The University of Southern Mississippi

Detailed Assessment Report **2010-2011 Instructional Technology MS****

Mission/Purpose

The Master of Science of Instructional Technology is a systematic graduate-level study program designed for individuals who wish to become dynamic and innovative leaders in the field of instructional technology, whether they are in the private or academic sector. The mission of the Master of Science in Instructional Technology is to prepare instructional technology professionals with a strong theoretical base and practical hands-on experience in the design, development, implementation, management, and evaluation of leading-edge educational technologies.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply technology integration methods

Apply methods of integrating technology into the educational curriculum or training program.

Related Measures:

M 1: Alumni Survey (Technology Integration Methods)
Respondents to the Graduate Alumni Survey will be asked to specify their attitude/perception toward IT 636 (Instructional Systems Design) as a beneficial course in the program.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
80% will indicate a rating of 5 for "Most Valuable" or a rating of 4 for "Somewhat Valuable" on Question 19 in Part II - "Please rate the following Core and Elective Courses in terms of content covered, applicability, and the amount of information learned."

Findings (2010-2011) - Achievement Target: Met
100% (2/2: summer, fall, and spring combined) of the alumni rated Question #19 in Part II (value of IT 636) as a 4 for "Valuable" or a 5 for "Most Valuable."

M 2: Course Project for IT 636
Course project in IT 636 (Instructional Systems Design) are evaluated by examining the following categories: good overall design and layout, effective use of instructional strategies, effective use of assessment tools, information is thorough/clear, learnability and appeal, and transference of ideas presented from written report to the multimedia tutorial.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students will receive an acceptable score (80% out of a 100%) on the course project.

Findings (2010-2011) - Achievement Target: Met
100% (6/6: spring only) of the students enrolled received an acceptable score (90% out of a 100%) on the final course project.

M 11: Capstone Project

Capstone Projects in IT 699 are evaluated with a rubric addressing the following categories: design, quality, integration, instructional strategies, and technology. Students who defend their Capstone Projects will do so successfully using the rubric criteria given.

Source of Evidence: Capstone course assignments measuring mastery

Achievement Target:

80% of the students will exceed the minimum passing score (10/15) on the Capstone Project rubric.

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

No student is completing the capstone project at this time.

O 2: Apply technology management methods

Apply appropriate methods of technology management to enhance the teaching and learning environments.

Related Measures:

M 3: Alumni Survey (Technology Management Methods)

Respondents to the Graduate Alumni Survey will be asked to specify their attitude/perception toward IT 709 (Administration of Instructional Technologies) as a beneficial course in the program and whether the program helped them learn how to manage technology.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:

80% will indicate a rating of 5 for "Most Valuable" or a rating of 4 for "Somewhat Valuable" for Question # 25 - "Please rate the following IT Courses in terms of the content covered, applicability, and the amount of information learned" and to Question #15 - "The program helping you manage technology either at an individual level or in larger environments (e.g., lab).

Findings (2010-2011) - Achievement Target: Partially Met

50% (1/2: summer, fall, and spring combined) of the alumni rated Question #25 (value of IT 709) as either a 5 for "Most Valuable" or 4 for "Somewhat Valuable." 80% (2/2: summer, fall, and spring combined) of the alumni rated Question #15 (program helping them to learn management of technology) as either a 5 for "Most Valuable" or 4 for "Somewhat Valuable."

M 4: Course Projects in IT 709

Course projects in IT 709 (Administration of Instructional Technologies) are evaluated based upon: originality, organization, readability, supported rationale/opinions, documentation, and professional quality.

Source of Evidence: Project, either individual or group

Achievement Target:

80% will receive an acceptable score (80% out of a 100%) on all of the projects students are required to complete.

Findings (2010-2011) - Achievement Target: Met
100% (12/12: summer only) of the students enrolled in IT 709 received an acceptable
score (80% out of 100%) on all of the projects required.

O 3: Demonstrate design and development skills
Demonstrate the skills necessary to design and develop a multimedia or Web-based project.

Related Measures:

M 5: Alumni Survey (Design & Development Skills)
Respondents to the Graduate Alumni Survey will be asked to specify their agreement with their
career preparation and/or graduate study in the areas of Question # 10, "Value of "hands-on" lab
experiences," and Question #16, "The program helping you to design and develop a multimedia
or Web-based project."

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
80% will indicate a rating of 5 for "Most Valuable" or a rating of 4 for "Somewhat Valuable"
on Question 10 in Part I - "Value of hands-on lab experiences" and Question #16 in Part I -
"The program helping you design and develop a mulitmedia or Web-based project."

Findings (2010-2011) - Achievement Target: Met
100% (2/2: summer, fall, and spring combined) of the alumni rated Question #10 and
Question #16 in Part I as either a 4 for "Very Good" or a 5 for "Outstanding."

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

Capstone Projects
Established in Cycle: 2008-2009
During 2008-2009, only 50% of the alumni rated Question #F -"Usefulness of
completing a Capstone Project or Thesis," with a rati...

Lab experiences
Established in Cycle: 2008-2009
From the alumni survey during 2008-2009 year, the respondents did not report a
positive experience with the lab-based experience...

M 6: Course Projects in IT 636 and IT 644
The quality of course projects are based upon individual instructor`s rubrics relating to the
courses: IT 636 (final project in Instructional Design Systems) and IT 644 (various projects in
Advanced Hypermedia Development).

Source of Evidence: Project, either individual or group

Achievement Target:
80% will receive an acceptable score (80% out of a 100%) on the final project completed for
IT 636 and all of the given projects completed for IT 644.

100% (14/14: fall only) of the students enrolled in IT 644 received an acceptable score (80% out of 100%) on all of the projects required. 100% (6/6: spring only) of the students enrolled in IT 636 received an acceptable score (90% out of a 100%) on the final course project.

M 11: Capstone Project
Capstone Projects in IT 699 are evaluated with a rubric addressing the following categories: design, quality, integration, instructional strategies, and technology. Students who defend their Capstone Projects will do so successfully using the rubric criteria given.

Source of Evidence: Capstone course assignments measuring mastery

Achievement Target:
80% of the students will exceed the minimum passing score (10/15) on the Capstone Project rubric.

O 4: Demonstrate research methods and results
Demonstrate application of research methods and results to improve teaching and learning environments in relation to technology.

Related Measures:

M 7: Alumni Survey (Research Methods & Results)
Respondents to the Graduate Alumni Survey will be asked to specify their attitude/perception toward IT 742 as a beneficial course within the program and whether the program helped them apply research methods and results.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
80% will indicate a rating of 5 for "Outstanding" or a rating of 4 for "Very Good" on Question #12 in Part I - "Ability to apply research methods and results to explain instructional technology problems and issues."

Findings (2010-2011) - Achievement Target: Met
100% (2/2: summer, fall, and spring combined) of the alumni rated Question #12 in Part I as a 5 for "Outstanding."

M 8: Course Projects in IT 601 & IT 742
Course projects in IT 601 (Foundations of Instructional Technology) and IT 742 (Research in Instructional Systems Technology) are evaluated with a rubric that assesses students` understanding of research design, methods, procedures, impact of research upon the field, and apply critical evaluation of research studies and their practical applications.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
80% will receive an acceptable score (80% out of a 100%) on an assignment for IT 601 that includes a critical evaluation of research studies, and on the final course project for IT 742 that involves writing a research report.

Findings (2010-2011) - Achievement Target: Met
100% (10/10: summer only) of the students enrolled in IT 601 received and acceptable score (80% out of a 100%) on an assignment that includes a critical evaluation of research studies. IT 742 was not offered during the 2010-2011 academic year.

M 12: Thesis Defense
Students will successfully defend their Master`s Thesis based upon the recommendation and approval of the Master`s Committee that involves three IT faculty members.

Source of Evidence: Senior thesis or culminating major project

Achievement Target:
Ninety percent (90%) of students will successfully defend their Master`s Thesis based upon the committee`s approval.

Findings (2010-2011) - Achievement Target: Not Reported This Cycle
No student is completing the thesis at this time.

O 5: Practice communication skills
Practice oral and written communication skills that will assist in future professional development in technology-related fields.

Related Measures:

M 9: Alumni Survey (Communication Skills)
Respondents to the Graduate Alumni Survey will be asked to specify their agreement concerning whether the IT program has helped improve their oral and written communication skills, "Completing course projects and/or Capstone/Thesis have helped improve my written and verbal communication skills."

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
80% will indicate a rating of 5 or "Outstanding" or a rating of 4 for "Very good" for Question #13 "Completing course projects and/or Capstone/Thesis have helped improve my written and verbal communication skills."

Findings (2010-2011) - Achievement Target: Met
80% (2/2: summer, fall, and spring combined) of the alumni rated Question #13, "Completing course projects and/or Capstone/Thesis have helped improve my written and verbal communication skills" a 5 for "Outstanding."

M 10: Projects in IT 636
Students in IT 636 (Instructional Systems Design) are evaluated for their written and oral communication skills surrounding their final projects. Written projects are evaluated based upon thoroughness, completion of all the sections, writing style, ideas and creativity, and adhering to the course content. The oral video presentation is evaluated using a rubric that addresses the following areas: content, organization, and media material.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students will receive an acceptable score (80% out of a 100%) on the final written project based upon the instructor`s evaluation and oral video presentation using a specified rubric.

Findings (2010-2011) - Achievement Target: Met
100% (6/6: spring only) of the students enrolled received an acceptable score (90% out of a 100%) on the final written and oral video presentation of the course project.

M 11: Capstone Project
Capstone Projects in IT 699 are evaluated with a rubric addressing the following categories: design, quality, integration, instructional strategies, and technology. Students who defend their Capstone Projects will do so successfully using the rubric criteria given.

Source of Evidence: Capstone course assignments measuring mastery

Achievement Target:
80% of the students will exceed the minimum passing score (10/15) on the Capstone Project rubric.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Course Offering
This outcome was partially met only because one of the courses listed was not taught in the 2005-2006 academic year. Therefore, the only action plan to take is to ensure that the course will be offered in the year.

Established in Cycle: 2005-2006
Implementation Status: Terminated
Priority: Low

Responsible Person/Group: Course Instructor for IT 742

Monitor Progress
To ensure that students are completing the thesis requirements, either face-to-face or online meetings need to be held to monitor students` progress in completing the thesis research. If regular meetings/communication sessions are not conducted, students tend to delay or procrastinate completion of the thesis. A monitor progress report needs to be completed by the thesis advisor and signed by both the advisor and student.

Established in Cycle: 2005-2006
Implementation Status: Terminated
Priority: Low
Implementation Description: Fall 2006
Responsible Person/Group: Thesis Advisor
Additional Resources Requested: Monitor progress report form

Course Offering
These outcomes were only partially met or stated as "in progress" because the particular courses that were tied to these outcomes were not taught in the 2006-2007 academic year. Therefore, the only

action plan concerning these "in progress" outcomes is to ensure that the courses will be offered in the next year and revised to meet any necessary requirements.

Established in Cycle: 2006-2007
Implementation Status: Terminated
Priority: Low

Responsible Person/Group: Course instructors

Integrate research methods into a course

After reviewing the learning outcomes back in spring 2007, the instructional technology faculty decided that a discussion of research methods should be integrated into a core course(IT 601). A review of research studies was covered earlier in the course development, but later removed as the course objectives and required textbook for IT 601 have changed. However, because IT 742 is no longer a requirement for instructional technology(IT) majors(now an elective), not all of the IT majors would have taken this course. Thus, the IT faculty felt that a general introduction to IT research should be incorporated back into the core course, IT 601, because that way all IT majors would have to take this course as part of their program requirement.

Established in Cycle: 2006-2007
Implementation Status: Terminated
Priority: Low
Implementation Description: In the next offering of the course(Fall 2007)
Responsible Person/Group: Course instructor

Communicate Criteria for Presentations

Improving the communication process between teacher-student concerning the requirements for the final presentations in IT 636 (Instructional Systems Design) is needed. Using different communication mediums such as e-mail, paper copies, and announcing the criteria for the presentations in class will be performed. Also, requiring students to show a draft of the presentation to the instructor a week prior is recommended. That way, the instructor can see whether the students are aware and understand the process of presenting the final design projects to the class.

Established in Cycle: 2007-2008
Implementation Status: Finished
Priority: Medium
Implementation Description: Spring 2009 or next course offering
Responsible Person/Group: Instructor

Communication on Design Project

Improving the communication process between teacher-student concerning requirements for the final design project in IT 636 (Instructional Systems Design) is needed. Requiring students to demonstrate their progress on their projects either weekly or every two weeks will be performed to ensure that students are on-track and not falling behind (or procrastinating). In addition, requiring students to meet personally to discuss problems, questions, issues, etc. concerning the design project should be undertaken to maintain consistent communication. That way, if students are uncertain about how to proceed with their projects, such issues can be resolved prior to the final deadline.

Established in Cycle: 2007-2008
Implementation Status: Finished
Priority: Medium

Implementation Description: Spring 2009 or next course offering
Responsible Person/Group: Instructor

Capstone Projects

During 2008-2009, only 50% of the alumni rated Question #F -"Usefulness of completing a Capstone Project or Thesis," with a rating of 4 for "Somewhat valuable" (the other rating for this question was a 3 for "Average"). However, important to note in these results is that only one of the alumni who responded to this question "actually completed the Capstone Project." Therefore, the response made sense in that one alumni would find the Capstone Project valuable, and the other would not. This is why developing an action plan for this area has been difficult. In 2009-2010, 3/3 alumni who had completed a Capstone Project that year indicated a score of 4 for "Very Good" or 5 for "Outstanding" on the questions Usefulness of completing a Capstone Project or Thesis. Thus, the previous year's results were skewed because of the low number of alumni who responded, and the fact that only one student completed the Capstone Project.

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Alumni Survey (Design & Development Skills) | **Outcome/Objective:** Demonstrate design and development skills

Implementation Description: Fall 2009
Responsible Person/Group: IT Faculty

Lab experiences

From the alumni survey during 2008-2009 year, the respondents did not report a positive experience with the lab-based experiences. Only two alumni responded to that survey that could play a factor in the results. The faculty had two assumptions as to why such responses occurred: (1) either the software in the labs related to course projects may be out-of-date, and thus, do not match recent versions that students may have on their own computers, and/or (2) the students did not fully utilize the labs because they already had access to the software elsewhere, and thus, did not completely utilize the lab themselves to complete projects. This is the first set of alumni who rated this particular question as less than satisfactory, so we decide to wait and see what happens with the next set of alumni in year 2009-2010. The results did vary from the previous year in that the alumni from 2009-2010 reported higher ratings with the computer-lab facilities. 80% (4/5: summer, fall, and spring combined) rated computer-lab facilities as either "very good" or "outstanding." In addition, in fall 2010, new computers will be purchased for courses that are computer intensive. These will include Mac computers and contain updated software programs on the system. Hence, the computer-lab facilities will be improved to counter these problematic issues.

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Alumni Survey (Des-ign & Development Skills) | **Outcome/Objective:** Demonstrate design and development skills

Implementation Description: Fall 2010
Responsible Person/Group: IT Faculty

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Overall, the assessments have demonstrated a consistent progression of students completing and being satisfied with the current Master's of Instructional Technology program this past year. Majority of students still value the applicability of the courses being taught in the IT program as they apply to the workplace and/or for assisting them in pursuing other degrees. Although the IT program does not teach students everything, they do believe that they have the foundation to succeed from. One alumnus this past year commented on how the IT program prepared them for the job obtained after graduation. One other strength of the program is the faculty teaching the courses. Alumnus from this year commented on the quality of the faculty and their knowledge of the subject matter taught. The comprehensive exam option (as opposed to completing a Capstone Project or Thesis) still continues to be ever more popular, and we are seeing less of the Capstone Project. Whether this is a good trend or not is to be determined in years to come. Because the IT programs were undergoing appeals for termination this year at the University, the faculty had not much of a chance to focus on curriculum/program development as they were unsure of where the programs would lead to.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The assessments have shown that the coursework offered by the program to meet specific learning objectives are overall effective. However, there are places in which the program plan of study could be modified and whereby particular courses could be restructured for enhanced learning. As indicated in the IT Alumni Survey, one alumni did not rate the Administration of Instructional Technologies course as a 4 or 5 (gave a rating of 3 for Less Value). The alumni did not offer a reason for this rating, but this does trigger examination into the course content or instruction. In addition, a comment was made in the survey that some course content was obsolete and needed to be updated (e.g., Networks in Education). Therefore, actions to renovate course content are needed to make certain that students learn the newest applications and technology tools.

Annual Reports

Program Summary

The Master of Science of Instructional Technology (MSIT) program at The University of Southern Mississippi has had a successful academic year, considering the program was undergoing appeals for termination. Currently, all of the IT graduate courses have been converted to either an online or hybrid delivery format to better help meet the needs of the students. The faculty also been consistently engaged in professional development and producing research publications that relate closely to current trends and issues involved in the field of instructional technology. One of the highlights from the Instructional Technology program is the introduction of the Ph.D. in Instructional Technology Design that began in fall 2009. The Ph.D. had fourteen active students by fall 2010, which was a very good indicator of the quality and popularity of the program. Many of its students have succeeded in performing research, presenting at conferences, and publishing articles in journals. We anticipate this program to grow and recruit students from the current master's program. Most of the highlights have been made from alumnus of the instructional technology program. One alumnus now serves as the Past-President for Mississippi Educational Technology Leaders Association and President for the Mississippi Educational Computing Association (MECA). Other alumni have located prominent IT positions such as Directing the Learning Enhancement Center at Southern Miss and others are

serving as the Instructional Technologist, BlackBoard Administrator, and Project Manager. In addition, one alumni works as the technology coordinator for the Forrest County School District and one as the Coordinator of Electronic and Distance Learning at Pearl River Community College. These highlights demonstrate the quality of graduates emanating from this program. One of the major issues in the Master's of Science in Instructional Technology (MSIT) program is the recruitment of qualified students. The IT faculty has noticed that the number of applications to the master's program has grown within the past year. The faculty associate this rise in master's applications due to the economic situation that the state is experiencing (more people are willing to return to college), and the introduction of the Ph.D. in Instructional Technology Design program. Eagle Online Learning, sponsored by the Learning Enhancement Center on campus is also helping to improve the "online presence" of the MSIT program, as more individuals are seeking graduate degrees. With the IT graduate programs going through Program Appeals this past year, little has been done in terms of recruitment because admissions had been suspended. Because the programs will now remain at Southern Miss, recruitment efforts will resume once more.

Continuous Improvement Initiatives

Faculty members have noticed that some people who inquire into the MSIT program have often asked whether this program could be completed on the Gulf Coast. Although more than 60% of master's coursework could be taken online, individuals from the Gulf Coast region are still concerned about driving to the Hattiesburg campus to take hybrid instructional technology courses. Right now, the departmental elimination is preventing faculty from pursuing this possibility to offer the MSIT program on the coast. As the instructional technology programs merge with Curriculum Instruction and Special Education (CISE), there may be a possibility to establish a designated computer lab on the Gulf Coast dedicated to education students. In addition, curriculum revision of coursework is underway as the programs merge into CISE. Necessary revisions are needed to streamline the current IT courses to make certain that replication is non-existent and that course content is current and up-to-date. Streamlining courses is a priority at the moment in that the number of faculty members in the undergraduate and graduate IT programs have been reduced after this year's departmental elimination.

Closing the Loop

No necessary action plans were set for the year 2009-2010, and therefore, no tasks were taken this year. Because the IT master's program is being merged with Curriculum Instruction and Special Education on July 1, 2011, new action plans will be formalized in the 2011-2012 academic year. This will be particularly true as the transition of departments become more permanent, and the faculty become more familiar with the new departmental procedures/processes and vision/mission. We are expecting change to occur throughout the next academic year that will affect the current status of the IT graduate programs.