

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:

Indicator Type: Survey

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:

Criterion status: Partially Met.

During the 2022-2023 assessment cycle, we gathered data on the progress of candidates enrolled in the ISDT Ed.D. program in relation to their research presentations. Nineteen out of the 22 candidates enrolled in the coursework phase of the program participated in the survey, representing 86% of the target population. These candidates reported a combined total of 96 research presentations delivered during the assessment period.

Of the 19 respondents, nine individuals (47%) successfully met the criterion for success by delivering a minimum of two research presentations before commencing their dissertation process. Additionally, three more candidates (16%) partially met the criterion by presenting one research project during the assessment period. However, it is noteworthy that seven candidates (37%) out of the nineteen respondents reported not having delivered any presentations in the previous academic year.

Out of the 10 candidates who did not fulfill the requirement of delivering at least two research presentations during the assessment period, only one candidate will be proceeding to the dissertation phase in the next cycle. This means that the remaining nine candidates will have additional opportunities to meet this criterion in subsequent assessment cycles.

It is important to note that we were unable to obtain data indicating whether candidates had previously met the success criterion in prior assessment cycles.

Furthermore, it is worth mentioning that this survey was previously conducted in the last assessment cycle. However, the data collected during that cycle was flawed due to an inability to ascertain the candidates' progression within their program of study, specifically whether they were already in the dissertation process. Since the success criterion pertains to research presentation efforts completed prior to the dissertation phase, candidates in that phase were not surveyed in the 2022-2023 cycle. Nevertheless, the proportion of candidates who did not meet the criterion in this cycle was comparable to that of the previous cycle.

Therefore, the criterion status is assessed as Partially Met because, although the implied benchmark was a 100% success rate among students, only 47% successfully met the criterion by delivering at least two research presentations during this assessment cycle.

RELATED ITEM LEVEL 3

Action for Scholarly Research PRESENTATION Performance Learning Objectives

Action Description:

The criterion has been partially met, prompting a reevaluation of our approach. As a result, ongoing monitoring of students' scholarly presentation endeavors will persist, but modifications will be made to the criterion, the associated indicator, and the specific program milestone at which the criterion is assessed.

The previous criterion for success set an impractical expectation, requiring 100% of students to deliver a minimum of two research presentations at instructional/learning technology-related international and/or regional conferences before entering the dissertation phase. Recognizing the need for a more realistic benchmark that aligns with the expected degree of student achievement, we propose a revised criterion. This revised criterion will aim for at least 80% of students to engage in a formal scholarly presentation that demonstrates their capacity to communicate research findings and actively participate in the academic community before advancing to candidacy.

To facilitate a more accurate assessment of students' scholarly presentation efforts, we will no longer rely on end-of-cycle surveys for self-reported data. Instead, we will employ the presentation criteria rating within the doctoral dossier rubric as the indicator to track and evaluate individual student achievement in scholarly presentations. A presentation criterion rating of at least 3/5 will signify the attainment of this indicator. This refined approach will help us better assess and support students' progress in meeting the revised criterion for success.

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:

Indicator Type: Survey

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:

Criterion Status: Partially Met

In the 2022-2023 assessment cycle of the ISDT Ed.D. program, 86% of the 22 candidates in the coursework phase participated in a survey to gauge their efforts to publish. The survey revealed that candidates reported a total of seven manuscripts currently under review or rejected and eight manuscripts currently in press or published during this period.

Among the 19 candidates who took part in the survey, eight individuals (42%) met the criterion for success by submitting at least one scholarly manuscript for publication consideration in an instructional/learning technology-related peer-reviewed journal before entering the dissertation phase. Conversely, 11 candidates (58%) indicated that they did not attempt to publish during the previous academic year. Out of these 11 candidates who did not make publication attempts during the assessment period, only one will be advancing to the dissertation process in the next cycle. This implies that the majority of these candidates will have additional opportunities to meet the publication criterion in subsequent assessment cycles. It is important to note that we lacked data to determine whether candidates had previously met the success criterion in prior cycles.

Additionally, it's worth noting that this survey was used in the previous cycle, where the data collected was also flawed due to the inability to ascertain the candidates' progression within their program of study, specifically whether they were already in the dissertation process. Because the criterion for success focuses on candidate publication efforts conducted prior to their dissertation process, candidates in the dissertation phase were not surveyed in the 2022-2023 cycle.

Nevertheless, the proportion of candidates who did not meet the criterion in this cycle was comparable to that of the previous cycle.

Hence, the criterion status is designated as Partially Met because, despite the implied benchmark of 100% success among students, only 42% successfully met the criterion for success during this assessment cycle by submitting at least one scholarly manuscript for publication consideration.

RELATED ITEM LEVEL 3

Action for Scholarly Research PUBLICATION Performance Learning Objectives

Action Description:

The established criterion has only been partially met, prompting us to reevaluate our approach. As a result, we will continue to closely monitor the efforts made by our students in the realm of scholarly publication. However, we are planning to undertake some key changes, including revising the criterion itself, replacing the existing indicator, and adjusting the program milestone at which the criterion's status is evaluated.

Our previous criterion for success set an unrealistic standard, expecting 100% of our students to attempt publishing at least one scholarly manuscript in a peer-reviewed journal focused on instructional/learning technology before embarking on their dissertation phase. This standard didn't accurately reflect the broader spectrum of student achievement that we anticipate. We

believe that a more realistic criterion is for at least 80% of our students to submit, for potential publication, at least one research manuscript or other scholarly work that showcases their ability to engage in rigorous scholarly inquiry prior to their candidacy.

To ensure a more precise assessment of our students' publication efforts, we will discontinue the practice of using end-of-cycle surveys to gather self-reported data. Instead, we will utilize the manuscript criteria rating within the doctoral dossier rubric as the new indicator for tracking and assessing individual student progress in scholarly publications. A manuscript criterion rating of at least 3/5 will signify the fulfillment of this indicator. By adopting this refined approach, we aim to better evaluate and support our students as they work towards achieving the revised criterion for success.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

In the early stages of the 2022-2023 assessment cycle, a significant development occurred when one of our two full-time ISDT doctoral faculty members resigned. This departure created yet another interruption in our ability to effectively monitor the progress of our goals and left a gap in the mentorship of candidates' research endeavors. Specifically, our capacity to oversee students' conference presentations and scholarly writing efforts, stemming from coursework and faculty-led research groups, was disrupted. Instead of the planned practice of conducting surveys each semester, the doctoral director conducted a single survey at the end of the assessment cycle.

With the reduction to only one full-time ISDT doctoral faculty member, who also serves as the program administrator, we had to make adjustments. Faculty-led research groups were mostly put on hold, and students were encouraged to collaborate with faculty members outside of the program on their research

endeavors. The coordination of such collaborations was facilitated by the doctoral director and the COE research center.

To address the staffing gap created by the departure, we hired several adjunct faculty members. These adjunct faculty members supported various aspects of our program during this transitional period. While they were not directly involved in identifying specific courses for scholarly writing or curriculum enhancements, their contributions and expertise were valuable in maintaining program continuity and assisting students with their academic pursuits.

During the 2022-2023 assessment cycle, the doctoral director reviewed students' conference presentations and scholarly writing efforts through the dossier assessment. However, due to the limitations of the existing dossier criteria, the review could only assess whether a student had completed at least one conference presentation and submitted at least one manuscript for publication consideration at that specific point in time. All students assessed met these basic expectations, resulting in no identified need for improvement plans as they progressed into the dissertation phase.

To address the ongoing staffing challenges, the ISDT program conducted a search for two new tenure-track faculty members set to begin in the fall of 2023. We successfully hired one tenure-track faculty member, who has commenced teaching this semester. The new faculty member is yet to establish research groups with students. We are currently continuing our search for a second tenure-track faculty member who is expected to join the program in the fall of 2024.

New Plan for Continuous Improvement Item

Closing Summary:

During the upcoming 2023-2024 assessment cycle, our focus will remain on enhancing students' performance in the instructional/learning technology research field. We will persist in assessing students' professional competency in scholarship by evaluating their scholarly presentation and publication efforts. To ensure clarity in our expectations, we intend to refine two related learning objectives to align more accurately with the diverse range of student achievements we anticipate. Additionally, we will phase out the practice of relying on end-of-cycle surveys for self-reported data collection. Instead, we will utilize the manuscript and presentation criterion ratings within the doctoral dossier rubric as the new indicators for tracking and assessing individual student progress in scholarly endeavors.

In addition to our commitment to improving scholarly competency, we will introduce a second goal centered on enhancing students' professional competence in learning design. This goal will concentrate on preparing students to assume roles where they can apply their expertise to create, implement, and evaluate effective digital learning solutions tailored to the specific needs of learners. To measure progress in this area, we will establish two related learning objectives that gauge students' capacity to design and deliver high-quality learning experiences. We anticipate employing the Plan and materials and Evaluation criterion ratings within the doctoral dossier rubric as indicators to assess individual students' professional competency in learning design.

To streamline our data collection and reporting processes, we will implement the use of Tk20, which will aid in tracking progress related to these objectives.

Lastly, the ISDT program remains committed to its search for a new tenure-track faculty member, with the expectation that this new member will join our team in the fall of 2024.