

**Program Student Learning Assurance Plan Requirements  
Word Template**

**Academic Cycle:** 2010-2011

**Plan Date:** February 20, 2012

**School/College:** School of Education

**Department/Program:** Digital Media and Learning

**Person completing the Plan:** John C. Bansavich

**Department Mission Statement:**

The Digital Media and Learning (DML) program seeks to equip its graduates with the necessary instructional, leadership, and research tools to transform classrooms and educational settings into content rich and technology-infused learning environments. The program is highly collaborative, optimizes interaction with faculty, staff, and the learning community of the School of Education as a whole.

**Program Student Learning Goals:**

- Students will develop fluency in the use of hardware and software learning technology tools.
- Students will demonstrate the ability to design instruction grounded in both pedagogical theory and application.
- Students will use technology to support learner-centered strategies to address the diverse needs of students.

**Program Student Learning Outcomes:**

- Graduates are able to apply technology integration strategies and skills into developing curriculum and pedagogy.
- Graduates develop the skills to use educational technology to plan and design learning environments and experiences for learners.
- Graduates use technology to create, innovate, and lead in a variety of educational environments.

**Program Student Learning Rubrics:**

- For each Student Learning Outcome state the expected levels of learning.

**Program Student Learning Curriculum Map:**

- For each learning outcome identify where within the current program curriculum your departmental learning outcomes are addressed.

**Program Student Learning Assurance Methods:**

- For each learning assurance outcome indicate the 'direct' measure of student learning.

**Program Student Learning Assurance Plan  
Outcome Rubrics Template**

<b>Outcome</b>	<b>Very Poor Achievement of Outcome</b>	<b>Poor Achievement of Outcome</b>	<b>Average Achievement of Outcome [Benchmark Standard]</b>	<b>Good Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
<b>1a. Students will demonstrate proficient use of hardware and software tools.</b>	a.	b.	c.	d.	e.
<b>1b. Students will develop fluency in a wide range of productivity, authoring, multimedia, web and peripheral tools.</b>	a.	b.	c.	d.	e.
<b>2a. Students will demonstrate the ability to design instruction grounded in pedagogical theory and practice.</b>	a.	b.	c.	d.	e.
<b>2b. Students will apply current research in teaching and learning with technology when planning learning environments and</b>	a.	b.	c.	d.	e.

experiences.					
<b>3a. Students will select and use various instructional strategies, activities, and resources to facilitate learning.</b>	a.	b.	c.	d.	e.
<b>3b. Students will demonstrate fluency with technology planning, staff development, and educational change.</b>	a.	b.	c.	d.	e.
<b>4a. Students will use technology to support learner-centered strategies to address the diverse needs of learners.</b>	a.	b.	c.	d.	e.
<b>4b. Students will identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and student achievement.</b>	a.	b.	c.	d.	e.
<b>5a. Students will use technology resources to collect and analyze data, interpret</b>	a.	b.	c.	d.	e.

<p>results, and communicate findings to improve instructional practice and maximize student learning.</p>					
<p>5b. Students will use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.</p>	a.	b.	c.	d.	e.
<p>6a. Students will use technology to communicate with audiences for a variety of purposes and to locate necessary information through multiple sources.</p>	a.	b.	c.	d.	e.
<p>6b. Students will use technology to communicate and collaborate in order to facilitate learning.</p>	a.	b.	c.	d.	e.
<p>7a. Students will use technology resources to engage in ongoing professional development and</p>	a.	b.	c.	d.	e.

lifelong learning.					
<b>7b. Students will demonstrate awareness of emerging technologies and their application in education.</b>	a.	b.	c.	d.	e.
<b>8a. Students will demonstrate an understanding of the social implications of technology and the ability to promote ethical and responsible technology use.</b>	a.	b.	c.	d.	e.
<b>8b. Students will evaluate and use technology that affirms diversity and equitable access to technology resources for learners.</b>	a.	b.	c.	d.	e.
<b>9a. Students will locate, organize, analyze, synthesize and evaluate information using digital tools.</b>	a.	b.	c.	d.	e.

<p><b>9b. Students will investigate current research in digital media and learning and produce instructional products that address issues and trends.</b></p>	a.	b.	c.	d.	e.
<p><b>10a. Students will employ creativity and innovation using technology to address educational problems and needs across diverse learning communities.</b></p>	a.	b.	c.	d.	e.
<p><b>10b. Students will provide leadership for integrating technology to achieve the goals of local and extended learning communities.</b></p>	a.	b.	c.	d.	e.

**Learning Outcomes Curriculum Matrix  
Word Template**

Your Program/Departmental Goals/Outcomes	Your Course Numbers														
	DML 601	DML 631	DML 633	DML 635	DML 643	DML 645	DML 670	DML 691							
<p><b>1. Technology Operation and Concepts</b></p>															
<p>a. Students will demonstrate proficient use of hardware and software tools.</p>	C	M	M	C	I	C	C	I							

Your Program/Departmental Goals/Outcomes	Your Course Numbers																	
	DML 601	DML 631	DML 633	DML 635	DML 643	DML 645	DML 670	DML 691										
b. Students will develop fluency in a wide range of productivity, authoring, multimedia, web and peripheral tools.	C	C	C	C	M	C	C	I										
<b>2. Teaching and Learning Theories and Methods</b>																		
a. Students will demonstrate the ability to design instruction grounded in pedagogical theory and practice.	C	C	M	C	C	C	C	M										
b. Students will apply current research in teaching and learning with technology when planning learning environments and experiences.	M	C	M	M	C	C	C	C										
<b>3. Planning and Designing Learning Environments and Experiences</b>																		
a. Students will select and use various instructional strategies, activities, and resources to facilitate learning.	C	C	C	C	C	C	C	M										
b. Students will demonstrate fluency with technology planning, staff development, and educational change.	C	C	C	C	C	C	C	M										
<b>4. Technology Integration Strategies for Curriculum and Pedagogy</b>																		
a. Students will use technology to support learner-centered strategies to address the diverse needs of learners.	C	C	M	C	C	C	C	M										
b. Students will identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and student achievement.	C	C	C	C	C	C	M	M										
<b>5. Assessment and Evaluation</b>																		
a. Students will use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	C	C	I	C	C	C	C	M										
b. Students will use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.	C	M	M	M	C	C	C	M										
<b>6. Communication and Collaboration</b>																		
a. Students will use technology to communicate with audiences for a variety of purposes and to locate necessary information through multiple sources.	I	C	M	C	M	C	M	I										
b. Students will use technology to communicate and collaborate in order to facilitate learning.	I	M	C	C	M	C	C	I										
<b>7. Productivity and Professional Practice</b>																		
a. Students will use technology resources to engage in ongoing professional development and lifelong learning.	I	I	M	M	M	C	M	C										
b. Students will demonstrate awareness of emerging technologies and their application in education.	I	I	C	M	M	I	C	C										
<b>8. Social, Ethical, Legal and Human Issues</b>																		

Your Program/Departmental Goals/Outcomes	Your Course Numbers															
	DML 601	DML 631	DML 633	DML 635	DML 643	DML 645	DML 670	DML 691								
a. Students will demonstrate an understanding of the social implications of technology and the ability to promote ethical and responsible technology use.	C	M	C	C	M	M	M	M								
b. Students will evaluate and use technology that affirms diversity and equitable access to technology resources for learners.	C	M	C	C	M	C	M	M								
<b>9. Research and Information Retrieval</b>																
a. Students will locate, organize, analyze, synthesize and evaluate information using digital tools.	C	M	M	M	C	M	C	C								
b. Students will investigate current research in digital media and learning and produce instructional products that address issues and trends.	C	M	I	M	M	C	C	C								
<b>10. Creativity, Innovation and Leadership</b>																
a. Students will employ creativity and innovation using technology to address educational problems and needs across diverse learning communities	I	C	C	M	C	C	C	C								
b. Students will provide leadership for integrating technology to achieve the goals of local and extended learning communities.	I	M	M	M	M	C	M	C								

**Key** I = Introduced with minimal coverage  
M = Moderate Coverage  
C = Comprehensive Coverage

## Student Learning Assurance Report Requirements Word Template

AY 2012

**Report Date:** February 20, 2012  
**School/College:** School of Education  
**Department/Program:** Digital Media and Learning  
**Person completing the Report:** John Bansavich

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:
  - a. which program learning outcomes were assessed this year.
  - b. who in your department/program was involved in the evaluation of the above learning outcomes

Students graduating in May 2011 presented their portfolios to DML faculty in April 2011. Required courses include a capstone assignment that each student completes before graduating from the program. Students' capstone assignment is uploaded into their DML portfolio. An electronic portfolio is undertaken in the student's first year in the program and completed their last semester. Culminating portfolios are reviewed and evaluated by department faculty, using a 4-point rubric.

2. **Please Answer the Following Questions for Each of the Student Outcomes Assessed:**

**a. What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- Program Faculty met with students in April 2011 to review students' completed portfolios. Immediate feedback was provided to students.
- Faculty review and revise syllabi and identify student projects that will be added to the portfolio

**What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

The portfolios served as one form of evidence that students were able to achieve the learning outcomes of the program. Faculty were able to see the value that the DML portfolios had and

would be able to support that form of program assessment. Students appreciated the opportunity to present their portfolios to their classmates and program faculty.

**b. What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

Faculty will continue to refine their syllable and create assignments that challenge the students and further support of the DML portfolio.

**c. What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?**

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

This year the SOE Dean and VP of IT approved funding for an IRBPHS sanctioned study looking at the effectiveness of the iPad use in a graduate education program. The program was initiated in August 2011 and will conclude in May 2013. The goal of the program is to evaluate how the iPad can best be utilized by graduate students. This study has provided DML students the opportunity to engage in a research project and to evaluate the use of tablet technology as a teaching and learning tool.

**3. Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:**

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

**Please return to: Office of Student Learning Assurance by September 30.**

**Please send your replies as Word attachment (to: [wmurry@usfca.edu](mailto:wmurry@usfca.edu)).**

**If you have any questions, please contact: William Murry, Director of Student Learning Assurance ([wmurry@usfca.edu](mailto:wmurry@usfca.edu) or x5486).**