

Instructional Systems Design and Technology EDD

Scholarly Research Performance Goal

Goal Description:

Improve students' performance in the instructional/learning technology research field.

Providing Department: Instructional Systems Design and Technology EDD

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Learning Objective for Scholarly Research PRESENTATION Performance

Learning Objective Description:

Candidates will perform a research presentation at instructional/learning technology-related international and/or regional conferences at least twice prior to their dissertation process.

RELATED ITEM LEVEL 2

Indicator, Criterion, Findings for Scholarly Research PRESENTATION Performance Learning Objectives

Indicator Description:

The program director will monitor candidates' research presentation efforts stemming from coursework and faculty lead research groups using a survey administered at the end of each assessment cycle. The number of conference presentations in the field of instructional/learning technology will serve as an indicator of student learning.

Criterion Description:

The criterion for success is the delivery of at least two research presentations at instructional/learning technology-related international and/or regional conferences by each candidate prior to their dissertation process.

Findings Description:

Twenty-six (55%) of the forty-seven candidates enrolled in the program completed the survey administered at the end of the assessment cycle to determine the number of research presentations delivered during the 2021-2022 assessment period. Candidates self-reported a total of sixty (60) presentations delivered during this timeframe. However, eleven (42%) of the twenty-six candidates responding indicated they had not delivered any presentations during the previous academic year. Also, the data collected was flawed in that there was no way to determine where the candidate was in their program of study, meaning that it was impossible to determine if the candidate was already in the dissertation process. Furthermore, no data was available to determine if a candidate had previously met the criterion for success during a previous assessment cycle.

RELATED ITEM LEVEL 3

Action for Scholarly Research PRESENTATION Performance Learning Objectives

Action Description:

The new ISDT Doctoral Director, Kimberly LaPrairie, will monitor candidates' conference presentation efforts stemming from coursework and faculty lead research groups. Courses facilitating scholarly research resulting in the potential presentation will be identified and examined for best practices to be shared across the ISDT program to promote curricular enhancements resulting in improved academic performance in the instructional/learning technology research field.

RELATED ITEM LEVEL 1

Learning Objectives for Scholarly Research PUBLICATION Performance

Learning Objective Description:

Candidates will submit their research for publication in instructional/learning technology-related peer-reviewed journals at least once prior to their dissertation process.

RELATED ITEM LEVEL 2

Indicator, Criterion, Findings for Scholarly Research PUBLICATION Performance Learning Objectives

Indicator Description:

The program director will monitor candidates' publishing efforts stemming from coursework and faculty lead research groups using a survey administered at the end of each assessment cycle. The number of scholarly publications in the field of instructional/learning technology will serve as an indicator of student learning.

Criterion Description:

The criterion for success is the attempt to publish at least one scholarly manuscript in an instructional/learning technology-related peer-reviewed journal by each candidate prior to the dissertation process.

Findings Description:

Twenty-six (55%) of the forty-seven candidates enrolled in the program completed the survey administered at the end of the assessment cycle to determine the number of efforts to publish made during the 2021-2022 assessment period. Candidates self-reported a total of sixteen (16) manuscripts currently under review or rejected and ten (10) manuscripts currently in press or published during this timeframe. However, fourteen (54%) of the twenty-six candidates responding indicated they had not attempted to publish during the previous academic year. Again, the data collected was flawed in that there was no way to determine where the candidate was in their program of study, meaning that it was impossible to determine if the candidate was already in the dissertation process. Furthermore, no data was available to determine if a candidate had previously met the criterion for success during a previous assessment cycle.

RELATED ITEM LEVEL 3

Action for Scholarly Research PUBLICATION Performance Learning Objectives

Action Description:

The new ISDT Doctoral Director, Kimberly LaPrairie, will monitor candidates' publishing efforts stemming from coursework and faculty lead research groups. Courses facilitating scholarly research resulting in potential publication will be identified and examined for best practices to be shared across the ISDT program to promote curricular enhancements resulting in improved academic performance in the instructional/learning technology research field.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Keep monitoring students' and faculty's research performance.

Keep documenting students' and faculty's research performance.

Update of Progress to the Previous Cycle's PCI:

Candidates worked on research projects with the three ISDT faculty resulting in numerous international/national presentations. Research collaborations leading to publications were underway at the time of this report; a nominal number are in press or currently under review. The doctoral director, one of

the three full-time ISDT faculty, resigned during the assessment cycle, resulting in a disruption of goal attainment monitoring and a gap in candidate research mentoring.

New Plan for Continuous Improvement Item

Closing Summary:

During the 2021-2022 assessment cycle, the doctoral director and one of only three full-time ISDT faculty resigned, resulting in a disruption of goal attainment monitoring and a gap in candidate research mentoring. Throughout the 2022-2023 assessment cycle, Kimberly LaPrairie, the new ISDT Doctoral Director, will monitor candidates' conference presentations and scholarly writing efforts stemming from coursework and faculty lead research groups using a survey administered each semester. The survey will be constructed to collect individual-level data, as opposed to the previously aggregated data collection instrument. Courses facilitating scholarly writing resulting in potential presentation or publication will be identified and examined for best practices to be shared across the ISDT program during program faculty meetings to promote curricular enhancements to stimulate improved candidate academic performance in the instructional/learning technology research field.

During the 2022-2023 assessment cycle, the Doctoral Director will also review candidates' conference presentations and scholarly writing efforts stemming from coursework and faculty lead research groups through the dossier assessment. ISDT candidates' not performing research presentations at instructional/learning technology-related international and/or regional conferences at least twice prior to their dossier submission will be required to provide a plan for improvement before entering the dissertation process. Likewise, ISDT candidates' not submitting research for publication in instructional/learning technology-related peer-reviewed journals at least once prior to their dissertation process will be required to provide a plan for improvement before being admitted to candidacy.

In addition, the ISDT program will conduct a search for a new tenure-track faculty member to start in the fall of 2023. The new faculty member will be encouraged to establish a research group to further promote candidate academic performance in the instructional/learning technology research field.