

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: __MS in Educational Technology____ **Contact Name and Email** ____Feng-Qi Lai, feng-qi.lai@indstate.edu____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

a. What learning outcomes did you assess this year?	b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
1) Design	1) Projects 2) CIMT 543, CIMT 620, CIMT 630, CIMT 640, CIMT 689, CIMT 793	1) Students are able to design instruction following an Instructional Design model. 2) Students are able to integrate instructional/learning theories into practical design of instruction 3) Students are able to reflect on their practice and critique their own and peer's design of instruction.	Please refer to the attached data and data analysis in academic year 2015 – 2016.	1) The instructor of the class was responsible for collecting and analyzing the results. In the year of 2015 – 2016, Dr. Tim Boileau was responsible for CIMT 543, CIMT 620, CIMT 630, and CIMT 640. Dr. Feng-Qi Lai was responsible for CIMT 689 and CIMT 793. 2) There were only two faculty members on the program. And now there is only one faculty member on the program.
2) Development	1) Projects 2) CIMT 543, CIMT 620, CIMT 630, CIMT 640, CIMT 689, CIMT 793	4) Students are able to develop instruction using multimedia technology.	Please refer to the attached data and data analysis in academic year 2015 – 2016.	See above
3) Implementation/ utilization	1) Projects 2) CIMT 543, CIMT 620, CIMT 630, CIMT 640, CIMT 689, CIMT 793	5) Students are able to identify the learning technology and its utilization. 6) Students are able to implement comprehensive knowledge and skills of	Please refer to the attached data and data analysis in academic year 2015 – 2016.	See above

		instructional design and development into a real-world situation.		
4) Management	1) Projects 2) CIMT 543, CIMT 620, CIMT 630, CIMT 640, CIMT 689, CIMT 793	7) Students are able to manage projects, resources, delivery system, and information.	Please refer to the attached data and data analysis in academic year 2015 – 2016.	See above
5) Evaluation	1) Projects 2) CIMT 543, CIMT 620, CIMT 630, CIMT 640, CIMT 689, CIMT 793	8) Students are able to evaluate instructional design projects.	Please refer to the attached data and data analysis in academic year 2015 – 2016.	See above

- a. The assessment of this program is aligned with AECT five standards. Each standard has a list of sub-standards. Assessments of each course are aligned with relevant sub-standards.
- b. 1) This is a project-based program. Although in some courses students are required to write a research paper, all the courses require students to do instructional design projects at various levels in various formats.
- b. 2) Major learning objectives of the required courses:

CIMT 543 - Production of Instructional Materials

1. Demonstrate planning and integration of instructional media through modeling and application of the ISTE Standards for students and teachers.
2. Demonstrate effective utilization of technology and media for learner engagement through application of the ASSURE model.
3. Produce a variety of instructional interventions for classroom and virtual learning spaces by integrating text, audio, visual, and video media in a socially constructed learning environment.
4. Evaluate the effectiveness of instructional technology and media for learning by applying formative and summative evaluation strategies.
5. Design a lesson plan including all instructional materials; with integration of a minimum of three different media types; and application of appropriate rubrics.

CIMT 620 - Instructional Design

1. Describe the systemic process inherent in instructional systems design (ISD) models, using assessment and evaluation.
2. Design and develop a complete self-instructional module (approximately one and a half hours of instruction) applying the ISD process, including learner analysis, developing learning objectives and assessments, instructional strategy development, materials production, and formative evaluation.
3. Analyze instructional strategies for different types of learning and apply the strategies in instructional methods and sequencing.
4. Evaluate peer group team members' work using pre-defined criteria.
5. Deliver instructional solutions for existing civic issues, addressing a real problem or need within the community.

CIMT 630 - Research Design and Evaluation of Interactive Learning

1. Apply research and theory in the selection and utilization of technologies for learning. (AECT Std: 3.1)
2. Apply research and theory in the implementation of strategies for the diffusion, adoption and dissemination of innovations in learning communities. (AECT Std: 3.2)
3. Identify and implement strategies to engage stakeholders in the process of diffusion, adoption, and dissemination. (AECT Std: 3.3)
4. Evaluate the effects of diffusion, adoption, and dissemination. (AECT Std: 3.3)
5. Implement effective policies related to the utilization, application, and integration of instructional technologies in a variety of contexts. (AECT Std: 3.4)

CIMT 640 - Survey of Educational Media

1. Compare and evaluate various definitions of the field of Instructional Design and Technology (IDT), including your own definition of the field.
2. Describe the history and foundations of the field.
3. Identify and describe current and emerging issues in the field.
4. Compare and evaluate a variety of different theories of learning and instruction that have influenced ID practices, and discuss your personal theory.
5. Integrate design theory and practice with emerging trends in IDT, such as virtual instruction and open education resources; considering learner diversity from a psychological, philosophical, societal, and pedagogical perspective.

CIMT 689 Learning Theories and Instructional Strategies

1. Compare and contrast the contributions of various theories to the field of instructional design (AECT Standard 5).
2. Identify and describe the basic components within various motivational theories and their impact upon the learning process (AECT Standard 5).
3. Select appropriate principles derived from given theories and apply those within practical learning situations (AECT Standards 1 & 5).
4. Identify, describe, and select relevant cognitive techniques and approaches; cite relevant research to indicate their appropriate use and effectiveness (AECT Standards 1 & 5).
5. Given a task to design instructional materials for specific content, identify the type of learning involved, select the appropriate set of instructional techniques, approaches and strategies, take diversity issues into consideration, and utilize those to design and develop an effective instructional outcome (AECT Standards 1 through 5).

CIMT 793 Supervised Fieldwork (Practicum)

Real-world projects to meet the AECT five standards:

1. Design: including instructional system design, message design, instructional strategies, and learner characteristics analysis
2. Development: including print technologies, audiovisual technologies, computer-based technologies, integrated technologies
3. Utilization: including media utilization, diffusion of innovations, implementation and institutionalization, and policies and regulations
4. Management: including project management, resource management, delivery system management, and information management
5. Evaluation: including problem analysis, criterion-referenced measurement, and formative and summative evaluations

c. The requirement for student: Students must attain a grade of B- or higher to be deemed proficient.

Part Two

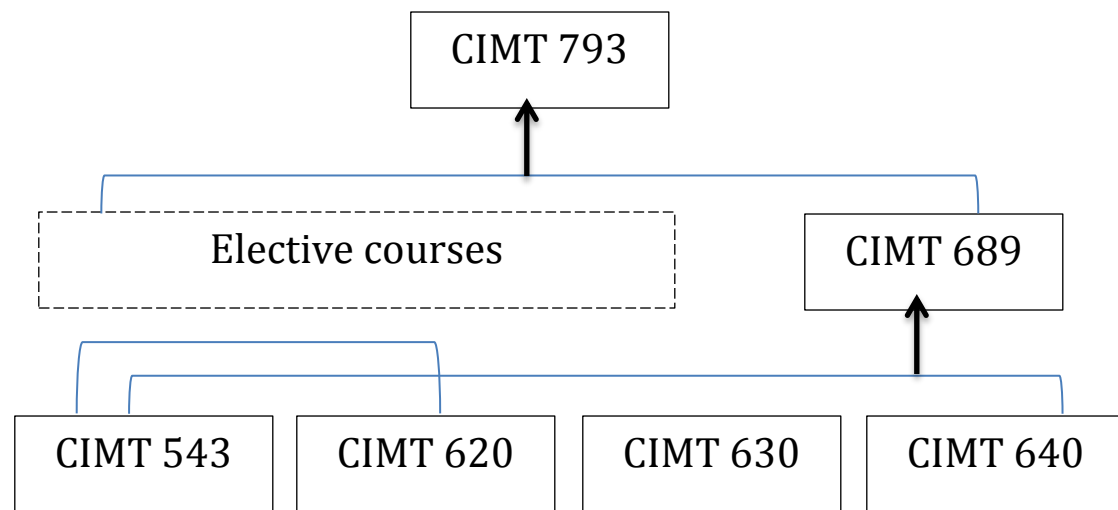
In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

1) The courses on the program have a functioning structure. Please see the following curriculum map:

The assessments of required courses are reported every year including fall, spring, and summer data. The learning objectives of required courses were provided in Part One. The elective courses focus on design and development of instructional materials using different technologies, such as video instruction, Web courseware, multimedia design, etc. This is a project-based program. Through experiential learning and community engagement, students learn knowledge and skills that are needed in the real world.

2) Some low enrollment courses were banked. Courses are constantly under minor adjustment based on each semester's target learners' characteristics and needs.

3) The assessment plan will focus on the redesign of rubrics for the required courses. The existing rubrics were designed based on AECT old standards. Now the AECT standards have been updated. All the rubrics will be redesigned based on the AECT new standards.



Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: MS in Educational Technology Date: 7.21.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input checked="" type="checkbox"/> No outcomes are identified. (in this report)	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input checked="" type="checkbox"/> No goals for student performance are identified.	<input checked="" type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are not specific.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified.	<input type="checkbox"/> Multiple measures were provided, and a majority are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced

				<p>exams, etc.) were provided to demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
3. Results	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
4. Engagement & Improvement	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input checked="" type="checkbox"/> No improvements (planned or actual) are</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p>	<p><input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals,</p>

	<p>identified.</p> <p><input checked="" type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p>provided, but they do not clearly connect to the results or are too vague to implement.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input checked="" type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

It was difficult for me to evaluate this Student Learning Summary Report because so little information was provided. No student learning outcomes were listed in Part One a; the measures are identified only as “projects”; and no performance expectations were established, which made deciphering the results impossible. Part Two provides only a list of course objectives. Instead, it should summarize and analyze what the assessments revealed (specifically) about student learning, what plans you’ve developed to improve it, how well previously implemented changes have worked, whether there is evidence that students are successful at meeting outcomes overall (and results are continuously improving), and what your 2017 assessment efforts will focus on.

Next year, please review the sample report available at <https://www.indstate.edu/assessment/plan-components> so that you have a better understanding of the requirements of this report (and ask me questions if you have them). Submit your Student Learning Summary Report to your associate dean as a Word document rather than a PDF so that I can attach the scoring rubric and comments to it rather than creating (and keeping track of) a second document. Do not include attachments; rather, make pertinent supporting materials (rubrics, results, meeting minutes) available as links on a website or in a Blackboard site.