Gabrielle Evans

AHRD 640: Program Evaluation and Measurement

9/8/14

**Program Objectives Activity**

The program objectives for the Adult Education/Human Resource Development (AHRD) graduate program are listed below in bold. Each of the objectives have been evaluated in a two-step process. First, each objective is reviewed to determine whether it aligns with the program courses and key program assessments. Next, each objective is assessed to ensure that it aligns with the five principles of SMART objectives. After each objective has been analyzed, the researcher will compare the AHRD objectives to those of the ASTD Competency Model to determine whether there are missing components in the list of AHRD objectives.

**Objective Alignment with Program Courses and Key Assessments**

The following chart lists each objective in the AHRD program followed by the courses and key assessments that apply to each. The chart only includes the core courses that are required for each student to complete in order to graduate from the program.

|  |
| --- |
| **Objective: To understand and apply systems theory, analytic systems, principles of adult development, learning theory, leadership theory and current trends.** |
| **Applicable Courses:*** AHRD 520: Foundations of Adult Education/Human Resource Development
* AHRD 580: Learning Theories and Practice

**Key Assessments:*** Written Comprehensive Exams
 |
| **Objective: To understand business, industry, educational and other organizational settings.** |
| **Applicable Courses:*** AHRD 520: Foundations of Adult Education/Human Resource Development

**Key Assessments:*** Written Comprehensive Exams
 |
| **Objective: To identify, understand and build effective organizational relationships that support teaching, learning, and performance improvement appropriate to the context.** |
| **Applicable Courses:*** AHRD 600: Performance Analysis and Needs Assessment in Adult Education/Human Resource Development
 |
| **Objective:** **To organize, manage, and evaluate teaching, learning, and performance improvement efforts.** |
| **Applicable Courses:*** AHRD 640: Program Evaluation and Measurement in Adult Education/Human Resource Development

**Key Assessments:*** Oral Comprehensive Exams
 |
| **Objective: To analyze, design, develop, implement, and evaluate appropriate curricula in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, organizational, and social learning.** |
| **Applicable Courses:*** LTLE 610: Instructional Design in Adult Education/Human Resource Development

**Key Assessments:*** Oral comprehensive exams
 |
| **Objective: To facilitate and lead team-based learning, planning, organizing, and evaluating appropriate to the context.** |
| **Applicable Courses:*** AHRD 540: Leadership and Facilitation

**Key Assessments:*** Oral comprehensive exams
 |
| **Objective: To be aware of and apply appropriate technologies.** |
| **Applicable Courses:*** LTLE 570: Design and Development of Digital Media
* LTLE 610: Instructional Design in Adult Education/Human Resource Development
* AHRD 695: Portfolio

**Key Assessments:*** Online Portfolio
 |
| **Objective: To recognize and respond responsibly to issues of diversity and ethics.** |
| **Applicable Courses:*** AHRD 540: Leadership and Facilitation

**Key Assessments:*** Oral Comprehensive Exams
 |
| **Objective: To demonstrate the ability to articulate and forecast the vision and role for teaching, learning, and performance improvement according to the context.** |
| **Applicable Courses:*** AHRD 520: Foundations of Adult Education/Human Resource Development
* AHRD 540: Leadership and Facilitation
 |
| **Objective: To interpret and conduct research.** |
| **Applicable Courses:*** AHRD 630: Research Methods and Inquiry in Adult Education/Human Resource Development
* AHRD 680 Reading and Research
* AHRD 700: Thesis

To To**Key Assessments:*** Written Comprehensive Exams
* Defense of Research
 |

**Program Alignment with SMART Objectives**

1. ***To understand and apply systems theory, analytic systems, principles of adult development, learning theory, leadership theory and current trends.***

When comparing this objective to the SMART goals, the first thing I analyze is whether this objective is **specific**. “Understand” and “Apply” are the two action verbs that should tell learners what they are expected to achieve in the program, however one is vague and difficult to measure while the other is concrete. While it is possible to determine if an individual has applied the concepts to their work and assignments, it is difficult to ascertain whether the learner understands each of the concepts. This objective also fails to tell learners how the change will be implemented. Therefore, this objective fails to be specific.

Next, I analyze whether the stated objective is **measurable**. This objective would not be considered measurable because there is not a quantity reference for the level of understanding and application that has to be attained to achieve the objective.

Then, I determine whether this goal is attainable or **achievable**. This objective is attainable because there are courses and assessments that each student must complete to graduate from the program. Passing these courses will prove that the learner understands each of the concepts in this objective.

The next step is to determine whether the stated objective is **relevant**. This objective would be considered relevant because the goal of the program is to develop individuals who are capable of being human resource development professionals, consultants, instructional designers, educators, and more. These courses are relevant to each of the professions that this program targets.

Finally, I determine whether the stated objective is **time bound**. This objective is not time bound. It does not have a time reference or a deadline for when this objective should be completed.

1. ***To* *understand business, industry, educational and other organizational settings.***

The first thing I analyze is whether this objective is **specific**. This objective would not be considered specific because the action verb “understand” is not concrete. There are different levels of understanding for each learner, therefore this objective is difficult to pinpoint.

Next, I analyze whether the stated objective is **measurable**. There is no quantifiable measure in this objective and the objective fails to provide information that tells the learner how they can know that they understand business, industry, educational and other organizational settings.

Then, I determine whether this goal is attainable or **achievable**. This objective is achievable because of the textbooks, resources, instructors, and summer intern experiences that the students are exposed to in the program.

The next step is to determine whether the stated objective is **relevant**. The objectives are relevant because the students who enter the program are interested in working in business fields such as consulting, human resource, and instructional design. There are others interested in educating and training adults. This objective assures learners that they will learn what they need to be successful in the program.

Finally, I determine whether the stated objective is **time bound**. This objective is not time bound because it does not state a time reference or a deadline that lets learners know when this objective should be completed.

To identify, understand and build effective organizational relationships that support teaching, learning, and performance improvement appropriate to the context.

The first thing I analyze is whether this objective is **specific**. This objective is specific when it references action verbs such as “identify” and “build” because it tells learners what they are going to do and for whom they will do it for. Learners understand that they will identify and build for the purpose of forming relationships that support their goals. This is telling learners the exact way that they will be able to form relationships in this program. Despite this fact, the action verb “understand” still fails to be specific enough for each type of learner that will try to achieve this objective.

Next, I analyze whether the stated objective is **measurable**. This objective is not measurable because learners do not have a quantifiable number or indicator that tells them when they can know they have achieved the appropriate level of identification, understanding, and building to build relationships in the program.

Then, I determine whether this goal is attainable or **achievable**. This objective would be considered achievable because the program provides support and resources for learners to accomplish this objective.

The next step is to determine whether the stated objective is **relevant**. This objective is relevant because building and forming relationships is important to this program and career field. Networking is an important concept for those who wish to go into business fields and this program allows learners to be supported in their endeavors to connect with others.

Finally, I determine whether the stated objective is **time bound**. This objective would not be considered time bound because it fails to state how learners will know when this objective should be accomplished. There is no information surrounding whether this should happen within a semester or within the second year of the program. There is no way for the learner to gauge when they have achieved the things listed in this objective.

1. ***To organize, manage, and evaluate teaching, learning, and performance improvement efforts.***

The first thing I analyze is whether this objective is **specific.** This objective would be considered specific because the action verbs give the learner a clear picture of what they will be doing in the graduate program. The verbs are concrete and give the learner a good picture of how they will learn about performance improvement.

Next, I analyze whether the stated objective is **measurable.** This objective is not considered measureable because there is not a specific quality or quantity mentioned with this objective. There is no way for the learner to realize whether or not they have adequately managed, organized, evaluated, or learned.

Then, I determine whether this goal is attainable or **achievable.** This objective would be considered achievable because the graduate program offers classes that require student to work on performance improvement projects. These projects require students to utilize the skills listed in this objective.

The next step is to determine whether the stated objective is **relevant.** This objective is relevant because the fields of business, human resource development, adult education, and instructional design each require a knowledge of performance improvement.

Finally, I determine whether the stated objective is **time bound.** This objective would not be considered time bound because the learner is not given details about a specific deadline or date that this objective should be accomplished.

1. ***To analyze, design, develop, implement, and evaluate appropriate curricula in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, organizational, and social learning.***

The first thing I analyze is whether this objective is **specific.** This objective is specific. It tells learners the actions that they will take and the goals that they are trying to reach using those actions. Learners have a clear idea of how they are going to analyze curriculum with this objective because the entire process has been explained with information on how the learning will occur.

Next, I analyze whether the stated objective is **measurable.** This objective would not be considered measurable because there is not a quantity reference for the level of understanding and application that has to be attained to achieve the objective.

Then, I determine whether this goal is attainable or **achievable.** This objective is achievable because each student in the program is required to take an instructional design course that teaches each step of the ADDIE model. There are other courses that use this model as a foundation as well.

The next step is to determine whether the stated objective is **relevant.** The objectives are relevant because the students who enter the program are interested in working in business fields such as consulting, human resource, and instructional design. There are others interested in educating and training adults. This objective assures learners that they will learn what they need to be successful in the program and in their chosen career field.

Finally, I determine whether the stated objective is **time** **bound.** This objective is not considered time bound because there is not specific language in this objective that tells learners when they can expect to complete the actions listed in this objective.

1. ***To facilitate and lead team-based learning, planning, organizing, and evaluating appropriate to the context.***

The first thing I analyze is whether this objective is **specific**. This objective is specific because it possible to determine whether students are facilitating and leading information within the program.

Next, I analyze whether the stated objective is **measurable**. There is no quantifiable measure in this objective and the objective fails to provide information that tells the learner how they can know that they understand business, industry, educational and other organizational settings.

Then, I determine whether this goal is attainable or **achievable**. This objective is achievable because students will work in groups each semester that they are in the program. They will also have to use each of the other skills listed in this objective as they progress through the course. Resources such as textbooks and projects that we must take in this course explain how each of these action verbs should be done and each student will have an opportunity to carry out the actions in the program.

The next step is to determine whether the stated objective is **relevant**. This objective is relevant because the fields of business, human resource development, adult education, and instructional design each require a knowledge of performance improvement.

Finally, I determine whether the stated objective is **time bound**. This objective would not be considered time bound because it fails to state how learners will know when this objective should be accomplished. There is no information surrounding whether this should happen within a semester or within the second year of the program. There is no way for the learner to gauge when they have achieved the things listed in this objective.

1. ***To be aware of and apply appropriate technologies.***

The first thing I analyze is whether this objective is **specific**. This objective is specific when it refers to the action verb “apply” because the learner can tangibly assess whether they applied technology to assignments in the program. However, the action verb “aware” is not specific because each learner becomes aware of technology at different levels.

Next, I analyze whether the stated objective is **measurable**. This objective is not measurable because learners do not have a quantifiable number or indicator that tells them when they can know they have achieved the appropriate level of identification, understanding, and building to build relationships in the program.

Then, I determine whether this goal is attainable or **achievable**. This objective is achievable because the students are able to take courses such as instructional design, video, and other technology courses within this program.

The next step is to determine whether the stated objective is **relevant**. This objective is relevant because the world is using technology as its main source of information sharing and a medium for business.

Finally, I determine whether the stated objective is **time bound**. This objective is not considered time bound because there is not specific language in this objective that tells learners when they can expect to complete the actions listed in this objective.

1. ***To recognize and respond responsibly to issues of diversity and ethics.***

The first thing I analyze is whether this objective is **specific**. This objective is not specific because if fails to inform the learner of how this objective will be carried out. They are not given information about how they will recognize and respond to diversity and ethics issues. The objective is very vague and it is hard to tell what the exact action students will take.

Next, I analyze whether the stated objective is **measurable**. There is no quantifiable measure in this objective and the objective fails to provide information that tells the learner how they can know that they understand business, industry, educational and other organizational settings.

Then, I determine whether this goal is attainable or **achievable**. This goal is achievable because students will learn about diversity and ethics in the “Leadership and Facilitation” course that each student is required to take as a student in the program.

The next step is to determine whether the stated objective is **relevant**. This objective is relevant because the fields of business, human resource development, adult education, and instructional design each require a knowledge of performance improvement.

Finally, I determine whether the stated objective is **time bound**. This objective is not considered time bound because there is not specific language in this objective that tells learners when they can expect to complete the actions listed in this objective.

1. ***To demonstrate the ability to articulate and forecast the vision and role for teaching, learning, and performance improvement according to the context.***

The first thing I analyze is whether this objective is **specific**. This objective is specific because it gives concrete action verbs that tell the learner exactly what they will do and what task they will do it for. The action verbs also describe what has to be done in this objective.

Next, I analyze whether the stated objective is **measurable**. This objective is not measurable because learners do not have a quantifiable number or indicator that tells them when they can know they have achieved the appropriate level of identification, understanding, and building to build relationships in the program.

Then, I determine whether this goal is attainable or **achievable**. This goal is achievable because there are several opportunities for students to articulate and forecast the vision and role for teaching, learning, and performance improvement in our program. Classes such as Learning Theories allow students to look at the concept behind various the vision and role for teaching, the course Introduction to Human Resource Development teaches students how to forecast the vision and role for teaching, and the Needs Assessment course teaches students performance improvement techniques.

The next step is to determine whether the stated objective is **relevant**. The objectives are relevant because the students who enter the program are interested in becoming adult educators and trainers. This objective assures learners that they will learn what they need to be successful in the program and in their chosen career field.

Finally, I determine whether the stated objective is **time bound**. This objective would not be considered time bound because it fails to state how learners will know when this objective should be accomplished. There is no information surrounding whether this should happen within a semester or within the second year of the program. There is no way for the learner to gauge when they have achieved the things listed in this objective.

1. ***To interpret and conduct research.***

The first thing I analyze is whether this objective is **specific**. This objective is specific because learners are given information that provides context for what they’re expected to achieve. The objective informs the learner that they will conduct research in the program and interpret the research of others.

Next, I analyze whether the stated objective is **measurable**. This objective would not be considered measurable because there is not a quantity reference for the level of understanding and application that has to be attained to achieve the objective.

Then, I determine whether this goal is attainable or **achievable**. This objective is achievable because the AHRD program has several courses that allow students to interpret and conduct researches. Courses such as Research Methods and the Thesis courses allow students to learn about the proper way to conduct research as well as the proper way to interpret research that has been done at other institutions.

The next step is to determine whether the stated objective is **relevant**. This objective is relevant because the fields of business, human resource development, adult education, and instructional design each require a knowledge of performance improvement.

Finally, I determine whether the stated objective is **time bound**. This objective is not considered time bound because there is not specific language in this objective that tells learners when they can expect to complete the actions listed in this objective.

**Comparison of AHRD objectives to ASTD Competency Model**

The following portion will compare the AHRD objectives to the ASTD Competency Model to determine whether there are missing components in AHRD objectives.

|  |  |
| --- | --- |
| **ASTD Competency** | **AHRD Objectives** |
| Career Planning | **Applicable Objective:*** To understand business, industry, educational, and other organizational settings.

**Comments:**This objective could be applicable to career planning because this course allows students to understand information about the career field that they are interested in pursuing. However, there could be a more concrete objective that ensures that career planning is an option for students. |
| Coaching and Feedback | **Applicable Objective:**None**Comments:**There is information taught on coaching and feedback during the Introduction to Adult Education/Human Resource Development; however, more material has to be taught on this topic before it can have a distinct place on the program objectives list. |
| Credentialing | **Applicable Objectives:**None**Comments:**The ASTD Competencies article states credentialing as “the requirement of individuals to meet certain pre-determined qualifications, such as acceptable performance on an exam or completion of some type of work experience.” This competency can be seen in the requirement of the program because students are not allowed to enroll in certain courses until they complete other courses first. However, there is not a specific AHRD objective that addresses this competency. This could be included in the objectives if the AHRD objectives were measurable or explained the requirement for students to progress through the courses. |
| Training and Development | **Applicable Objectives:*** To organize, manage, and evaluate teaching, learning, and performance improvement efforts.
* To analyze, design, develop, implement, and evaluate appropriate curricula in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, organizational, and social learning.
* To facilitate and lead team-based learning, planning, organizing, and evaluating appropriate to the context.
* To be aware of and apply appropriate technologies.

**Comments:**This is where most of the objectives are listed because our program is very training- and development- focused. |
| Performance Management | **Applicable Objectives:**None**Comments:**This program focuses more on performance improvement than it does performance management. There is an objective that even mentions the ability of students to “manage and evaluate teaching, learning, and performance improvement efforts” but nothing specifically addresses performance management. |
| Succession Planning | **Applicable Objectives:**None**Comments:**This objective is missing based on the ASTD competency model. There is no listed objective which refers to succession planning and we do not learn a lot about that topic within our program. |
| Selection | **Applicable Objectives:**None**Comments:**An objective on selection would give students clarity on what is needed to get into the program as well as progress once they are within the course. |
| Promotion | **Applicable Objectives:*** To demonstrate the ability to articulate and forecast the vision and role for teaching, learning, and performance improvement appropriate to the context.

**Comments:**This objective relates to the ASTD competency of promotion because students learn to forecast the vision and role for teaching. This requires students to understand the current market for employees in our field as well as the potential for promotion in the future. |