

## BACHELOR OF ARTS IN INSTRUCTIONAL DESIGN ANNUAL ASSESSMENT PLAN & FINDINGS 2022-2023 ACADEMIC YEAR

	<i>PLO 1 Design instructional and training interventions and assessments for online, place-based, and blended delivery</i>	<i>PLO 2 Apply the results of learning, task, performance, and other analyses to the design of training and instruction</i>	<i>PLO 3 Apply evaluations of technologies for developing, delivering, and assessing instructional and training interventions</i>	<i>PLO 4 Distinguish how different principles and theories of learning, design, and assessment influence design processes and outcomes</i>	<i>PLO 5 Develop plans to manage collaborative processes and participants typically involved in an instructional design project</i>	<i>PLO 6 Respond appropriately to ethical, legal, and political factors influencing instructional design projects for diverse learners and contexts</i>	<i>PLO 7 Justify design decisions through effective communication in visual, oral, and written form</i>
EDU 100	I	I	I	I	I	I	I
EDU 120	I			I		I	I
EDU 232	R	I	I	R			
EDU 335	R	R	R	R	R	R	R
EDU 336	R	R	R	R		R	R
EDU 337	R		R		R		R
EDU 356			R			R	R
EDU 358	R	R	R	R		R	R
EDU 362		R	R	R		R	R
ESE 370		R	R	R		R	R
EDU 431	R	R	R	R	R	R	M
EDU 433		R	R		M	R	R

EDU 499	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.	82	90	91.1%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>

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.	96	114	84.2%	<b>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>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>
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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.	75	85	88.2%	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.	211	276	76.4%	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
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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.	164	204	80.4%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>
Direct Measure 2: EDU 356 Week 1 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	142	152	87.2%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>
<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 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 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.	100	108	92.6%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>
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.	82	93	88.2%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>
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.	148	169	87.6%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>
<b>PLO 5 - Develop plans to manage collaborative processes and participants typically involved in an instructional design project</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</b>	<b>ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET</b>

				ACCEPTABLE TARGET	2. MEETS THE ACCEPTABLE TARGET  3. DOES NOT MEET THE ACCEPTABLE TARGET  4. INSUFFICIENT DATA
Direct Measure 1: EDU 337 Final Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	356	373	95.4%	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.	141	219	64.4%	3. DOES NOT MEET 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	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 431 Week 5 Assignment	70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	96	114	84.2%	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.	141	219	64.4%	3. DOES NOT MEET 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	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>
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.	54	60	90.0%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>
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.	96	114	84.2%	<b>1. EXCEEDS THE ACCEPTABLE TARGET</b>

**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 2023-2024 assessment cycle. This will determine the appropriateness of the assignments and mapping for each PLO.*

<b>ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT</b>				
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<i>PLOs 1-7</i>	<i>Continued levels of student achievement on all PLOs.</i>	<i>Program Chair</i>	<i>In Progress</i>	<i>June 2024</i>
<i>Action Details</i>	<i>The Program Chair for the Bachelor of Arts in Instructional Design will review the curriculum map for proper scaffolding throughout the program and monitor learning outcomes achievement throughout the 23-24 academic year.</i>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<i>PLOs 1-7</i>	<i>Continued levels of student achievement on all PLOs.</i>	<i>Program Chair, Assessment</i>	<i>In Progress</i>	<i>June 2024</i>
<i>Action Details</i>	<i>The Program Chair for the Bachelor of Arts in Instructional Design will review the direct measures to ensure alignment with the PLOs and update the measures if needed.</i>			
<b>OUTCOME</b>	<b>MEASURE</b>	<b>KEY/RESPONSIBLE PERSONNEL</b>	<b>STATUS</b>	<b>ANTICIPATED DATE OF COMPLETION</b>
<i>PLOs 5 and 6</i>	<i>EDU 433 Week 5 Assignment</i>	<i>Program Chair, Assessment</i>	<i>Not started</i>	<i>June 2024</i>
<i>Action Details</i>	<i>Student performance for the EDU 433 Week 5 Assignment does not meet the acceptable target. The assignment will be reviewed for potential areas of difficulty and revised if needed.</i>			