Program Assessment Report (PAR)

Instructional Design & Learning Technologies (IDLT) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

2022 PROGRAM ASSESSMENT AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

2022 PROGRAM ASSESSMENT AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. Designing Quality Courses: Students use online course design standards to identify quality design in online and blended learning programs. Designing High-Quality Presentations: Students design to develop high-quality presentations that minimize cognitive load. Designing Online Programs with High Levels of Community: Students design asynchronous and synchronous courses that have high levels of community. Designing Theory-based Instruction: Students create instructional segments that are driven by a theoretical framework. Review Evidence-based Practice: Students write a literature review around an educational technology or theory-driven design principle. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to

demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. Cognitive Load: Students are able to design presentations that minimize cognitive load. Accessibility: Students are able to design web pages and online classes that follow the W3C guidelines to meet accessibility standards for individuals with disabilities. Backward: Students are able to design a course using the backward design principles. Digital Citizenship: Students will develop an online workshop designed to teach others the norms of appropriate and responsible use of technology. Instructional Design Process: Students will follow the instructional design process to outline a plan for needs-based instruction.   AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. Learning Management Systems Content Creation: Students in the program will create robust online courses in two Learning Management Systems following Quality Matters guidelines for effective course design. Learning Management Systems Evaluation: Students in the program will conduct a robust LMS evaluation for an organization and make an executive recommendation for the organization. Web Conference Creation:Students will create several online web conference classes using the practical inquiry model for effective course design. Instructional Video Creation:Students will create several instructional videos using theory-driven design.   AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. Peer Review: Students will conduct a robust peer review of course assessments completed by other students in the program using the assignment rubrics for feedback. Group Web Conference Online Classes: Students will work in groups to conduct online synchronous web conference workshops. Students will take turns acting as the instructor as the other students act as the students participating in the program. Ice Breakers: Students will complete icebreakers at the start of many classes designed to get students ready to learn and allow students to develop a stronger social presence of other participants in the program. Case Studies: Students will complete case studies while assigned to specific groups while participating during the synchronous web conference sessions. Review a Technology or Design Principle: Students will create a literature review examining an educational technology or design principle. Prescribe Instruction: Students will prescribe instruction based on the results of analyses in the instructional design process. Design Instruction: Students will create instructional segments based on evidence-based best practices. AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. Quality Matters APPQMR: Students will use the Quality Matters APPQMR to evaluate online and blended learning programs to determine the quality of a course or course components. Needs Analysis: Students create a needs analysis to explore the educational needs of a situation. Task Analysis: Students create a task analysis to explore the steps required to properly complete a task. Learner Analysis: Students create a learner analysis to explore the characteristics of the learners they are prescribing instruction for. Review a Technology or Design Principle: Students create a literature review examining an educational technology or design principle.

B. Scoring of Student Work

2022 PROGRAM ASSESSMENT GRADUATING STUDENT SURVEY: Students were assessed using
an electronic rubric saved in the Pilot learning management system (LMS). Included with each course is a key assessment(s). Students upload these key assessments to their electronic portfolios. Each course instructor uses the grading rubric to determine if the student met the requirements to pass the key assessment successfully. Before a student can graduate, they must submit a complete electronic portfolio to the program director. The program director verifies the student has a completed electronic portfolio. All students in the program are required to complete the course assessments for the courses in their program of study (POS).

C. Indirect Assessment

2022 PROGRAM ASSESSMENT DEAN'S PROGRAM SURVEY: Data were also gathered through an annual program assessment survey sent to all graduating students by the CHEH Dean's office.

III. ASSESSMENT RESULTS/INFORMATION:

2022 PROGRAM ASSESSMENT GRADUATING STUDENTS SURVEY: Students that are graduating
are asked to complete a survey to measure their knowledge levels before and after participation in the program in the five AECT standards: AECT Standard 1 (Content Knowledge), AECT Standard 2 (Content Pedagogy), AECT Standard 3 (Learning Environments), AECT Standard 4 (Professional Knowledge and Skills), and AECT Standard 5 (Research). There were 15 graduates this year, and all 15 students responded to this survey. AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.47) After the program (M = 4.40) This is a statistically significant $t(14) = -10.64$, $p < .001$ improvement of 1.93 out of 5 points, or a Cohen's d effect size of 2.80. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.40) After the program (M = 4.53) This is a statistically significant $t(14) = -9.91$, $p < .001$ improvement of 2.13 out of 5 points, or a Cohen's d effect size of 3.08. AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.27) After the program (M = 4.40) This is a statistically significant $t(14) = -8.34$, $p < .001$ improvement of 2.13 out of 5

points, or a Cohen's d effect size of 2.77. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.67) After the program (M = 4.47) This is a statistically significant t(14) = -10.311, p < .001 improvement of 1.80 out of 5 points, or a Cohen's d effect size of 2.17. AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.73) After the program (M = 4.53) This is a statistically significant t(14) = -8.09, p < .001 improvement of 1.80 out of 5 points, or a Cohen's d effect size of 1.84.   DEAN'S PROGRAM SURVEY: The CHEH Dean's office sends out data through an annual program assessment survey to all graduating students. Twenty-three students were surveyed, and six responded with a 26% response rate. All respondents reported being satisfied with the courses in their major, quality of instruction, quality of relationships with faculty, sense of community, preparedness for further educational study, preparedness for future employment, clearly articulated policies, field experiences, the relevance of coursework to future career plans, and preparing them for further education. In addition, most students reported being satisfied with the provided field/clinical experiences/internships that supported their career preparation (80%). All students also reported that the quality of advising was excellent and would recommend IDL to others. Finally, open-ended comments reported students finding professors experts in their field, rigorous and up-to-date content, and glad they invested in the program.

        2022 PROGRAM ASSESSMENT The graduating student survey showed that students are significantly improving in all five AECT standards. Therefore, students report the program is helping them to gain knowledge in the five program standards. The two largest standard gains are AECT Standard 2 (Content Pedagogy) improvement = 2.13 and AECT Standard 3 (Learning Environments) improvement = 2.13. The three lowest standard gains are AECT Standard 1 (Content Knowledge) improvement = 1.93, AECT Standard 4 (Professional Knowledge and Skills) improvement = 1.80, and AECT Standard 5 (Research) improvement = 1.80. We are guestimating the difference between the standards is the level of knowledge students come into the program. Analyzing the data, it appears that students are satisfied with the program because they feel they have the required job skills upon graduation. The dean's program survey showed that students are extremely satisfied with their program by rating their level of satisfaction in the following areas: Courses in your major (100% satisfied), Overall quality of instruction (100% satisfied), Overall quality of relationships with quality/major faculty (100% satisfied), Overall sense of community with students in your program (100% satisfied), Prepared you for future employment in your chosen field (100% satisfied), Provided clearly articulated policies to facilitate progression to program completion (100% satisfied), Relevance of coursework to future career plans (100% satisfied), Prepared you for further educational study (100% satisfied), Provided field experiences/clinical experiences/ internships that supported your career preparation (80% satisfied), Quality of advising by program faculty (100% excellent), Recommend program to others (100%). The dean's

program survey showed the strengths of the program include having a rigorous, up-to-date program and having professors that are experts in their field. An area for improvement is to try to build a stronger sense of community between students.

GRADUATING STUDENTS SURVEY: AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.47) After the program (M = 4.40) This is a statistically significant $t(14) = -10.64$, $p < .001$ improvement of 1.93 out of 5 points, or a Cohen's d effect size of 2.80. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.40) After the program (M = 4.53) This is a statistically significant $t(14) = -9.91$, $p < .001$ improvement of 2.13 out of 5 points, or a Cohen's d effect size of 3.08. AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.27) After the program (M = 4.40) This is a statistically significant $t(14) = -8.34$, $p < .001$ improvement of 2.13 out of 5 points, or a Cohen's d effect size of 2.77. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.67) After the program (M = 4.47) This is a statistically significant $t(14) = -10.311$, $p < .001$ improvement of 1.80 out of 5 points, or a Cohen's d effect size of 2.17. AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. 1 = Very poor; 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent Before the program (M = 2.73) After the program (M = 4.53) This is a statistically significant $t(14) = -8.09$, $p < .001$ improvement of 1.80 out of 5 points, or a Cohen's d effect size of 1.84.   DEAN'S PROGRAM SURVEY: The CHEH Dean's office sends out data through an annual program assessment survey to all graduating students. Twenty-three students were surveyed, and six responded with a 26% response rate. All respondents reported being satisfied with the courses in their major, quality of instruction, quality of relationships with faculty, sense of community, preparedness for further educational study, preparedness for future employment, clearly articulated policies, field experiences, the relevance of coursework to future career plans, and preparing them for further education. In addition, most students reported being satisfied with the provided field/clinical experiences/internships that supported their career preparation (80%). All students also reported that the quality of advising was excellent and would recommend IDL to others. Finally, open-ended comments reported students finding professors experts in their field, rigorous and up-to-date content, and glad they invested in the program.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

2022 PROGRAM ASSESSMENT We are updating our classes to move from synchronous to asynchronous to provide students more flexibility. Technologies: We continue to keep the program updated by include emerging technologies are used in the field. Students are highly satisfied with this program. We need to market the program to increase the enrollment so more students can realize these benefits.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.