Certificate Assessment Plan 2012-13

College of Education

University of Florida

Online Teaching and Learning Certificate

College of Education

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Instructional Design Certificate Program
College of Education
Certificate Assessment Plan

A. Rationale

The Online Teaching and Learning graduate certificate program offered through the College of Education is designed is designed to prepare professionals to design and deliver online courses. The certificate is designed to appeal to K-12 teachers, virtual school teachers, post-secondary instructors and others involved in online teaching and learning. This certificate provides students with a theoretical and practical grounding in how to design and teach online. This certificate program will distinguish individuals with the knowledge, skills, and dispositions to be effective online educators.

B. Mission

The **Online Teaching and Learning** graduate certificate prepares professionals to design and deliver online learning materials. The certificate program is delivered through the School of Teaching and Learning in the College of Education by faculty specializing in Educational Technology. The mission of the certificate program aligns to the School of Teaching and Learning as its mission is to prepare "educational professionals to work in diverse contexts with diverse learners" and supports the College of Education's mission to "prepare exemplary practitioners" in "teaching, learning and human development." Finally, the certificate supports the University in its efforts to provide leadership in developing and delivering quality online programs and preparing a 21st century workforce.

C. Student Learning Outcomes (SLOs)

The Online Teaching and Learning graduate certificate program's Student Learning Outcomes are:

1. Students will create effective digital instructional artifacts using a variety of media and methods.
2. Students will use a variety of media and methods to demonstrate their understanding of theory, critical issues and design of distance learning.
3. Students will create effective technology-enhanced instruction that includes analysis, design, development, implementation and evaluation.
4. Students will create effective digital instructional artifacts using a variety of media and methods.
5. Students will use a variety of media and pedagogies to demonstrate their understanding of theory, research and design of blended learning environments.

D. Assessment Timeline for Certificates

Program: Online Teaching and Learning Graduate Certificate College: College of Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
#1	ePortfolio Assessment (EME 6208)			
#2			Online course plan (EME 6458)	
#3		Evaluation of instructional design report (EME 6609)		
#4	ePortfolio Assessment (EME 6208)			
#5				Blended learning module (EME 6059)

E. Assessment Cycle Chart for Certificates

Program: Online Teaching and Learning Graduate Certificate   College: College of Education

Analysis and Interpretation: Spring (April)
Improvement Actions: Summer (June)
Dissemination: Fall (August)

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
#1				X	X	X
#2				X	X	X
#3				X	X	X
#4				X	X	X
#5				X	X	X

F. Methods and Procedures

The faculty involved in the graduate certificate in Online Teaching and Learning will review certificate courses and completers conforming to the schedule in Table E above. The courses will be

reviewed by examining student produced artifacts using rubrics consistent with evidence-based practices. The artifacts are derived from student assessments and include an ePortfolio assessment, an online course plan, an evaluation of an instructional design report, and a blended learning module. See Appendix 1 for Evaluation of Instructional Design rubric. Also, an exit survey will be administered to certificate completers to ascertain their perceptions of how well the program prepared them to meet SLOs and to collect recommendations for program improvement. As a result of this process, we will make adjustments to our curriculum, change our teaching methods, and continuously improve our coursework to meet student needs and the demands of the workforce. This process will be executed in a two year rotation beginning with the 2014-2015 academic year.

G. Assessment Oversight

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Albert Ritzhaupt	Certificate Coordinator, School of Teaching and Learning	aritzhaupt@coe.ufl.edu	352-273-4180
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Appendix 1: Evaluation of Instructional Design Project

Design Project Report 1
The design team's first report should include the following information, created while planning the instructional unit.

Project title	Provide a title for your project that is simple and direct.
Project description	Describe in clear terms the purpose of your project, why it is needed, the learners served (provide a learner analysis), and what will be accomplished.
Detailed description of your needs assessment (Chapter 2), including development of plan and its use, and goal analysis (Chapter 2)	Provide a detailed description, with examples, of your needs assessment plan. Include a brief analysis of the learning environment. Include information, which details how plan will be enacted and analyzed.
Summary of your needs assessment outcome (Chapter 2)	Provide a summary of the data you collected with your needs assessment instrument. What did your team learn about your learners and the learning environment?
Goal statement as a result of your assessment (Chapter 2)	Provide a goal statement, which will address the desired outcomes of your project (this is not a listing of performance objectives).
List of entry competencies (Chapter 3)	Outline the knowledge, skills, and attitudes that learners need to bring to the instructional process.
Learner interview (Chapter 3)	Summary of discussion with a member of the learner group about the goals of instruction.
Description of learners (Chapter 3)	Describe student attitudes, motivation, background, abilities, learning styles, and group characteristics.
Performance context and implications for instruction (Chapter 3)	Describe the physical, social, and resource elements of the learning site.
Relevant current references	Cite literature related to both your instructional design approach and your approach to instruction in the content area.

Report 1 Contents and Assessment Rubric	Points
1. Goal statement	4
2. Goal analysis 5/Needs assessment 5	10
3. Identification of entry behaviors	4
4. Description of learner interview	6
5. General description of learners	6
6. Description of performance context, implications for instruction	6
7. References	4
TOTAL	40

Design Project Report 2
The design team's second report should include the following information, created while developing the instructional unit.

Project title	
Revisions since Report 1	Comment on revisions to the project needs assessment, goals, subskills, learners, or context made since Report 1.
Goals statement	Attached your revised goal statement, based on what you learned during the learner assessment.
Task analysis tied to the goals (Chapter 4)	Identify the appropriate skills needed for each step of the instructional process.
Instructional objectives (Chapter 5)	Identify the skill or behavior the learner will be able to demonstrate at the end of each instructional task, the conditions under which the learner will perform, and the level the student will meet for each objective.
Instructional sequence (Chapter 6)	Show a timeline or flow chart with the events of instruction for the unit.
Strategies for objectives (Chapter 7)	List strategies that will be employed for teaching the objectives in the lessons.
Details on objectives (Chapter 8-9)	Summarize the lessons and materials that will be used to teach each objective.
Practice for objectives (Chapter 8)	Describe how students will practice skills associated with each objective, and the form that feedback to students will take.
Preinstructional activities (Chapter 8)	Outline ways that learners will be motivated and prepared for learning, and methods the instructor will use to learn about the students' prior knowledge and/or misconceptions.

Groupings and media (Chapter 8-10)	Discuss the student groupings and the instructional media that will be used with the strategies.
Sample assessments (Chapter 11-12)	Attach example pre- and post-assessments correlated with the objectives and goals.
Relevant current references	Cite literature related to both your instructional design approach and your approach to instruction in the content area.

Report 2 Contents and Assessment Rubric	Points
1. Comments on revisions made since Report 1	0
2. Attached revised instructional analysis and goal statement	0
3. Instructional objectives	9
4. Sample assessment for each objective	7
5. Describe instructional sequence	2
6. Describe preinstructional activities	2
7. Information/example for each objective	9
8. Practice/feedback for each objective	9
9. Strategy for teaching each objective	2
10. Describe student groupings and media selections	2
11. Attached pre- and post assessments used with instruction	4
12. References	4
TOTAL	50

Design Project Report 3
The design team's third report should include the following information, created while evaluating and revising the instructional unit.

Project title	
Revisions since Report 2	Comment on revisions to the project made since Report 2.
Goals, objectives and task analysis, and Report 2	Attached your revised goals, objectives, and task analysis, based on what you learned during the project development, and attach Report 2.
Plan for one-to-one formative evaluation (Chapter 13)	Describe the learners, materials, and procedures used in the one-to-one formative evaluation.
Results of one-to-one formative evaluation (Chapter 13)	Describe the results of the one-to-one formative evaluation, by discussing how the students performed. List revisions made to your unit as a result.

Materials and assessments for small-group evaluation (Chapter 13)	Attach a copy of the instructional materials and assessments used in the small-group evaluation.
Characteristics of small-group learners (Chapter 13)	Describe the characteristics of the small-group learners.
Instruments for small-group evaluation (Chapter 13)	Describe the instruments used in the small-group evaluation.
Procedures for small-group evaluation (Chapter 13)	Describe the procedures used in the small-group evaluation.
Summary of small-group evaluation (Chapter 13)	Summarize the data from the small-group evaluation by discussing how the students performed.
Discussion of small group data (Chapter 13)	Reflect on the small-group evaluation outcome. Discuss what you learned.
Revisions for instruction and assessment	List the revisions your group plans for the next version of the unit instruction and assessment.
Relevant current references	Cite literature related to both your instructional design approach and your approach to instruction in the content area.

Report 3 Contents and Assessment Rubric	Points
1. Comments made on revisions since Report 2	0
2. Attached instructional analysis and Report 2	0
3. Describe learners, materials, and procedures used in one-to-one formative evaluation	5
4. Describe results of one-to-one formative evaluation, and revisions made as a result	6
5. Attached copy of instructional materials and assessments used in small-group evaluation	6
6. Describe characteristics of small-group learners	3
7. Describe instruments used in small-group evaluation	3
8. Describe the procedures used in the small-group evaluation	5
9. Summary of data from small-group evaluation	6
10. Discussion of small group data	6
11. Revisions planned for next version of instruction and assessment	6
12. References	4
TOTAL	50

Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				