Assessment: Assessment Plan

Degree Program - COE - Instructional Technology (EDD)

CIP Code: 13.0501.00
Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)
Degree Program Coordinator: Jongpil Cheon
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Program Purpose Statement: The student will systematically design, develop, and evaluate an instructional product that solves an instructional problem through the effective, efficient, and creative use of current technology and research-based principles and the student will conduct an instructional technology research project that improves instructional practice in a professional educational setting.
Assessment Coordinator: Jeongpil Cheon, Kara Page
Modality: Face-to-Face

Student Learning Outcome: Instructional Intervention Design (Phase 1)

Students will design and develop an instructional intervention (product) based on their proposed research intervention project for implementation in a professional educational setting.
Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

Course Level Assessment - A rubric will be used to evaluate the following elements of each student's instructional design plan:
- Plan and conduct needs, context, & learner analysis
- Conduct task analysis
- Write instructional objectives
- Design assessment activities and 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.

Case Studies - Instructional intervention project assessment rubric will be used to evaluate the following elements of each student's instructional intervention:
- Instructional design summary report
- Instructional product Prototype
- Formative evaluation plan/report
(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.

Student Learning Outcome: Intervention-Based Instructional Technology Research (Phase 2)
Students will create a research prospectus and proposal for a research project designed to improve instructional practice in a professional educational setting. The proposed research project must lead to the application of contextually-sensitive instructional design principles and/or theories.

**Outcome Status:** Active  
**Outcome Type:** Student Learning

### Assessment Methods

**Case Studies** - Intervention research prospectus rubric will be used to evaluate the following elements of each student's research proposal:
- Introduction (background and problem and purpose statements)
- Literature review (provides theoretical/conceptual framework for the study)
- Method
- References (15-20) (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.

**Course Level Assessment** - Each student develops outline for research framework based upon their literature search. Rubric will be used to evaluate the following elements of each student product:
- Literature topic outline
- Literature synthesis table
- Publication summaries (Active)

**Criterion:** Students must achieve minimum of three on 5-point scale of the rubric.

### Student Learning Outcome: Research Implementation and Intervention Management (Phase 3)

Students will implement an instructional technology research project that improves instructional practice in a professional educational setting. The research project involves collaboration among researchers and practitioners in a real-world setting that leads to the application of contextually-sensitive instructional design principles and/or theories.

**Outcome Status:** Active

### Assessment Methods

**Field Placement/Internship** - A rubric will be used to evaluate the following elements of each student's research report/presentation:
- Student conduct through literature review
- Student proposes research questions
- Student execute suitable intervention methodology
- Student accurately & appropriately reports evaluation results and discuss findings
- Student makes revisions to intervention materials based upon evaluation results (Active)

**Criterion:** Students must achieve minimum of three on 5-point scale of the rubric.

**Case Studies** - A rubric will be used to evaluate the following elements of each student’s intervention research project
- Origin of the Research Question and Rationale
- Literature Review
- Research Questions
- Description of Methodology
- Potential solutions
**Criterion:** Students must achieve a minimum of three on the 5-point scale of the rubric. The project must be revised until it meets the minimum criteria from faculty rating.