BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS
2011-2012 ACADEMIC YEAR

	PLO 1 E-Learning Delivery *Design instruction for e-learning delivery.*	PLO 2 Universal Design Principles *Apply universal design principles to instruction.*	PLO 3 Technology Tools and Applications *Evaluate technology tools and applications for effective instructional delivery and student learning.*	PLO 4 Learning Theories and Models *Synthesize learning theories and models of instructional design.*	PLO 5 Research, Trends and Issues *Analyze research, trends and issues related to the field of instructional design.*	PLO 6 Diverse Learners *Develop instruction designed to meet the needs of diverse learners.*
PSY 370				M	M	
EDU 120	R	R		M	M	R
EDU 232	R	M	I	M	R	
EDU 335	M	M	R	R	R	R
EDU 337	M	M	M	R	M	M
EDU 356	R	R	M	R	M	
EDU 358	R	R	R	R	M	
EDU 336		M	I	M	R	R
EDU 362	R	R		M	R	M
EDU 431	R	M	R	M	R	R
EDU 433	R	R		I		I
EDU 496	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**
Indirect Measure 1: EDU 337 Final Project	70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 337 Final Project creating a virtual, collaborative environment where the participants will be engaged in learning and connecting with	21	26	81%	1. EXCEEDS THE ACCEPTABLE TARGET

	others (utilizing the POST model). Students must engage students using a type of social learning experience where relevant media, information, and various other tools are leveraged.				
Indirect Measure 2: EDU 431 Final Project	70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 431 Final Project designing a lesson plan that adheres to the ADDIE model of instructional design including learning objectives, nine events of instruction, and an assessment rubric.	12	16	75%	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: • In general, this course will have real-world applicability. • The course material was valuable and relevant to the course. • The course material will be valuable after I graduate.	< 10	< 10	N/A	4. INSUFFICIENT DATA

	• This course provided an opportunity to improve my critical thinking and problem solving skills. 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: • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor?				

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	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET

| | | | | ACCEPTABLE TARGET | 2. MEETS THE ACCEPTABLE TARGET

3. DOES NOT MEET THE ACCEPTABLE TARGET

4. INSUFFICIENT DATA |
|---|---|---|---|---|---|
| Indirect Measure 1: EDU 232 Final Project | 70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 232 Final Project that includes a needs assessment plan, a completed instructional plan that includes specific learning goals and objectives, an identified organizational structure, method of delivery, the design of learning environment, and instructional activities. Students will also develop an evaluation plan and an appropriate assessment method to determine mastery of learning objectives. | 24 | 28 | 86% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Indirect Measure 2: EDU 431 Final Project | 70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 431 Final Project designing a lesson plan that adheres to the ADDIE model of instructional design including learning objectives, nine events of instruction, and an assessment rubric. | 12 | 16 | 75% | 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:

• In general, this course will have real-world applicability.

• The course material was valuable and relevant to the course.

• The course material will be valuable after I graduate.

• This course provided an opportunity to improve my critical thinking and problem solving skills.

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: | < 10 | < 10 | N/A | 4. INSUFFICIENT DATA |

	• How would you rate the quality of the course material?				
	• How would you rate the quality of the course?				
	• How would you rate the quality of the instructor?				

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 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% or higher (of the sample selected) must meet or exceed an 80% on the EDU 356 Week 3 Assignment 1, assessing MyEducationKit and evaluating the change-creating potential of new and emerging educational technologies.	21	22	95%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 356 Week 4 Assignment 1	70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 431 Final Project designing a lesson plan that adheres to the ADDIE model of instructional design including learning objectives, nine events of instruction, and an assessment rubric.	12	16	75%	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: • In general, this course will have real-world applicability. • The course material was valuable and relevant to the course. • The course material will be valuable after I graduate. • This course provided an opportunity to improve my critical thinking and problem solving skills.	< 10	< 10	N/A	4. INSUFFICIENT DATA

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: • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor?	

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: EDU 362 Final Project	70% or higher (of the sample selected) must meet or exceed an 80% on the evaluation of the EDU 362 Final Project content criteria.	< 10	< 10	N/A	4. INSUFFICIENT DATA
Indirect Measure 1: EDU 431 Week 4 Assignment	70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 431 Week 4 Assignment creating a lesson plan that addresses the nine events of instruction, as well as providing an overview of the lesson and the lesson plan learning objectives.	13	16	81%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: Alumni 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. • The course material was valuable and relevant to the course. • The course material will be valuable after I graduate. • This course provided an opportunity to improve my critical thinking and problem solving skills.	N/A	N/A	N/A	4. INSUFFICIENT DATA

	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: • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor?				

PLO 5 - Analyze research, trends and issues related to the field 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	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 336 Final Paper	70% or higher (of the sample selected) must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Direct Measure 2: EDU 358 Week 5 Assignment	70% or higher (of the sample selected) must be at the "Proficient" level or above on the evaluation of each rubric content criteria.	N/A	N/A	N/A	4. INSUFFICIENT DATA
Indirect Measure 1: 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. • The course material was valuable and relevant to the course. • The course material will be valuable after I graduate. • This course provided an opportunity to	N/A	N/A	N/A	4. INSUFFICIENT DATA

improve my critical thinking and problem solving skills.

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:
• How would you rate the quality of the course material?
• How would you rate the quality of the course?
• How would you rate the quality of the instructor?

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
Indirect Measure 1: EDU 335 Final Project	70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 335 Final Project developing an online instructional lesson plan that meets the needs of a specific audience and subject matter.	22	24	92%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 337 Final Project	70% or higher (of the sample selected) must meet or exceed an 80% on the EDU 337 Final Project creating a virtual, collaborative environment where the participants will be engaged in learning and connecting with others (utilizing the POST model). Students must engage students using a type of social learning experience where relevant media, information, and various other tools are leveraged.	21	26	81%	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	N/A	N/A	N/A	4. INSUFFICIENT DATA

satisfaction includes:
• In general, this course will have real-world applicability.
• The course material was valuable and relevant to the course.
• The course material will be valuable after I graduate.
• This course provided an opportunity to improve my critical thinking and problem solving skills.

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:
• How would you rate the quality of the course material?
• How would you rate the quality of the course?
• How would you rate the quality of the instructor?

OVERALL RECOMMENDATIONS

Across program learning outcomes, BA Instructional Design students exceeded the acceptable targets for all 2011-12 assessment measures where there was enough data to report on. Many students also exceeded or are approaching the ideal targets for 2011-12 assessment measures.

There was not enough data to report on for End of Course Surveys for courses from which key assignments were identified. In addition, there was also not enough data to report on findings for the EDU 362 Final project, the EDU 358 Week 4 assignment, and the EDU 336 Final Paper.

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2012-13 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 2012-13 assessment cycle as they used for the 2011-12 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.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT				
OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
5	*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 SAILS data pre- and post-revision.*	*Program Chair and BA Instructional Design full-time faculty.*	*Completed*	*Facilitate the faculty survey on June 30, 2013. Revise curriculum based on survey results no later than September 30, 2013.*
Action Details	*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.*			

	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: *a) increasing critical thinking skills and* *b) providing the preparation and foundation necessary to meet academic goals.*