A STUDY TO DETERMINE THE NEED FOR DELIVERING THE MASTER

OF SCIENCE IN TRAINING AND DEVELOPMENT PROGRAM AT THE

UNIVERSITY OF WISCONSIN-STOUT ONLINE

By
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A Research Paper

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ABSTRACT

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A Study to Determine the Need for Delivering the Master of Science in
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In today's rapidly evolving society, the Internet is changing the way in which we send and receive information. Universities across the globe are beginning to offer complete degree programs online in an effort to offer their programs to anyone who has access to the Internet. These online degree programs are allowing students to receive a quality education regardless of location.

The purpose of this study is to determine the need, as expressed by select members of the American Society of Training and Development (ASTD), for

delivering the Master of Science in Training and Development program online. The American Society of Training and Development is an organization comprised of students and professionals interested in the field of training and development. The purpose of researching this particular population is due to their interest and knowledge in the field of training and development.

The intent of this study is to determine the participants' willingness to pursue a Master of Science degree in Training and Development using the Internet as a medium. Past experiences related to online learning as well as their personal level of self-motivation and anticipated success in an online program will also be examined by this study. More specifically this study will determine if they feel they would succeed in the completion of an online advanced degree. Quantitative research, more specifically a survey, will be used to obtain quality and factual data. The researcher will utilize likert scale, multiple choice, and dichotomous questions.

According to Pena (2001), "online learning is a convenient way to update your skills and become more competitive in the job market." Online learning allows students more choices, and therefore more possibility to find a program that meets their needs. An estimated 180 accredited graduate schools now support distance-learning degree programs, and an increasing number of the programs are Web-based (Phillips, 1998). Allowing learners to complete

assignments and review lectures on their own time is another benefit of online

learning. According to Reid (2002), "web-based degree programs allow students

to study and submit assignments virtually around the clock." The flexibility of

online learning allows for a diversity of students' physical locations. According

to Bennett (2001), "students can collaborate on work from different geographical

locations at their own pace." Other potential advantages of online courses include

quick (sometimes immediate) feedback between instructors and students,

promotion of critical thinking, instant or prompt e-mail messaging or responding,

and less expensive modes of communication between students and instructor

(Bennett, 2001).

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Acknowledgements

Where I am today is because of the wonderful people around me. I would have had a hard time completing this phase of my life if it weren't for the love and support of my friends and family. My parents gave me constant support and encouragement throughout this entire process.

I would like to thank my research advisor, Joe Benkowski, for making this process enjoyable. Joe has incredible knowledge about the field of training and development and a unique sense of humor both of which made working with him a wonderful experience.

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Last, but certainly not least, I owe a huge debt of gratitude to my wonderful girlfriend, Kim Friederichs. Kim has never let me take myself too seriously, and she has an incredible way of keeping everything in perspective. Her upbeat attitude and constant encouragement have been an inspiration to me. Thank you for your love and friendship.

CHAPTER I

Research Problem and Objectives

<u>**Introduction**</u>

In today's rapidly evolving society, the Internet is changing the way in which we send and receive information. Universities across the globe are beginning to offer complete degree programs online in an effort to offer their programs to anyone who has access to the Internet. These online degree programs are allowing students to receive a quality education regardless of location.

The purpose of this study is to determine the need, as expressed by select members of the American Society of Training and Development (ASTD), for delivering the Master of Science in Training and Development program online. The American Society of Training and Development is an organization comprised of students and professionals interested in the field of training and development. The purpose of researching this particular population is due to their interest and knowledge in the field of training and development.

This study will determine the participant's comfort level pertaining to online coursework and willingness to pursue an online advanced degree in training and development offered at the University of Wisconsin-Stout. Past experiences related to online learning as well as their personal level of self-

motivation and anticipated success in an online program will also be examined by this study. More specifically this study will determine if they feel they would succeed in the completion of an online advanced degree.

Context

The University of Wisconsin-Stout, part of the University of Wisconsin system, educates nearly 8,000 undergraduate and graduate students annually. The university, founded in 1891, strives to prepare students for careers in business, industry, technology, education, human development, and art and design. The university is located in Menomonie, WI approximately 30 miles west of Eau Claire, WI and 50 miles east of St. Paul, MN.

At present time, only one school within the University of Wisconsin system offers a Master of Science degree in Training and Development, the University of Wisconsin-Stout. The program is geared toward individuals employed in business and industry with an interest in the field of training and development. Learners in the program are exposed to a variety of coursework (Appendix A) including Organizational Development, Training Design and Evaluation, and Learning Technologies. Some of the courses in the 30-credit program are currently being offered online such as Performance Analysis, Management and Coordination of Training and Development, and Human Resource Management. The program gives students the opportunity to learn from

a variety of professors with diverse backgrounds and experiences. The courses offered in the program give students the opportunity to remain current on technological trends, improve presentation skills, and familiarize themselves in the area of research.

<u>Research Question</u>

The research question was developed to explore the following issues:

1. To determine if the University of Wisconsin-Stout should create an online Masters Degree in Training and Development.

<u>Research Objectives</u>

This research project will attain the following objectives:

1. To determine if select members of the American Society of Training and Development have interest in pursuing an online Masters degree in Training and Development from the University of Wisconsin-Stout.

2. To develop a model that allows the University of Wisconsin-Stout to proceed in investigating an online Masters degree in Training and Development.

<u>Significance of the Study</u>

1. The University of Wisconsin-Stout will find this information useful when determining the need for developing online curriculum for the Master of Science degree in Training and Development.

2. University of Wisconsin-Stout faculty will find this information useful when developing online curriculum for the Master of Science degree in Training and Development.

Methodology

The researcher intends to base the study on the results of a survey. The survey (Appendix E) will be sent to select members of the American Society of Training and Development, and will be administered via the Internet, more specifically email. The researcher will share the results of the study with the University of Wisconsin-Stout. A follow-up e-mail will also be sent in an effort to increase the response rate.

Limitations of the Study

1. There is no guarantee that the survey will be returned by the participants, thus the rate of response is unknown.

2. This study is only intended to include the Master's program in Training and Development at the University of Wisconsin-Stout and no other program is to be included.

3. The researcher produced the survey instrument.

4. Due to time constraints, only select chapters, and therefore members, of the American Society of Training and Development will be contacted to participate.

Assumptions

1. Individuals surveyed will see the importance of participating in the study for the benefit of delivering the Master of Science in Training and Development program at the University of Wisconsin-Stout online.

2. Information acquired in the study will be used by the University of Wisconsin-Stout to evaluate the need of delivering the Master of Science in Training and Development program online.

3. Individuals surveyed will be truthful in their responses.

4. The researcher will effectively evaluate the information received and produce meaningful data.

Needs Statement

      Universities across the nation have adopted online advanced degree programs in an effort to attract all interested learners. Online degree programs are proving themselves to be a threat to the "traditional classroom" because they are offering students unlimited options. Universities must adopt online degree programs in order to remain competitive in this truly global marketplace.

Definition of Terms

Browsers

      Applications that enable you to access the material on the Internet (Forsyth, 1998).

<u>eLearning</u>

       The process of learning new information over the Internet (Karr, 2002).

<u>Gopher</u>

       A search mechanism that is a historical part of the Internet (Forsyth,

1998).

<u>Home page</u>

       Like a cover of a book: it contains a title and perhaps some image, or

collage of images, to provide a representation of the course content (Forsyth,

1998).

<u>Intranet</u>

       An Internet for the use of those within an organization (Forsyth, 1998).

<u>Online Instruction</u>

       A form of distance education that is delivered over the Internet (Johnson,

Aragon, Shaik, Palma-Rivas, 2000).

<u>Resources</u>

       The term used to describe the materials that institutions are currently

placing on the Internet (Forsyth, 1998).

<u>Thumbnails</u>

       Miniature versions of an image or a video clip that alert the learner to the

fact that more information is available to them (Forsyth, 1998).

Web-Based Instruction (WBI)

      An innovative approach for delivering instruction to a remote audience,

using the Web as a medium (Khan, 1997).

Outline of Report

The outline of the report follows a standard five-chapter thesis/field project

format. This format is approved by the Graduate College of the University of

Wisconsin-Stout. The following table (Table 1) outlines the chapters and their

topic areas.

Chapter	Topic	Brief Description
I	Research Problems and Objectives	Includes the background of the problem, research question and objectives, and a definition of terms.
II	Review of Literature	Includes a literature review of journal articles related to online learning and web based program design.
III	Research Methods	Includes a description of the methodology.
IV	Findings & Analysis of Results	Includes an analysis of research findings.
V	Summary, Conclusions and Recommendations	Includes conclusions and recommendations based on the findings of the research.

CHAPTER II

Review of Literature

<u>Introduction</u>

When defining the parameters of the problem: "Should the University of Wisconsin-Stout offer the Master of Science in Training and Development program online?" the research will include a full review of current literature related to the topic. Several sources will be reviewed and several issues will be discussed. Recent research has shown the growing trend of universities offering advanced online degrees in an effort to offer their programs to anyone who has access to the Internet, according to Charp (2002) "thousands of colleges, universities and corporations around the world offer online courses and degrees." It is predicted that by 2005, 90 percent of American universities will offer at least one course online (Charp, 2002). Furthermore, the need for online degree programs is not showing any signs of slowing down, according to Roach (2002), "it is estimated that online learning may eventually capture as much as 15 percent to 20 percent of total U.S. higher education enrollments."

<u>History of Distance Education</u>

Before we can begin to assess the need for an online degree program, it is important to know the history of distance education as a whole. Distance education dates back as far as 1840 when Sir Isaac Pittman, the English inventor

of shorthand, came up with an ingenious idea for delivering instruction to a potentially limitless audience: correspondence courses by mail (Phillips, 1998). Since Pittman pioneered distance learning, in which instructor and student remain geographically apart, it has boomed; it is now delivered via cable television, satellite broadcasts, videotapes—and most recently, the Internet (Phillips, 1998). The use of distance learning technologies, and more specifically, online distance learning, have both grown out of and enhanced the changes now occurring in the delivery of education (Paloff and Pratt, 2001).

Forces of Learning

According to Bennett (2001), "three forces shape learning: the instructor, the student(s), and the tools used in the process." It is important that all three of these forces compliment each other in order to have a successful learning environment. The instructor plays a large role in the course implementation and facilitation. As instructors adapt courses for online instruction, efforts should be made to ensure that the course content be modified to fit online without compromising the substance or integrity of the class (Bennett, 2001). Ultimately, the success of the online learning experience rests mainly on the students' shoulders. If students are accustomed and motivated to learn course content outside of the classroom, and they are technologically advanced, then it seems to follow that they are likely to learn via online instruction (Bennett, 2001).

Students also need to be aware that a great deal of motivation is needed to

succeed in an online learning environment. According to Bennett (2001), "online

instruction does require students to take greater responsibility for their own

learning." Successful students in the online environment need to be active,

creative, and engaged in the learning process (Paloff and Pratt, 2001). Tools

provide the means by which the instructor and the student will communicate;

products such as WebCT will revolutionize online instruction. WebCT (short for

World Wide Web Course Tools) is a web based commercial software package

that aids instructors in the design and development of online courses (Bennett,

2001).

How Online Learning Works

Before we can get too involved with the benefits of online instruction, "a

form of distance education that is delivered over the Internet (Johnson et al,

2000)," it is important to discuss how this phenomena works. According to

Gehring (2002), "online classes and programs are the latest incarnation of an old

idea: trying better to meet students' needs by offering coursework outside a

traditional classroom, whether by mail, over television, or by other means." In a

typical instructor-led online course, the student uses a web browser to connect to

the course site (Hamilton-Pennell, 2002). Course lessons are usually text-based

but may include graphics in the form of tables, screen shots or illustrations

(Hamilton-Pennell, 2002). Unlike in the face-to-face classroom, in online

distance education attention needs to be paid to developing a sense of community

in the group of participants in order for the learning process to be successful

(Paloff and Pratt, 2001). In the online world, the delivery methods include basic

email communication, real-time chat rooms, and "threaded discussions" on

message boards that let students post work or take part in class conversations at

their convenience (Gehring, 2002).

The Future of Online Learning

Online learning, in many respects, is still in its infancy stage and it is

important to discuss how it will grow from this point on. Online professional

development technology will continue to improve, and it will undoubtedly offer

new and exciting options, especially in the area of interactive multimedia

(Hamilton-Pennell, 2002). Because we are in a period of transition from print-

based to online resources, information instruction is more important than ever

(Tenopir, 2002).

> As computer hardware becomes increasingly affordable, and as
>
> access and quality in remote areas improve, it is likely that some
>
> of the tools that are currently difficult to use in an online
>
> classroom setting, such as chat, audio, and video, will become

more accessible and therefore more usable in an online class

(Paloff and Pratt, 2001).

According to Schank (2002), "web courses will undergo a transformation over time and that transformation will begin to change education (and perhaps even society itself) forever." After all, according to Jones (2002), "the idea is to deliver education to people, instead of people to education."

Benefits of Online Learning

According to Pena (2001), "online learning is a convenient way to update your skills and become more competitive in the job market." Online learning allows students more choices, and therefore more possibility to find a program that meets their needs. An estimated 180 accredited graduate schools now support distance-learning degree programs, and an increasing number of the programs are Web-based (Phillips, 1998). Allowing learners to complete assignments and review lectures on their own time is another benefit of online learning. According to Reid (2002), "web-based degree programs allow students to study and submit assignments virtually around the clock." The flexibility of online learning allows for a diversity of students' physical locations. According to Bennett (2001), "students can collaborate on work from different geographical locations at their own pace." Other potential advantages of online courses include quick (sometimes immediate) feedback between instructors and students,

promotion of critical thinking, instant or prompt e-mail messaging or responding, and less expensive modes of communication between students and instructor (Bennett, 2001).

Case Studies in Online Learning

Comparison of an Online Classroom to a Traditional Classroom

The primary purpose of this exploratory empirical study was to compare a graduate online course with an equivalent course taught in a traditional face-to-face format to identify differences and similarities in a variety of outcome measures (Johnson, et al 2000). Comparisons included student ratings of instructor and course quality; assessment of course interaction, structure, and support; and learning outcome measures (Johnson et al, 2000). In order to ensure accuracy, data was collected from a total of thirty-eight students, nineteen of whom took the course online and nineteen of whom who took the class in a traditional face-to-face environment. Both courses were taught by the same instructor, delivered by the same department, and required the same content, activities, and projects (Johnson, et al 2000). All thirty-eight participants were pursuing a graduate degree in Human Resource Development (HRD). On the student satisfaction indicators, instructor quality and course quality, both groups provided positive ratings (Johnson et al, 2000). Although student perceptions are important, the ultimate indicator of course effectiveness is the degree to which

students reach the learning objectives (Johnson et al, 2000). A large training

package assignment served as a basis for determining if learning objectives had

been reached. The package had to be complete enough so that another instructor,

with a similar background to that of a designer, could deliver the course with

minimal preparation (Johnson et al, 2000). Three HRD doctoral students with

instructional design experience were asked to independently evaluate each student

project in terms of the presentation quality, course organization, degree of detail

provided, and overall quality (Johnson et al, 2000). The difference in the project

ratings for the two groups was non-significant (Johnson et al, 2000). According

to Johnson et al (2000), "students in both the face-to-face group and the online

group performed equally well." The results of this study show that the learning

outcomes do not vary significantly between the two instructional formats; these

results support the argument that online instruction can be as effective as

traditional face-to-face instruction (Johnson et al, 2000).

Heating, Ventilation, Air Conditioning and Refrigeration Webcasts

It was lights, camera, and action recently as www.hvacchannel.tv brought

a live broadcast over the Internet to subscribers from a small studio tucked in the

rear of an inconspicuous office building in suburban Atlanta (Hall, 2002). Ruth

King, the host and founder of HVAC Channel, broadcasts training seminars

involving in-studio guests; these seminars are often archived and made available to subscribers at later times (Hall, 2002).

How Much Communication is Enough in Online Courses?

As class sizes grow in the online setting it becomes increasingly difficult for professors to respond in detail to every student request or give some students as much personal attention as they may need (Woods, 2002). This exploratory study reports on the following questions:

1. Will more frequent delivery of instructor-initiated personal (text-only) emails outside of required class discussion formats result in more favorable learner perceptions of the learner/faculty relationship, higher learner perceptions of online community, and a higher degree of learner satisfaction with the overall learning experience?

2. Will more frequent delivery of instructor-initiated personal (text-only) emails outside of required class discussion result in higher levels of student participation in required group discussion? (Woods, 2002).

The participants for the study were the 40 students enrolled in a doctoral level Organizational Communication course at Regent University, Virginia Beach, Virginia (Hall, 2002). The students involved in the study were randomly assigned to one of seven online discussion groups at the beginning of the course (A-G). Groups A and B received a personal email from the instructor

once a week, groups C and D once a month, groups E and F once every other month, and group G never received a personal email from the instructor. The emails were sent to each group as a whole according to the treatment schedule (Woods, 2002). According to the results of Woods' study (2002),

> "regardless of the frequency of instructor-initiated personal emails delivered outside the regular scope of required group discussion formats, students across all treatment groups reported having a positive faculty/student relationship, a strong sense of online community, and being very satisfied overall with the learning experience throughout the semester."

Woods' study (2002) also found that the groups that received the least amount of personal emails from the instructor (E-G) participated more in required group discussion.

Critical Issues for Development of Online Instruction

Johnson, Palma-Rivas, Suriya, and Downey (1999) conducted this study at a large Midwestern university to examine "the critical issues affecting the development and implementation of online HRD (Human Resource Development) graduate programs." The purpose of this study was to (a) help online program instructors, administrators, instructional designers, and technology developers understand the unique challenges and opportunities presented by

online instruction; and (b) expand the body of knowledge regarding this new form of instructional delivery (Johnson et al, 1999). Data were gathered in this study using a wide range of methods including in-depth interviews, surveys, observations, and document analysis (Johnson et al, 1999). The issues deemed most critical (for the development and implementation of online instructional programs) include the technology resources used in online programs, the knowledge and skills needed to participate in online programs, training issues that need to be addressed by program developers, and the type of technical support that should be provided (Johnson et al, 1999). While many of these issues are taken for granted when planning traditional face-to-face instruction, they must be carefully considered when venturing into the realm of online programs (Johnson et al, 1999).

Much of what we learn on the Internet is dictated by the technology we are using, according to Johnson et al (1999), "appropriate technologies must be selected in order to achieve full and effective participation by online students and instructors."

An analysis of 150 online instructional programs was performed to identify common practices of technology utilization this was followed by an analysis of independent software to determine the best software for utilizing these technologies (Johnson et al, 1999). The development of online instruction

requires that both the instructors and program developers know basic operation of word processing and presentation software, multiple web browsers, and HTML editors (Johnson et al, 1999). To fully participate in an online instructional program, including both synchronous and asynchronous sessions, students should have basic skills in using web browsers, threaded discussion groups, and e-mail applications (Johnson et al, 1999).

Technology training was clearly the type of training most needed by the majority of the students based on an analysis of the online students' technology resources and capabilities (Johnson et al, 1999). Specifically, training was needed in advanced uses of web browsers and use of communication tools such as e-mail (Johnson et al, 1999). The instructors and teaching assistants involved identified different types of training needs, including (a) orientation training, (b) communication-skills training, and (c) technology usage training (Johnson et al, 1999).

According to Johnson et al (1999), "technical support is a critical aspect of any online program." Given the types and frequency of technical problems from the online courses, as well as the prior expectations of potential obstacles, multiple support features were implemented in an effort to reduce the number of technical problems experienced by the online instructors and students (Johnson et al, 1999).

<u>An Online Learning Success Story</u>

Jones Knowledge is a proactive, entrepreneurial effort to empower the individual through education and this to contribute to the conversion of information into knowledge, understanding, and wisdom (Jones, 2002). According to Jones (2002), "it is a leader in the development and deployment of e-learning solutions for corporations, as well as educational institutions, worldwide." As the Internet gained popularity and became the technology of choice for many students, Jones decided to fully implement and Internet-based educational delivery system (Jones, 2002). Furthermore according to Jones (2002), "JIU (Jones International University) was the first purely on-line "cyber" university to receive regional accreditation." There is little interruption in the continuity of each course because a student can go on-line, complete assignments, and participate in class discussion on a more flexible schedule than is the case with traditional classrooms (Jones, 2002). Jones Knowledge's approach to higher education will continue to be one of augmentation, not replacement, of existing educational institutions (Jones, 2002).

<u>Preparing a Course for Internet Delivery</u>

One of the problems with translating face-to-face teaching into alternative modes is that the materials developed for face-to-face teaching actually lack content (Forsyth, 1998). In order to develop an online course, it is important to

start fresh. According to Forsyth (1998), "the preferred starting point is with a

'clean sheet' of paper: reversioning or revising existing materials is full of

problems." With the clean sheet of paper, the objectives, learning outcomes,

(and) competency statements associated with the course can be laid out (Forsyth,

1998). Course developers need to be aware that the old way of assessing learner

progress may not work when teaching over the Internet. According to Forsyth

(1998), "using the Internet as a teaching and learning tool requires a modification

on the approach taken for assessing learner progress in face-to-face teaching."

Tips for Creating Successful Online Programs

Always strive to make online courses as interactive as possible.
Use multiple means to deliver content and evaluate student progress.
Give faculty a voice in the selection of course authoring software and in
policy making around course ownership, governance, compensation,
course loads and class size, and intellectual property.
Provide training for both faculty and students in the new roles required to
create online learning communities and complete courses successfully.
Provide adequate administrative and technical support to faculty who are
developing and delivering courses and to students who are enrolled in
courses.
Include issues such as course development, purchase of hardware and
software, faculty compensation for course development and delivery, and
training in the institution's strategic plan, and a budget for a strong
infrastructure to support online courses and programs
(Paloff and Pratt, 2001, p.163).

Assessing the Need for an Online Program

According to founder of Jones International University, Glenn Jones (2002), "where there is a need, there usually is a market. Distance education is no exception." There will be big winners and big losers among institutions—at the extreme, the winners will emerge with global brand equity and enormous reach for their global missions; the losers—now without the safety of geographic barriers—will find their very existence threatened (Goldberg and Seldin 2000). For universities, the question becomes not if they are going to offer programs online, but rather when and how aggressively they are going to market these programs. According to Goldberg and Seldin (2000), "institutions must respond to the opportunity and challenge, with the most significant rewards going to those institutions that are first to market with an online effort congruent with their mission." The need for online degree programs is not showing any signs of slowing down, according to Roach (2002), "it's estimated that online learning may eventually capture as much as 15 percent to 20 percent of total U.S. higher education enrollments." The need for online graduate degree programs is further evidenced by the fact that "more mature students, in particular graduate students, tend to do better in online courses" (Bennett, 2001).

CHAPTER III

Research Methods

Introduction

The purpose of this chapter is to explain the research methodology used. The methodology for this study was chosen in correlation with the research question and objectives. This chapter includes the research design, population and instrumentation.

Research Question

The research question was developed to explore the following issues:

1. To determine if the University of Wisconsin-Stout should create an online Masters Degree in Training and Development.

Research Objectives

This research project will attain the following objectives:

1. To determine if select members of the American Society of Training and Development have interest in pursuing an online Masters degree in Training and Development from the University of Wisconsin-Stout.

2. To develop a model that allows the University of Wisconsin-Stout to proceed in investigating an online Masters degree in Training and Development.

<u>Research Design</u>

The purpose of this study is to determine the need, as expressed by select members of the American Society of Training and Development (ASTD), for delivering the Master of Science in Training and Development program online. The intent is to determine the participants' willingness to pursue a Master of Science degree in Training and Development using the Internet as a medium. Past experiences related to online learning as well as their personal level of self-motivation and anticipated success in an online program will also be examined by this study. More specifically this study will determine if they feel they would succeed in the completion of an online advanced degree. Quantitative research, more specifically a survey, will be used to obtain quality and factual data. The researcher will utilize likert scale, multiple choice, and dichotomous questions.

<u>Methodology</u>

The researcher intends to base the study on the results of a survey. The survey (Appendix E) will be sent to select members of the American Society of Training and Development, and will be administered via the Internet, more specifically email. The researcher will share the results of the study with the University of Wisconsin-Stout. A follow-up e-mail (Appendix C) will also be sent in an effort to increase the response rate.

<u>Population</u>

The American Society for Training and Development is the premier

national organization related to the training and development field. The

researcher intends to survey select chapters, and therefore select members, of the

American Society for Training and Development. The researcher and the

research advisor will identify which ASTD chapters are to be participants in this

study.

<u>Instrument</u>

The instrument will consist of an initial email letter (Appendix B), which

will state the purpose and importance of the study, a consent form (Appendix D),

and a copy of the survey (Appendix E). The researcher will administer the survey

over the Internet, more specifically via e-mail. The survey will be evaluated to

ensure validity by subject matter experts in the field of Training and Development

at the University of Wisconsin-Stout.

The questions for the survey were developed by the researcher with

knowledge gained from the literature review. Before administering the survey,

two training and development subject matter experts were given the survey to

ensure its validity. The consultation with these two individuals yielded minor

changes to the survey which were added before the administration of the survey.

Summary

This chapter explains the methodology used to obtain quality and factual data. The University of Wisconsin-Stout will find this information useful when determining the need for developing online curriculum for the Master of Science degree in Training and Development.

CHAPTER IV

Findings and Analysis of Results

<u>Introduction</u>

The purpose of this study is to determine the need, as expressed by select members of the American Society of Training and Development (ASTD), for delivering the Master of Science in Training and Development program online. The intent is to determine the participants' willingness to pursue a Master of Science degree in Training and Development using the Internet as a medium. The purpose of researching members of the American Society of Training and Development is due to their interest in the field of Training and Development. Furthermore, the American Society of Training and Development is the premier organization dedicated to this profession.

This chapter presents the result of the survey instrument. Information found in the research was analyzed according to the research objectives. The response information is listed below. The majority of the responses were received from the first mailing (70%).

<u>Research Question</u>

The research question was developed to explore the following issues:

1. To determine if the University of Wisconsin-Stout should create an online Masters Degree in Training and Development.

Research Objectives

This research project will attain the following objectives:

1. To determine if select members of the American Society of Training and Development have interest in pursuing an online Masters degree in Training and Development from the University of Wisconsin-Stout.

2. To develop a model that allows the University of Wisconsin-Stout to proceed in investigating an online Masters degree in Training and Development.

Population and Sample

The participants of this study were 689 members of the American Society of Training and Development (ASTD). ASTD members were asked to participate due to their knowledge and interest in the field of training and development, and due to the fact that ASTD is the premier organization devoted to the field. The table on the following page (Table 2) lists the chapters that were selected to participate as well as their geographic location and the number of members that were surveyed.

Chapter Name	Chapter Location	Members Surveyed
Golden Gate Chapter	San Francisco, CA	443
East Tennessee Chapter	Kingsport, TN	25
Northwest WI Chapter	Chippewa Falls, WI	51
New Hampshire Chapter	Manchester, NH	136
Lake Superior Chapter	Duluth, MN	43

Instrument

An electronic survey (Appendix E) was designed and administered via email to select members of the American Society of Training and Development. The survey contained 16 closed-ended questions using the following question types: dichotomous, multiple choice, and likert scale. In addition to the questions, an "additional comments" section was provided for participants to provide any feedback or concerns, and the comments that were expressed in this section can be found in Appendix F. There were a total of 689 surveys sent out, and 103 surveys were returned leaving a response rate of 15%. There were a total of 135 undeliverable messages in the two mailings, 109 from the initial mailing, which were deleted for the second mailing, and 26 in the second mailing. Removing the undeliverable messages from the total surveys sent yields a response rate of 19%.

Findings

The first section of the survey attempted to identify the participants'

access to the Internet, and their comfort level with various tasks associated with

online learning.

Table 3: Question 1 Internet Access

Where do you have access to a computer with Internet capabilities?	# of Respondents	%
At home	7	6.8
At work	3	2.9
Both at home and at work	93	90.3
Total	103	100

The table above indicates that an overwhelming majority of the

participants' have access to the computer both at home and at work. This

question was asked of the participants to determine where they would be doing

most of their work if they were enrolled in an online degree program.

Table 4: Question 2 Online Course Experience

Have you ever taken a college level course online?	# of Respondents	%
Yes	25	24.3
No	78	75.7
Total	103	100

The majority of the people who participated in this study (75.7%) have not ever taken a college level course online. This question was used to lead in to question three which inquires about the overall learning experience of those individuals that have taken a college level course online.

Table 5: Question 3 Overall Learning Experience

If yes, how would you rate your overall learning experience?	# of Respondents	%
Excellent	5	20
Good	15	60
Neutral	2	8
Poor	3	12
Horrible	0	0
Total	25	100

Of the 25 participants' that had taken a college level course, 80% of them felt that their overall learning experience was either good or excellent. This question was asked to determine the level of satisfaction the participants' felt after taking a course online.

Table 6: Question 4 Obtaining Information

Please indicate your level of comfort with: Using the Internet to obtain information.	# of Respondents	%
Very Uncomfortable	22	21.4
Somewhat Uncomfortable	4	3.9
Somewhat Comfortable	10	9.7
Very Comfortable	66	64.1
Refused to Answer	1	.9
Total	103	100

This question was asked of participants to determine if they are comfortable searching the Internet to obtain information that they may need for a class that is offered online. An overwhelming majority of the participants (73.8%) were either somewhat or very comfortable with using the Internet to obtain information.

Table 7: Question 5 Taking Courses Online

Please indicate your level of comfort with: Taking courses online	# of Respondents	%
Very Uncomfortable	15	14.6
Somewhat Uncomfortable	10	9.7
Neutral	21	20.4
Somewhat Comfortable	27	26.2
Very Comfortable	29	28.2
Refused to Answer	1	.9
Total	103	100

This question was asked to determine the comfort level of taking courses online, and it showed that an overwhelming percentage of participants (55.4%) would feel somewhat or very comfortable taking an online course. This number is surprising because only 24.3% of the participants have actually taken a college level course online.

Table 8: Question 6 Learning Information

Please indicate your level of comfort with: Learning information on your own.	# of Respondents	%
Very Uncomfortable	13	12.6
Somewhat Uncomfortable	10	9.7
Neutral	4	3.9
Somewhat Comfortable	18	17.5
Very Comfortable	58	56.3
Total	103	100

This question was asked of participants to determine if they consider themselves to be a self directed learner. 76 participants (76.3%) felt somewhat comfortable or very comfortable learning information on their own.

Table 9: Question 7 Online Program Interest

Would you be interested in obtaining a Master's degree if it were offered online?	# of Respondents	%
Yes	62	60.2
No	37	35.9
Refused to Answer	4	3.9
Total	103	100

The results of this question show that the participants have a strong desire to participate in an online Master's program. Some of the participants indicated in the "additional comments" section that they refused to answer because they wanted to answer "maybe." A copy of the additional comments that were stated can be found in Appendix F.

Table 10: Question 8 Training and Development Online

If the University of Wisconsin-Stout offered a Master of Science degree in Training and Development online, would you enroll in the program?	# of Respondents	%
Yes	43	41.7
No	52	50.5
Refused to Answer	8	7.8
Total	103	100

The results of this answer were very surprising considering 60% of the

participants wanted to obtain a Master's degree online. Many participants

indicated that they had already completed a Master's degree in the "additional

comments" section of the survey. This could have been the reason why not as

many participants were interested in obtaining a Master of Science in Training

and Development.

Table 11: Question 9 Enrollment

If yes, how soon would you be interested in enrolling?	# of Respondents	%
Less than 6 months	14	30.4
6-12 months	14	30.4
12-18 moths	10	21.8
More than 18 months	8	17.4
Total	46	100

Although only 43 participants indicated that they were interested in

obtaining a Master of Science degree in Training and Development online from

the University of Wisconsin-Stout, 46 participants answered this question. An

overwhelming 60.8% of the people who answered this question would be

interested in enrolling in the program within the next year.

Table 12: Question 10 One Week Session

If you are interested in enrolling, would you be willing to attend a one-week informational summer session at the University of Wisconsin-Stout?	# of Respondents	%
Yes	32	50.1
No	31	49.9
Total	63	100

Although only 43 participants indicated that they were interested in

enrolling in the program at the University of Wisconsin-Stout, 63 answered this

question. This question was asked of respondents to determine their willingness

to participate in a one-week informational summer session at the University of

Wisconsin-Stout. This week would be used to familiarize students with the

campus and allow them to meet fellow students as well as faculty.

Table 13: Question 11 Time of Day for Participation

What would be the best time of day for you to participate in online discussions?	# of Respondents	%
4am-8am	2	1.9
8am-Noon	2	1.9
Noon-4pm	5	4.9
4pm-8pm	37	35.9
8pm-Midnight	32	31.1
Refused to Answer	25	24.2
Total	103	100

This question shows that an overwhelming majority of the participants (67%) would prefer to participate in online discussions between the hours of 4pm and Midnight. This question was asked of participants to determine when professors should schedule online discussions.

Table 14: Question 12 Day of Week for Participation

What day of the week would you be most inclined to participate in online discussions?	# of Respondents	%
Monday	14	13.6
Tuesday	14	13.6
Wednesday	11	10.7
Thursday	8	7.8
Friday	8	7.8
Saturday	4	3.9
Sunday	15	14.6
Refused to Answer	29	28.2
Total	103	100

The majority of the participants (41.8%) indicated that they would be most inclined to participate in online discussions between Sunday and Tuesday. This question was asked in conjunction with question 11 to determine the ideal time to schedule online discussions in order to achieve the most participants.

Table 15: Question 13 Graduate Credit Cost

How much would you be willing to pay for graduate credits offered online?	# of Respondents	%
$200 or less per credit	46	44.7
$201-$400 per credit	29	28.2
$401-$600 per credit	2	1.9
Refused to Answer	26	25.2
Total	103	100

This question also included responses for $601-$800 per credit and More than $800 per credit. An overwhelming majority of participants (72.9%) indicated that they would be willing to pay no more than $400 per graduate credits offered online. This question was asked of participants to determine how much the University of Wisconsin-Stout should charge for graduate credits offered online in the Master of Science in Training and Development program.

Table 16: Question 14 Online Instruction Value

To what level do you agree with the following statement? Online instruction is just as valuable as traditional classroom instruction.	# of Respondents	%
Strongly Disagree	7	6.8
Disagree	26	25.2
Neutral	25	24.3
Agree	31	30.1
Strongly Agree	11	10.7
Refused to Answer	3	2.9
Total	103	100

This question was asked to determine if the participants feel that online instruction is as valuable as traditional classroom instruction. An overwhelming majority of participants (65.1%) feel that online instruction is just as valuable as traditional classroom instruction.

Table 17: Question 15 Student Interaction

To what level do you agree with the following statement? Interaction with other students is important to me.	# of Respondents	%
Strongly Disagree	6	5.8
Disagree	4	3.9
Neutral	15	14.6
Agree	34	33
Strongly Agree	39	37.9
Refused to Answer	5	4.8
Total	103	100

This question was asked of participants to determine if interaction with other students is important to them. The data shows that 70.9% feel that interaction with other students is important. The University of Wisconsin-Stout can use the data from this question to ensure that interaction among students is a priority in developing online curriculum.

Table 18: Question 16 Access to Materials

To what level do you agree with the following statement? I would like to have access to online course materials 24 hours a day.	# of Respondents	%
Strongly Disagree	5	4.9
Neutral	8	7.8
Agree	20	19.4
Strongly Agree	65	63.1
Refused to Answer	5	4.8
Total	103	100

This question was asked of participants to determine if course materials at the University of Wisconsin-Stout should be available online to students 24 hours a day. The data shows an overwhelming majority of participants (82.5%) would like to have access to course materials all the time.

CHAPTER V

Summary, Conclusions, and Recommendations

Introduction

In today's rapidly evolving society, the Internet is changing the way in which we send and receive information. Universities across the globe are beginning to offer complete degree programs online in an effort to offer their programs to anyone who has access to the Internet. These online degree programs are allowing students to receive a quality education regardless of location.

The purpose of this study is to determine the need, as expressed by select members of the American Society of Training and Development (ASTD), for delivering the Master of Science in Training and Development program online. The American Society of Training and Development is an organization comprised of students and professionals interested in the field of training and development. The purpose of researching this particular population is due to their interest and knowledge in the field of training and development.

Research Question

The research question was developed to explore the following issues:

1. To determine if the University of Wisconsin-Stout should create an online Masters Degree in Training and Development.

Research Objectives

This research project will attain the following objectives:

1. To determine if select members of the American Society of Training and
    Development have interest in pursuing an online Masters degree in Training
    and Development from the University of Wisconsin-Stout.
2. To develop a model that allows the University of Wisconsin-Stout to proceed
    in investigating an online Masters degree in Training and Development.

Needs Statement

Universities across the nation have adopted online advanced degree

programs in an effort to attract all interested learners. Online degree programs are

proving themselves to be a threat to the "traditional classroom" because they are

offering students unlimited options. Universities must adopt online degree

programs in order to remain competitive in this truly global marketplace.

Instrumentation

Research for this study was gathered by means of administering an online

survey to select members of the American Society of Training and Development

(ASTD). The survey (Appendix D) consisted of 16 closed-ended questions

seeking to determine the participants' willingness to participate in the Master of

Science in Training and Development program at the University of Wisconsin-

Stout if it were offered online. The survey also attempted to evaluate the level of

comfort that participants feel concerning different aspects of the Internet and online learning.

Data Collection

The study was designed to evaluate the possibility of offering the Master of Science in Training and Development program at the University of Wisconsin-Stout in an online format. The questions on the survey were constructed in correlation with the research objectives outlined above.

Survey Response Rate

There were a total of 689 surveys sent out, and 103 surveys were returned leaving a response rate of 15%. There were a total of 135 undeliverable messages in the two mailings, 109 from the initial mailing, which were deleted for the second mailing, and 26 in the second mailing. Removing the undeliverable messages from the total surveys sent yields a response rate of 19%.

Conclusions and Recommendations

In order to remain competitive in an increasingly global marketplace, a study like this should be completed at least every three years. More and more universities are moving towards an online format, and as Goldberg and Seldin (2000) stated about the future of online learning, "there will be big winners and big losers among institutions—at the extreme, the winners will emerge with global brand equity and enormous reach for their global missions; the

losers—now without the safety of geographic barriers—will find their very existence threatened."

The results of this study show that many of the participants would be interested in completing a Master's program if it were offered online. Although fewer participants indicated an interest in completing a Master of Science degree in Training and Development at the University of Wisconsin-Stout online it is necessary to forge ahead with this process to "obtain global brand equity" and keep interested parties educated about the benefits of the program along the way.

Throughout this process, you come across many different tools that would make things a little easier. Many of the participants indicated that they would have answered "maybe" to one or more of the questions. In an effort to increase response rate for those questions, a "maybe" response should be added where appropriate.

The benefits of administering this survey online proved to outweigh the benefits of delivering this study via US mail, the manner in which it was originally intended. The researcher should not assume that one method is going to be better than the other, yield a better response rate, or more factual data, but rather they should choose which method of data gathering best fits with the demands of research.

This research shows that an overwhelming majority of the participants would be interested in enrolling in a Master's degree if it were offered online. The University of Wisconsin-Stout should consider this information to be very valuable in determining the future of its Master's programs, particularly the Master of Science in Training and Development Program. After all**,** the need for online graduate degree programs is further evidenced by the fact that "more mature students, in particular graduate students, tend to do better in online courses" (Bennett, 2001).

Although only 41.7% of participants indicated that they would be interested in enrolling in the Master of Science in Training and Development Program at the University of Wisconsin-Stout if it were offered online, 60% of the participants indicated that they would be interested in obtaining a Master's degree if it were offered online. In an effort to increase the number of participants interested in the Master of Science in Training and Development program, the population surveyed should be given all information about the program. In addition, participants surveyed should be geographically close to Menomonie, WI.

The Master of Science in Training and Development Program at the University of Wisconsin-Stout is already offering numerous classes online including: Performance Analysis, Human Resource Management, Advanced

Psychology of Learning, and Management and Coordination of Training and

Development. Since these classes are already being offered in an online format, it

is recommended that a committee be formed to oversee the transformation of the

remaining classes from a classroom to an online format.

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Appendix A
Program Plan Sheet

UNIVERSITY OF WISCONSIN - STOUT
M.S. TRAINING AND DEVELOPMENT PROGRAM

Name: _____ Identification #:_____

Prerequisites:
TRHRD-360/560   Training Systems in Bus. & Industry _____
INMGT-400/600   Organizational Leadership   _____

	Credits	Grade	Comp.Date	Remarks
Required Professional Courses: (18 Credits Required)				
MEDIA-710 Learning Technologies	3	____	_____	_____
INMGT-750 Organizational Development	3	____	_____	_____
TRHRD-730 Training Design and Evaluation	3	____	_____	_____
TRHRD-740 Mgmt. & Coord. Training & Dev.	3	____	_____	_____
TRHRD-746 Seminar In Training & Development	1	____	_____	_____
VTAE-534 Performance Analysis	3	____	_____	_____
PSYC-765 Psychology of the Adult Learner OR	2	____	_____	_____
PSYC-730 Advanced Psychology of Learning	2			
Required Research Preparation: (7 Credits Required)				
INMGT-700 Systems Analysis and Design	3	____	_____	_____
TRHRD-735 Field Problem: Training & Dev.	4	____	_____	_____
Professional Selectives: (5 Credits Required)				
RC-581 Occupational Safety/Loss Control	2-3	____	_____	_____
INMGT-601 Management Consulting	2	____	_____	_____
INMGT-615 Women and Minorities in Mgmt.	2	____	_____	_____
INMGT-616 People Process Culture	2	____	_____	_____
INMGT-630 Empl. Involvement: Work Teams	2	____	_____	_____
BUMGT-760 Corporate Planning	2	____	_____	_____
VTAE-638 Course Construction Voc. Ed.	2	____	_____	_____
TRHRD-570 Training Methods in Bus. & Ind.	2	____	_____	_____
TRHRD-600 Workshop	1-3	____	_____	_____
TRHRD-789 Training Internship	2-8	____	_____	_____
VTAE-640 Instructional Evaluation in Voc. Ed.	2	____	_____	_____
VTAE-674 Adult Education	2	____	_____	_____
HT-661 Employee and Labor Relations	2	____	_____	_____
ENGL-635 Writing Technical Manuals	3	____	_____	_____
SOC-540 Sociology of Work	3	____	_____	_____
EDUC-536 Multiculturalism	2	____	_____	_____
PSYC-581 Industrial Psychology	2	____	_____	_____
PSYC-582 Human Resource Management	3	____	_____	_____
PSYC-685 Recruitment & Selection: Human Rcs.	3	____	_____	_____
XXXXX Selective_____	1-3	____	_____	_____
Total:____				

Student Signature _____ Date_____

Program Director Signature_____ Date _____

Revised 2/02

Appendix B
Initial Email Letter

Congratulations! Due to your affiliation with the American Society of Training and Development, you have been selected to participate in a study for the University of Wisconsin-Stout. This study is evaluating the need for delivering the 30 credit Master of Science in Training and Development program online. The University of Wisconsin-Stout is an accredited 4-year university located in Menomonie, WI. We currently offer the only Training and Development Master's program in the entire University of Wisconsin system.
The attached survey should take you less than 5 minutes to complete, and it will help the University of Wisconsin-Stout to determine if there is a need to deliver the Master of Science in Training and Development program online. Please complete the attached survey by Wednesday April 2nd. You can complete the survey by clicking on the following link: http://www.uwstout.edu/survey/davisry.php

Thank you in advance for your participation!
Sincerely,
Ryan Davis
Graduate Assistant
Master of Science in Training Development program
University of Wisconsin-Stout

Dr. Joseph Benkowski
Associate Dean and Research Advisor
College of Technology, Engineering, and Management
University of Wisconsin-Stout

Appendix C
Follow-up Letter

It recently came to my attention that the link to the survey was not working. We have repaired the link and extended the deadline to Monday April 7th. Please click on the following link: http://www.uwstout.edu/survey/davisry.php to complete the 5-minute survey. Your answers will help the University of Wisconsin-Stout determine if they should offer their Master of Science program in Training and Development online.

If you have completed the survey, thank you very much for your time. The answers that you have provided will help the University of Wisconsin-Stout determine if they should offer their Master of Science program in Training and Development online.

Thank you for your participation!!
Sincerely,
Ryan Davis
Graduate Assistant
Master of Science in Training Development program
University of Wisconsin-Stout

Dr. Joseph Benkowski
Associate Dean and Research Advisor
College of Technology, Engineering, and Management
University of Wisconsin-Stout

Appendix D
Consent Form

Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about the research study should be addressed to Ryan Davis, the researcher at (651)261-3086, or Joseph Benkowski, the research advisor at (715) 232-5266. Questions about the rights of the research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone (715) 232-1126.

Appendix E
Survey Instrument

1. Where do you have access to a computer with Internet capabilities?
   - ☐ At home
   - ☐ At work
   - ☐ Both at home and at work

2. Have you ever taken a college level course online?
   - ☐ Yes
   - ☐ No

3. If yes, how would you rate your overall learning experience?
   - ☐ Excellent
   - ☐ Good
   - ☐ Neutral
   - ☐ Poor
   - ☐ Horrible

4. Please indicate your level of comfort with: Using the Internet to obtain information
   - ☐ Very Uncomfortable
   - ☐ Somewhat Uncomfortable
   - ☐ Neutral
   - ☐ Somewhat Comfortable
   - ☐ Very Comfortable

5. Please indicate your level of comfort with: Taking courses online.
   - ☐ Very Uncomfortable
   - ☐ Somewhat Uncomfortable
   - ☐ Neutral
   - ☐ Somewhat Comfortable
   - ☐ Very Comfortable

6. Please indicate your level of comfort with: Learning information on your own.
   - ☐ Very Uncomfortable
   - ☐ Somewhat Uncomfortable
   - ☐ Neutral
   - ☐ Somewhat Comfortable
   - ☐ Very Comfortable

7. Would you be interested in obtaining a Master's degree if it were offered online?
   - ☐ Yes
   - ☐ No

8. If the University of Wisconsin-Stout offered a Master's degree in Training and Development online, would you enroll in the program?
   - ☐ Yes
   - ☐ No

9. If yes, how soon would you be interested in enrolling?
   - ☐ Less than 6 months
   - ☐ 6-12 months
   - ☐ 12-18 months
   - ☐ More than 18 months

10. If you are interested in enrolling, would you be willing to attend a one-week informational summer session at the University of Wisconsin-Stout?
    - ☐ Yes
    - ☐ No

11. What would be the best time of day for you to participate in online discussions?

- ☐ Midnight-4am
- ☐ 4am-8am
- ☐ 8am-Noon
- ☐ Noon-4pm
- ☐ 4pm-8pm
- ☐ 8pm-Midnight

12. What day of the week would you be most inclined to participate in online discussions?

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

13. How much would you be willing to pay for graduate credits offered online?

- ☐ $200 or less per credit
- ☐ $201-$400 per credit
- ☐ $401-$600 per credit
- ☐ $601-$800 per credit
- ☐ More than $800 per credit

14. To what level do you agree with the following statement? Online instruction is just as valuable as traditional classroom instruction.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

15. To what level do you agree with the following statement? Interaction with other students is important to me.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

16. To what level do you agree with the following statement? I would like to have access to online course materials 24 hours a day.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

17. Additional Comments:

Appendix F
Additional Comments on Survey

1. Already have masters (MBA). 2. Retired. 3. ASTD offers most everything a T&D practitioner might need. 4. DOING T&D is more instructive than courses on it. 5. Key to effectiveness is consistently using behavioral objectives (thank you, Robert Mager); this includes college courses. Thanx for listening.

Additional comments for: Q3. My experience was ok. With online courses, what you get out of it is how much you commit to it. There should be an acountabiilty factor built into online courses and formative evaluation is critical. Q7 and Q8. I would say 'maybe' depending on content of program. Probably not now since I am in the process of finishing my master's in Instructional Technologies.

Already have MS from Walden University. Program was primarily online but had required residencies also, which were EXTREMELY valuable...course would be weaker without them. I invite you to see my thesis on comparison of online/classroom instruction at http://www.concentric.net/~wa1wpr/

Although I haven't taken any online College Level courses. I have helped develop and taken many online technical courses

Answers to 8 and 10 would have been maybe if the survey allowed this

AS a stand-up trainer/facilitator, I need to have the face to face contact in my own learning for myself. Even if there were online classes it would not satisfy. I wish you well.

Currently finishing the Graduate program in question. I'm not sure all courses could be done on-line. The one class I have taken was perfect for non-classroom setting.

Givern the times we live in, offering online access to training is important. An outstanding (excellence) online degree program could be very valuable in the climate we are living in today. I think spending one week at the university would be very difficult. I do think spending a 3 day weekend twice a year might be more "doable". Another idea is to have a relationship with other universities on a regional basis. Students might find it easier to attend information sessions if they were offered three or four locations. Perhaps a collaborative relationship with

other universities has already been established and that can be accessed. A model to look at might be the Hass Business School (Berkely) and the Columbia University program. That is becoming more common ...sharing resouces and building a network of contacts that allow you to expand your network geographically. The key is to design the program with excellence in every area. Start small and grow. Good Luck. Lorraine Davis

I already have a Master's degree and am working toward my EdSpec with Juli Taylor at Stout.

I already have a masters in T&D, therefore I am not interested in getting another one.

I already have an MA in this field and that is why I would not consider attending your school.

I already have an MS in Training and Development from Stout, but I would strongly recommend offering the program online.

I already have two masters degrees. Not interested in another but would consider an on-line option if I were wanting another one

I am currently enrolled in Boise State University's Instructional and Performance, Master of Science program. If you have not looked at, in designing yours, I recommend it. Additionally, I am familiar with the ITEC Graduate program at San Francsico State Univeristy, and peers in ASTD who interact with me, and compare with my program, are vastly disappointed in their classroom learnings. The online program far exceeds what can be taught for self-directed learners.

I am finishing up my under-grad degree (to be completed April 2004). Perhaps at that time I would be interested in the Masters degree Training and Development program. It's difficult to say at this time...

I am not sure why I got this survey and cannot say at present whether I would enroll or not. I already have a masters in OD but would consider this for the training and development aspect.

I believe that knowledge and understanding in people becomes deeper and more complex when they're given the opportunity to gain it from a variety of sources,

some of which need to be dynamic and not static. On-line learning usually removes the group discussion and interaction that are so important to create learning.

I believe that, for some people, online learning offers a conveneience they wouldn't otherwise have. However, given the choice between traditional classroom learning and online learning, I would choose the traditional style. I find the interaction to be an integral part of my learning.

I couldn't say yes or no to your question about whether I'd enroll if you have an online masters program. I would need to know much more about it. Perhaps you should also have a "maybe" response choice.

I feel one of the advantages of an online course is the flexibility it offers. Access 24-7 would provide that flexibility. One of the challenges I've experienced taking classes on campus was blending my schedule with those of full-time students. My free hours were the ones they worked. It made working in teams very difficult.

I had a difficult time answering whether I would attend or not. There should be a "maybe." It depends on many factors that I couldn't give a positive yes or no.

I have a PhD in adult learning and my background is in training and development. I do not believe it would be fair for students to receive a master's in this area without the ability to be involved in classroom training and experiencing teaching in a classroom environment. No matter how much one can learn online, or how much online training their is in corporations, this is one area I think you would be doing your students complete injustice. If they cannot interact face-to-face then I am not sure I would want them working in my training department. I know that I had other applicants, I would definitely score on down that received a training and development degree online.

I have enrolled in two online programs, I transfered from the first because of price. This program offered chat rooms for students and instructors for support. The other thing it offered was an online library (full articles were availalbe) I enjoy the new program I am in however these two resources are missed.

I have looked for online masters programs in Training and Development, I would be VERY interested in this program..if you do go ahead with it I would love to be contacted! Thanks

I have my M.S. in Training and Development from UW-Stout. Based on my experiences, I feel it would provide any student with a great disservice if they were to take this M.S. program on line. While web enhanced courses are fine, total on line course work removes the student from other's; an element which is crucial to the responsibilities of a good trainer in the "real world". I could go on, but I feel that by providing this course on line, you are comprimising the initial integrity of this program. It wouldn't be as valuable, or as worthwhile.....a sad move.

I have my ph.d. in psychology and therefore would not be interested in a masters in t&D. I think there would be people who would. However, I believe that some part of the course should include classroom unless it is specifically a degree in e-learning only. Also, you may be interested in my books on managing a small training department. Managing a Small HRD Department--You Can Do More than you Think. Also, In Action: Managing the Small Training Staff. Please visit mccoytraining.com. thanks and good luck! Carol P. McCoy, Ph.D. Cmccoy3333@aol.com

I have some drawback on taking a master's program online. Firstly, I enjoy interaction in a class envirnoment. Where one can discuss and share thoughts and ideas more openly. While through online learning that process is limited physically by the nature of it's delivery.

I have taught on-line graduate and undergraduate courses for six years, as well as eighteen years traditional classroom courses. Thus, I am a strong advocate for distance learning, when it is done correctly. My areas of expertise are in business communication and marketing. As a member of ASTD, I have my own company. Given my teaching credentials, is is possible there might be an opportunity to teach for you (assuming courses that you wish to offer are congruent with my background)? Bob Schaumann, MBA rsta@tellink.net

I may be interested once I was able to see a course syllabus or catalog

I prefer a blended approach...some classroom and some online learning.

I tried to do graduate through Virginia Tech's online courses. Not all courses are effective online, there needs to be traditional classroom time in addition to the

online classes. I transferred from Tech to Tusculum College, where I am earning my Master's in a traditional setting.

I would be interested in on line course, but would want to be able to interact with other students via email who are taking the course

I would not be interested in the T&D grad program as I am done with my course this semester. Many of my grad classes were online courses through Blackboard and it was CONVENIENT and time-saving. However, having a complete 30 credit grad program on-line might be overwhelming for grad students returning to school after some years of receiving their bachelor degree. Would it be possible to consider offering grad students the on-line option only after they take the first two or three grad classes 'traditionally'. This would reduce stress, enable them to familarize themselves with the professors, program material, etc. Or offer short 1/2 day meetings two or three times during the semester for participants to meet and discuss concerns, problems, etc with the professor and each other. This could be optional. The difference between a grad student who has just recently received their bachelor degree and a grad student who completed their bach degree more than five years ago is significant. This must be factor into any consideration for a totally online grad class. The survey will certainly help in gathering the information. However, if a person has never taken an online class they really have no experience to answer some of these questions

I've already got a master's degree in adult education/training/Organization development, so this is not a course offering I would find attractive. I know there are others for whom it could be a potential program, however. Good luck!

If I did not already have a Master's, I would be interested in this program

Not having taken a course online I can't determine how it would go but it would make seeking my Master's degree much more likely due to having 2 small children at home. I would be interested in trying a course online.

Note: Some questions were difficult to answer because of format (i.e. Day of week for on-line discussions -- there are a few days that are equalling appealing. The one-week summer course not a problem -- dependent upon the date chosen...). Thought you might want to know. Hope this goes!!

Online classses can provide greater depth to exploring topics. But a lot of the success of online instruction depends on the instructional design and readiness of the learners.

Online instruction is one of my areas of interest but, as a student I continue to wonder if it can be as effective since there is a lack of "human" interaction. However, training is not the same as chemical engineering so I believe in this case it would be a good venue for those of us who want more formal education but are not willing to settle for certificates.

Questionnaire may not accurately reflect my viewpoints due to the limitations in answer choices for some of the questions. I would need much more information before deciding whether or not to enroll in an On-line degree program.

Sorry, but I'm not a good "sample"! I already have a Master's degree and I am very "mature chronologically" and do not intend to work for another degree, even though I strongly believe in ongoing education. But at this point in my life I need to stick with less expensive ways. May your work go well for you. If I was still "young and beautiful" I would no doubt be very interested. Thank you & I'm sorry if I disappointed you. May your work go well!

This sounds like an excellent program. Financially, I am a single woman, so the classes would need to relatively inexpensive for me to be able to afford it. As I have never taken an online course, I am not sure if this is a "given", but I think that it would be very important for me to have access to a "professor" or instructor in case I have questions as I am going through the online course (similar to "office hours" at a College/University

Very interested in the Training and Development if it provide me higher learning of my field. Do not make it too similar to ASTD program because I have taken it.