

BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS
2016-2017 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
---------	--	---	--	---	--	---	--	---	--	---	--	---	--	---

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

ANNUAL ASSESSMENT PLAN FINDINGS					
PLO 1 - Design instructional and training interventions and assessments for online, place-based, and blended delivery					
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.	56	80	70%	2. MEETS THE ACCEPTABLE TARGET

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.	31	39	80%	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.	159	173	92%	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
---------	-------------------	---	--	--	---

Direct Measure 1: EDU 232 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	82	105	78%	1. EXCEEDS THE ACCEPTABLE TARGET
Direct Measure 2: EDU 431 Week 2 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	34	40	85%	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 4. INSUFFICIENT DATA
---------	-------------------	---	--	--	---

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.	28	34	82%	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.	44	52	85%	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.	94	111	85%	1. EXCEEDS THE ACCEPTABLE TARGET

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

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	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 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.	55	69	80%	1. EXCEEDS 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.	76	90	84%	1. EXCEEDS 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.	36	40	90%	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.	160	189	85%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 5 - Develop plans to manage collaborative processes and participants typically involved in an instructional design projects.

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 337 Week 5 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	64	66	97%	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.	99	154	64%	3. DOES NOT MEET 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.	25	26	96%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 6 - Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts					
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

		ACCEPTABLE TARGET		MEETING ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
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.	24	35	69%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 2: 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.	12	16	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 3: 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.	21	29	72%	1. EXCEEDS THE ACCEPTABLE TARGET
PLO 7 - Justify design decisions through effective communication in visual, oral, and written form					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING	TOTAL NUMBER OF STUDENT	ASSESSMENT RESULTS:	ASSESSMENT RESULTS:

		ACCEPTABLE TARGET	RECORDS OBSERVED	PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	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.	28	34	82%	1. EXCEEDS THE ACCEPTABLE TARGET
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.	47	56	84%	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.	83	87	95%	1. EXCEEDS THE ACCEPTABLE TARGET

OVERALL RECOMMENDATIONS

Overall, it is recommended that the Program Chair for the Bachelor of Arts in Instructional Design review the assessment plans (including measures used, alignment mapping, and targets set) and Curriculum Map in preparation for the 2017-2018 assessment cycle. This will determine the appropriateness of the assignments and mapping for each PLO. In addition, the Program Chair should consider reviewing EDU 433 and EDU 120 as the acceptable targets for PLOs 5 and 6 were not met.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<i>Improved student achievement of PLO 5.</i>	<i>The Program Chair for the Bachelor of Arts in Instructional Design and faculty.</i>	<i>Completed</i>	<i>Spring 2018</i>
<i>Action Details</i>	<i>A new capstone experience will be created for students as the last class in this program of study. This course represents a crowning achievement and requires a final project and paper exploring a topic emerging from the student’s individualized program of study. Ultimately, this capstone project represents new work and ideas, and gives students the opportunity to demonstrate the knowledge and skills gained throughout college.</i>			