Assurance of Student Learning
2018-2019

College of Education and Behavioral Sciences	School of Teacher Education

Instructional Design – 0428 Instructional Design Certificate - 0418

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate professional competency in the application of instructional design concepts and principles critical reflection for completion of the master's program.

Instrument 1	Each student will develop a learning plan, in cooperation with the course instructor and work site supervisor, addressing his or her learning and career goals (ID 595 Capstone project).
Instrument 2	Each student will complete instructional design tasks related to their learning objectives, be evaluated based on their learning plan and on their work performance by their faculty member (ID 595 Capstone project), in cooperation with the work site supervisor.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Student Learning Outcome 2: Students will design and develop instructional solutions, including appropriate combinations of traditional/-instructor-led strategies, constructivist techniques, technology systems, and performance support systems.

Instrument 1	Each student will apply four current trends in the instructional design and technology field to help solve the identified performance problems and achieve the performance improvement goals (ID 587)
Instrument 2	Each student will design, develop, and evaluate a print-based, self-paced instructional unit on a topic of his/her choice, following the classic instructional design process (ID 570).
Instrument 3	Each student will create multimedia instruction (e.g., audio, video, interactive tutorial) on a topic of his/her choice (ID 588).

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	**Not Met**

Student Learning Outcome 3: Students will develop adequate knowledge of the instructional design field, the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner.

Instrument 1	Students will identify a trend in distance education and demonstrate how a technology of choice can be used to reflect the trend (ID 585)

Instrument 2	Students will create an instructional system design model for a specific context of application of their choice (ID 560).
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<mark>Met</mark>	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

We will continuously update the course content related to the projects to keep up with the trends and technologies in the instructional design and technology field. We will introduce more opportunities for synchronous communication in an online environment to support student progress and growth.

Student Learning Outcome 1	
Student Learning Outcome	Students will demonstrate professional competency in the application of instructional design concepts and principles critical reflection for completion of the master's program (Capstone project).
Measurement Instrument 1	**Each student will develop a learning plan, in cooperation with the course instructor and work site supervisor, addressing his or her learning and career goals.** This is the first part of the ID capstone project where students need to demonstrate that their learning plan for the project are in alignment with professional competencies expected of ID students.
Criteria for Student Success	Students will need to submit an official capstone project contract by the second week of the semester. Only students who receive an approval on the contract will be allowed to continue to the project. The instructor reviews the contract to see whether the topic of the capstone project, the proposed learning objectives, learning activities, and final products are appropriate considering the expected learning outcome. (click here to view the contract -**Step 1 of the form**)

Program Success Target for this Measurement	90%	**Percent of Program Achieving Target**	100% of the students in ID 595 submitted a satisfactory contract describing their learning plan in relation to their learning and career goals.

Methods	Two students worked on the capstone project in 2018-2019. Both students successfully developed their learning plan.
Measurement Instrument 2	**Each student will complete tasks related to their learning objectives, be evaluated based on their learning plan and on their work performance by their faculty member, in cooperation with the work site supervisor.** Students need to log their project activities in detail (date, description of activities, and hours) and report weekly on Blackboard about their progress. At the end of the project, students will need to submit a paper reflecting on 1) what learning objectives and planned activities/products in the contract did/did not take place and 2) how the project affected their professional growth, as well as their planned next steps to continue their professional growth. Students will also need to submit their capstone products to Blackboard. Both the site supervisor and the faculty supervisor will need to evaluate student performance for the project. Site supervisor will also need to evaluate student dispositions. (click here to view the performance evaluation rubric -**Step 5 of the form**)
Criteria for Student Success	Students will need to receive an average of "Satisfactory Progress" or above for their performance rating. Also, students need to receive an average rating of 3 or above for their dispositions**.**

Program Success Target for this Measurement	90%	**Percent of Program Achieving Target**	100% of the students in ID 595 received an average of "Satisfactory Progress" or above for their performance rating, as well as an average rating of 3 or above for their dispositions. One student received an A while the other received a C for the final grade.

Methods	Two students worked on the capstone project in 2018-2019. Both students logged in their project activities, engaged in the discussions, and submitted the required documents for the project. Both students received satisfactory ratings for their performance from both the site supervisor and the faculty supervisor. Also, both students received a passing grade for the course.
Measurement Instrument 3	
Criteria for Student Success	

Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Course outcomes are reviewed by the program faculty. More opportunities for online synchronous meetings with the students through technologies such as Zoom will be introduced to more closely monitor and discuss student progress on the project (Spring 2020).

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

For academic year 2019-2020, we will introduce more opportunities for using online synchronous communication technologies to continue to support student progress and growth.

Student Learning Outcome 2

Student Learning Outcome	Students will design and develop instructional solutions, including appropriate combinations of traditional/- instructor-led strategies, constructivist techniques, technology systems, and performance support systems
Measurement Instrument 1	Each student will apply four current trends in the instructional design and technology field to help solve the identified performance problems and achieve the performance improvement goals.
Criteria for Student Success	Students need to receive a score of C or above on the rubric (click here to view the evaluation rubric)

Program Success Target for this Measurement	90%	Percent of Program Achieving Target	50% of the students successfully completed the project.

Methods	Two students enrolled ID 587 during 2018-2019. One student completed the course and the project successfully, while the other student received an FN due to non-participation.
Measurement Instrument 2	Each student will design, develop, and evaluate a print-based, self-paced instructional unit on a topic of his/her choice, following the classic instructional design process.
Criteria for Student Success	Students need to receive a score of C or above on the rubric (click here to view the evaluation rubric)

Program Success Target for this Measurement	90%	Percent of Program Achieving Target	100% of the students received a score of C or above related to this learning outcome (74% of the students received an A and 36% of the students received a B).

Methods	This instructional unit design project is the final project for ID 570, which is a required course. A total of 11 students completed the course during 2018-2019. All students successfully designed a print-based, self-based instructional unit on a topic of their choice, with 74% of the students receive an A and 36% of the students receive a B.

Measurement Instrument 3	Each student will create multimedia instruction (e.g., audio, video, interactive tutorial) on a topic of his/her choice.

Criteria for Student Success	Students need to receive a score of C or above on the rubric (click here to view the evaluation rubric)

Program Success Target for this Measurement	90%	Percent of Program Achieving Target	N.A.

Methods	We don't have the data for this project for the 2018-2019 academic year. The project related to this learning outcome is a component of ID 588, which is an elective course. ID 588 used to be a summer or winter course, depending on enrollment. We have redesigned the course to fit into a Fall term schedule and implemented it for the first time as a full-term course in Fall 2019. ID 588 was not offered in 2018-2019.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
We have redesigned ID 588 from a three-week course to a regular 16-week course. Covering the course in 3 weeks presented some challenges for some of the students. The 16-week ID 588 was offered in Fall 2019 for the first time.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Feedback from the students taking ID 588 in Fall 2019 seem positive. We will continue to offer this course in the fall and update the course content to keep up with the changes in technology and support student progress and growth. We will continue to update ID 570, ID 587, and ID 588 courses to support student progress and growth.

Student Learning Outcome 3	
Student Learning Outcome	Students will develop adequate knowledge of the instructional design field, the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner.
Measurement Instrument 1	Students will identify a trend in distance education and demonstrate how a technology of choice can be used to reflect the trend.
Criteria for Student Success	Students need to receive a score of C or above on the rubric (click here to view the evaluation rubric)

Program Success Target for this Measurement	90%	Percent of Program Achieving Target	100% of the students received a score of C or above.

Methods	This project is a component for ID 585. A total of 10 students completed the course during 2018-2019. All students successfully completed the project.
Measurement Instrument 2	Students will create an instructional system design model for a specific context of application of their choice.

Criteria for Student Success	Students need to receive a score of C or above on the rubric ([click here to view the evaluation rubric](#))

	Program Success Target for this Measurement	90%	Percent of Program Achieving Target	95% of the students received a score of C or above.

Methods	This project is a component for ID 560, which is a required course. A total of 17 students completed the course during 2018-2019. 95% of the students successfully completed the project, with 71% of the students receive an A and 24% of the students receive a B (1 student failed to complete the project).

Measurement Instrument 3	

Criteria for Student Success	

	Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<mark>Met</mark>	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Outcomes for the course (ID 560, ID 585) were reviewed by the program faculty. Adjustments were made to the course schedule (ID 588) and content were updated to support student progress and growth.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The course content related to the projects will be continuously updated to keep up with the trends and technologies in the instructional design and technology field.