College of Education

Department of Educational Technology, Research and Assessment

Instructional Technology

Ed.D.

November 2, 2015

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1. Student Learning Outcomes

Graduates of the program will be prepared for successful professional careers in instructional technology by:

1. Reviewing and synthesizing theory research, practice in instructional technology;
2. Engaging in instructional technology research;
3. Demonstrating mastery of research design and techniques;
4. Demonstrating mastery of theory relevant to instructional technology;
5. Integrating theory, research, and practices while developing an appreciation for diverse perspective;
6. Engaging in ethical researches and practices;
7. Appling research and evaluation techniques to measure student learning and the effectiveness of instructional technology-based products and programs; and
8. Demonstrating effective oral and written communication skills.

3. Curriculum Map

A curriculum map aligning student learning outcomes with specific courses is under development.

4. Assessment Methods

Explanation of Assessment Methods Table

	Explanation				
Assessment Method	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible
1. Research design and methodology	Research common core (ETR521 or ETR525)	Students must receive a categorization of either Developing or Acceptable on the assessment	At least 90% of students will meet the criteria expectation of either Target or Exemplary	Assessed early in the program	ETR course instructors, R & A faculty
2. IT-related theory and research literature review	Students are required to complete a research topic paper (e.g, ETT 742)	Students must receive a categorization of Marginal or higher, in aggregate, on the assessment	At least 90% of students will meet the criteria expectation of either Target or Exemplary for ETT 742	Assessed in the midway of program	ETT 742 Course Instructor, IT faculty
3. Performance on Candidacy Examination	Students prepare written responses to a candidacy exam that is evaluated by a committee of at least three faculty members. This exam is conducted annually.	Students must receive a categorization of Pass or higher, in aggregate, on the assessment	At least 90% of students will pass the Candidacy Examinations on the first attempt and 100% will pass after the second attempt	Assessed in the end of course study	Candidacy Coordinator, and Exam review Committee

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Explanation				
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible
4. Independent learning experience (Internship, Practicum, or id research)	Independent research contract form, final grade, feedback from students, internship/practicum field supervisors, and supervising NIU faculty will be collected and analyzed.	Students must receive a categorization of Acceptable or higher, in aggregate, on the assessment	At least 90% of students will meet the criteria expectation of either Target or Exemplary for ETT 770 (Practicum) or ETT 786 (Internship)	Assessed in the midway of program	Internship/ practicum coordinator(s)/all faculty
5. Dissertation	Final grade from ETT799 and feedback from Dean's Designee	90% of the Dean's Designees will Agree, at minimum, with all three questions	At least 90% of the Dean's Designees will Agree with the quality and the rigor of dissertation research and its defense	Upon completion of dissertation	IT faculty
6. Alumni and placement follow-up	Questions specific to the doctoral degree in IT program will be asked of past students.	90% of alumni will agree that the Ed.D. program prepared them for their jobs (i.e., either "Very Well," "Well," or "Adequately") and that attitudes toward their degree program will be positive (i.e., either "Strongly Positive," "Positive," or "Somewhat Positive")	At least 90% of alumni will agree that the Ed.D. program prepared them for their jobs and that attitudes toward their degree program will be positive.	Every Fall for one, five, and ten years after completion	Program Secretary and Advisor

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Explanation				
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible
Note. [a] Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. [b] Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.					

Assessment Methods-by-Outcomes Matrix

Assessment Method	Program Student Learning Outcome							
	1. Synthesize theory research, practice	2. Engage in IT research	3. Mastery of research design/ techniques	4. Mastery of relevant IT theory	5. Integrate theory, research, and practice with diverse perspectives	6. Engage in ethical practices	7. Apply techniques measuring learning and IT program effectiveness	8. Effective oral and written communication
1. Research design and methodology			D, F					
2. IT-related theory and research literature review	D, F	D, F		D, F	D, F			D, F
3. Performance on Candidacy Examination	D, S	D, S	D, S	D, S	D, S	D, S	D, S	D, S
4. Independent learning experience (Internship, Practicum, or id research)					D, S			D, S
5. Dissertation	D, S	D, S	D, S	D, S	D, S	D, S	D, S	D, S
6. Alumni and placement follow-up					I, S			I, S
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment								