

**BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS**  
**2015-2016 ACADEMIC YEAR**

	<i>PLO 1 Designing Interventions and Assessment  Design instructional and training interventions and assessments for online, place-based, and blended delivery</i>	<i>PLO 2 Apply Analyses  Apply the results of learning, task, performance, and other analyses to the design of training and instruction</i>	<i>PLO 3 Apply Evaluation Technologies  Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions</i>	<i>PLO 4 Distinguish Theories of Learning  Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes</i>	<i>PLO 5 Develop Processes and Design  Develop plans to manage collaborative processes and participants typically involved in an instructional design projects.</i>	<i>PLO 6 Respond Appropriately in Context  Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts</i>	<i>PLO 7 Justifies Design  Justify design decisions through effective communication in visual, oral, and written form</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					I	R	R
EDU 356			R			R	R
EDU 358	R	R	R	R		R	R
EDU 362							R
ESE 370				R		R	R
EDU 431	R	R	R	R	R	R	M
EDU 433					M	R	R



EDU 496		M		M		M		M		R		M		R
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I (Introduced), R (Reinforced), or M (Mastered).

<b>ANNUAL ASSESSMENT PLAN FINDINGS</b>					
<b>PLO 1 - Design instructional and training interventions and assessments for online, place-based, and blended 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 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	< 10	< 10	N/A	4. INSUFFICIENT DATA

Direct Measure 2: EDU 431 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Direct Measure 3: EDU 496 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	25	30	83%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 2 - Apply the results of learning, task, performance, and other analyses to the design of training and instruction**

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
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Direct Measure 1: EDU 120 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	17	25	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: EDU 232 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	28	48	58%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 3: EDU 431 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	27	34	79%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 3 - Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions**

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
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					<b>4. INSUFFICIENT DATA</b>
Indirect Measure 1: EDU 232 Week 5 Discussion 1	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	26	32	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 1: EDU 336 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	20	28	71%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 356 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	9	12	75%	1. EXCEEDS THE ACCEPTABLE TARGET

**PLO 4 - Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes**

<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>1. EXCEEDS THE ACCEPTABLE TARGET</b> <b>2. MEETS THE ACCEPTABLE TARGET</b> <b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b>
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4. INSUFFICIENT DATA					
Direct Measure 1: EDU 120 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	35	50	70%	2. MEETS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 362 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	35	50	70%	2. MEETS THE ACCEPTABLE TARGET
Direct Measure 3: EDU 431 Week 4 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	31	34	91%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 4: EDU 496 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	24	35	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
<b>PLO 5 - Develop plans to manage collaborative processes and participants typically involved in an instructional design projects.</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	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET

				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 337 Week 5 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	23	26	88%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 433 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	100	112	89%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: EDU 496 Week 2 Discussion 2	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	17	19	89%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 6 - Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts</b>					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT	TOTAL NUMBER OF	ASSESSMENT RESULTS:	ASSESSMENT RESULTS:



		<b>RECORDS MEETING ACCEPTABLE TARGET</b>	<b>STUDENT 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>
Indirect Measure 1: EDU 120 Week 4 Journal	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	28	40	70%	2. MEETS THE ACCEPTABLE TARGET
Direct Measure 1: EDU 336 Week 5 Discussion 1	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	27	29	93%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 358 Week 5 Discussion 2	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	19	22	86%	1. EXCEEDS THE ACCEPTABLE TARGET
<b>PLO 7 - Justify design decisions through effective communication in visual, oral, and written form</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 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	1	1	N/A	4. INSUFFICIENT DATA
Direct Measure 2: EDU 431 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	38	51	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 3: EDU 496 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	11	15	73%	1. EXCEEDS THE ACCEPTABLE TARGET

**OVERALL RECOMMENDATIONS**

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2016-2017 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses that were revised in the 2014-2015 assessment cycle and all measures to ensure that these targets remain appropriate and meaningful.

**ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT**

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
2	<i>Evidence of AF input solicited and received, Job aids produced; and or Potential course revisions</i>	<i>Program Chair</i>	<i>In Progress</i>	<i>Q3 2017</i>
<i>Action Details</i>	<p style="text-align: center;"><i>Through communication, addressed during the faculty forum of EDU 232, gain perspective of Associate Faculty (AF) who teach course about potential contributing factors to poor student performance on the assignment.</i></p> <p style="text-align: center;"><i>Using feedback from AF, create student job aids that address contributing factors and consider if course revision would better support student success on assignment</i></p>			
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
<i>Operational Outcome</i>	<i>The goal of this action is to ensure that all measures/key assignments identified in the BA ID Assessment Plan are, in fact, aligned and map to the PLO to which the measure is associated. This will</i>	<i>BA Instructional Design Chair</i>	<i>Completed</i>	<i>December 2016</i>

	<p><b><i>improve student learning, understanding, and achievement of the associated PLO by ensuring that students are being measured/assessed appropriately.</i></b></p>			
<p><b><i>Action Details</i></b></p>	<p><b><i>There is an opportunity to ensure that students learning is being appropriately assessed and measured. It is important to ensure that all assessment measures are mapped to the appropriate PLOs and that they are truly aligned to the PLOs to which they are mapped/aligned.</i></b></p> <p><b><i>Review mapping and targets to ensure that the assignments in these courses are aligned to the BA ID Program Learning Outcomes, and that all measures and key assignments identified in the BA ID Assessment Plan are appropriate and should continue to be used as measures moving forward (2016-2017 Assessment Cycle).</i></b></p>			