

**BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS**  
**2018-2019 ACADEMIC YEAR**

|         | <i>PLO 1<br/>Designing<br/>Interventions<br/>and<br/>Assessment<br/><br/>Design<br/>instructional<br/>and training<br/>interventions<br/>and<br/>assessments<br/>for online,<br/>place-based,<br/>and blended<br/>delivery</i> | <i>PLO 2<br/>Apply Analyses<br/><br/>Apply the results<br/>of learning, task,<br/>performance,<br/>and other<br/>analyses to the<br/>design of training<br/>and instruction</i> | <i>PLO 3<br/>Apply Evaluation<br/>Technologies<br/><br/>Apply<br/>evaluations of<br/>technologies for<br/>developing,<br/>delivering, and<br/>assessing<br/>instructional and<br/>training<br/>interventions</i> | <i>PLO 4<br/>Distinguish<br/>Theories of<br/>Learning<br/><br/>Distinguish how<br/>different<br/>principles and<br/>theories of<br/>learning, design,<br/>and assessment<br/>influence design<br/>processes and<br/>outcomes</i> | <i>PLO 5 Develop<br/>Processes and<br/>Design<br/><br/>Develop plans to<br/>manage<br/>collaborative<br/>processes and<br/>participants<br/>typically involved<br/>in an instructional<br/>design projects.</i> | <i>PLO 6<br/>Respond<br/>Appropriately in<br/>Context<br/><br/>Respond<br/>appropriately to<br/>ethical, legal, and<br/>political factors<br/>influencing<br/>instructional<br/>design projects<br/>for diverse<br/>learners and<br/>contexts</i> | <i>PLO 7 Justifies<br/>Design<br/><br/>Justify design<br/>decisions through<br/>effective<br/>communication in<br/>visual, oral, and<br/>written form</i> |
|---------|--|---|--|--|---|---|---|
| EDU 100 | I  | I   | I  | I  | I   | I   | I   |
| EDU 120 | I  |   |  | I  |   | I   | I   |
| EDU 232 | R  | I   | I  | R  |   | R   | R   |
| EDU 335 | R  | R   | R  | R  |   | R   | R   |
| EDU 336 |  |   | 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 499 | M | M | M | M | R | M | R |

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:<br/>1. EXCEEDS THE ACCEPTABLE TARGET<br/>2. MEETS THE ACCEPTABLE TARGET<br/>3. DOES NOT MEET THE ACCEPTABLE TARGET<br/>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. | 92   | 100   | 92%  | 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   | 48  | 98%  | 1. EXCEEDS THE ACCEPTABLE TARGET   |
|---|---|--|---|--|--|
| <b>PLO 2 - Apply the results of learning, task, performance, and other analyses to the design of training and 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:<br/>1. EXCEEDS THE ACCEPTABLE TARGET<br/>2. MEETS THE ACCEPTABLE TARGET<br/>3. DOES NOT MEET THE ACCEPTABLE TARGET<br/>4. INSUFFICIENT DATA</b> |
| 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. | 57   | 78  | 73%  | 1. EXCEEDS THE ACCEPTABLE TARGET   |

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|---|---|--|---|--|---|
| Direct Measure 2: EDU<br>431 Week 2<br>Assignment   | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 72   | 80  | 90%  | 1. EXCEEDS THE ACCEPTABLE TARGET  |
| <b>PLO 3 - Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions</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:<br/>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b> | <b>ASSESSMENT RESULTS:<br/>1. EXCEEDS THE ACCEPTABLE TARGET<br/><br/>2. MEETS THE ACCEPTABLE TARGET<br/><br/>3. DOES NOT MEET THE ACCEPTABLE TARGET<br/><br/>4. INSUFFICIENT DATA</b> |
| Direct Measure 1: EDU<br>336 Final Assignment   | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 141  | 192   | 73%  | 1. EXCEEDS THE ACCEPTABLE TARGET  |

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| 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. | 51   | 63  | 81%  | 1. EXCEEDS THE ACCEPTABLE TARGET   |
| <b>PLO 4 - Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes</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>1. EXCEEDS THE ACCEPTABLE TARGET</b><br><b>2. MEETS THE ACCEPTABLE TARGET</b><br><b>3. DOES NOT MEET THE ACCEPTABLE TARGET</b><br><b>4. INSUFFICIENT DATA</b> |
| 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. | 132  | 141   | 94%  | 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. | 50   | 74  | 68%  | 3. DOES NOT MEET THE ACCEPTABLE TARGET   |

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| Direct Measure 3: EDU<br>431 Week 4<br>Assignment   | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 57   | 60  | 95%  | 1. EXCEEDS THE ACCEPTABLE TARGET  |
| <b>PLO 5 - Develop plans to manage collaborative processes and participants typically involved in an instructional design projects.</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:<br/>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</b> | <b>ASSESSMENT RESULTS:<br/>1. EXCEEDS THE ACCEPTABLE TARGET<br/><br/>2. MEETS THE ACCEPTABLE TARGET<br/><br/>3. DOES NOT MEET THE ACCEPTABLE TARGET<br/><br/>4. INSUFFICIENT DATA</b> |
| Direct Measure 1: EDU<br>337 Week 5 Final<br>Assignment   | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 49   | 50  | 98%  | 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. | 169   | 182                                      | 93%  | 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 RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS:<br>PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS:<br>1. EXCEEDS THE ACCEPTABLE TARGET<br>2. MEETS THE ACCEPTABLE TARGET<br>3. DOES NOT MEET THE ACCEPTABLE TARGET<br>4. INSUFFICIENT DATA |
| Direct Measure 1: EDU 431 Week 5 Assignment   | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 47  | 48                                       | 98%  | 1. EXCEEDS THE ACCEPTABLE TARGET  |



| Direct Measure 2: EDU 433 Week 5 Assignment   | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 169   | 182                                      | 93%   | 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:<br>1. EXCEEDS THE ACCEPTABLE TARGET<br>2. MEETS THE ACCEPTABLE TARGET<br>3. DOES NOT MEET THE ACCEPTABLE TARGET<br>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. | 46  | 50                                       | 92%   | 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 | 48 | 98% | 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 2019-2020 assessment cycle. This will determine the appropriateness of the assignments and mapping for each PLO. In addition, the Program Chair should consider reviewing EDU 362 as the acceptable target for PLO 4 was not met.