

# Assessment of Bachelor of Science in Applied Management with an emphasis on Instructional Technology, Training & Evaluation (BSAM-ITTE)

Department of Educational Technology, Research & Assessment

## **Student Outcomes**

Graduates of the BSAM program will be prepared for successful professional careers by:

- 1) integrating knowledge of global interconnections and interdependencies
- 2) exhibiting intercultural competencies with people of diverse backgrounds and perspectives
- 3) analyzing issues that interconnect human life and the natural world
- 4) demonstrating critical, creative, and independent thought
- 5) communicating clearly and effectively
- 6) collaborating with others to achieve specific goals
- 7) using and combining appropriate quantitative and qualitative reasoning skills to address questions and solve problems
- 8) synthesizing knowledge and skills relevant to one's major or particular fields of study and apply them creatively to develop innovative outcomes

In addition, outcomes for students enrolled in BSAM-ITTE stress competence and originality. Students completing the program will demonstrate a wide range of skills and abilities related to the application of instructional technology to training and evaluation. The following skills summarize the department's expectations of all graduates of BSAM-ITTE:

- 1) Applying systematic processes to analyze performance and instructional problems;
- 2) Applying sound instructional and evaluation design principles;
- 3) Selecting appropriate evaluation techniques to measure learner performance and the effectiveness of training products and programs
- 4) Integrating instructional media and strategies into the development of training materials;
- 5) Developing instructional and training solutions that can be applied in business or non-business settings;
- 6) Applying appropriate technology to conduct analyses of training and performance data;
- 7) Managing training projects and programs in professional settings;
- 8) Demonstrating professional, legal, social and humane ethical practices; and
- 9) Demonstrating effective oral and written communication skills.

## **Alignment of BSAM and BSAM-ITTE with Baccalaureate Degree Student Learning Outcomes**

The eight baccalaureate student learning outcomes (SLO) defined in the new PLUS plan are:

- 1) Communicate clearly and effectively;

- 2) Demonstrate critical, creative, and independent thought;
- 3) Use and combine appropriate qualitative and quantitative and reasoning skills;
- 4) Collaborate with others to achieve specific goals;
- 5) Analyze issues that interconnect human life and the natural world;
- 6) Exhibit intercultural competencies with people of diverse backgrounds and perspectives;
- 7) Integrate knowledge of global interconnections and interdependencies; and
- 8) Synthesize learned knowledge and skills and apply them creatively to develop cross-disciplinary and innovative solutions to problems.

Overall alignment of BSAM Core Competencies and PLUS Student Learning Outcomes with the BSAM-ITTE Core Curriculum are shown in Table 1.

Table 1. Alignment of BSAM Core Competencies and PLUS Student Learning Outcomes with the BSAM-ITTE Core Curriculum.

PLUS SLOs	BSAM SLOs	BSAM-ITTE SLOs	BSAM-ITTE Core Curriculum
1	5	1, 7, 9	ETR490
2	4	6, 8	ETT464
3	7	2, 3,	ACCY 288, ETR340, ETT490
4	1	4, 7	ETT464, ETT329
5	6	2, 7	ETT431
6	2	4, 5, 8, 9	ETR490
7	3	1, 8	ETT431
8	8	2, 3, 5	ETR340, ETT431, ETT329

### Assessment of Student Learning Outcomes in BSAM-ITTE

Assessment of student learning will incorporate a systematic assessment plan to enhance our ability to assess student achievement on a regular ongoing process. This assessment plan will include use of rubrics and an assessment management system (i.e., LiveText) for developing, assessing, and measuring student learning as well as to guiding program review and data driven decision making. It also provides a sound framework to help faculty maintain awareness of the overall curriculum when courses, assignments, and rubrics are in need of revision or updating.

The following table lists methods we will use for program assessment. They provide descriptions of each method, a timeline for implementation, person responsible, and the objectives/outcomes that each method addresses.

Method	Description	Timeline	Person Responsible	Objectives/ Outcomes Addressed
Performance based training design plan	Students design and develop a comprehensive training plan that encompasses needs and performance analysis, instructional design and development, and formative and summative evaluations.	Upon completion of ETT464 and ETT310, early in the program for students	Course Instructors	1, 2, 5, 8, & 9
Integrated media project	Students design and develop a multimedia based presentation module to support training programs.	Upon completion of ETT311, early in the program for students	Course Instructor	4, 5
Training evaluation plan	Students design and develop a training evaluation that is performance and outcome driven.	Upon completion of ETR431, ETT492, middle in the program for students	Course Instructor	2, 3, 6, 8, 7, 9
Data analysis project	Students prepare a data analysis report or a formative and summative assessment report	Upon completion of ETR340 and ETR450, middle in the program for students	Course Instructors	2, 6, 8, 9
Technology integrated performance support system	Students design and develop a multi-platform, user-centered performance support system that incorporates online and mobile technologies.	Upon completion of ETT448 and ETT459, middle in the program for students	Course Instructors	1, 2, 4, 5
Student portfolio	Students complete a portfolio as the capstone experience of their program (can be linked to internship).	Every semester ongoing	Portfolio coordinator; Field Supervisors; ETRA faculty	1, 2, 3, 4, 5, 6, 7, 8, 9
Annual alumni survey/employer follow-up	Graduates are requested by the university to participate in the Annual Alumni Survey. Additionally, we will collect data from employers who hire our students and graduates.	Every year	Office of Assessment Services, Program Advisor, ETRA office staff	1, 2, 3, 4, 5, 6, 7, 8, 9

**Outcomes by Methods: Table demonstrating which outcomes are addressed by each method of assessment**

Objective	Performance based training design plan	Integrated media project	Training evaluation plan	Data analysis project	Technology integrated performance support system	Student portfolio	Annual alumni survey/employer follow-up
Applying systematic processes to analyze performance and instructional problems;	X				X	X	X
Applying sound instructional and evaluation design principles;	X		X	X	X	X	X
Selecting appropriate evaluation techniques to measure learner performance and the effectiveness of training products and programs			X			X	X
Integrating instructional media and strategies into the development of training materials;		X			X	X	X
Developing instructional and training solutions that can be applied in business or non-business settings;	X	X			X	X	X
Applying appropriate technology to conduct analyses of training and performance data;			X	X		X	X
Managing training projects and programs in professional settings;						X	X
Demonstrating professional, legal, social and humane ethical practices; and	X		X	X		X	X
Demonstrating effective oral and written communication skills.	X		X	X		X	X