

Assessment: Assessment Plan

Degree Program - COE - DE - Instructional Technology (MED)

CIP Code: 13.0501.00

Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)

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Program Purpose Statement: Graduates of the Instructional Technology Master's Program will have a proven record of ability to apply theory to practice for practical problem solving.

Modality: 100% Online

Student Learning Outcome: Instructional Design and Planing (Phase 1)

Students will systematically design and formatively evaluate an instructional design plan that solves an instructional problem through the effective, efficient, and creative use of current technology and research-based principles and methods.

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Course Level Assessment - Instructional design plan rubric. A rubric will be used to evaluate the following elements of each students instructional design plan:

- Conduct needs, context, & learner analysis
- Conduct goal and task analysis
- Write instructional objectives
- Write assessment items
- Develop instructional strategies

(Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.

Master's Comprehensive Exam - Mean scores for outcomes are averages across all students taking the exam each semester.

(Active)

Criterion: Each question will be evaluated on a 5 point scale ranging from clearly outstanding to clear failure. A mean overall score of 3.0 is required for a passing grade.

Student Learning Outcome: Instructional Development (Phase 2)

Students will systematically develop instructional product(s) that solves an instructional problem through the effective, efficient, and creative use of current technology and research-based principles and methods

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

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Case Studies - Instructional development project rubric. Each student develops an instructional product based upon their instructional design plan (i.e., phase I). Phase rubric(s) will be used to evaluate the following elements of each students development project:

- Quality of the material in terms structure/sequence, learning activities, and interaction
- Adherence of materials to instructional design principles
- Adherence of visuals design principles (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.

Master's Comprehensive Exam - Mean scores for outcomes are averages across all students taking the comprehensive exam each semester. (Active)

Criterion: Each question will be evaluated on a 5 point scale ranging from clearly outstanding to clear failure. A mean overall score of 3.0 is required for a passing grade.

Student Learning Outcome: Instructional Implementation and Management (Phase 3)

Students will systematically design, develop, & evaluate an instructional product that solves an instructional problem in a real-world setting through the effective, efficient, and creative use of current technology and research-based principles and methods

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Capstone Assignment/Project - A rubric will be used to evaluate the extent to which each student's instructional intervention evidences the mastery of the following subskills:

- Conduct needs & learner analysis
- Conduct task analysis
- Write instructional objectives
- Develop instructional strategies
- Appropriate application of technology in an effective and efficient
- Complete formative evaluation plan. (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.

Master's Comprehensive Exam - Mean scores for outcomes are averages across all students taking the comprehensive exam each semester. (Active)

Criterion: Each question will be evaluated on a 5 point scale ranging from clearly outstanding to clear failure. A mean overall score of 3.0 is required for a passing grade.