

IBHE SHORT PROGRESS REPORT
Masters of Science in Talent Development

- 1. Reporting Institution:** Eastern Illinois University
- 2. Reporting Program:** Masters of Science in Talent Development
- 3. Date:** January 28, 2021
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- 5. Summary of Program Goals and Objectives and Progress at Meeting Them**

I. Introduction:

In a letter sent to Dr. David Glassman, President of Eastern Illinois University, dated September 18, 2017, the Institutional Actions Council (IAC) of the Higher Learning Commission provided notification and official record of an action taken in the IAC meeting on September 11, 2017 stating the following: "IAC concurred with the evaluation findings and approved the institution's request to offer the Master of Science in Talent Development"

With the amount of time and money organizations are spending to develop talent, there is an expectation that talent development activities produce bottom line results. Talent developers need to have an in-depth understanding of what it takes to design, develop, and lead talent development activities that result in a return on the organizations investment. In order to have this success, talent developers need to have the necessary level of skill to successfully perform within the occupation. The occupation of talent development was analyzed and determined to have several key General Areas of Competence: Analysis, Design, Delivery and Facilitation, Consulting, Performance Improvement, Management of Talent and Change, and Evaluation. This online master's degree program is designed to provide current and future talent developers, instructional designers, and human resource professionals with the specific knowledge and skills to successfully perform within the occupation.

The Master of Science in Talent Development program was based on the idea of preparing professionals to function as effective trainers in public or private agencies and organizations. Since the initial admission group in the Spring 2018 of two (2) students we added 30 additional admitted students to the program. Since the 1st Graduates in Spring 2019, six (6) additional students have completed the program.

The M.S. in Talent Development program has become an essential program within the School of Technology. The M.S. in Talent Development has been made available online to ALL eligible graduate applicants. Through the M.S. in Talent Development program, the graduate student has the potential to graduate with M.S. in Talent Development degree and the Work Performance Improvement certificate. Graduate students in this program have the opportunity to participate in an academic atmosphere that provides an interdisciplinary, research- and internship-based

program, designed to prepare graduates to understand the sciences and technology related to the training and development practice.

II. Objective Alignment:

The mission of the M.S. in Talent Development graduate program is to prepare students to become leaders in the field of Talent Development. Upon completion of the degree program, students will demonstrate the ability to:

- a. Analyze the need for a training program by conducting a thorough occupational/job analysis, task analysis, and developing instructional objectives. **(Content Knowledge per Assessment Goals of Graduate Education at EIU) (6.2, 6.3 6.4, and 6.6 Master of Science in Talent Development)**
- b. Design and develop effective training program that meet instructional objectives and is based on training needs data. **(Content Knowledge per Assessment Goals of Graduate Education at EIU) (6.3 and 6.4 Master of Science in Talent Development)**
- c. Deliver and implement training/employee development activities utilizing proper organizations and delivery methods. **(Content Knowledge per Assessment Goals of Graduate Education at EIU) (6.4 and 6.6 Master of Science in Talent Development)**
- d. Design effective training evaluation to assess student learning and overall training program effectiveness. **(Content Knowledge per Assessment Goals of Graduate Education at EIU) (6.2, 6.3, and 6.6 Master of Science in Talent Development)**

II.1 Students will develop effective oral and written communication skill.

Students are assessed during the course oral and written presentation, which is a partial requirement for both coursework and graduation from the degree program.

II.2 Students will be able to conduct intellectual research in talent development.

Required coursework is specifically designed to provide students with the research tools to critique and conduct experimental and non-experimental research in talent development. Students complete and submit research proposals during the program.

II.3 Students will analyze, apply, and evaluate concepts of effective leadership.

Leadership skills and knowledge are provided within many of the required degreed core courses in which students learn how to analyze, evaluate and apply concepts of effective leadership. Students submit a written project analyzing and applying key concepts of leadership to their own situation.

II.4 Students will possess knowledge of strategy, principles and tools of quality systems as applied to business and industry.

Students evaluate and design concepts that potentially facilitate student learning of strategies, principles, and tools of quality systems as applied to a real-world situation in business and industry. Students are required to complete a comprehensive (Capstone) projects to demonstrate their knowledge of strategies, principles, and tools.

II.5 Students will develop understanding of the global impact of talent development.

Degree courses are designed to facilitate students learning and comprehension of the global impact of talent development. Students are required to apply the concepts and issues of living and working in a global societies.

II.6 Students will be able to apply critical thinking and problem-solving skills in the areas of talent development.

Students are assessed during the comprehensive knowledge certification, which is a partial requirement for graduation from the degree program.

III. Participation

The enrollment of the program has been healthy and on target. The following table illustrates the graduation data for the M.S. in Talent Development program since Spring 2018 through Fall 2021

Table 1: Graduation trend for the Talent Development Degreed Program

Semester	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Graduates	2	0	1	0	0	4	1

The demand and interest for the Talent Development degreed program has been increasing since its inception. The program meets the needs of students from a wide variety of undergraduate backgrounds including Human Resources, Technology, Business and Management, and Organization Leadership Development. The interests have been very positive from both current undergraduate EIU and returning students. A recruitment plan was developed for the Talent Development degree program including faculty involvement and leadership, and student diversity for the program.

The Talent Development degreed graduate students have been actively engaged in their program of study. All of these students are and have earned the M.S. Talent Development are working students, often full time, many in the field of talent development.

IV. Assessment of Unit Outcomes

Program assessment has been an ongoing effort for the M.S. in Talent Development program. Based upon the learning goals for graduate education at EIU, an assessment plan has been developed and data have been collected for the program every semester by faculty members in charge of course instruction and by the Program Coordinator of the M.S. degree programs. A combination of direct and indirect assessment measures serves to provide the necessary data to enhance our academic programs., as well as contribute to the overall quality functioning of the M.S. in Talent Development.

Direct data on program assessment were collected by faculty members responsible for the instruction for each course. For example, for conducting intellectual research in talent development, out of all the students enrolled in the class of talent development courses, 10% met expectations, 90% exceed expectation, and <1% did not meet the expectations. In terms of the analyzing, applying, and evaluating concepts of effective leadership content, out of all students enrolled in the class of talent development, 10% met expectations, 90% exceeded expectations, and 0% did not meet the expectations.

In summary, the learning goals have been met or exceeded by the M.S. in Talent Development program.

V. Conclusion

The M.S. Talent Development program has been on strong footing. The vision of a “talent development focused” program enabled us to enact a mission on preparing leaders for the field of talent development. Thanks to the vision and focus on leadership, the program sets itself apart from other programs in the State of Illinois.

We know that student's objectives will be assessed within each course with the use of hands-on projects to measure outcomes. Projects outcomes will specifically measure the competencies outlined by ATD (Association of Talent Development) for effective training. Overall program outcomes have been measured through the collection of course outcome data. Data was then used to determine necessary changes to course materials and offerings.

The collaboration among faculty made it possible for a high quality delivery of the graduate program. Student interests have been strong and the enrollment is on target. Students are actively engaged in the learning process through course work, research, and professional interactions.

6.1 Outcome

a. Decisions:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

Based on the initial short report data, the program is well on its way to meeting critical IBHE benchmarks. Additionally, it is clear that the program's assessment framework reflects and extends from the broader graduate school learning goals. Indeed, the ATD framework clearly demonstrates that the program design is workforce focused and learner centered. The Office of Academic Affairs agrees with the reports assertion that the program is on "strong footing" and looks forward to future and sustained success.

Jay Gatrell
Provost & VPAA