

**BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS**  
**2012-2013 ACADEMIC YEAR**

	<i>PLO 1 E-Learning Delivery  Design instruction for e- learning delivery.</i>	<i>PLO 2 Universal Design Principles  Apply universal design principles to instruction.</i>	<i>PLO 3 Technology Tools and Applications  Evaluate technology tools and applications for effective instructional delivery and student learning.</i>	<i>PLO 4 Learning Theories and Models  Synthesize learning theories and models of instructional design.</i>	<i>PLO 5 Research, Trends and Issues  Analyze research, trends and issues related to the field of instructional design.</i>	<i>PLO 6 Diverse Learners  Develop instruction designed to meet the needs of diverse learners.</i>
EDU 120	I	I		I	I	I
EDU 232	R	R	I	R	R	R
EDU 335	R	R	R	R	R	R
EDU 336	R	R	R		R	R
EDU 337	R	R	R		R	R
EDU 356		R	M		R	
EDU 358	R	R			R	
EDU 362	R	R	R	R	R	R
PSY 370		R		R	R	
EDU 431	M	R	R	M	R	M
EDU 433			R		R	
EDU 496	M	M	M	M	M	M

I (Introduced), R (Reinforced), or M (Mastered).

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Design instruction for e-learning delivery.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA</b>
Direct Measure 1: EDU 232 Week 5 Final Project	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 232	64	78	82%	1. EXCEEDS THE ACCEPTABLE TARGET

	Week 5 Final Project rubric content criteria mapped to PLO 1.				
Indirect Measure 1: EDU 335 Final Project	70% of Instructional Design students must score 80% or higher on the EDU 335 Final Project.	27	33	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 337 Final Project	70% of Instructional Design students must score 80% or higher on the EDU 335 Final Project.	24	33	73%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: EDU 431 Final Project	70% of Instructional Design students must score 80% or higher on the EDU 431 Final Project.	16	19	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 4: EDU 496 Final Paper	70% of Instructional Design students must score 80% or higher on the EDU 496 Final Paper.	17	19	90%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 5: End of Course Survey	70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either "Agree" or "Strongly Agree." The question used to gauge student satisfaction includes: <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material was valuable and relevant to the course.</li> <li>• The course material will be valuable after I graduate.</li> </ul>	<10	<10	N/A	4. INSUFFICIENT DATA

	<ul style="list-style-type: none"> <li>• This course provided an opportunity to improve my critical thinking and problem solving skills.</li> </ul> <p>70% or more of BA Instructional Design students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> <li>• How would you rate the quality of the course?</li> <li>• How would you rate the quality of the instructor?</li> </ul>				
<b>PLO 2 - Apply universal design principles to instruction.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET</b>

					<b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b>  <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: EDU 232 Week 5 Final Project	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 232 Week 5 Final Project rubric content criteria mapped to PLO 2.	95	117	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 431 Final Project	70% of Instructional Design students must score 80% or higher on the EDU 431 Final Project.	12	19	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 496 Final Paper	70% of Instructional Design students must score 80% or higher on the EDU 496 Final Paper.	17	19	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: End of Course Survey	70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.” The question used to gauge student satisfaction includes: <ul style="list-style-type: none"> <li>In general, this course will have real-world applicability.</li> </ul>	<10	<10	N/A	4. INSUFFICIENT DATA

	<ul style="list-style-type: none"> <li>• The course material was valuable and relevant to the course.</li> <li>• The course material will be valuable after I graduate.</li> <li>• This course provided an opportunity to improve my critical thinking and problem solving skills.</li> </ul> <p>70% or more of BA Instructional Design students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> <li>• How would you rate the quality of the course?</li> <li>• How would you rate the quality of the instructor?</li> </ul>				
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**PLO 3 - Evaluate technology tools and applications for effective instructional delivery and student learning.**

MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET
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		ACCEPTABLE TARGET		MEETING ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Indirect Measure 1: EDU 356 Week 3 Assignment 1	70% of Instructional Design students must score 80% or higher on the EDU Week 3 Assignment 1.	17	23	74%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 356 Week 4 Assignment 1	70% of Instructional Design students must score 80% or higher on the EDU Week 4 Assignment 1.	18	23	78%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: End of Course Survey	70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either "Agree" or "Strongly Agree." The question used to gauge student satisfaction includes: <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material was valuable and</li> </ul>	< 10	< 10	N/A	4. INSUFFICIENT DATA

	<p>relevant to the course.</p> <ul style="list-style-type: none"> <li>• The course material will be valuable after I graduate.</li> <li>• This course provided an opportunity to improve my critical thinking and problem solving skills.</li> </ul> <p>70% or more of BA Instructional Design students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> <li>• How would you rate the quality of the course?</li> <li>• How would you rate the quality of the instructor?</li> </ul>				
<b>PLO 4 - Synthesize learning theories and models of instructional design.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</b>	<b>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING</b>	<b>1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET</b>



				ACCEPTABLE TARGET	3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
Direct Measure 1: EDU 232 Week 2 Assignment	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 232 Week 2 Assignment rubric content criteria mapped to PLO 3.	52	68	76%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 362 Week Final Project	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 362 Week 5 Final Project rubric content criteria mapped to PLO 4.	55	60	92%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 431 Week 4 Assignment	70% of Instructional Design students must score 80% or higher on the EDU 431 Week 4 Assignment.	16	19	84%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: End of Course Survey	70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.” The question used to gauge student satisfaction includes:	< 10	< 10	N/A	4. INSUFFICIENT DATA

	<ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material was valuable and relevant to the course.</li> <li>• The course material will be valuable after I graduate.</li> <li>• This course provided an opportunity to improve my critical thinking and problem solving skills.</li> </ul> <p>70% or more of BA Instructional Design students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> <li>• How would you rate the quality of the course?</li> <li>• How would you rate the quality of the instructor?</li> </ul>				
<b>PLO 5 - Analyze research, trends and issues related to the field of instructional design.</b>					
<b>MEASURE</b>	<b>ACCEPTABLE TARGET</b>	<b>TOTAL NUMBER OF STUDENT RECORDS MEETING</b>	<b>TOTAL NUMBER OF STUDENT</b>	<b>ASSESSMENT RESULTS:</b>	<b>ASSESSMENT RESULTS:</b>

		<b>ACCEPTABLE TARGET</b>	<b>RECORDS OBSERVED</b>	<b>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b>	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b> <b>2. MEETS THE ACCEPTABLE TARGET</b> <b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b> <b>4. INSUFFICIENT DATA</b>
Direct Measure 1: EDU 336 Week 5 Final Paper	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 336 Week 5 Final Paper rubric content criteria mapped to PLO 5.	34	35	97%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 358 Week 4 Assignment	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 358 Week 4 Assignment rubric content criteria mapped to PLO 2.	43	56	77%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 431 Week 3 Assignment	70% of Instructional Design students must score 80% or higher on the EDU 431 Week 3 Assignment.	14	19	74%	1. EXCEEDS THE ACCEPTABLE TARGET

<p>Indirect Measure 2: EDU 433 Final Project</p>	<p>70% of Instructional Design students must score 80% or higher on the EDU 433 Final Project.</p>	<p>26</p>	<p>30</p>	<p>87%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>
<p>Indirect Measure 3: EDU 496 Final Paper</p>	<p>70% of Instructional Design students must score 80% or higher on the EDU 496 Final Paper.</p>	<p>17</p>	<p>19</p>	<p>89%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>
<p>Indirect Measure 4: End of Course Survey</p>	<p>70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.” The question used to gauge student satisfaction includes:</p> <ul style="list-style-type: none"> <li>• In general, this course will have real-world applicability.</li> <li>• The course material was valuable and relevant to the course.</li> <li>• The course material will be valuable after I graduate.</li> <li>• This course provided an opportunity to improve my critical thinking and problem solving skills.</li> </ul> <p>70% or more of BA Instructional Design students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student</p>	<p>&lt; 10</p>	<p>&lt; 10</p>	<p>N/A</p>	<p>4. INSUFFICIENT DATA</p>

	satisfaction include: <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> <li>• How would you rate the quality of the course?</li> <li>• How would you rate the quality of the instructor?</li> </ul>				
<b>PLO 6 - Develop instruction designed to meet the needs of diverse learners.</b>					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET  2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA

Direct Measure 1: EDU 232 Week 5 Final Project	70% or more BA Instructional Design records must be at the “Proficient” or “Distinguished” level on the evaluation of each EDU 232 Week 5 Final Project rubric content criteria mapped to PLO 6.	63	78	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 335 Final Project	70% of Instructional Design students must score 80% or higher on the EDU 335 Final Project.	27	33	82%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 337 Final Project	70% of Instructional Design students must score 80% or higher on the EDU 337 Final Project.	24	33	73%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: EDU 431 Week 2 Assignment	70% of Instructional Design students must score 80% or higher on the EDU 431 Week 2 Assignment.	13	19	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 4: EDU 496 Final Paper	70% of Instructional Design students must score 80% or higher on the EDU 496 Final Paper.	17	19	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 5: End of Course Survey	70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “Agree” or “Strongly Agree.” The question used to gauge student satisfaction includes: • In general, this course will have real-world applicability.	< 10	< 10	N/A	4. INSUFFICIENT DATA

	<ul style="list-style-type: none"> <li>• The course material was valuable and relevant to the course.</li> <li>• The course material will be valuable after I graduate.</li> <li>• This course provided an opportunity to improve my critical thinking and problem solving skills.</li> </ul> <p>70% or more of BA Instructional Design students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> <li>• How would you rate the quality of the course material?</li> <li>• How would you rate the quality of the course?</li> <li>• How would you rate the quality of the instructor?</li> </ul>				
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**OVERALL RECOMMENDATIONS**

There was not enough data to report on for End of Course Surveys for courses from which key assignments were identified.

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2013-14 assessment cycle. In addition, due to the fact that there was insufficient data for many of the key assignments identified in BA Instructional Design, it is recommended that Faculty use the same measures for the 2013-14 assessment cycle as they used for the 2012-13 cycle for key assignments in which there was not enough data to report on. This will allow them to gather and aggregate the data so there will be enough records with which to take action.

<b>ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT</b>				
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<b>4</b>	<i>Data will be gathered from the final assignment once the revisions have been completed.</i>	<i>BA ID faculty and Program Chair</i>	<i>Completed</i>	<i>June 24, 2014</i>
<i>Action Details</i>	<i>Revise EDU 232 to better support students' learning of how to synthesize learning theories and models of instructional design.</i>			