Instructional Systems Design and Technology EDD

G1 Develop Understanding of Research Practices

Goal Description:

Students in the ISDT Ed.D. degree program will develop a deep understanding of research practices in instructional systems design and technology, including acquiring substantive knowledge of the field and developing the ability to design and conduct research studies.

Providing Department: Instructional Systems Design and Technology EDD

RELATED ITEMS/ELEMENTS ---

RELATED ITEM LEVEL 1

LO1 Develop Understanding of Research Practices

Learning Objective Description:

Upon successful completion of the program's core coursework phase and prior to progressing to candidacy, students will engage in a formal scholarly presentation that demonstrates their capacity to communicate research findings and actively participate in the academic community.

RELATED ITEM LEVEL 2

Indicator 1 Develop Understanding of Research Practices

Indicator Description:

Indicator type: Doctoral Dossier Rubric.

Upon completion of approximately 42 credit hours of required coursework, typically occurring in the fall semester of the third year in the ISDT Ed.D. program, students finalize the comprehensive examination process by assembling a digital portfolio referred to as a dossier. The doctoral dossier serves as a structured platform to present and organize the competencies achieved by the individual doctoral student within the program. With the aim of equipping students with the necessary knowledge, skills, dispositions, and experiences for success in the field, the dossier serves as the primary evaluative artifact for the qualifying comprehensive exam prior to admission to candidacy. The dossier exemplifies professional competencies in scholarship, learning design, and service, showcasing quality efforts that go beyond routine competence. To demonstrate competency in this facet of scholarship, the student must provide the following primary evidence: concrete documentation of a scholarly presentation, preferably one delivered at a conference. This evidence should clearly reflect their aptitude for effectively communicating research findings and actively engaging with the academic community in a formal setting.

Criterion Description:

At least 80% of students will earn a rating of at least 3/5 on the presentation criterion section of the rubric.

Findings Description:

Criterion Status: Met

During the 2023-2024 assessment cycle, five students submitted their doctoral dossier for qualifying comprehensive exam assessment. The assessment rubric was updated before the assessment, adjusting the scholarly presentation criterion score from 5 points to 8 points, with the criterion for success correspondingly updated from 3/5 (60%) to 4.8/8 (60%).

All five students (100%) met and exceeded the criterion for success, earning a perfect score of 8/8 on the scholarly presentation criterion section of the rubric. This indicates that each student demonstrated a strong capacity to communicate research findings effectively and actively engage in

the academic community.

However, it is important to note that the assessment did not provide specific scoring data regarding whether any of the presentations were delivered at a conference, which could have provided additional context for evaluating the students' engagement with the broader academic community.

Action 1 - Develop Understanding of Research Practices
Action Description:
Based on the findings from the 2023-2024 assessment cycle, where all five students successfully met and exceeded the criterion for success by earning perfect scores on the scholarly presentation indicator, the program has demonstrated strong effectiveness in preparing students for scholarly communication and active engagement within the academic community. However, while these results are encouraging, there are opportunities to refine the evaluation process further and raise the standards to better reflect student excellence.

To this end, we will implement several key actions. First, we will revise the criterion for success from 4.8/8 (60%) to 6/8 (75%) on the scholarly presentation indicator of the rubric. This adjustment raises the benchmark, setting a higher standard for proficiency in scholarly presentations. While a score below this criterion on its own will not prevent students from moving to candidacy, it will signal the need for additional support or development in this area to ensure they are fully prepared for the demands of academic and professional success.

In addition to raising the criterion, we will revise the assessment rubric to include specific scoring criteria that account for whether students' presentations were delivered at conferences, symposiums, or other academic venues. This addition will allow for a more comprehensive evaluation of students' engagement with the broader academic community and their contributions to scholarly discourse beyond the classroom. The inclusion of these criteria will help ensure that the rubric captures the full scope of students' scholarly activities and provides a clearer picture of their professional development.

To support these changes, we will also enhance the documentation requirements for students submitting their doctoral dossiers. Moving forward, students will be asked to provide detailed information about the context in which their scholarly presentations were delivered. This documentation should include the name of the conference or academic venue, a description of the audience, and any feedback or evaluations received from peers or professionals. By collecting this additional data, the program will be better equipped to assess not only the quality of the presentations but also their relevance and impact within the academic community.

Finally, we will implement ongoing monitoring and review processes to evaluate the effectiveness of these changes. The program faculty will regularly review student performance on the scholarly presentation criterion in future assessment cycles to ensure that the updated rubric and documentation requirements are achieving the desired outcomes. This continuous monitoring will allow the program to make further adjustments as needed, ensuring that students are adequately supported in their development as scholars and that their contributions to the field are accurately recognized and evaluated.

Through these actions, we aim to raise the standards of our assessment practices, better prepare our students for successful academic and professional careers, and ensure that our program continues to foster excellence in scholarly communication and engagement.

LO2 Develop Understanding of Research Practices
Learning Objective Description:

Upon successful completion of the program's core coursework phase and prior to progressing to candidacy, students will submit for publication at least one research manuscript or equivalent scholarly work that demonstrates their capacity for rigorous scholarly inquiry.

Indicator 2 Develop Understanding of Research Practices
Indicator Description:

Indicator type: Doctoral Dossier Rubric.

Upon completion of approximately 42 credit hours of required coursework, typically occurring in the fall semester of the third year in the ISDT Ed.D. program, students finalize the comprehensive examination process by assembling a digital portfolio referred to as a dossier. The doctoral dossier serves as a structured platform to present and organize the competencies achieved by the individual doctoral student within the program. With the aim of equipping students with the necessary knowledge, skills, dispositions, and experiences for success in the field, the dossier serves as the primary evaluative artifact for the qualifying comprehensive exam prior to admission to candidacy. The dossier exemplifies professional competencies in scholarship, learning design, and service, showcasing quality efforts that go beyond routine competence. To demonstrate competency in this facet of scholarship, the student must provide the following primary evidence: A research manuscript or other scholarly writing they have submitted for publication (preferably to a peer-reviewed journal) demonstrating their proficiency in conducting rigorous scholarly inquiry.

Criterion Description:

At least 80% of students will earn a rating of at least 3/5 on the manuscript criterion section of the rubric.

Findings Description:
Criterion Status: Met

During the 2023-2024 assessment cycle, five students submitted their doctoral dossier for qualifying comprehensive exam assessment. Prior to administering the assessment, the rubric for the research manuscript criterion was updated, changing the rating scale from 5 points to 10 points, with the criterion for success adjusted from 3/5 (60%) to 6/10 (60%).

All five students met the updated criterion for success, demonstrating their proficiency in conducting rigorous scholarly inquiry. Specifically:

- Three students (60%) received a perfect score of 10/10.
- One student (20%) received a score of 8/10.
- One student (20%) received a score of 6/10.

This indicates that all students met or exceeded the 60% benchmark set by the criterion for success, showcasing their ability to produce scholarly work of sufficient quality for potential publication. However, the assessment did not provide specific information on whether the submitted manuscripts were intended for peer-reviewed journals, which could further validate the level of rigor in their scholarly work.

Action 2 - Develop Understanding of Research Practices
Action Description:

Based on the findings from the 2023-2024 assessment cycle, where all five students successfully met the updated criterion for success on the research manuscript indicator, the program has effectively demonstrated its ability to prepare students for rigorous scholarly inquiry. Specifically, three students (60%) received a perfect score of 10/10, one student (20%) received a score of 8/10, and one student (20%) received a score of 6/10. This outcome indicates that all students met or exceeded the 60% benchmark set by the criterion for success, showcasing their capability to produce scholarly work of sufficient quality for potential publication.

It is important to note, however, that the assessment of the dossiers during this cycle was conducted by a single evaluator due to some faculty being on leave or in a probationary period. To ensure a more thorough and balanced evaluation process in the future, additional evaluators will be included in upcoming assessment cycles. This change will likely provide a more comprehensive and reliable assessment of student performance.

Additionally, the assessment did not provide specific information on whether the submitted manuscripts were intended for peer-reviewed journals, which could further validate the level of rigor in their scholarly work. To enhance future evaluations, we will implement several key actions.

First, we will revise the criterion for success from 6/10 (60%) to 7/10 (70%). This adjustment raises the standard, encouraging students to aim for a higher level of proficiency in their scholarly work. While this increase sets a more challenging benchmark, it reflects our commitment to ensuring that our students are well-prepared for the demands of academic and professional scholarship.

Additionally, we will update the assessment process to include more detailed documentation regarding the intended publication venues for submitted manuscripts. Students will be required to specify whether their work has been for consideration in a to peer-reviewed journal or other scholarly publication. This added detail will allow us to better evaluate the rigor and relevance of the students' scholarly contributions and provide more targeted feedback.

Lastly, we will continue to monitor and review student performance in future assessment cycles to ensure that these changes are effectively supporting our program's goals. By raising the criterion and enhancing the documentation requirements, we aim to foster an environment that not only meets but exceeds the expectations for scholarly inquiry, ensuring that our students are fully equipped to contribute meaningfully to their fields.

G2 Fulfill Professional Roles

Goal Description:
Students in the ISDT Ed.D. degree program will develop the ability to fulfill professional roles where they can apply their expertise to design, implement, and evaluate effective digital learning solutions that meet the unique needs of learners.

Providing Department: Instructional Systems Design and Technology EDD

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

LO1 Fulfill Professional Roles
Learning Objective Description:
Upon successful completion of the program's core coursework phase and prior to progressing to candidacy, students will design a sustained learning experience with comprehensive learning objectives, engaging instructional activities, and appropriate assessments to measure learning outcomes.

Indicator 1 Fulfill Professional Roles
Indicator Description:
Indicator type: Doctoral Dossier Rubric.

Upon completion of approximately 42 credit hours of required coursework, typically occurring in the fall semester of the third year in the ISDT Ed.D. program, students finalize the comprehensive examination process by assembling a digital portfolio referred to as a dossier. The doctoral dossier serves as a structured platform to present and organize the competencies achieved by the individual doctoral student within the program. With the aim of equipping students with the necessary knowledge, skills, dispositions, and experiences for success in the field, the dossier serves as the primary evaluative artifact for the qualifying comprehensive exam prior to admission to candidacy. The dossier exemplifies professional competencies in scholarship, learning design, and service, showcasing quality efforts that go beyond routine competence. To exhibit proficiency in this aspect of learning design, the student should furnish the following primary evidence: Present an instructional plan alongside the accompanying course or training materials, showcasing the ability to craft a sustained learning experience. This presentation should highlight competence in formulating comprehensive learning objectives, devising engaging instructional activities, and integrating suitable assessments for measuring learning outcomes.

Criterion Description:
At least 80% of students will earn a rating of at least 3/5 on the plan and materials criterion section of the rubric.

Findings Description:
Criterion Status: Met

During the 2023-2024 assessment cycle, five students submitted their doctoral dossier for qualifying comprehensive exam assessment. The rubric for the instructional plan and materials criterion was updated prior to administering the assessment, increasing the total possible score from 5 points to 8 points. Accordingly, the criterion for success was adjusted from 3/5 (60%) to 4.8/8 (60%).

All five students (100%) met and exceeded the criterion for success, each earning a perfect score of 8/8 on the instructional plan and materials criterion section of the rubric. This outcome indicates that every student demonstrated a strong proficiency in creating a sustained learning experience that included comprehensive learning objectives, engaging instructional activities, and appropriate assessments to measure learning outcomes.

The results suggest that the program's core coursework effectively prepares students to design robust instructional plans that align with best practices in instructional design. The perfect scores across all students also imply a consistent understanding and application of the essential components required for crafting effective learning experiences.

Action 1 - Fulfill Professional Roles
Action Description:
Given the findings from the 2023-2024 assessment cycle, it is evident that the program is effectively equipping students with the skills necessary to excel in instructional design. All five students who submitted their doctoral dossier for the qualifying comprehensive exam assessment met and exceeded the updated criterion for success, each earning a perfect score of 8/8 on the instructional plan and materials criterion section of the rubric. This demonstrates a strong

proficiency in creating sustained learning experiences, including comprehensive learning objectives, engaging instructional activities, and appropriate assessments to measure learning outcomes.

This positive outcome indicates that the core coursework is successfully preparing students to design robust instructional plans aligned with best practices in the field. The uniformity in perfect scores across all students suggests a solid and consistent understanding of the essential components required for effective learning design.

It is important to note, however, that the assessment of the dossiers during this cycle was conducted by a single evaluator due to some faculty being on leave or in a probationary period. To ensure a more thorough and balanced evaluation process in the future, additional evaluators will be included in upcoming assessment cycles. This change will likely provide a more comprehensive and reliable assessment of student performance.

To further strengthen the program, we will raise the criterion for success from 4.8/8 (60%) to 6/8 (75%). This adjustment aims to set a higher benchmark, encouraging students to continue striving for excellence in their instructional design capabilities. While the new criterion reflects a more rigorous standard, it aligns with our commitment to maintaining the program's high quality and rigor, ensuring our students are well-prepared for their academic and professional futures. We will monitor the impact of this change in future assessments to ensure it supports our goal of fostering strong instructional design skills among our students.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

During the 2023-2024 assessment cycle, our primary focus was on enhancing students' performance in the instructional/learning technology research field. We aimed to improve our evaluation of students' professional competency in scholarship by assessing their scholarly presentation and publication efforts. To better align with the diverse range of student achievements, we refined two related learning objectives. We also phased out end-of-cycle surveys for self-reported data collection, opting instead to use manuscript and presentation criterion ratings within the doctoral dossier rubric as indicators for tracking and assessing individual student progress.

While this approach was implemented, we did not adequately consider the delivery context of presentations or the intended publication venues in our evaluation process. This oversight led to potentially inflated scores or evaluations reflecting only basic expectations rather than the higher level of achievement we intended to assess.

Additionally, we introduced a second goal to enhance students' professional competence in learning design. This goal focused on preparing students to create, implement, and evaluate effective digital learning solutions tailored to specific learner needs. We established two related learning objectives to gauge students' capacity to design and deliver high-quality learning experiences, using the Plan and Materials and Evaluation criterion ratings within the doctoral dossier rubric as indicators. This goal was satisfactorily implemented.

To streamline data collection and reporting processes, we planned to use Tk20 to track progress related to the program goals and objectives. The program coordinator collaborated with the College of Education Accreditation & Accountability staff to develop a data collection instrument within the Tk20 system. However, the initial prototype was insufficient, and the staff member who assisted with the instrument's development retired during revisions. The coordinator continued working with a new staff member who had additional ideas for improvements. Despite these efforts, the data collection instrument was not finalized prior to the dossier assessment, and we were unable to collect data in Tk20 for the 2023-2024 assessment cycle.

Lastly, we remained committed to our search for a new tenure-track faculty member to join our team in the fall of 2024. We successfully conducted a search and hired a new ISDT tenure-track faculty member, who started in August 2024, at the end of the assessment cycle. However, one faculty member who previously assisted with dossier evaluations was on medical leave for most of the 2023-2024 assessment cycle, and another was in their first year of employment. Once again, this left only one full-time faculty member available to complete the dossier assessments.

New Plan for Continuous Improvement Item

Closing Summary:

In response to the findings from the 2023-2024 assessment cycle, we will undertake several strategic actions during the 2024-2025 assessment cycle to further enhance the effectiveness of our program and ensure higher standards of student performance. We will focus on refining the evaluation processes for scholarly presentations, research manuscripts, and instructional design, while also improving our data collection and faculty support systems.

To raise the benchmark for scholarly presentations, we will adjust the criterion for success from 4.8/8 (60%) to 6/8 (75%). This change aims to set a higher standard for proficiency. Although a score below this threshold will not prevent students from progressing to candidacy on its own, it will highlight areas needing additional support to ensure they are well-prepared for academic and professional success.

Additionally, we will revise our assessment rubric to incorporate specific criteria that account for the context in which presentations are delivered, such as conferences, symposiums, or other academic venues. Students will be asked to provide context for their presentations, including the venue, audience description,

and any feedback received, to better assess the quality and impact of their scholarly work. This revision will ensure a more comprehensive evaluation of students' engagement with the academic community.

For research manuscripts, we will raise the success criterion from 6/10 (60%) to 7/10 (70%). This adjustment reflects our commitment to encouraging higher levels of proficiency in scholarly writing. We will also enhance the assessment process by requiring students to specify whether their manuscripts are intended for peer-reviewed journals or other scholarly publications. This added detail will enable a more rigorous evaluation of the quality and relevance of students' research.

In the area of instructional design, we will increase the criterion for success on the instructional plan and materials indicator from 4.8/8 (60%) to 6/8 (75%). We will also provide more detailed instructions and guidelines regarding the assessment requirements for delivering high-quality learning experiences. This will include clear explanations of the types of evidence needed to meet the criterion for success. These changes aim to set a higher standard for students' ability to create and document comprehensive and effective learning experiences. We will monitor the impact of these adjustment to ensure they supports our goal of fostering strong instructional design skills among our students.

To improve our data collection and reporting processes, we will finalize the Tk20 data collection instrument before the end of the 2024-2025 assessment cycle. Despite challenges encountered this cycle, we are committed to completing the prototype and using it to track progress effectively. We will work closely with the College of Education Accreditation & Accountability staff to ensure the tool meets our needs for tracking progress and that the development of this tool will be completed in time for its implementation in the upcoming cycle.

To ensure a more thorough and balanced evaluation, multiple evaluators will be involved in future assessments, addressing the limitations of the single-evaluator approach used during the 2023-2024 cycle. To strengthen faculty support in this process, we will train the two recently hired tenure-track faculty members in dossier development and assessment processes. This will provide more comprehensive evaluations of student work. We also plan to hire an additional full-time tenure-track faculty member to start in fall 2025, further enhancing our program's capacity and support.

Through these actions, we aim to address identified gaps, uphold high standards, and continue delivering a program that effectively prepares our students for success in their academic and professional careers.