

College of Education

Educational Psychology & Learning Systems | Instructional Systems & Learning Technologies

Table 3: Student Learning Outcomes

*Doctorate in Instructional Systems & Learning Technologies*

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, students will be able to evaluate an experimental research study in accordance with generally accepted standards for experimental research, such as those described on page 538 in the latest (seventh) edition of Educational Research: Competencies for Analysis and Application (Gay & Airasian, 2003), one of the leading textbooks on educational research. An example of the many criteria includes determining whether an appropriate experimental design was employed.	This will result in 100% of the students taking the new doctoral comprehensive examination this year successfully passing the portion that asks them to evaluate a research study described in a journal article. The criteria that will be used to judge the students' responses will be pre-determined by a team of faculty members who will identify its strengths and weaknesses. Each student's response will be judged by two faculty members who use the aforementioned criteria to do so. After reviewing the student examinations, faculty members will confer and resolve any differences in scoring.
Student Learning	Upon completion of their course of instruction, doctoral students will produce a publishable research report based on an original study they have conducted.	100% of the doctoral students in the program who have completed their coursework will be expected to attain this goal. In order to attain it, each doctoral student must write an acceptable research report when he or she is enrolled in the last course in the program's research sequence. The report is assessed by the professor teaching the course using a rubric designed to assess clarity of research problem; alignment of research problem, research questions, literature review, and study design; appropriateness of study design and methods; and quality of writing using the standards of publication in our field as a benchmark. A report that is considered of suitable quality to submit to a journal or conference is considered to have met this standard.
Program Outcome	During the 2012-13 academic year, the IS program will increase the ratio of US Citizens to International Students who enroll in the program.	Enrolling domestic PhD students has been an ongoing challenge due to lack of funding for PhD students. We are working to increase the ratio of domestic to international new PhD students from the 2011-2012 to 2012-2013 school years. The rationale for using ratio rather than simply an increase in the number of new domestic PhD students is that: a) faculty capacity to accept new PhD students varies by year; and b) our goal might be met even with a smaller incoming class of PhD students.

Source: FSU Institutional Effectiveness Portal, 2016-17.

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Table 3: Student Learning Outcomes

*Masters in Instructional Systems & Learning Technologies*

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, students will be able to classify a learning problem by employing the analysis procedures described in the leading textbook in the ID field (Dick, Carey, and Carey, 2001).	This will result in 100% of the students mastering the analysis competencies specified in the attached competency list when they submit their portfolio during the last semester of their coursework. The quality of their portfolio work will be judged by a faculty member using the checklist presented at the end of the attachment.
Student Learning	Upon completion of the course of instruction, students will be able to use the media and technology skills described in the attached competency list.	This will result in 100% of the students mastering the media and technology skills listed on the attached competency list when they submit their portfolio during the last semester of their coursework. The quality of their portfolio will be judged by a faculty member using the checklist presented at the end of the attachment.
Program Outcome	During the 2012-2013 school year, the IS MS Program will increase enrollment of new students by 10%.	This goal will be assessed by comparing the number of new students enrolled in the instructional systems MS program to the number of such students during 2011-2012. The major code will be used to make the analysis, and headcount (not FTE) will be used as the measure. The standard is 10%.

Source: FSU Institutional Effectiveness Portal, 2016-17.