

IBHE SHORT PROGRESS REPORT
Training and Development Certificate

- 1. Reporting Institution:** Eastern Illinois University
- 2. Reporting Program:** Training and Development Certificate
- 3. Date:** January 21, 2019
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5. Introduction:

An initial discussion was started in 2013-14 to create a new certificate program in Training and Development. On June 15, 2014 Provost Blair Lord submitted a request for approval for the Board of Trustees for the Training and Development certificate. The Training and 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 graduating class of Spring/Summer of 2016 in which seven (7) students completed the Training and Development certificate, yearly graduation in the certificate has grown to twelve (12) students during the academic year of 2017 – 2018.

The Training and Development certificate has become an essential elective program within the M.S. in Technology degree. The Training and Development certificate has been made available online to eligible graduate applicants. Through the Training and Development certificate program, the graduate student has the potential to graduate with both the M.S. in Technology degree and the Training and Development 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.

6. Objective Alignment:

The mission of the Training and Development certificate graduate program is to prepare students to become leaders in the field of Training and 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 Technology)**
- b. Design and develop effective training programs 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 Technology)**
- 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 Technology)**

- 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 Technology))**

6.1 Students will develop effective oral and written communication skill.

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

6.2 Students will be able to conduct intellectual research in technology.

Required coursework are specifically designed to provide students with the research tools to critique and conduct experimental and non-experimental research in Technology. Students complete and submit a research proposal by the end of the semester.

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

Leadership skills and knowledge are provided within many of the required certificate 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.

6.4 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 projects to demonstrate their knowledge of strategies, principles, and tools.

6.5 Students will develop understanding of the global impact of technology.

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

6.6 Students will be able to apply critical thinking and problem solving skills in the areas of technology management, training and development, career and technical education or computer technology.

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

7. Participation

The enrollment of the program has been healthy and on target. The following table illustrates the graduation data for the Training and Development certificate since Spring 2016 through Fall 2018

Table 1: Graduation trend for the Training and Development Certificate

Semester	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Fall 2018
Graduates	4	3	4	5	2	6	6	2

The demand and interest for the Training and Development certificate program has been increasing since its inception. The program meets the needs of students from a wide variety of undergraduate backgrounds including Technology, Business and Management, and Organization Development. The

interests have been very positive from both current undergraduate EIU and returning students. A recruitment plan was developed for the Training and Development certificate including faculty involvement and leadership, and student diversity for the program.

The Training and Development certificate graduate students have been actively engaged in their program of study. Most all of these students that are either working or have earned the Training and Development certificate (along with the M.S. in Technology) are working students, often full time.

8. Assessment of Unit Outcomes

Program assessment has been an ongoing effort for both the Training and Development certificate and the M.S. in Technology 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 both the certificate and M.S. degree programs. A combination of direct and indirect assessment measures serve to provide the necessary data to enhance our academic programs, as well as contribute to the overall quality functioning of both the Training and Development certificate and M.S. in Technology.

Direct data on program assessment were collected by faculty members responsible for the instruction for each course. For example, for conducting intellectual research in technology, out of all the students enrolled in the class of both research and training/development courses, 30% met expectations, 60% exceed expectation, and 2% 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 both leadership and training/development, 23% met expectations, 77% exceeded expectations, and 0% did not meet the expectations.

In summary, the learning goals have been met or exceeded by the Training and Development certificate program.

9. Conclusion

The Training and Development certificate program has been on strong footing. The vision of a “training and development focused” program enabled us to enact a mission on preparing leaders for the field of training and 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.

10. Major Findings and Recommendations

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for

offering the degree; (e) other elements appropriate to the discipline in question and (f) other].

- 5.2 Major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.
- 5.3 Actions taken since the last review, including instructional resources and practices, and curriculum changes; and
- 5.4 Actions to be taken as a result of this review, including instructional resource and practices, and curriculum changes.

11. Outcome

a. Decisions:

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

b. Explanation

On behalf of the office of Academic Affairs, I appreciate the continued commitment to the program's learning objectives. Assessment outcomes are demonstrable of a faculty commitment to student success. The program is encouraged to continue curricular innovation as the needs of the industry evolve.