   To: Beth Foley, Dean
 From: Andrew Walker, Department Head with input from ITLS Faculty
 Date: August 31, 2017
Subject: Data Informed Changes to ITLS Curriculum

Executive summary

Throughout 2016-2017 ITLS embarked on a planning initiative with a goal of updating our core classes across our graduate programs. That planning relied heavily on evaluation data-lead decision making. The following is a summary of how that data has informed changes to our curriculum.

The evaluation data include a survey of our current students, a focus group of prospective employers, and a survey of ITLS graduates. Summaries of each data source are provided below. For details on **core** classes and how they map to our MA, MEd, MS and PhD, please see the attached pdf "ITLSCoreRevisions2017"

Based on our survey of Alumni the feedback for the existing program is quite positive. Out of 67 respondents, 46 (67%) thought the program prepared them well for their current job and 48 (72%) saw it as helping them to move up in their current profession. Current students expressed enthusiasm about and satisfaction with the program.

In response to prospective employers, we have a three-course design sequence that incorporates both learning theory and instructional theory, and then asks students to apply both using design processes in hands-on design projects. Our alumni value the design processes and models they learned as part of our program, citing it along with learning theory as a key piece of content.
- Instructional Design 1 - slight changes
- Instructional Design 2 - slight changes
- Design Thinking - new class

We have split our existing research & evaluation class into (1) understanding research and (2) assessment & evaluation. Our alumni identified research, analysis, evaluation, and assessment as knowledge and skills they use regularly. To give this wide set of topics proper coverage requires two classes.
- Understanding Research - new class, split from Research & Evaluation
- Assessment & Evaluation - new class, split from Research & Evaluation

Remaining required coursework rounds out these efforts. Learning theory remains a central focus of the program as a standalone class, reflecting the views of prospective employers and alumni, who observed the centrality of learning theory in their current work. We noted that alumni frequently used project management as part of their job, but despite finding value in the existing program rarely saw it as a skill they acquired while studying with us. In addition, prospective employers cited project management as an important skill that was desirable in prospective employees. To close that gap, we are adding a project management class so that students can learn those skills here. Finally, we are encouraging students to use the existing Internship option. We have also asked students to submit a portfolio as part of their Creative Project or Internship

class. Per feedback from current students, they will build this portfolio based on a series of projects throughout core classes geared towards their future careers or current career advancement. It is clear from our prospective employer focus group that a portfolio which showcases applicants' design intuition is key to successfully landing a job.

- Project Management - new class
- Learning Theory - slight changes
- Practicum/Project/Internship - slight changes

ITLS is enthusiastic about the pending changes in our curriculum. Full credit to our Curriculum Committee: David Feldon, Sheri Haderlie, Victor Lee. We also want to acknowledge Kristin Searle, Sheri Haderlie, and Breanne Litts for gathering and summarizing data from prospective employers, alumni, and current students respectively.

Data Summaries

ITLS Current Student Survey Summary

We received 37 total responses with representation across all our degree programs. Students reported equitable interest in careers across a range of areas and indicated the most interest in the tech industry, curriculum development, freelance consulting, and academic research. In open-ended responses, the majority of students expressed enthusiasm about and satisfaction with the program. Students provided a range of suggestions for courses they would like to see added to our program, which guided and informed our redesign of the curriculum, as these suggestions were not outside the realm of the expertise of the current faculty. For example, students suggested having class outcomes that contribute to their portfolio for future career opportunities or current career advancement. The biggest frustration students expressed was response time from faculty (in the context of classes) and the second was around advising. We have moved toward appointing a graduate program coordinator as a solution to address the majority of students' issues expressed.

ITLS Instructional Design Focus Group Summary of Prospective Employers

6 total prospective employer participants from the greater SLC area.

Students should come out of the program with:
- A fundamental understanding of learning theory (Bloom's taxonomy; *The Fifth Discipline* by Peter Senge) and concepts like pacing and chunking
- Specific examples of how they've used different design processes and WHY (a portfolio)
  → A key focus of the overall conversation was that designers should know multiple models and when it's appropriate to use each one

ADDIE (but not enough by itself)
Waterfall
SAM
"3 C's model": content, cognition, constraints (Matt, p. 13)
Alpha Beta Gold
Kirkpatrick's levels of training and evaluation
Merrill's first principles of instructional design, esp. activation (p. 7)
Cathy Moore's action mapping
- Ability to work with others on more complex projects and examples of this work
- Specific project management skills that are applicable to instructional design

"design contextualized project management"
stakeholder management
risk management
communication plan & strategy
- Real-world internship experience

Specific competencies employers look for in instructional designers:
- Ability to build and leverage relationships

- Ability to communicate openly across different communication styles
- Ability to take things apart and (re)build them in ways that make sense; ability to interpret business needs (consultant mentality)
- Ability to drive results
- Ability to make informed judgements and mitigate when necessary
- Ability to tell stories and make connections
- Secret sauce = good communicator + agile/flexible + work ethic (Tom, p.7)
- Ability to engage in rapid prototyping, cycles of iteration and feedback (perception that academically-trained designers are often too rigid and focused on the final product)

Quotes:

"Being able to ask the right questions right up front is super key for our business. It is a skill, relationship—building relationships and knowing how to ask the right questions and how to listen with squinty ears, if you will." (Rich, p.6)

"I've even asked questions like, "You've got a salesforce of a thousand people worldwide and you need to roll out this new product knowledge. The real end goal is for them to be able to sell that really, really well. How would you approach that? What would you do about that?"

I mean, you need to understand the technology constraints. You need to understand their world, where are they gonna be when they're taking this training, stuff like that." (Rich, pp. 19-20).

"I'm like, "Go out and create that or just create presi-s that you can share publicly to do that kind of thing." That's something that I'm really looking for is a portfolio and lots of experience to find you're in-tune, that design intuition." (Alisa, p.28)

"What are you doing? Are you listening? Just listen. You've gotta be a consultant. Maybe that word hasn't come up yet, but consultant is what you need to be." We tried to lead him that direction, but he didn't know what it means to be a consultant. Consultants ask questions. They're paying you, they're paying us, to come in and help them figure it out." (Rich, p. 30)

"Going back to a thought I expressed earlier, I guess it'd be a question that I don't expect an answer to, but maybe just as food for thought. Is the goal to prepare designers for the business world or for the academic world? Or is the goal to prepare designers to push back against maybe what some established things are and to bring the quality level up in, especially in the business world, right?

I can't say it enough. We never evaluate. Yet, I had to take two courses on evaluation and a course on assessment. I'm never gonna get a chance to use it." (Matt, p.35)

ITLS Alumni Survey

We had responses from a total of 69 respondents.

What degree did you complete through the Instructional Technology and Learning Sciences (ITLS) department [formerly the Instructional Technology (INST) department] at Utah State University? (68 responses)

MEd =	8	(11.8%)
MLTID =	5	(7.4%)
MS =	36	(52.9%)
EdS =	4	(5.9%)
PhD =	15	(22.1%)

What is your current job title? (68 responses)

- 16 – instructional designer – incl II & Sr
- 18 – director/manager/CEO/CIO/CLO in title
- 8 – learn or learning in title
- 5 – develop/developer or produce/producer in title
- 6 – trainer/training or coach in title
- 6 – eLearning/digital/online in title
- 6 – professor/faculty/dept chair
- 1 – consultant
- 1 – principal

Institutions/businesses mentioned: Carnegie Mellon, USU Eastern, Vanderbilt, Xactware, Walden University, SLCC

What knowledge and skills do you use regularly in your current position? (67 responses)

- 37 – design/development
  - incl instructional, curriculum, course
- 22 – project/program management
- 27 – media development/production (tools)
- 19 – theory
- 25 – presentation/communication skills
  - incl speaking/verbal, digital, writing, editing, teaching, training
- 15 – research/analysis/evaluation/assessment

Do you think your program in ITLS (or INST) prepared you well for your current position? (67 responses)

- 46 – yes
- 10 – somewhat
- 4 – no
- 8 – yes & no

Did your program prepare you to continue to move up in your chosen profession? (67 responses)

- 48 – yes
- 5 – somewhat
- 8 – no/not really
- 6 – undecided/not sure

What content studied during your program have you found extremely relevant to your career path? (67 responses)

        32 – design processes/models
        32 – learning theory
        13 – tools
         7 – project management
         4 – foundations
         4 – cognitive psychology
        12 – research/evaluation methods
         2 – presentation skills
         4 – human performance
         1 – internship
         5 – eLearning/web/online

What skills acquired during your program have you found extremely relevant to your career path? (64 responses)

        21 – design processes/models
        26 – tools
         8 – team/collaboration/group work
         5 – project management
         8 – presentation/communication/writing skills
        11 – research/evaluation methods
         2 – conference attendance/networking
         1 – learning theory

What ITLS courses from your program would you recommend to someone replacing you in your current job? (60 responses)

        16 – tools
                photoshop, HTML/CSS, video, web-based, flash
         6 – adult learning
        17 – theory
         2 – communication/collaboration
        13 – design (ADDIE)
        11 – project management
         4 – eLearning/distance courses
         1 – design thinking
         4 – foundations
         1 – statistics
         3 – performance analysis
         7 – research & evaluation
         1 – international instructional technology (Dr Eastmond)
         3 – current issues seminars

Is there anything that you would suggest the department add to their curriculum? (44 responses)

        Accessibility issues

Competency-based models
Community of practice
Social learning
Captivate/Storyline/Photoshop/Illustrator
Digital authoring
2 – App development
Online development
Online communication (WebEx, GoToMeetings, AdobeConnect)
Rapid development & prototyping
Advanced eLearning design
Social media as a training medium
How systems connect & pass data
More tools
Coding, gamification, MOOCS
Learning Management Systems
Working in an LMS
2 – LMS/CMS development & management
Developing online courses
Mobile learning
Game theory & practical game development
Analysis and evaluation – using data
2 – Data analytics and interpretation
Data mining
I/O psychology
Social statistics class
Required grant writing
5 – Writing skills
4 –Leadership/management & communication skills
4 – Presentation/communication skills
How to work with SMEs
Marketing
Understanding how businesses run
Corporate training concentration
Business or entrepreneurship component
Be more connected to industry
Non K12 theories & practices – a path for corporate training managers
Organizational development
Soft skills like conflict negotiation
Curriculum design
UX, usability, visual design
User experience & interaction design
Instructional design using technology tools & hybrid learning
Practice creating products with difficult clients & under unusual circumstances
Program evaluation
Assessment
Problem solving skills

8 – Project management
Emotional intelligence in learning
Keep it flexible & customizable
2 – Current issues courses
Some computer science courses as electives
2 – Sociology/psychology ties
Bring back the thesis and defense requirements
Portfolio development
Mandatory internship or larger, multi-stage project work experience
Mandatory attendance at professional venues (conferences, shows, etc.)
2 – Teaching experience
6 – Work with actual/real-world companies/businesses