EVALUATION OF USEFULNESS OF STOUT'S SYSTEMS ANALYSIS AND DESIGN CLASS TO STUDENTS IN THE TRAINING AND DEVELOPMENT MASTER'S PROGRAM

by

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TRHRD-735 Field Problem in Training and Development

by

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ABSTRACT

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Publication Manual of the American Psychological Association, Fourth Edition
(Name and Style Manual Used in this Study)

Course 150-700, Systems Analysis and Design, is a required course for students in the Training and Development master's program. It is a survey of design approaches to industrial research and was adapted from the Industrial Management Department. This study surveys Training and Development students who have completed the course to determine student level of satisfaction with the course work in terms of adequately preparing them to complete the research component of the degree program, Field Problem in Training and Development.

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Chapter 1

Research Problem and Objectives

Introduction

This first chapter is a short section containing preliminary comments and information. The purpose is to lay the foundation for succeeding chapters and to acquaint the reader with the problem to be investigated, the research objectives, and the need for the research. Terms critical to the study will be defined in this chapter. Limitations and assumptions to the study will be discussed.

The Master's program in Training and Development at UW-Stout has a four credit research component, course 198-750 Field Problem in Training and Development, which must be completed before the degree is awarded. A research methods course, 150-700 Systems Design and Analysis, is a required course and is the only preparatory course in the Training and Design curriculum for developing competencies that can be used in planning and completing research projects. Ideally, the research should be completed before the Field Problem is undertaken.

Statement of the Problem

The problem is to determine if UW-Stout's graduate research class, 150-700, Systems Design and Analysis, adequately prepares students in the Masters in Training and Development program to complete course 198-750, Field Problem in Training and Development.

Research Objective

The aim of this study is to solve the research problem. Are graduate students satisfied with the course? The steps to be followed to achieve this aim include a review of the literature to determine if similar research exists and to review existing theory; a decision as to population and sample; a design of instruments to collect appropriate data; a process to analyze the data once collected , and a summary of the findings. Following these steps will result in an answer to the problem. The solution will be presented in the final chapters as discussion and conclusions.

Need for the Research

The University of Wisconsin-Stout has a long tradition of striving for excellence in academic programs and for responding to the student needs. Students are Stout's customers. Are the Training and Development "customers" satisfied with the background they received in research methods. Is the course appropriate to the degree? These are questions that need to be answered.

The desire to answer these questions resulted from the researcher's own experience as a former student in the Research Design and Analysis class and from

observations of the comments and experiences of colleagues in the Training and Development major.

A problem must be first identified before it can be corrected. The research may identify a problem or it may indicate that a problem does not exist. This information will be valuable for department personnel and/or graduate research advisors when making program decisions or dealing with students.

If the course has not been a cause for concern for a majority of the students, then the advisor can help the student identify other factors that may be interfering with the research component.

Definitions

UW-Stout - the University of Wisconsin-Stout

Graduate - a person who has completed all of the requirements for the UW-Stout Masters of Science. in Training and Development and has been awarded the degree.

Graduate student - a person officially admitted into the Training and Development degree program.

The course - Course 198-700, Systems Analysis and Design

Limitations of the Study

The researcher's lack of experience in the research process.

The desire to keep questionnaire simple and brief may limit information received.

Lack of current addresses for population/sample.

List of those accepted into the degree program may not be accurate or complete.

Assumptions

It is assumed that respondents are truthful when responding to questions on the survey.

Chapter 2

Review of the Literature

Introduction

This chapter establishes a background for the study. The results of a search to discover current theory or practice is included in this section. Since the study involves the curriculum of a graduate program at UW-Stout, a discussion of the course is a logical starting point for collecting background information.

Course 150-700, Systems Analysis and Design

Course 150-700, Systems Analysis and Design, was approved in June of 1969 as a required course for the master's in Industrial Technology. The course is described as a survey of design approaches to industrial research. Application of appropriate research tools to analyze and design jobs, organizations, operating systems, and product/market studies (cite source). Twenty-nine years later the course title and description are identical to those established in June of 1969. The only official change has been the department name. It has changed from Industrial Technology to Industrial Management.

The master's degree in Training and Development began the summer semester of 1995. Systems Analysis and Design was incorporated into the program as a required

course and is the only course dealing with research methods. It is assumed that, in keeping with standard procedure, the Stout Curriculum Review Committee approved 150-700 as appropriate curricula for the Training and Development program. Industrial Management and Training and Development are diverse in content and, as such, warrant specialized course work in research methods. Courses can sometimes be eagerly adapted in the rush to get a program up and running. The intent is to develop a more appropriate course but many times the constraints of time and money get in the way.

Quality Academic Programs

Undoubtedly, course 150-700 has been revised over the past 29 years. But the fact that the course description remains the same indicates that there has been no major curriculum changes. Goal One of UW-Stout's Focused Goals for The Nineties is quality academic programs. The goal is to "continuously modify and strengthen existing programs and develop new programs to respond to changing societal needs." (cite reference) The placement of this goal as number one indicates Stout's commitment to quality programs made up of quality courses.

Graduate Student Satisfaction with Program/Course Offerings

In the summer of 1995, a study of graduate student satisfaction was conducted at William-Carey College in Mississippi. Students were questioned about satisfaction with course offerings, time and location of offerings and future interests of students. Students expressed overall satisfaction with the program. (Dicket, Lockley, 1997).

East Carolina University did a comprehensive evaluation of a new graduate program in educational leadership. Current students and graduates of the program were questioned about the program. Respondents indicated that the structure of the program was effective but they felt that the research and methodology component could be strengthened (Bell, 1996).

Throughout the literature, reasons for not completing the research requirement at the master's and doctorate level are discussed. However, the topics that appear with the most frequency have to do with personal traits and feelings, not the prescribed course work. Feelings of isolation are often cited as barriers to research. (Baird, 1993). Likewise, procrastination, perfectionism and lack of discipline appear reasons for not completing the research requirement. However, in a volume discussing personal obstacles to the dissertation process, Goodchild, Lester, Green, Katz & Kluever.(1997) maintain that a university program should provide the courses and research experiences needed to guide the student through the process. The fact is also noted that many students come into the program with only minimal research skills.

Conclusion

With the exception of the two studies mentioned previously, no additional information on student satisfaction with preparatory research methods courses was uncovered. This is not surprising given the specific and narrow focus of the study.

Chapter 3

Research Design

Introduction

This chapter identifies ideas which materialized in the previous chapter and appear worthy of further examination. The hypothesis is formulated. A explicit choice of method is decided after a review of methods available. Choice of population and sample is explained and justified. One section is devoted to the choice and design of instrumentation. The final section explains how the results will be analyzed..

Identification of Hypothesis

There is a lack documentation of prior research on which to draw conclusions and formulate a hypothesis. However, the two studies that were conducted at universities recently regarding student satisfaction with course offerings indicate that the students were satisfied regarding program curriculum. This might lead to the hypothesis that graduate students in the Training and Development program are also satisfied with the usefulness of course 150-700.

There are other factors to consider when arriving at a hypothesis. One important item is the seemingly long period of time since the course has been updated. In the

present age of technology and exchange of information, it seems incredulous that a course has the same title and description today that it did twenty-nine years ago. Another cause for concern is the realization that the course was "adopted" from another Stout graduate program , Industrial Management. Granted, parts of the research preparation process are generic and might be appropriate throughout several disciplines, but when considered overall, Training and Development and Industrial Management seem very diverse in scope, content and curriculum.

The specific history of the course is a consideration in the process of formulating a hypothesis. However, the researcher will base the hypothesis on the results of the two previous studies. The results of the studies indicate that graduate students are satisfied with courses. In light of this information, it is hypothesized that Stout graduate students are satisfied with course 150-700 and feel it adequately prepares them to complete the research requirement.

Design of the Study

The type of design for the study will be descriptive. This form was chosen for its simplicity and because it is a fairly standard method used often in assessing customer satisfaction, and reduced to its simplest form, the study is one of customer satisfaction. The objective is to discover if the graduate students are satisfied with the Systems and Analysis Design course.

The method chosen to collect data for this study and subsequently test the hypothesis is the survey method. There are several survey methods from which to choose. Questionnaire, personal interview, telephone interview, focused interview, and observation were the methods considered.. A questionnaire to be mailed to the sample was chosen as the data collection instrument..

Population and Sample

To test the hypothesis requires input from those students who have been enrolled in the Systems Analysis and Design class. Thus, arose the challenge of isolating the names of those students. Class grade rosters would seem to be a logical source of student names. However, the class is not exclusive to Training and Development students. All the names on the class rosters for each semester since the class became a part of the Training and Development program curriculum in summer 1995 would need to be cross-referenced with a list of all students in the Training and Development program.. But, class rosters are confidential and were unobtainable so the option was out of the question. As a result, it became clear that in order to reach the desired population, each student enrolled in the graduate program would need to be contacted. The respondents could then be segmented into a sub-group of those completing Systems Design and Analysis.

The search for an address or phone list of Training and Development students started with the UW-Stout Registrar's Office. A list of students enrolled in the present semester, Spring 1998, was readily available. But, to obtain a list of all students would require the writing of a special computer program. The end result of the specialized

search would not result in current addresses and phone numbers. Instead, it would consist of current information at the time they were taking classes. The time and money involved with a specialized search did not seem warranted since much of the information to be generated might be erroneous. Personnel in the Registrar's Office suggested that a call to the Alumni Office might net more current information. The Alumni Office maintains a database of addresses but only for those who are graduates of UW-Stout. A list of graduates in the Training and Development program was requested and made available by the Alumni Office. Foreign addresses were eliminated from the list by the Alumni Office. The remaining list contained 27 names. To limit the population to these 27 graduates would eliminate an important segment of the population - those students who have completed the course but who have not graduated.

In a final effort, the program director of the Training and Development degree was questioned about the availability of a list of student addresses. A list was generated from department files. The list had not been updated since each student first registered in the program. However, it became the starting point for obtaining information. Students with easily identifiable foreign names and/or address were not included in the population due to the time constraints involved in getting information to other countries and deadlines for returning information. The resulting population consisted of 180 students. It is assumed that there will be a certain unreachable percentage of the population.

.Instrumentation

The research instrument is the means which is chosen to collect data. The instrument to be used in gathering data for this study is a questionnaire. The questionnaire was chosen due to information constraints and time and resource considerations. Materials needed for the survey are paper and pen. The instrument will be typed, photocopied and mailed to the population. A cover letter explaining the study, a consent form and a self-addressed, stamped envelope will be placed in the envelope with the questionnaire. To insure that survey responses remain anonymous, there will be no indicators on the survey form or the return envelope.

Design of Research Instruments

The questionnaire will be short and contain only twenty-two questions. This decision was based on the premise that the more questions, the increased likelihood that the respondents will not complete the survey. The study is modest and very focused and so is the questionnaire.

A variety of question types will be incorporated into the survey. There will be structured and unstructured. Dichotomous, closed-ended, open-ended, and rating questions will be employed to solicit information from respondents.. Some questions will be asked to gather demographic information..

Analysis of Results

In keeping with the simple study, the researcher chose one of the most common ways of analyzing survey results. That choice was frequency distributions and statistics by question. Results may be analyzed by frequency distribution of responses for each question, by respondent sub-group or segment. Frequency distributions examine the distribution of the full set of responses for each closed-end question among the question's choices. Responses to the open-ended questions will be recorded as comments and included as an appendix to the study. Typical customer satisfaction surveys include overall ratings by question and respondent demographics. Both of these will be incorporated into the survey. Data will be displayed in the form of tables to enable the reader to make sense of it (becomes information)

The most important question asks for the student's assessment of the usefulness of the Systems Design and Analysis course. During the construction of the survey, the researcher determined that the deciding factor as to the validity of the hypothesis would be if more than 50% of the students believe that the course was useful and adequately prepared them to complete the research requirement.

Chapter 4

Results and Discussion

Introduction

The aim of this chapter is to report the results of the researcher's own work. Responses to the survey have been tabulated and the data has been recorded. Facts from the survey that are important to the research objectives are organized and reported in this chapter.

The hypothesis reached in chapter 3 has been tested and, based on the findings reported in this chapter, will be either confirmed or disproved.

Only facts from the survey that are important to the research objective will be reported here. The findings will be presented next and then discussed.

Findings and Discussion

Students enrolled in the Training and Development graduate program were very responsive. Of the 180 envelopes mailed, 35 were returned undeliverable. This was anticipated due to the non-availability of current addresses. Since 35 did not have the opportunity to respond, the overall sample was reduced to 145. Eighty of the 145 survey questionnaires were returned. This number is equivalent to a 55% level of response.

The initial sample was then segmented into two groups. One group (Group A) made up of respondents who indicated they had graduated from UW-Stout with a masters degree in Training and Development. Graduation meant that each respondent in this group had completed the Systems Analysis and Design course. The second group was composed of students who had not graduated but had completed the Systems Analysis and Design course (Group B).

Data obtained from the responses of Group A and Group B is the information critical to the study. The number of respondents in Group A is 25 and the number in Group B is 21 for a composite total of 46. Thus, 31.7% of the respondents have completed Systems Design and Analysis.

The response from graduates was overwhelming. The number of graduates of the program was validated by two separate lists . One list was supplied by the Alumni Office and another by the Registrar's Office. Both indicated a total of 37. When graduates with foreign addresses are removed, the number became 27. Of the 27 graduates surveyed, 25, or 92.5%, responded. Such a large response from this group eliminates the possibility of an unrepresentative sample.

Not knowing a total beginning number for students who had completed the course, it is not possible to perform the same calculation with Group B.

The following demographic comparisons can be made between Group A and Group B:

Table 1: Demographic Comparisons

	Group A N=25	Group B N=21
Male	20%	28.5%
Female	80%	71.5%
Married	36%	61.9%
Single	64%	38.1%
Average Age	33.4	35.9
Undergrad degree from Stout	48%	57%
Undergrad degree from other UW	28%	33%
Undergrad degree from other institution	24%	10%
Began graduate studies right after completion of undergraduate degree	28%	38%
Did not begin graduate studies right after completion of undergraduate degree	72%	62%

This table presents some interesting and significant items for consideration. The interesting information emerging from the data in Table 1 is:

- The extremely high percentage of female students.
- The average age of the graduate students between the two groups does differ, but not markedly. The oldest student was 58 and the youngest 25 in the combined groups..

- The high percentage of UW-Stout undergraduates enrolling in the graduate degree program.
- The majority of students are returning to the classroom after some absence.

The information in Table 1 that is significant to the study is that in the group that has not completed the degree requirements, almost 62% were married as contrasted with only 36% in the group that has graduated. Time necessary for family could compete with the time required for completion of the Field Problem and be an important contributing factor.

Also significant to the study are the responses to a question inquiring as to the number of credits yet needed for degree completion. This question, of course, would be applicable to Group B only. Seventy-six percent indicated that they lacked only the 4 credit Field Problem. This would indicate that completion of the Field Problem alone is an obstacle to many of those in Group B.

Table 2 and Table 3 record the frequency and percentage of responses of Group A and Group B to the pertinent dichotomous survey questions.

Table 2: Frequency of Responses – Graduates of the T&D Program

	Yes N=	%Yes	No N=	%No
Did you graduate with a Master's degree inTraining and Development?	25	100	0	0
Have you completed the research requirement for the Master of Science in Training and Development?	25	100	0	0
Did UW-Stout's Systems and Analysis Design (course 150-700) prepare you to complete the Field Problem?	15	68	7 no response 3	32
Did you take the Systems Analysis and Design course at the same time you were working on your Field Problem?	10	40	15	60
Are your currently employed in Training and Development or a related field?	17	68	8	32
Did the choice of professional selective Courses give you the additional background you needed for your own development?	19	90	2 somewhat 2 no response 2	10

Table 3: Frequency of Responses – Non-Graduates of the program who have completed Systems Analysis and Design

	N=	Yes	No	%Yes	% No
Did you graduate with a Master's degree In Training and Development?	21		21	0	100
Have you completed the research requirement for the Master of Science in Training and Development?	21		21	0	100
Did UW-Stout's Systems and Analysis Design (course 150-700) prepare you to complete the Field Problem?	21	13	8	61.90	38.10
Did you take the Systems Analysis and Design course at the same time you were Working on your Field Problem?	21	3	18	14.29	85.71
Are you currently employed in Training and Development or a related field?	21	14	7	66.67	33.33
If you have not already done so, do you Plan to complete your Master's degree in Training and Development?	21	18	3	85.71	14.29
Did the choice of professional selective courses give you the additional background you needed for your own development?	21	14	3	77.78	22.22

Interesting observations from data presented in Table 2 and Table 3 include:

- More than sixty percent of the respondents are employed in Training and Development.

- Ninety percent of Group A and seventy-eight percent of Group B feel the choice of professional selective courses gave them the additional background they needed for their own development.

Table 2 and Table 3 contain the answer to the research problem. When asked if UW-Stout's Systems and Analysis Design course prepared you to complete the Field Problem, sixty percent of the graduates and almost sixty-two percent of the non-graduates responded YES. Over of the respondents are satisfied with the preparation they received to complete the Field Problem. Fifty percent was the critical point in determining the validity of the hypothesis. When data is used to test the hypothesis, it starts to becomes information..

Table 3 also records responses regarding plans to complete the degree. Eighty-six percent of the respondents affirmed that they do intend to complete the Master's degree in Training and Development.

The examination of the results leads to the general conclusion that, overall, there is satisfaction with the Training and Development department's choice of course work to prepare students to complete the research portion of the degree.. This indicates a confidence in the program and the individual's ability to finish the Field Problem.

Chapter 5

Summary, Conclusions and Recommendations

In this chapter the study is finalized. A summary of the study will be followed by conclusions based upon results of the study and then recommendations related to the study.

Summary

The focus of the study has been to determine if UW-Stout's graduate research class, 150-700, Systems Design and Analysis, adequately prepares students in the Masters in Training and Development program to complete course 198-750, Field Problem in Training and Development.

The study began with an introduction and then a review of the literature to discover background information that would allow the researcher to form a hypothesis. To test the hypothesis, a survey of 22 structured and non-structured questions was developed and mailed to 180 graduate student addresses.

The results of the surveys were tabulated. The results gave the researcher the total number of responses for each question, the number of yes and no responses, and the percent frequencies for yes and no responses. Tables were created to display the data.

Some of the information was presented in a narrative format.

Conclusions

The findings in the study are the basis for the following conclusions:

1. The hypothesis is valid. Sixty percent of the respondents in Group A and 61.9% of the respondents in Group B feel that the Systems Analysis and Design class prepared them to complete the Field Problem. The difference between Group A and Group B was only 1.9 percent. This closeness in results indicates a consistency that was unexpected. It was anticipated that those who had completed the degree might remember their graduate experiences more positively than those in the process of completion. The fact that the responses were so close indicates a high level of consistency. Consistency between the two groups is deemed extremely important to the validity of the hypothesis.
2. There is a problem with the students completing the research component of the degree. Program administrators cannot ignore the fact that forty percent of the students indicated that the research methods class did not adequately prepare them to complete the Field Problem. This information, coupled with the statistic that seventy-six percent of Group B indicated that the Field Problem is the only course they need to complete, indicates that a problem does exist.
3. Married students seem to encounter more delays in completing the degree than single students.

4. Even though students in Group B have not completed the research requirement, eighty-six percent plan to do so and graduate. This would indicate a high level of satisfaction with the choice of a degree program.

Recommendations

The following recommendations are made.

1. In keeping with Stout's Focused Goals for the Nineties, that the research methods course be reviewed and the content examined in light of competencies necessary to complete a Field Problem in Training and Development. This recommendation is made despite the fact that the hypothesis of the study was proven true.
2. That the program director and staff develop strategies to support the graduate student during the research phase of the degree. Establishing clear expectations of the role of the student and the role of the university and the formation of student support groups are two examples of popular trends in this area. During this process, special attention should be given to the pressures and needs of students with families.
3. That the university undertake further studies to determine if more than one course on research methods is needed for graduate students. An elective course or a course offered through the credit outreach program are possible options.

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APPENDIX A

Sample Questionnaire

TRAINING AND DEVELOPMENT QUESTIONNAIRE

- What was your undergraduate major ?

  _____

- Where did you complete your undergraduate degree?
  _____ UW-Stout
  _____ Other

  _____

- Did you (please check one):
  _____ Continue your education immediately after completing your undergraduate requirements?

  _____ Come back for your master's degree after being away from a college/university for a while?

- What was the length of time between the completion of your undergraduate degree and the start of your master's? _____ Years _____ Months

- What is your gender:
  _____ Male
  _____ Female

- What is your age? _____ Years Old

- What is your marital status?
  _____ Married
  _____ Single

- Did you graduate with a Master's degree in Training and Development?
  _____ Yes
  _____ No

- How many credits have you earned in the master's program thus far?
  _____ Credits

- How many credits do you lack in completing your degree?
  _____ Credits

- Have you completed the research requirement for the Master of Science in Training and Development (Field Problem in Training and Development, 198-750)?
  _____Yes
  _____ No

- If yes, date of completion. _____(month)/_____(year)
- Did UW-Stout's Systems Analysis and Design (course 150-700) prepare you to complete the Field Problem requirement?
  _____ Yes
  _____ No

- Did you take the Systems Analysis and Design course at the same time you were working on your Field Problem?
  _____ Yes
  _____ No

15. Do you agree that the following courses helped in preparing you to conduct research and complete your Field Problem requirement? Please circle your response.

1=SD=strongly disagree
2=D=disagree
3=U=undecided
4=A=agree
5=SA=strongly agree

Course	***Responses***				
	SD	D	U	A	SA
Task Analysis 199-534	1	2	3	4	5
Training Design & Eval 198-730	1	2	3	4	5
Seminar in Train & Dev 198-746	1	2	3	4	5
Mgmt & Cord of Training 198-740	1	2	3	4	5
Delivery Sys for Training 120-610	1	2	3	4	5
Org Development 150-750	1	2	3	4	5
Psych of Adult Learner 479-770	1	2	3	4	5

- Using the say key as above, please circle your responses to the following statements regarding the Training and Development graduate program at UW-Stout

Statement	***Responses***				
	SD	D	U	A	SA
I enjoy(ed) my graduate studies at Stout	1	2	3	4	5
Many of the assignments are/were not relevant	1	2	3	4	5
My instructors are (were) helpful	1	2	3	4	5
My advisor is (was) helpful	1	2	3	4	5

APPENDIX B

Compilation of Respondent Comments

RESPONSES to Question 18.
What other courses should have been offered to aid in the completion of the Field Problem requirement?

GRADUATE RESPONSES

- Other courses along the way should require papers in APA format so students get familiar with the format
- Using APA (4 week course)
- General overview of a thesis – how it's put together, why, and how it flows.
- The research class should be "ONLY" for T&D. Most of the content did not apply to T&D students. I assume the program is larger now and could offer this to T&D students.
- General statistics course (or include a unit in the Intro B&I course)
- Intro to research materials/outline should be included in Systems or a required course
- More info about paper up front, not at end of coursework
- Computer classes!!! Everyone asks for computer knowledge
- Interpersonal skills classes
- More multimedia classes
- Detailed courses on Needs Assessment, Root Cause Analysis, and Multimedia (more hands-on with application such as Toolbook, Compel, etc.)
- More courses on "Development," "Human Resource Development." Delivery Systems was great by technology and knowledge management is very important in organizations, and a lot of emphasis is needed on organizational development
- I think 198-750 was beneficial, but needed to align better with form (requirements) in packet of materials given by Training and Development
- Would have liked to have seen more courses emphasizing computer programming, i.e., macromedia, HTML, etc.
- More courses dealing with course development for Web design
- More writing classes
- I don't think any. The great thing about a field problem is being able to research the topic of your choice. If there were courses to relate, the freedom of topic, format, survey, etc. could be gone or regimented too much!
- Combine Systems Analysis and Design with 1 credit Thesis course taught by Howard Lee
- Seminar at 3-M
- A co-op would help graduate students gain the vital work experience needed in the Training and Development industry. Have co-ops as a course
- First, the questions, "Is a field problem a thesis?" and "What is a field problem?" need to be discussed. Then coursework can be designed. Teaching classical research

from a 1960's text certainly doesn't do the job. And fellow classmates felt adding a course on qualitative research didn't help them. T&D seems to need its own process ID'd before requiring a specific product called a "field problem" which appears to be unlike a "thesis" (as generally defined by Stout and/or academia).

RESPONSES OF THOSE WHO HAVE FINISHED SYSTEMS ANALYSIS & DESIGN

- I feel the class offered should have gone into greater detail about each chapter of the paper. Expectations were sometimes hazy
- Not sure. Have just started field problem
- More on statistical analysis and problem analysis
- More on needs analysis (more speakers)
- More on human resource functions (note: a lot of jobs require H.R. functions in addition to training!)
- More in-depth of managing, budgets, employee selection, etc.
- Need more in-depth in HR field
- A research class that was useful. Systems with the instruction I had DID NOT help. I wish I would have NEVER taken that class!
- Systems Analysis/Design was a TOTAL waste of my time and money. A class to assemble the various parts of the field problem would have made MUCH more sense
- I would have liked to work on all 5 chapters
- I think the systems class should be a two-part course. Offer the first half in the fall (ideas for topics, Ch. 1,2,3) and the second in the spring (Ch 4 and 5). This would relieve a lot of stress and confusion.
- I was satisfied with my options and experience
- The Field Problem paper is the last hurdle a student must jump to graduate. It should be the main focus of all classes to help more students graduate from the program. Each class should build a portion of the final paper so when you finish the last class, the paper is completed.
- The Systems Analysis coursework seemed very detached from the world of training and development. The research methods curriculum for the field problem in training and development should be re-designed totally and re-named

OTHER COMMENTS

GRADUATES OF THE PROGRAM

- Helpful would have been "real" training opportunities, challenges, rather than the make work/group work we did.
- I wish I could have taken more courses – loved the program!
- The courses offered were sufficient. But the schedule of the offerings interfered with the courses I wanted. I could not complete my original plans.
- Would have enjoyed more courses like delivery systems that focus on course development tools/technologies.
- HR courses lack substance. Recommendations: closer ties to business and industry and more focus on OJT, less structured classroom environments, coaching, mentoring, orientation, etc.) and changing roles in training i.e. doing more with less (variety of roles carried out by small number of people, one-person departments, need for outsourcing, facilitating, utilizing in-house experts, etc.)
- The courses developed as the core for this program need to focus more on real life situations and less on textbook examples
- I loved this degree program. It prepared me so well for my current position. The courses, the staff, and the peers were awesome. I'd do it over again if I were given the opportunity.
- Some of the courses that I wanted were not available at times when I could take them.

RESPONSES OF THOSE WHO HAVE FINISHED SYSTEMS ANALYSIS & DESIGN

- I feel a specific concentration or specialization would be excellent for this program. The program is too broad – what has its positive aspects also. I feel a specialization/concentration in HR, OD or HRD consulting would be great.