

School of Educational Studies
Human Resource Development/Adult Education Program
 Prepared by Robert Nolan

Degree Program Assessed	Assessment Methods used	Number of Individuals assessed
Master of Science in HRAE Ed.D. in HRAE/OAED	**Surveyed 34 graduates who graduated from Dec. 2001 to Spring, 2003 by means of a web-based survey send by email with a link **Two focus groups on April 18 and 24, 2003	34 graduates were contacted by email; 18 responded to the web-based survey. 7 individuals participated in the focus groups.

Findings and Analysis of the Outcomes Assessment

Mission of the program (revised January, 2003): To provide graduate courses and mentoring to qualified students in order to prepare them to be professionals in the field of Human Resource Development and Adult Education. Graduates of this program will be able to design and conduct effective educational programs for adult learners in both formal and informal organizations.

Goal 1, Objective 1: Graduates will be able to assess and present material to diverse audiences as well as facilitate the learning of self-directed adults.

Measure: Graduates were surveyed by means of a web-based questionnaire. In answer to the question, how did the program help you meet the demands of your professional career?

Meet the demands of your current professional role	
A great deal	14
Somewhat	3
Not at all	2

Goal 1, Objective 2: Students will be able to demonstrate basic and current knowledge in the professional fields of adult education and human resource development.

Measure: Graduates were surveyed by means of a web-based questionnaire. In answer to the question whether courses provided them with current, up to date information, they responded:

Courses Provided Up-to-date Information in Adult Ed and Human Resource Dev.	
The latest ideas	13
Somewhat dated Ideas	5
Old ideas	1

Goal 1, Objective 4 Students apply knowledge from the classroom in creative ways in program settings or in research. Six of 19 graduates presented a total of 10 papers to professional groups outside their classroom activities. However, one respondent who presented 3 papers noted that the papers were not in the field of adult education or human resource development.

Presented Papers at Regional, National or Local Professional Conferences	
Yes	6
No	13

Goal 1, Objective 4 (continued). Three students won awards for their research. At the Doctoral level [redacted] won the Group V award for excellence in dissertation research. [redacted] won the Group V award for excellence in Master's thesis research and [redacted] won the AARP national Andrus Foundation award for her Master's thesis research.

Goal 1, Objective 5: The HRAE program will develop a 'research culture'. (See responses to Objective 4 above.

Goal 2: Students and Graduates will be satisfied with their graduate experience and will be able to apply their knowledge and skills in a professional setting.

Objective 1: Students and graduates will belong to professional associations, present at scholarly conferences; co-present with faculty and co-author with faculty.

Presentations and articles co-authored with faculty	
National presentations	4
Local presentations	2
Journal Articles	4

Goal 2, Students and graduates will express satisfaction with the program.

The web-based survey asked three open-ended questions:

What Graduates Liked best about the Program	
Professors were great, because they tried to meet the needs of the students	4
Learned more in Master's degree program than I ever imagined	
Liked evening and weekend classes for working adults	
Encouragement with research, help with research	3
Able to incorporate projects directly related to my work	2
Flexibility to pursue specific areas of interest within coursework	
██████'s cohort group	
Professionalism of professors and advisers	2

What Graduates Liked Least about the Program	
Freezing of the Doctoral program	3
Professor did not give a student credit in a book for which student did research	
Curriculum—each course was similar.	
Never opened a book for one professor's class, yet received an 'A'	
Lack of evenness or equality among course demands	
The muddled thinking and verbal abuse of another professor	
Some of required readings were outdated	
The difficulty in trying to get the Chair of one's committee removed	
The amount of time spent on non-academic activities	
Non-HRAE required courses offered only during daytime (working hours)	
Narrow courses to choose from	
The complicated process of having a plan-of-study approved.	

Recommendations for improvement	
Reopen the doctoral program	
Encourage research and presentation of papers at conferences	
Revamp the rigor of the program	
Take student evaluations seriously	

Program Changes Planned as a Result of the Assessment

1. HRAE faculty will work on the overall program design including a review of the doctoral core; the design of new courses and the course rotation.
2. More attention will be given to paper work between the Tulsa and Stillwater campuses.
3. Faculty will have a discussion about course loads.
4. Faculty will give more attention to initial advisement and orientation. Faculty will discuss the feasibility of having all incoming students begin in the Fall semester with the Doctoral Seminar I.
5. Faculty will give more advisement in Tulsa
6. Priority will be given to lifting the freeze on admissions to the doctoral program.