

## Assessment Plan and Timeline

### MS in Instructional Design and Technology

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect evidence	How evidence will be assessed	How “closing the loop” decisions will be made	How assessment results will be used/ acting on assessment
<p><b>Assessment/Evaluation-</b> Ability to critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product</p>	<p>Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience</p>	<p>22 different measures And strategies per our curriculum map- introduced, reinforced and mastered</p>	<p>The IDT Program Coordinator will thoroughly assess students at the point of admission with GPA and/or TOEFL scores, personal statement, resume, and a technology skills assessment- SMARTERMEASURE (formerly READI- Readiness for Education at a Distance Indicator). The MSIDT faculty in rater teams then evaluate the applications on a 6 item 4 point scale for acceptance rank ordering.</p> <p>Faculty in courses; students themselves with portfolios</p>	<p>The faculty play a critical role in defining the expected outcomes of student learning. Our MSIDT Team faculty are willing to accept responsibility for this role and to work toward effective assessment practices, collaboratively and continuously. Throughout all these assessment methodologies, students are given their work along with their own reflections through rubrics, written feedback, emails and phone conversations, if necessary.</p> <p>Faculty work with students as mentors</p>	<p>The Program Coordinator regularly checks with the faculty team about student progress and assists in the feedback to individual students about specific courses- expectations, achievement, outcomes -as necessary. Specific student learning needs are also part of the meeting agenda for the MSIDT Team meetings.</p>	<p>Concerns with utilization of APA and academic integrity. <b>Action Plan:</b> Increase emphasis on APA starting with IDT 510 and continue to introduce Turnitin at Boot-up Camp</p>

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				focused on personal goals.		
<b>Collaboration-</b> ability to work productively in team or collaborative settings to achieve common goals or purposes.	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map- introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Group activities and expectations need improvement <b>Action plan:</b> Develop program wide rubric for group settings and include in each course
<b>Critical Thinking and Problem solving—</b> ability to analyze, evaluate and synthesize information as well as generate and apply appropriate solutions to solve problems based on reasoned rationale	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	222 different measures and strategies per our curriculum map- introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need consistent course activities and assessment <b>Action Plan:</b> Review curriculum map to see where integration is lacking across program
<b>Technology Enhanced Media Literacy-</b> ability to plan, design, implement and assess various media while considering ethical and equity issues.	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map- introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need enhanced awareness of use of media by students throughout program <b>Action Plan:</b> Add separate section in curriculum map for media and share with students and use in handbook

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<b>Research-</b> ability to conduct, evaluate and synthesize research and apply theoretical ideas to practical settings	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	222 different measures and strategies per our curriculum map- introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need increased emphases on Research throughout program and increase opportunities for faculty/student research along with presentation options <b>Action Plan:</b> Develop program wide expectations and opportunities
<b>Written Communication-</b> ability to effectively present ideas in a logical framework in a variety of written forms with proper language structure and mechanics	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map- introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Writing throughout program needs enhancement and especially in preparation for final culminating project <b>Action Plan:</b> Review writing throughout curriculum and solidify common rubrics accordingly
Note that a new SLO on <b>Project Management</b> will be implemented as of fall, 2012.						

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