note that poor time management does not constitute an emergency.

Withdraws/Incompletes: Please discuss any academic concerns with me prior to withdrawing. The withdraw deadline for this course is 04/10/2013. University policy states that “withdraws after this date may only be approved for the following reasons:

1. A death in the immediate family.
2. Serious illness of the student or an immediate family member.
3. A situation deemed similar to categories 1 and 2 by all in the approval process.
4. Withdrawal due to Military Service (Florida Statute 1004.07)
5. National Guard Troops Ordered into Active Service (Florida Statute 250.482)

Please note: Students who do not officially withdraw will be assigned a standard letter grade. Late withdrawals must be approved by the students advisor, instructor of the course, department chairperson, and finally, the University Academic Appeals Committee. Students who withdraw are not enrolled as of the date the withdrawal is processed. “

Instructor Availability: E-mail is the best method of communicating with me. I will respond to e-mails within 24 hours of receipt, 7 days a week. If you have an urgent situation (late assignment, last minute questions, etc.) that needs an immediate response, mark your message urgent and I will answer it immediately upon receipt. Please note: e-mails MUST include the course number in the subject line. Any exceptions to the above policy regarding my availability (travel, lack of internet access, etc.) will be communicated to you in advance or soon after the fact as possible.
**Written Work:** All written work for the course is to be submitted in APA (6th Edition) format. Tutorials and links are provided in the Course Information Module to assist with this formatting. Additionally, it is not required but you may choose to buy the APA Style Guide (6th edition). APA is the format used throughout the education profession and in most, if not all your courses, making this book a very good investment.

**Class Participation:** As noted throughout the documentation for this course, your participation is essential for both your success and that of your classmates. You are expected to review the course materials at the beginning of each lesson and participate in discussions and other activities periodically throughout the week. **It is not possible to fulfill the participation requirement for this course by completing all of your online work for the week in one day.** You must arrange your schedule in a manner that allows you to remain actively engaged in each lesson. Any personal situations that may make this difficult for a given period of time (travel, lack of internet access, etc.) should be discussed with me in advance.

**Academic Integrity:** Academic integrity is of the utmost importance. Students are required to refrain from all forms of Academic Misconduct, including but not limited to copyright infringement and plagiarism. The specific UWF policy on these matters is outlined in the University of West Florida [Academic Misconduct Policy](#). Please use the provided link to familiarize yourself with this policy.

**Student Code of Conduct:** All students are expected to abide by the guidelines set out in the University Of West Florida Student Code Of Conduct, available for review online at: [Student Code of Conduct](#).

**Students with Disabilities:** Students with physical and/or learning disabilities are encouraged to contact the Student Disability Resource Center for assistance. The SDRC will work with you to identify necessary accommodations and forward that information to your instructors. The center can be accessed using the following link: [SDRC](#).