



OLT 575 Performance Analysis and Improvement

COURSE SYLLABUS: Summer I 2022

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Instructor: Kibum Kwon, Ph.D. Assistant Professor

Office Location: Commerce - Young Education North 104D

Office Hours: Virtual daily (M~F) by appointment

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COURSE INFORMATION

Textbook(s) Required:

- Rossett, A. (1999). *First things fast: A handbook for performance analysis*. San Francisco, CA: Pfeiffer.
- Rosenberg, M. J. (2006). *Beyond e-learning*. San Francisco, CA: Pfeiffer.

Optional

- American Psychological Association. (2020). *Publishing manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Course Description

This course surveys performance technology approaches and tools to improve the performance of employees, work groups/processes, and the organization. Students will collaboratively identify the type of performance analysis opportunities (e.g., a new technology/program/policy roll out, problem fix, people development, strategy development), conduct a performance analysis gathering related information/data, examine popular instructional and non-instructional performance solutions, suggest interventions based upon the result of the performance analysis,

The syllabus/schedule are subject to change.

and plan for implementation and evaluation of programmatic solutions – doing all or most of these in close cooperation with the clients.

Student Learning Outcomes

1. Explain how performance technology is similar/dissimilar to instructional technology
2. Take performance technology perspectives (rather than instructional approaches) to various organizational problems and learning needs
3. Identify a performance analysis (PA) opportunity with a client (as a project group)
4. Utilize human and nonhuman data/information sources existing at an organization
5. Form proper questions to elicit drivers and barriers toward performance ideals and problems
6. Collect information/data
7. Use technologies to speed up data collection and analysis
8. Locate and use various instructional and non-instructional performance solutions
9. Understand and leverage technologies for effective/efficient knowledge management, communities, and performance support
10. Match and align solutions with drivers/barriers of performance ideals
11. Implement established principles of change management and leadership support
12. Evaluate the overall fit and strengths/weaknesses of solutions

Course Grade

Reaction Paper (2 at 100 points each = 200 points total): Each student is to submit reaction papers for the designated weekly readings.

Weekly Discussion (2 at 100 points each = 200 points total):: Unless specified, online discussions based on reading. Most will require you to respond to at least four people. Online discussions will serve as a comprehension check on selected topics. When you post your original message and respond to the work of others, always see if it adds substance/meaning to the topic. For peer responses, I strongly discourage saying simple “yes, I agree” or “I disagree”. You need to say why and you can provide examples, experiences, resources, alternative perspectives, challenging views, etc, to make the dialogue richer. Try to integrate readings or the literature in all of your writing. We together must create a ‘shared’ meaning on readings.

Data Gathering Plan (1 at 200 points each = 200 points total): This plan is to prepare questions for collecting data/information about the project organization.

Summary of PT Interventions (1 at 200 points each = 200 points total): The individual summary of PT (Performance Technology) Interventions is to create a summary of 3~4 interventions from the Doc Sharing.

Final Project (1 at 400 points each = 400 points total): The final paper is an accumulative project.

Master Schedule

The syllabus/schedule are subject to change.

Module 1 - (1) PT Overview, (2) PA Basics, and (3) Four Major PA Opportunities

- PT definitions and framework (RB selected pages 270~273, 221~248, PT definition, ISPI web page)
- PA overview and identifying performance goals (RS Chs 1,2,3,4)
- Four major PA opportunities: (1) program/tech roll out, (2) people development, (3) problem fix, and (4) strategy (RS)

Module 2 - (1) Gather Info (2) PT Interventions

- Effective and efficient data gathering (RS CHs 5, 6, 7)
- Data gathering plan
- PT interventions

Module 3 - Smart Enterprise

- Trends of organizational challenges and learning/performance needs (RB Introduction)
- Various e-learning myths and warning signs (RB Ch 1)
- Proper concepts of learning, e-learning, and a smart enterprise (RB Ch 2)
- A strategic learning and performance architecture (LPA, RB Ch 3)
- Knowledge Management within LPA (RB Ch 4)
- Individual summary of PT interventions

Grading Scale

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

American Psychological Association (APA) 6th edition formatting is required for all writing assignments.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

This is a fully online course. Assignments will be delivered via a Learning/Course Management System. Knowledge of the substantive material covered in the course is of central importance. Grading will include consideration of content as well as grammar, spelling, organization, and explicit use of readings. A serious commitment to mastery of the content and contribution to everyone's learning is expected. An online course inherently requires students to be active, reflective, and contributive learners.

Assigned readings are noted within the module overview as well as on the course schedule. Required module readings will serve as a basis for online discussion. Late submissions, one week past the due date **WILL NOT** be accepted, and each day late will incur 10% score deduction. I do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor **BEFORE** the assignment deadline.

Course Grade

Discussion Boards (2 at 100 points each): Online discussions will serve as a comprehension check on selected topics.

Individual Reflection Paper (3 at 100 and 1 at 200 points): Each student will submit written reflection to develop your own understanding and meaning of topic addressed in the class.

Group Project (800 points): As a group, you will prepare a presentation to assess your ability to do research and to develop your synchronous virtual presentation skills

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

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Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission,

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will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Email is the best way to contact the instructor. Course shell also provides a way to share content related questions and help needs through multiple discussion forums. If the instructor cannot be reached during office hours and talking over the phone is helpful, leaving a voice mail or emailing the instructor leaving the best date, time, and phone number to reach will be most effective.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The instructor will make every effort to grade an exam and the final project in time. If an unusual delay should occur, such as illness or a conference travel, instructor availability and expected timeline/response will be shared as course announcement in the course shell. The course has no extra-credit assignment.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

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document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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