Institutional Effectiveness
2024-2025

Program: Learning Design & Technology MA
College and Department: College of Education & Human Sciences, Curriculum & Instruction
Contact: Jeremy Wendt, Chairperson
Mission:

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Attach Curriculum Map (Educational Programs Only):
Attached Files: See Appendix 1

Student Learning Outcome 1: Innovative Design Solutions

Define Outcome:
Candidates for the MA in LDT will create innovative instructional design solutions for organizational or educational settings, including K-12 schools, higher education, government, and military.

Assessment Methods:
In alignment with the learning objectives and outcomes, an instructional design portfolio will be created by each student. A key assignment(s) tied to each learning design skill-focused course will be aligned with learning objectives and uploaded into the portfolio. This comprehensive artifact can serve as a design portfolio presented to future employers as certificate completers.

Criteria for Success (Thresholds for Assessment Methods):
Candidates for the LDT MA will meet or exceed rubric requirements set by faculty for the portfolio.

Link to 'Tech Tomorrow' Strategic Plan:
1.A Experiential Learning,1.D High Impact Practices,1.E Stackable Credentials,2.A Technology Infused Programs,4.B Programs, Certificates, and Training

Results and Analysis:
Based on the review of students' final projects, it's clear that while they demonstrate strong creativity and technical skills, however there is room for improvement in the integration of interactive features, especially how states, triggers, and layers function together.

Use of Results to Improve Outcomes:
For this academic year cycle, faculty will emphasize intentional design decisions by incorporating more focused exercises on advanced integration techniques, real-world case studies, and structured peer feedback. Additionally, faculty will update the rubric criteria for **"**User Experience" and "Integration of Features" to better reflect the importance of seamless interaction and cohesive design. These adjustments will help students develop more cohesive, engaging, and technically polished e-learning modules that align with industry expectations and better align to success on the course rubric.

Student Learning Outcome 2: Innovative Technologies

Define Outcome:
Candidates for the Learning Design & Technology (LDT) MA will understand and integrate a variety of (advanced/interactive/immersive) technologies in the instructional design process.

Assessment Methods:
In alignment with the learning objectives and outcomes, an instructional design portfolio will be created by each student. A key assignment(s) tied to each M.A. Learning Design, Innovation, and Technology course will be aligned with learning objectives and uploaded onto the portfolio. This comprehensive artifact can serve as a design portfolio presented to future employers as our graduates enter the workforce.

Criteria for Success (Thresholds for Assessment Methods):
Candidates will meet or exceed rubric requirements set by faculty for the portfolio.

Link to 'Tech Tomorrow' Strategic Plan:
1.A Experiential Learning,1.D High Impact Practices,2.A Technology Infused Programs,4.B Programs, Certificates, and Training

Results and Analysis:
Based on the review of students' final projects, it's clear that while they demonstrate strong creativity and technical skills, however there is room for improvement in the integration of interactive features, especially how states, triggers, and layers function together.

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Summative Evaluation:
For this academic year cycle, faculty will emphasize intentional design decisions by incorporating more focused exercises on advanced integration techniques, real-world case studies, and structured peer feedback. Additionally, faculty will update the rubric criteria for “User Experience” and “Integration of Features” to better reflect the importance of seamless interaction and cohesive design. These adjustments will help students develop more cohesive, engaging, and technically polished e-learning modules that align with industry expectations and better align to success on the course rubric.

List of Appendices:
Appendix 1: Curriculum Map

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COURSE NUMBER	**COURSE NAME**	**SLO1:** INNOVATIVE DESIGN SOLUTIONS	**SLO2:** INNOVATIVE TECHNOLOGIES
CSED 6000	Digital Literacy and Computing	X	
CUED 6010	Programming Fundamentals & Computational Thinking	X	
CUED 6020	Computer Science Concepts for Teachers	X	
CUED 6030	CS Instructional Methods	X	
CUED 6430	Design Studio – Production of Instructional Materials		X
CUED 6450	Immersive Technologies for Teaching & Learning		X
CUED 7510	Instructional Design Foundations		X
CUED 7540	Applied Instructional Design & Learning Analytics		X