

BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS
2010-2011 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>
<i>PSY 370</i>	I	I	I	M	M	I
<i>EDU 120</i>	R	R	I	M	M	I
<i>EDU 232</i>	R	M	I	M	R	R
<i>EDU 335</i>	M	M	R	R	R	R
<i>EDU 337</i>	M	M	M	R	M	I
<i>EDU 356</i>	R	M	M	R	M	I
<i>EDU 358</i>	R	R	R	R	M	I
<i>EDU 336</i>	R	M	M	M	R	I
<i>EDU 362</i>	R	R	R	M	R	M
<i>EDU 431</i>	R	M	M	M	R	R
<i>EDU 433</i>	R	I	M	I	M	I
<i>EDU 496</i>	M	M	R	M	M	R

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

ANNUAL ASSESSMENT PLAN FINDINGS					
PLO 1 - Design instruction for e-learning 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: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	4. INSUFFICIENT DATA

Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	4. INSUFFICIENT DATA

PLO 2 - Apply universal design principles to 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
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					4. INSUFFICIENT DATA
Direct Measure 1: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	4. INSUFFICIENT DATA

PLO 3 - Evaluate technology tools and applications for effective instructional delivery and student learning.

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
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					2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	4. INSUFFICIENT DATA
PLO 4 - Synthesize learning theories and models of instructional design.					

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: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	4. INSUFFICIENT DATA

PLO 5 - Analyze research, trends and issues related to the field of instructional design.

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Direct Measure 1: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	4. INSUFFICIENT DATA
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Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	4. INSUFFICIENT DATA
PLO 6 - Develop instruction designed to meet the needs of diverse learners.					
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: Upper Division Course Work GPA	70% or higher must meet or exceed 2.5.	N/A	N/A	N/A	1. EXCEEDS THE ACCEPTABLE TARGET

Indirect Measure 1: Alumni Survey	70% or more of the Ashford Alumni (within three years of graduation) will indicate that their Ashford University degree has contributed to career success.	N/A	N/A	N/A	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Graduate Satisfaction Survey	70% or more of the graduating students will express satisfaction on the exit survey that assesses the students' impressions about their major area proficiency.	N/A	N/A	N/A	1. EXCEEDS THE ACCEPTABLE TARGET

OVERALL RECOMMENDATIONS

It is recommended that the College of Education faculty review program learning outcomes, curriculum map, and assessment plan to ensure student learning can be effectively measured, program learning outcomes are accurately mapped to program course sequence, and targets are appropriately set. In addition, faculty should work closely with the College of Education assessment analyst to examine additional measurement opportunities and work to increase precision of existing measures (e.g., through Waypoint rubric implementation). Lastly, additional data should be gathered, increasing sample size and improving the accuracy and generalizability of findings.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	<i>Changes to course curriculum based on information gathered from the faculty survey. Faculty will then review and compare student learning outcome data related to student achievement of PLO 5 and</i>	<i>Program Chair and BA Instructional Design full-time faculty.</i>	<i>Completed</i>	<i>Facilitate the faculty survey on June 30, 2013. Revise curriculum based on survey results no later than September 30, 2013.</i>

	<p>SAILS data pre- and post-revision.</p>			
<p><i>Action Details</i></p>	<p>Based on SAILS Data, the BA Instructional Design program chair will facilitate a Faculty Survey to determine current areas of improvement for research and information literacy skills as related to PLO5. For example, where in EDU 232, EDU 335, EDU 336, EDU 362, EDU 431, and EDU 496 are students analyzing research trends? How are students applying the research? The intention of the Faculty Survey is to help the Program Chair and Faculty identify courses, resources, or learning activities the BA Instructional Design program can improve to better support student achievement of this PLO.</p> <p>Rationale: According to ENG 122 SAILS data from Spring, 2012, Education majors at Ashford University scored lower on the skill set “Developing a Research Strategy” than Business, Health Sciences, History, Humanities, Law, Social Sciences / Psychology majors. The rationale for this action, therefore, is to improve research and information literacy skills among undergraduates as a means of:</p> <p style="text-align: center;">a) increasing critical thinking skills and</p> <p style="text-align: center;">b) providing the preparation and foundation necessary to meet academic goals.</p>			