Assurance of Student Learning
2019-2020

College of Education and Behavioral Sciences	School of Teacher Education
Instructional Design – 0428	

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 to reflection for completion of the master's program.		
Instrument 1	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. This will be measured by a rubric.	
Instrument 2		
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). This will be measured by a rubric.
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). This will be measured by a rubric.
Instrument 3	Each student will create multimedia instruction (e.g., audio, video, interactive tutorial) on a topic of his/her choice (ID 588). This will be measured by a rubric.

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 and related theories and approaches.

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). This will be measured by a rubric.

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

	Met	Not Met
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 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 ID 595 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 3 (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% of all students will receive an average of 3 or above and on no individual rubric area will the average score across all students be less than 3. Similarly, 90% of all students will receive an average of 3 or above for their dispositions and on no single disposition will the average across all students be less than 3.		**Percent of Program Achieving Target**	100% of the students in ID 595 received an average of 3 or above for their performance rating, as well as an average rating of 3 or above for their dispositions.

Methods	Two students worked on the capstone project in 2019-2020. They logged in the project activities, submitted the required documents for the project, and received satisfactory ratings for their performance from both the site supervisor and the faculty supervisor. The students received a passing grade for the course.
Measurement Instrument 2	
Criteria for Student Success	

Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods	
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 (2020-2021).

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 2020-2021, 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 id 587 final project rubric (click here to view the evaluation rubric)

Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will the average score across all students be less than C.	**Percent of Program Achieving Target**	100% of the students successfully completed the project.
Methods	Twelve students enrolled in ID 587 during 2019-2020. All students completed the course and the project successfully.		
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 ID 570 final project rubric, i.e., meeting at least five or more criteria on the checklist (click here to view the evaluation rubric)		

Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will less than 80% of the students fail to meet the criteria.	Percent of Program Achieving Target	100% of the students received a score of C or above related to this learning outcome (85% of the students received an A, 15% 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 13 students completed the course during 2019-2020. All students successfully designed a print-based, self-based instructional unit on a topic of their choice, with 85% of the students receive an A and 15% 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 ID 588 final project rubric ([click here to view the evaluation rubric](#))		
Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will the average score across all students be less than C.	Percent of Program Achieving Target	89% of the students received a score of C or above related to the learning outcome. One student received a grade of D.
Methods	The project related to this learning outcome is a component of ID 588, which is an elective course. A total of 9 students completed the course in Fall 2019. Eight of the 9 students received an A and one student received a D.		

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 redesigned ID 588 from a three-week course to a regular 16-week course and offered it the first time as a full-term course in Fall 2019. 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. Course outcomes are reviewed by the program faculty. More resources will be provided to the students to scaffold their learning.

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 and related theories and approaches.
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 ID 585 final project rubric (click here to view the evaluation rubric)

Program Success Target for this Measurement	90% of students receive a score of C or above on the rubric and on no individual rubric area will the average score across all students be less than C.	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 2019-2020. 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 ID 560 final project rubric ([click here to view the evaluation rubric](#))

Program Success Target for this Measurement	90% of students receive a score of C on the rubric and on no individual rubric area will the average score across all students be less than C.	**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 19 students completed the course in 2019-2020. 95% of the students successfully completed the project, with 17 students receive an A, one student received a C, and one student received an F.

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.	Met	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.