Student Learning Outcomes Check Sheet

Degree Program Title: Instructional Training and Design
Degree Type: Bachelor of Science

Banner/CIP Code: 30.9999.04

Responsible Program Coordinator/Chair completing this form: Staff to Be Employed

A. Program Mission Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The Bachelor of Science in Global eLearning equips entry-level personnel in the field of education for practice in public education, private education, business, industry, and non-profit organizations. Learning and technology are intertwined as we develop the next generation of enhanced training, development, and teaching to engage learners with key components of instructional technology. Technology provides access to all forms of education and this program will teach educators how to implement technology across curricula and classrooms of all kinds. With a blend of theory and technical skills, this program will prepare teachers and corporate trainers alike.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program?

Yes. The course is TDEV 450

This is a capstone course. Topics include an analysis of servant leadership, effective strategies for employment in the field of training and development, globalization, appreciation of human diversity, and commitment to life-long learning.

Below please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is important to focus on the most important goals for students. For example, three of the most critical goals would be a good starting point.

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what skill will they have, etc., upon graduation from the program that will be assessed?

The BS in instructional training and design will focus on 3 programmatic learning outcomes as published in the program Microsite. These SLO’s are:

a. Metacognition – the knowledge and skills for designing, developing, and evaluating curricula
b. Communication – the fundamentals of active engagement including assessing training and teaching needs
c. Digital Fluency – utilizing effective instructional technologies and presentation design

2. LINKS TO CURRICULUM. What courses support this SLO? Do all departmental faculty participate in setting the goals and content of these courses and in receiving results of student achievement?
The BS in Instructional Training and Design will focus on 3 programmatic learning outcomes as published in the program Microsite. These SLO’s are developed and endorsed by all faculty. All programmatic faculty participate in the analysis of student learning. Supporting courses are identified for each SLO.

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating curricula – EDUC 548 Designing and Evaluating Curriculum, EDUC 556 Survey Design and Evaluation, & EDAD 595 Using Research for Best Practice

b. **Communication** – the fundamentals of active engagement including assessing training and teaching needs – EDUC 516 Fundamentals of Active Engagement

c. **Digital Fluency** – utilizing effective instructional technologies and presentation design – EDUC Utilizing Effective Instructional Technologies & EDUC 528 Introduction to Presentation Design

3. **STRATEGIES FOR OBSERVING STUDENT LEARNING. How will data be collected, analyzed, shared? Please provide specific descriptions for how, when, how often, what course, what student performances will be observed, collected and analyzed. Please attach any tools used in this process.**

The 3 selected programatic SLO’s will be evaluated by a team of program faculty according to the following plan. Some SLO’s are evaluated within courses that support them. Others are evaluated in courses that evidence the utilization of the SLO’s knowledge base.

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating curricula – TDEV 320 Adult Learning

   Assessment of metacognition is evaluated in TDEV 320 through the analysis of a student writing assignment. This course will be taught in the Fall session of the 2011-12 year.

   Analysis of student success will be evaluated through the utilization of a Metacognition Rubric. Assessment will be conducted by program faculty utilizing 5 randomly selected student action research projects.

b. **Communication** – the fundamentals of active engagement including assessing training and teaching needs – TDEV 448 Designing and Evaluating Curriculum

   Assessment of communication is evaluated in TDEV 448 through the analysis of a student projects for designing curriculum. This course will be taught in the Fall session of the 2011-12 year.

   Analysis of student success will be evaluated through the utilization of a Communication Rubric. Assessment will be conducted by program faculty utilizing 5 randomly selected student curriculum design projects.

c. **Digital Fluency** – utilizing effective instructional technologies and presentation design – TDEV 324 Modern Learning.

   Assessment of digital fluency is evaluated in TDEV 324 through the analysis of a student animation (xTranormal) videos. This course will be taught in the Fall session of the 2011-12 year.

   Analysis of student success will be evaluated through the utilization of a Digital Fluency Rubric. Assessment will be conducted by program faculty utilizing 5 randomly selected student xTranormal videos.
4. **CRITERIA FOR SUCCESS.** How will faculty observe the accomplishment of this outcome? What are the standards of progress or criteria for judging success for the student learning assessment observations? Please attach any tools used in your process.

The 3 programatic SLO’s will be evaluated by a team of program faculty according to the following plan. Some SLO’s are evaluated within courses that support them. Others are evaluated in courses that evidence the utilization of the SLO’s knowledge base.

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating curricula – TDEV 320 Adult Learning

   Assessment of metacognition is evaluated in TDEV 320 through the analysis of a student writing assignment. This course will be taught in the Fall session of the 2011-12 year.

   Analysis of student success will be evaluated through the utilization of a Metacognition Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.

b. **Communication** – the fundamentals of active engagement including assessing training and teaching needs – TDEV 448 Designing and Evaluating Curriculum

   Assessment of communication is evaluated in TDEV 448 through the analysis of a student projects for designing curriculum. This course will be taught in the Fall session of the 2011-12 year.

   Analysis of student success will be evaluated through the utilization of a Communication Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.

c. **Digital Fluency** – utilizing effective instructional technologies and presentation design – TDEV 324 Modern Learning.

   Assessment of digital fluency is evaluated in TDEV 324 through the analysis of a student animation (xTranormal) videos. This course will be taught in the Fall session of the 2011-12 year.

   Analysis of student success will be evaluated through the utilization of a Digital Fluency Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.

5. **FINDINGS.** What are the results of the assessment of this learning objective thus far? Be sure to include the year, attach any reports, tables, etc., that are available.

6. **PROGRAM ENHANCEMENT.** How has data been used? What is the specific mechanism for communicating results and changing courses, curriculum, activities within a course, etc.? Please give examples over the last 3 years.

Review and Approval Signatures & Date:

Program Coordinator if applicable ____________________________

Department Chair: ________________________________

Dean ________________________________