

STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2020-2021

Degree and Program Name: MS in Talent Development

Submitted By: Dr. David Wayne Melton,
 Graduate Coordinator

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to EIU Graduate School this year by **October 15, 2020**. Worksheets should be sent electronically to nhillier@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Nikki Hillier at 217-581-6315.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How are results shared?
<p>1. Students will develop effective oral and written communication skill</p>	<p>ATD 5900: Capstone in Talent Development: is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>Students will be assessed during the final oral and written presentation, which is a partial requirement for graduation from the degree program.</p> <p>A rubric for Capstone has been implemented in order to assess the communication skills of each student.</p> <p>The assessment on (both written and oral) communication skills will be conducted by the certification committees on the graduating semester based on:</p> <ul style="list-style-type: none"> - The Capstone written report - The oral presentation of the Capstone Experience - Questions and answers component of the Capstone Experience. 	<p>Students are expected to pass the Capstone in Talent Development experience by:</p> <ol style="list-style-type: none"> a. Plan and design an applied project within the field of Talent Development. b. Collect and analyze data within the field of Talent Development. c. Evaluate information from a variety of sources. d. Demonstrate logical connections amount concepts as they relate to the topic. e. Synthesize knowledge related to the topic in completing the capstone project. <p>Expectations are:</p> <ul style="list-style-type: none"> - 10% exceed expectations - 85% meet expectations - 5% did not meet expectations 	<p>ATD 5900: Out of a total of 3 students who completed this course in Summer/Fall 2019:</p> <ol style="list-style-type: none"> 1. 100% (3 students) exceeded expectations; 2. 0% (0 students) met expectations; and 3. 0% (0 student) failed to meet expectations. 	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>

<p>2. Students will analyze the talent development needs from organizational to performance to learning perspectives;</p>	<p>TEC 5203: Analysis of Training and Development Issues: is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>Students will be able to emphasize the skills needed to effectively analyze issues within talent development. Analysis of issues related to the integration of training and development, organization development, and career development to improve individual, group, and organizational effectiveness; components, standards, ethical requirements, and competencies associated with human resource development.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p> <p>TEC 5213: Work Performance Technology: is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>Students will study the integrated systems models and methods used by training and development professionals to ensure that employees have the knowledge, skills, motivation, and environmental support to do their jobs effectively by developing and managing work performance systems.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p>	<p>Students are expected to pass these courses by:</p> <ol style="list-style-type: none"> a. outline the overall need for analysis with developing effective training programs. b. perform the role of coordinator in conducting an occupational analysis. c. provide orientation to expert workings and review the occupation during an occupational analysis. d. guide the development of general areas of competence during an occupational analysis. e. guide skill definitions for each skill band during an occupational analysis. f. be able to avoid personal traps all coordinators face during an occupational analysis. g. being able to recognize and correct skill analysis errors. h. being able to structure and sequence skill bands on a DACUM chart. i. being able to conduct a final review and establish a title of a DACUM chart. j. define Human Performance Technology in terms of its integrated theoretical and research-base framework. k. discuss the benefits of using a human performance systems to approach to organizational change & quality improvement compared to a traditional training and development approach. l. define and apply systems approaches for designing, developing, and improving human performance systems. m. describe human performance interventions including front end analysis and other needs 	<p>TEC 5203: Out of a total of 10 students who completed this course in Fall 2019:</p> <ol style="list-style-type: none"> 1. 90% (9 students) exceeded expectations; 2. 10% (1 students) met expectations; and 3. 0% (0 student) failed to meet expectations. <p>TEC 5213: Out of a total of 12 students who completed this course in Fall 2019:</p> <ol style="list-style-type: none"> 1. 100% (12 students) exceeded expectations; 2. 0% (0 students) met expectations; and 3. 0% (0 student) failed to meet expectations. 	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>
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<p>3. Students will design and develop effective talent development initiatives that meet performance goals and objectives and are data driven;</p>	<p><i>TEC 5283: Industrial Design:</i> is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>Students will be able to exam the systems approach to instructional design in training. Students will analyze and apply the major components of instructional systems design, including needs analysis, design, development, implementation, and evaluation of training instruction.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p>	<p>Students are expected to pass this course by:</p> <p>a. Describe the major elements in instructional systems design, and the structure of instructional systems design as a professional field of practice.</p> <p>b. Create program development grids to determine the necessary materials for developing learner competencies and skills within an occupation.</p> <p>c. Design and develop various printed materials and resources needed to enable learners to demonstrate skill performance</p> <p>d. Create audio-visual materials needed to enable learners to demonstrate skill performance.</p> <p>e. Design and exhibit Learning Activity Batteries (LABs) based on effective instructional design techniques.</p> <p>Expectations are: - 10% will exceed expectations - 85% meet expectations - 5% will not meet expectations</p>	<p>TEC 5283: Out of 13 students enrolled in the class during the Spring 2020 semester: 1. 92% (12 students) exceeded expectations; 2. 8% (1 students) met expectations; and 3. 0% (0 student) failed to meet expectations.</p>	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>
<p>4. Students will implement and facilitate talent development initiatives utilizing proper organization and methods;</p>	<p><i>ATD 5255: Facilitating Talent Development:</i> is a required core course that emphasizes the skills needed to effectively manage talent development.</p>	<p>Students are expected to pass this course by:</p> <p>1. Describe the major elements in instructional systems design, and</p>	<p>ATD 5255: Out of 11 students enrolled in the class during the Fall 2019 semester: 1. 100% (11 students) exceeded expectations:</p>	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate</p>

	<p>This course the student exams the systems approach to instructional design in training. Students will analyze and apply the major components of instructional systems design, including needs analysis, design, development, implementation, and evaluation of training instruction.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p>	<p>the structure of instructional systems design as a professional field of practice.</p> <ol style="list-style-type: none"> 2. Create program development grids to determine the necessary materials for developing learner competencies and skills within an occupation. 3. Design and develop various printed materials and resources needed to enable learners to demonstrate skill performance 4. Create audio-visual materials needed to enable learners to demonstrate skill performance. 5. Design and exhibit Learning Activity Batteries (LABs) based on effective instructional design techniques. <p>Expectations are:</p> <ul style="list-style-type: none"> - 10% will exceed expectations - 85% meet expectations - 5% will not meet expectations 	<ol style="list-style-type: none"> 2. 0% (0 students) met expectations, and; 3. 0% (0 students) did not meet the expectations of the course. 	<p>Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>
<p>5. Students will manage talent development initiatives, projects, and systems;</p>	<p>TEC 5293: Strategic Employee Development: is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>This course focuses on the development and implementation of employee development strategy in today's organizations. The course reflects both a growing awareness of the strategic implications of employee development and linkages to broader strategic decisions.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p> <p>ATD 5230: Talent Development Administration: is a required core</p>	<p>Students are expected to pass these courses by:</p> <ol style="list-style-type: none"> a. Describe the strategic role of employee development in organizations. b. Describe external and internal factors influencing employee development strategy. c. Analyze organizations to assess employee development implications of their strategic plans and recommend corresponding employee development strategies. d. Create an employee development plan. e. Produce scholarly research on topics related to organizational improvement. 	<p>TEC 5293: Out of 15 students enrolled in the class during the Spring 2020 semester:</p> <ol style="list-style-type: none"> 1. 92% (14 students) exceeded expectations; 2. 8% (1 students) met expectations, and; 3. 0% (0 students) did not meet the expectations of the course. <p>ATD 5230: Out of 14 students enrolled in the class during the Summer 2020 semester:</p> <ol style="list-style-type: none"> 1. 100% (14 students) exceeded expectations; 2. 0% (0 students) met expectations, and; 3. 0% (0 students) did not meet the expectations of the course. 	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>

	<p>course that emphasizes the skills needed to effectively manage talent development.</p> <p>This course emphasizes the skills needed to effectively manage talent development. Course topics include managing content strategies, vendor relations, assigning facilitator roles, monitoring talent development progress and risks, and managing professional development.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p>	<p>f. Present scholarly research and facilitate discussion.</p> <p>g. Plan new learning programs and create talent development strategies.</p> <p>h. Estimate talent development costs and create budgets.</p> <p>i. Identify outsourcing opportunities and manage vendor relationships.</p> <p>j. Conduct a talent development risk assessment and detect the need for program changes.</p> <p>k. Manage talent development projects.</p> <p>Expectations are: - 10% will exceed expectations - 85% meet expectations - 5% will not meet expectations</p>		
<p>6. Students will analyze, evaluate, and measure the overall success of talent initiatives;</p>	<p><i>TEC 5443: Assessment and Evaluation in Workforce Preparation:</i> is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>Construction of measures of assessment for cognitive skills, psychomotor performance, affective behavior, and portfolios in career subject areas; statistical procedures for interpretation and use of test and performance measurements.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p>	<p>Students are expected to pass these courses by:</p> <p>a. Students will define the role of assessment and evaluation in workforce preparation programs.</p> <p>b. Students will plan and develop written test items appropriate for testing Bloom's cognitive level of achievement and will understand proper techniques for test administration and evaluation.</p> <p>c. Students will develop performance measures designed to determine the levels of achievement toward meeting identified tasks, skills, outcomes, or standards necessary to gain and maintain employment.</p> <p>d. Students will develop assessment instruments that are suitable for measuring affective performance in a work environment.</p> <p>e. Students will score, report, and</p>	<p>TEC 5443: Out of 11 students enrolled in the class during the Spring 2020 semester:</p> <ol style="list-style-type: none"> 1. 100% (11 students) exceeded expectations: 2. 0% (0 students) met expectations, and; 3. 0% (0 students) did not meet the expectations of the course. 	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>

		<p>interpret the results of tests and performance measures.</p> <p>f. Students will interpret methods used for alternative evaluation and be able to apply those methods in work related programs.</p> <p>g. Students will select data necessary to include in an evaluation of a career and technical education program.</p> <p>Expectations are: - 10% will exceed expectations - 85% meet expectations - 5% will not meet expectations</p>		
<p>7. Students will consult with various talent development stakeholders.</p>	<p>TEC 5253: Consulting for Performance Improvement: is a required core course that emphasizes the skills needed to effectively manage talent development.</p> <p>This course examines the core principles of consulting in the area of performance improvement. It will explore the techniques of consulting for performance improvement and will provide in-depth practice of knowledge and skills necessary to successfully practice consulting for performance improvement. This course is designed for the application of performance improvement models to analyze, implement, and evaluate real workplace issues.</p> <p>The instructor is responsible for this assignments using a rubric to assure consistency across sections and years.</p>	<p>Students are expected to pass these courses by:</p> <p>a. The learner will be able to facilitate, navigate, and evaluate contracting meetings with clients for performance improvement.</p> <p>b. The learner will be able to diagnose performance issues within an organization based upon appropriate theories, models, and collected data.</p> <p>c. The learner will be able to identify and negotiate with resistance within performance improvement consulting sessions.</p> <p>d. The learner will be able to implement and manage interventions to address performance problems.</p> <p>e. The learner will be able to provide informative feedback based on collected data for clients for a variety of performance improvement issues.</p> <p>Expectations are: - 10% will exceed expectations - 85% meet expectations - 5% will not meet expectations</p>	<p>TEC 5253: Out of 8 students enrolled in the class during the Summer 2020 semester:</p> <ol style="list-style-type: none"> 1. 100% (8 students) exceeded expectations; 2. 0% (0 students) met expectations, and; 3. 0% (0 students) did not meet the expectations of the course. 	<p>Results are shared with both the graduate faculty and with the Master of Science in Talent Development (MSTD) Graduate Committee to continuously improve the program.</p> <p>The MSTD Graduate Committee reviews the results of their rubrics and surveys, identify trends and recommend desired changes periodically on how to continuously improve critical thinking within the graduate programs.</p>

PART TWO

Describe your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

The program assessment is the first of the Masters of Science in Talent Development. We do believe that we have been highly effective in advancing the educational mission and quality of the graduate program in Talent Development. Even though, a formal report was not required previously, assessment activities are a part of our ongoing routine. The following describes some of the highlights:

Program How to submit and receive a "First Choice" awarded by the EIU Graduate School:

Program Assessment Is Our Top Priority:

The Graduate Committee puts the program assessment as its top priority. Topics of improvement make the regular agenda for the committee meetings. All committee members are involved in program improvements based upon the data from the program assessment.

Broad Involvement of Faculty Makes the Assessment Effective:

In addition to the Graduate Committee, other graduate faculty members play a major role in the program assessment. Several major content areas such as leadership, research, quality management, and global perspectives are addressed in various courses. Faculty members in charge of those courses collect data and provide input for the program assessment.

Comprehensive Data Sources Provide Validity:

Assessment data were collected throughout the program including courses and the Capstone Experience (ATD 5900). In addition to the data collected by faculty, the MS in Technology program conducts regular follow-up study on graduates and their employers every semester when students are graduating from the program. Upon completion of Capstone Experience, students were asked to complete two sets of e-survey forms. The coordinator of graduate programs collects and analyzes the data.

Typical data on graduates include: gender, ethnicity, areas of study, employment status, job responsibility, knowledge and skills required for their positions, their experience and satisfaction about their graduate education experience, knowledge gained in the graduate program and their relations to their jobs. Employer surveys include questions related to job responsibility, skills required for the positions, employee's educational preparation for the current position and future advances.

PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Continuous improvement has been the hallmark of the School of Technology, especially with a young program as MS in Talent Development program. Faculty in the program highly values the importance of program assessment. The program has placed a heavy emphasis on utilizing the assessment data to drive various improvement activities throughout the program. The MS in Talent Development program conducts regular follow-up study on graduates and their employers (new program) every year when students are graduating from the program. Typical data on graduates include: gender, ethnicity, areas of study, employment status, job responsibility, knowledge and skills required for their positions, their experience and satisfaction about their graduate education experience, knowledge gained in the graduate program and their relations to their jobs. Employer surveys include questions related to job responsibility, skills required for the positions, employee's educational preparation for the current position and future advances.

Program assessment data have been extensively utilized to guide our efforts for continuously improving the quality of education offered by the MS in Technology program. The section below describes the highlights and details.

1. Assessment Drives New Curriculum Development and Content Update

Faculty in Talent Development have constantly looked for ways to improve the content and to develop new courses, based upon the data from the program assessment. For example, all current course are evaluated and redeveloped based upon the input from students, other professionals, and national organizations in the field of Talent Development. Discussions continually take place within the areas all areas of the program.

2. Assessment Drives Improvement in Instruction and Learning

The Graduate Committee/Faculty/SoT Leadership continues to discuss the assessment plan for the graduate programs in Talent Development. Based upon the assessment data and discussions core courses are reviewed and appropriate changes are implemented as necessary. We further reviewed the core requirements in order to improve the alignment between these courses and the mission of the graduate studies. The Graduate Committee, graduate coordinator and graduate faculty teaching courses are in constant and open communication in order to be sure the objectives are met.

The Graduate Committee keeps continuous discussions and communication with the graduate faculty teaching core courses in response to the assessment results. During the past academic year, course contents and delivery approaches have been updated for the graduate program. Instructors are responsible for constant improvement in their preparation and delivery of the subject. Based upon students' interests and responses to the contents, adjustments have been made to meet students' needs. As a result, team work and class interaction have been strongly promoted in the program.

The major mission of the Graduate Programs in Talent Development is on developing the knowledge base and skills of the working professionals. In order to help students become ethical leaders, the Graduate Committee has implemented our policy on plagiarism. This is in response to the feedback from various graduate level courses that involve extensive writing. Tools like TURNITIN are still commonly used by faculty for various courses. The policy has become a regular item of discussion when a graduate candidate is interviewed for admission to the graduate programs in Technology. Students are much conscience to the issue while writing their research papers and doing other scholarly activities. We believe that instances of plagiarism will keep decreasing from various courses based on the testimony of our faculty.

3. Assessment Drives Improvement in Capstone Experience

As a part of graduation requirement and Capstone Experience, graduate students with non-thesis option are required to complete a Capstone Experience (ATD 5900). The Capstone Experience has served the purpose of assessing students' ability to integrate their knowledge and skills gained during their graduate study to solve problems or tackle organizational issues. The importance of oral and written communication skills have been highlighted in the Capstone Experience process, as an integral part of the graduate study in Talent Development. The Graduate Committee addressed the possibility to continuously improve the final experience on Capstone Experience.

Depending on the student selected Capstone Experience the rubric continues to be modified to further comply with the goals of graduate programs at EIU adopted by CGS (05-22). The rubric assess much better the depth of the content knowledge of the students per area of study as well evidence of advanced scholarship through research and/or creative activity. The oral portion of the rubric was unchanged, based upon the fact that the skill of effective oral communication was properly evaluated. The critical thinking and problem solving skill were equally weighted in the rubric.

Since the implementation of the student and faculty based feedback, it has been determined that the Capstone Experience options created truly reflect our students' learning and achievements in their respective areas of study. We are finding that the feedback provided has led to a better selection of Capstone projects and research opportunities for committee member to evaluate the a student's learning accomplishments, as well as to develop further criteria in the Capstone rubric that reflects different areas of emphasis. The Capstone Experience has fulfilled the promise and commitment in becoming a more meaningful experience for the students in gaining confidence before entering the work place.

4. Students and Employers Are Highly Satisfied with Their Educational Experience and Outcome.

Since the first group of MS Talent Development students have just completed their program studies during the pandemic we have not gather information relative to the employers feedback with their employees who have completed the program.

Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
November 28, 2020

Department: Talent Development

Degree and Program Name: MS in Talent Development

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies to some degree, while evidence of advanced scholarship through research and/or creative activity is in the report it is not explicit in the objectives.
How, Where, and When Assessed	The assessment plan is clear. As a relatively new program, some of the assessments are still being delineated, which shows a consistent commitment to quality improvement. There is a plan to assess students and employers post-graduation, but employers have not yet been surveyed as the first cohort recently graduated. This assessment adequate for assessing student learning.
Expectations	Expectations are included, but could be further clarified. For example, you may consider detailing the expectations for several important pieces of the class assignments in order to get better and more informative data as students may pass the class (meeting expectations), but perhaps did not master one of the specific tasks listed. This would help identify gaps in the curriculum.
Results	The program is meeting all assessment goals. All students are meeting, and most exceeding expectations set in the assessment plan. This shows that you are recruiting highly competent students and offering them a sound educational experience. Moving forward, the program will need to provide additional clarity on how it intends to evaluate and assess advanced scholarship in the program. Other programs have successfully used opportunities including submission/acceptance of posters or presentations at state or national conferences; or perhaps presentation of the Capstone report for an area business or HR department.
How Results Will be Used	The individual graduate faculty instructors share results with the graduate coordinator, who shares with the graduate faculty as a whole, as well as the TD graduate committee. The graduate committee makes recommendations based on review of the reports.

Recommendations	<p>The assessment plan is a great start. As relatively newer program, it is important to review findings and implement changes to suit the expectations for competencies in the field, and you are doing that! The plan to survey employers and students post-graduation can really help define strengths and gaps in the program. There are a variety of competencies assessed, through different classes, assignments, and the capstone projects which is excellent. While it is clear students are engaging in research, we recommend adding it explicitly to the learning objectives. It would also be helpful to include the expectations for meeting or exceeding expectations. Does meeting expectations mean to pass the class, earn a certain score on a rubric? It would also be good to set expectations for the student and employer surveys as well. While the report offers a list of projects and competencies that students must do to pass each class highlighted in the assessment report, it would be helpful to separate out which assignments are expected to be completed for which classes. It would also be helpful to see specifically what changes or improvements are made based on assessment data. The report mentions that all courses are evaluated and redeveloped. What specific aspects of the classes have you redesigned? Finally, as all students are meeting expectations, you may consider assessing students early in the curriculum to show that students are improving throughout curriculum. Your program is off to great start with assessment. Using rubrics for consistency is helpful, but the faculty show flexibility in having an interest in reevaluating and redesigning them. You are recruiting excellent students and clearly doing a great job of supporting their learning.</p>
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The Council on Graduate Studies is evaluating assessment, learning goals, and future reporting schedules during the fall semester 2020.