Internal Graduate Program Review - AY 2024
Instructional Technology (MED & EDD) Survey Results

Respondents
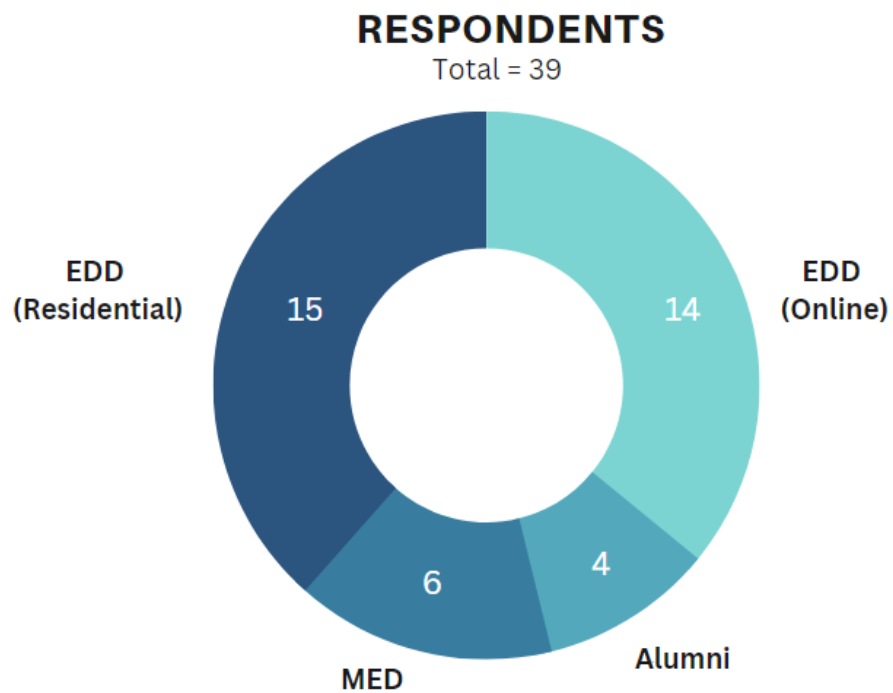
Total (n = 39)
EDD (Residential: n= 15)
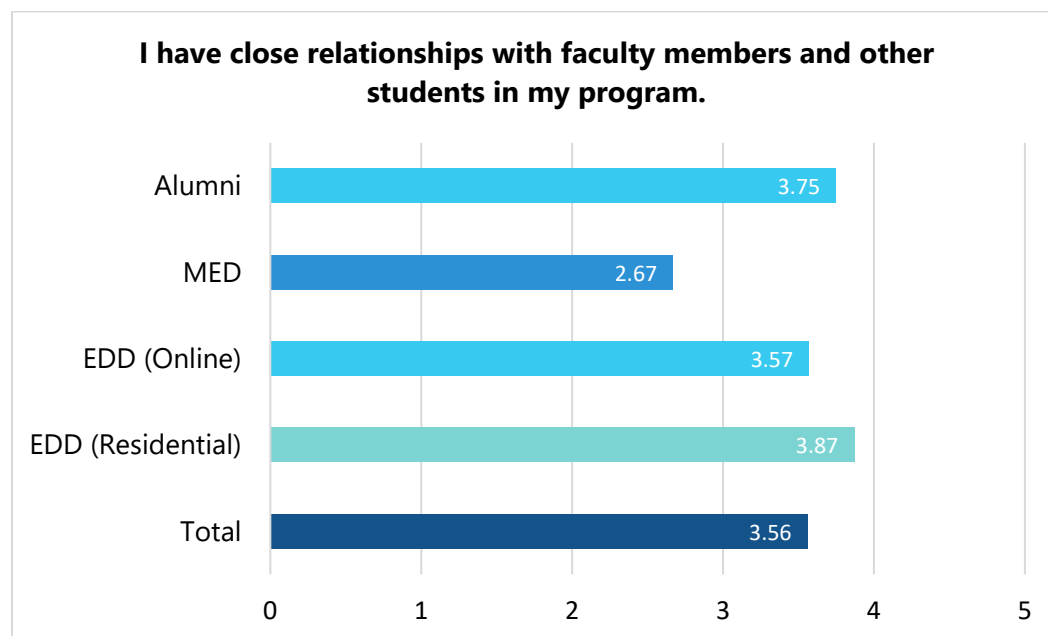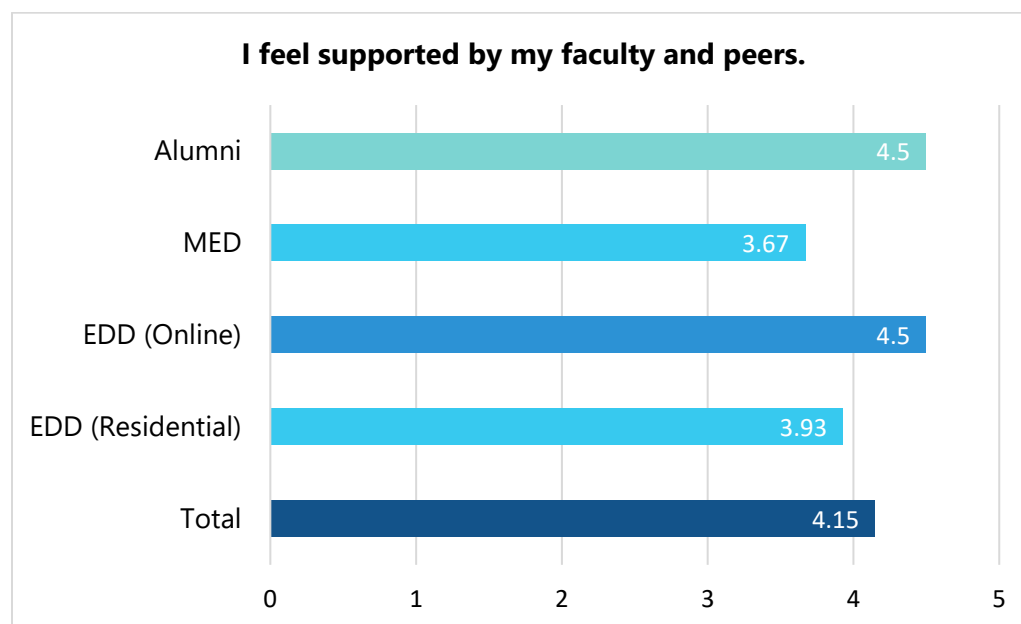EDD (Online: n = 14)
MED (n = 6)
Alumni (n= 4)

RESPONDENTS
Total = 39

EDD (Residential): 15
EDD (Online): 14
MED: 6
Alumni: 4

The Graduate Student Experience

7. How likely are you to amend the area of **Student Socialization**?

I have close relationships with faculty members and other students in my program.

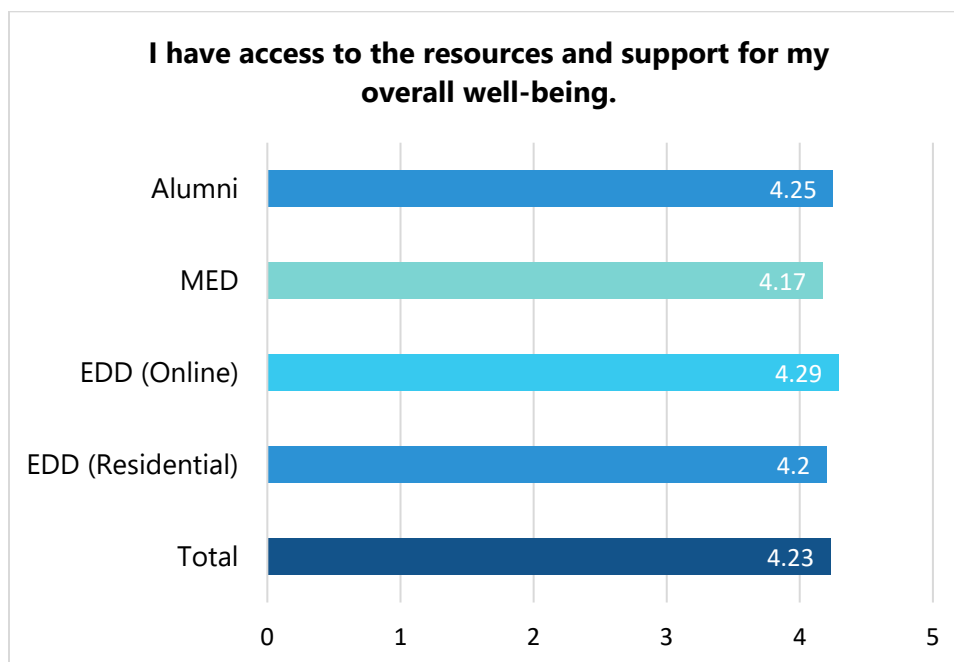| Category	Value
Alumni	3.75
MED	2.67
EDD (Online)	3.57
EDD (Residential)	3.87
Total	3.56

8. How likely are you to amend the area of **Student Experiences of Community?**
(Creating connections between students and faculty or among students with fellow peers.)

I feel supported by my faculty and peers.

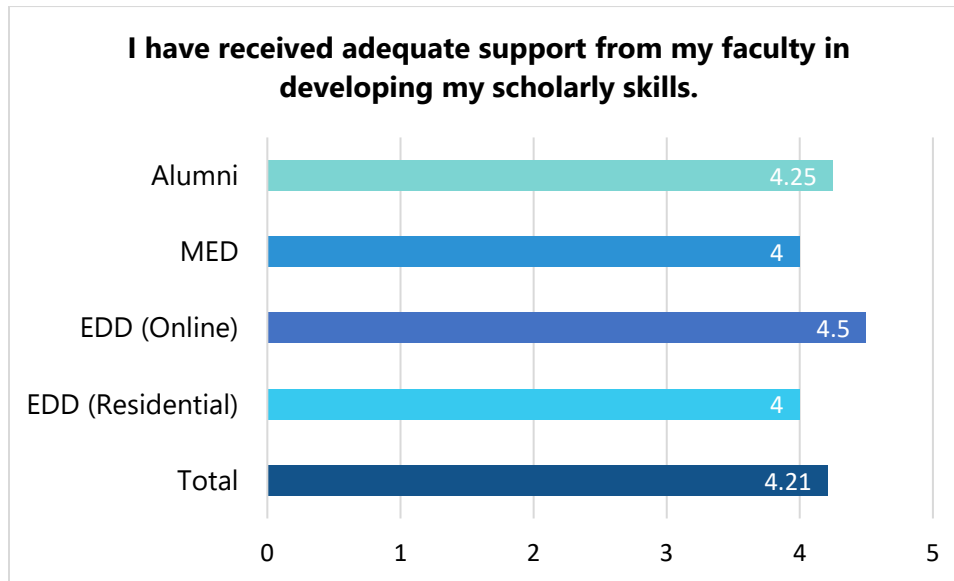| Category	Value
Alumni	4.5
MED	3.67
EDD (Online)	4.5
EDD (Residential)	3.93
Total	4.15

9. How likely are you to amend the area of **Student Experiences with Inclusivity**?
(Students' sense of belonging, acceptance or experience of culturally sustaining pedagogy within the program.)

I feel respected by my faculty and peers.

Category	Value
Alumni	4.5
MED	4.5
EDD (Online)	4.57
EDD (Residential)	4.33
Total	4.46
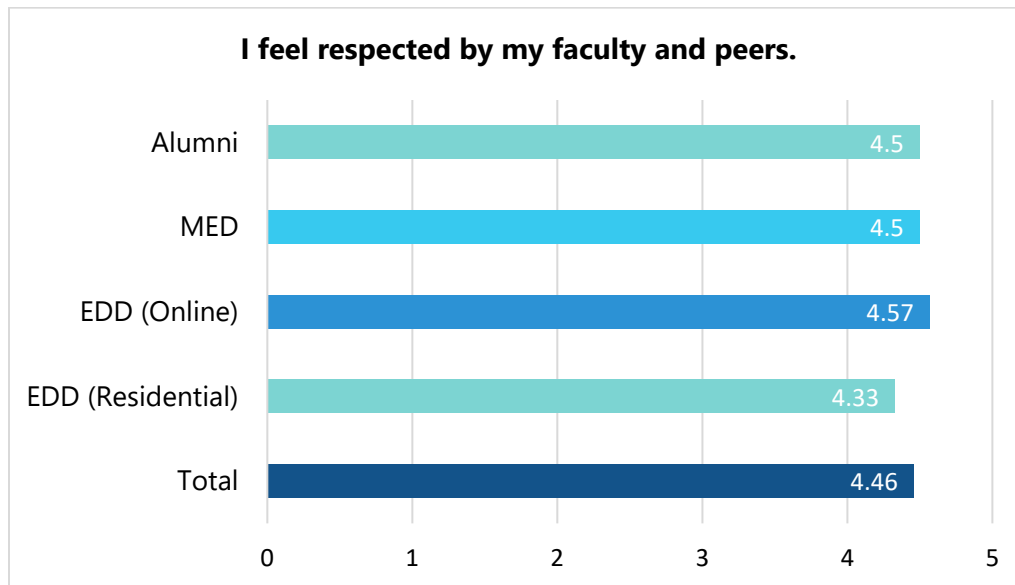
10. How likely are you to amend the area of **Student Experiences with Health & Wellness**?
(Experiences of mental health, physical well-being, access to food and transportation, access to basic funding, necessary employment, etc.)

I have access to the resources and support for my overall well-being.

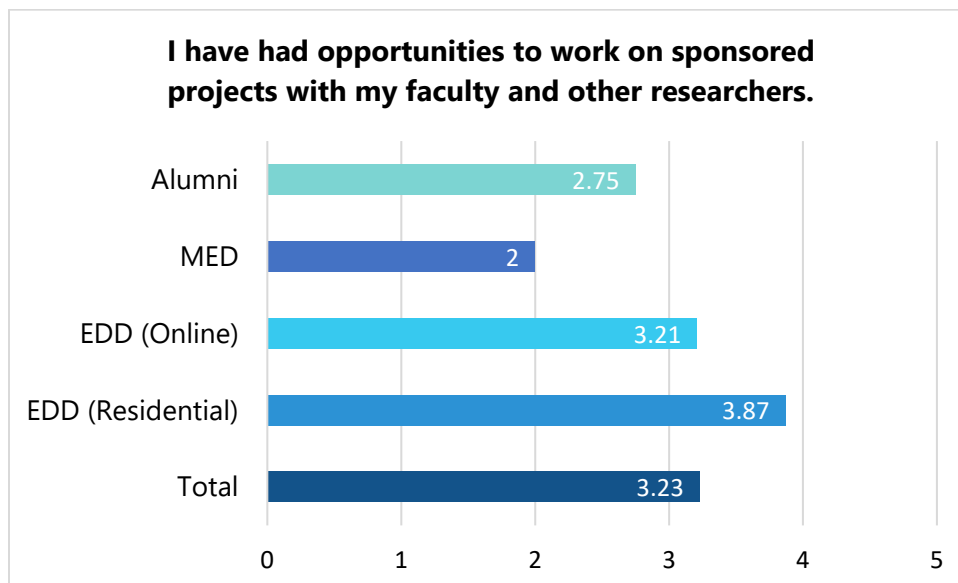| Category	Value
Alumni	4.25
MED	4.17
EDD (Online)	4.29
EDD (Residential)	4.2
Total	4.23

11. How likely are you to amend the area of **Student Experiences with Scholarly Work**? (Experiences with writing, submitting, and publishing scholarly works.)

I have received adequate support from my faculty in developing my scholarly skills.

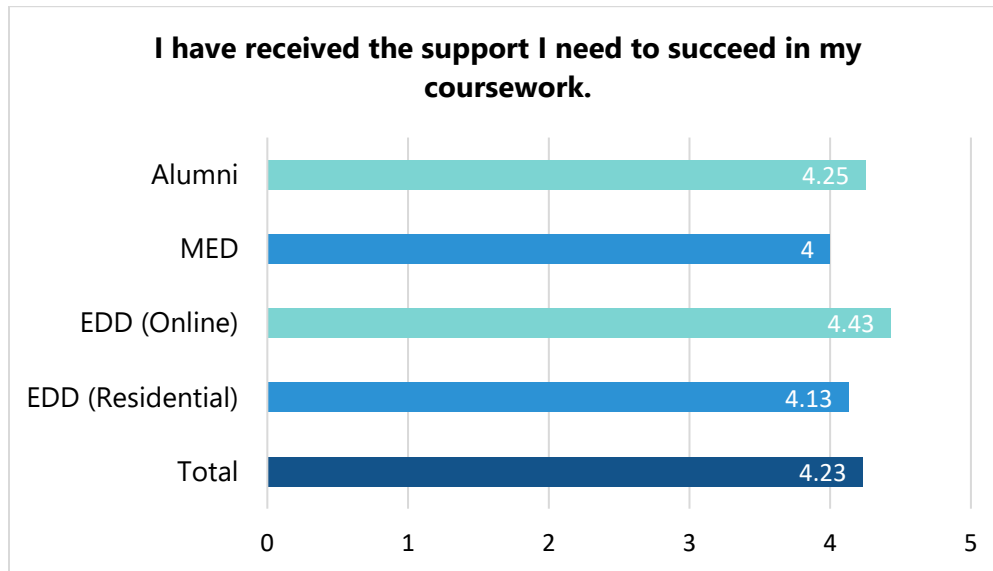| Group	Value
Alumni	4.25
MED	4
EDD (Online)	4.5
EDD (Residential)	4
Total	4.21

12. How likely are you to make change with regard to **Student Experiences with Sponsored Projects?**
(*Experiences with writing submitting, and working on funded research/sponsored projects*.)

I have had opportunities to work on sponsored projects with my faculty and other researchers.

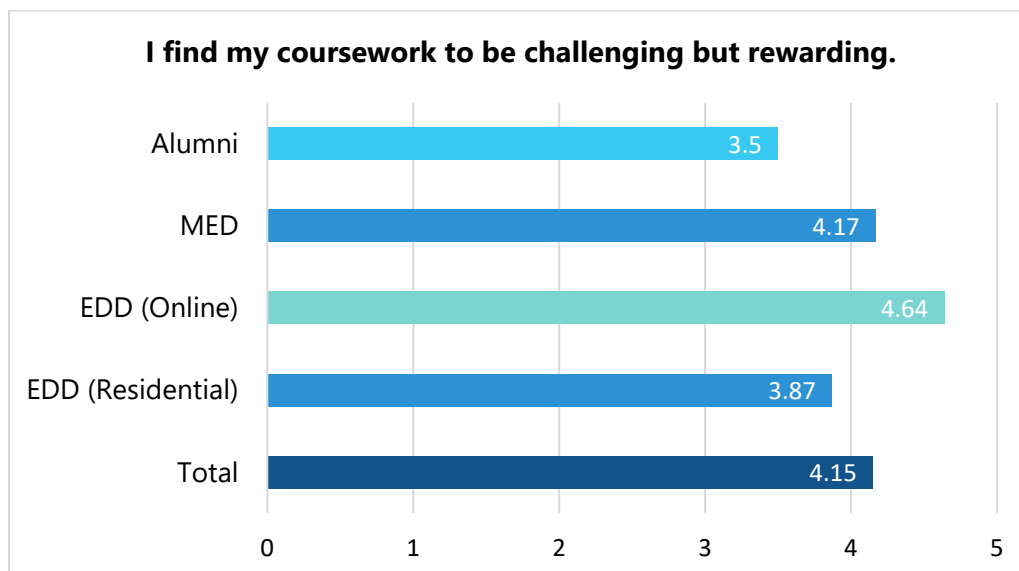| Group	Value
Alumni	2.75
MED	2
EDD (Online)	3.21
EDD (Residential)	3.87
Total	3.23

13. How likely are you to amend current practices surrounding **Student Experiences with Academic Success?**
(This includes coursework grading, completion of fellowships, access to scholarships, etc.)

I have received the support I need to succeed in my coursework.

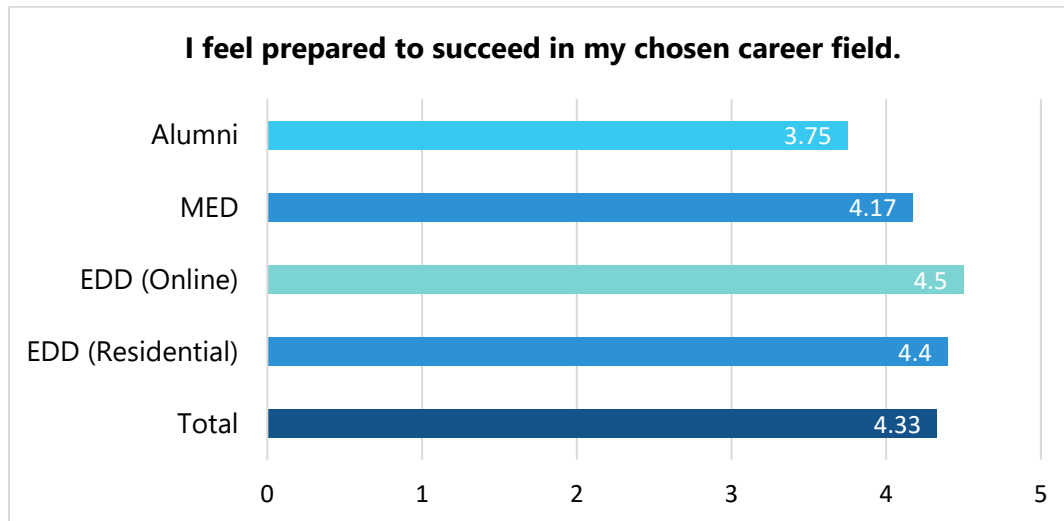| Category	Value
Alumni	4.25
MED	4
EDD (Online)	4.43
EDD (Residential)	4.13
Total	4.23

14. How likely are you to amend current practices surrounding **Student Experiences with Academic Engagement?**
(Experiences with behavioral, cognitive, emotional, social, and collaborative forms of engagement.)

I find my coursework to be challenging but rewarding.

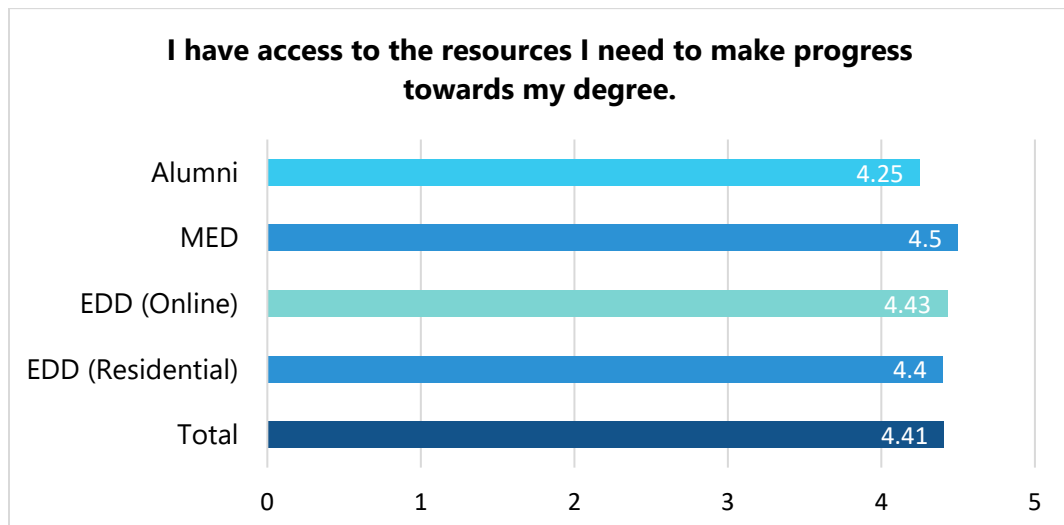| Category	Value
Alumni	3.5
MED	4.17
EDD (Online)	4.64
EDD (Residential)	3.87
Total	4.15

15. How likely are you to amend current practices surrounding **Student Experiences with Workforce Preparation?**
(Experiences with workforce preparation, preparing for graduate school, or other professional next steps from the program.)

I feel prepared to succeed in my chosen career field.

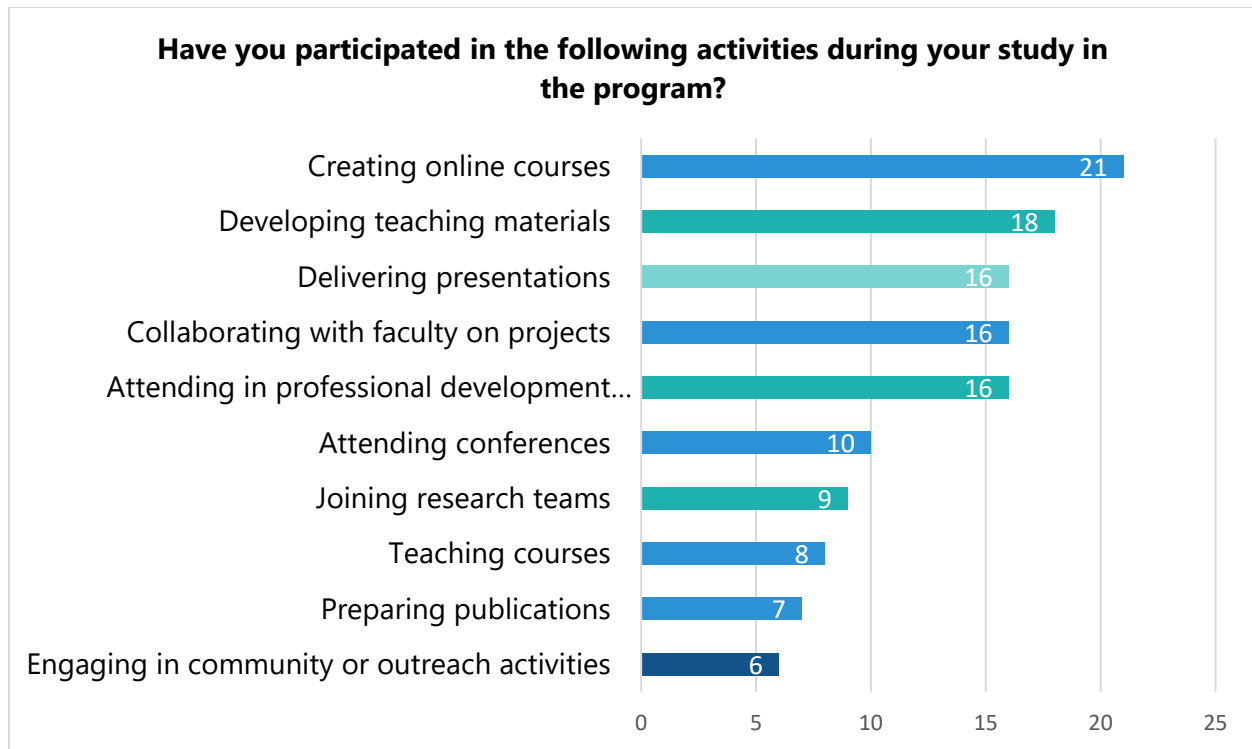| Category	Value
Alumni	3.75
MED	4.17
EDD (Online)	4.5
EDD (Residential)	4.4
Total	4.33

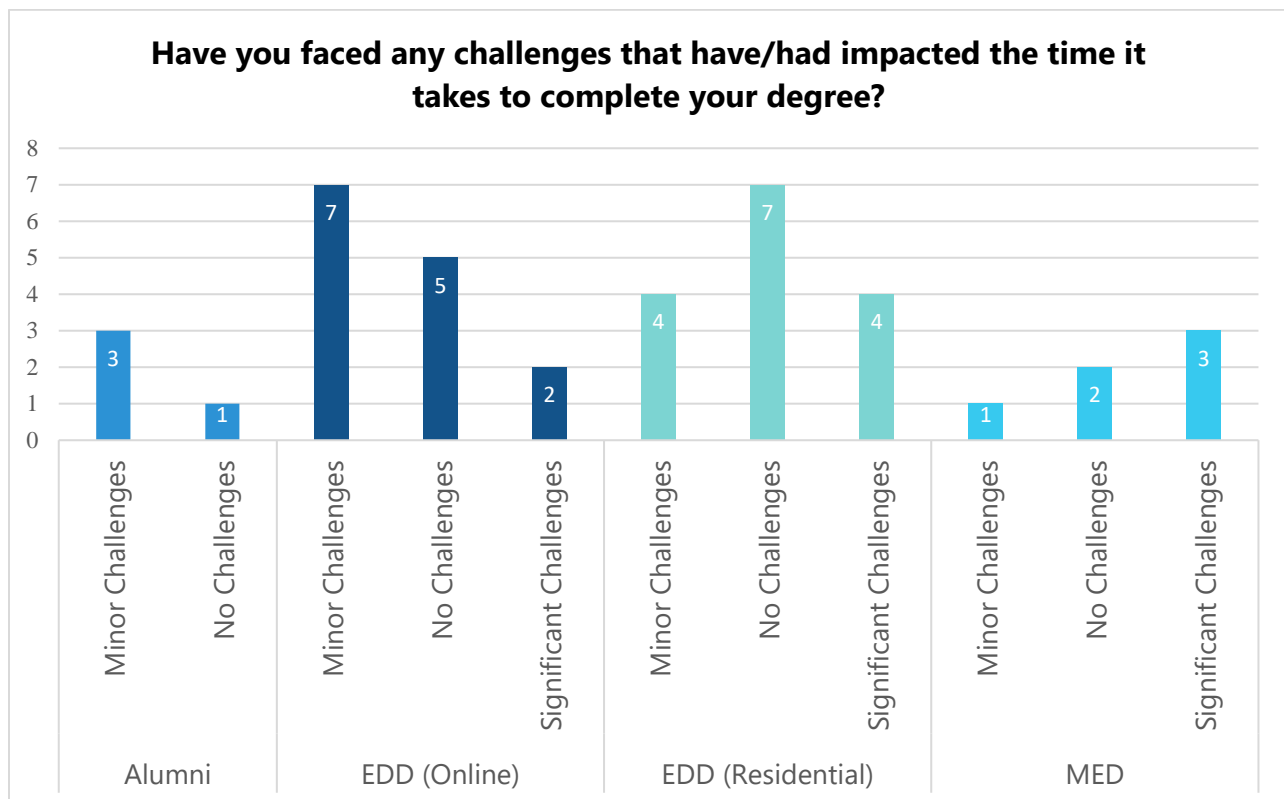16. How likely are you to amend current practices related to **Student Experiences with Time to Degree?**
(Experiences with student retention and time to graduation. Do you see any actionable changes needed in this area for the program?)

I have access to the resources I need to make progress towards my degree.

Category	Value
Alumni	4.25
MED	4.5
EDD (Online)	4.43
EDD (Residential)	4.4
Total	4.41

17. Have you participated in the following activities during your study in the program?

Have you participated in the following activities during your study in the program?

Activity	Value
Creating online courses	21
Developing teaching materials	18
Delivering presentations	16
Collaborating with faculty on projects	16
Attending in professional development…	16
Attending conferences	10
Joining research teams	9
Teaching courses	8
Preparing publications	7
Engaging in community or outreach activities	6

18. Have you faced any challenges that have/had impacted the time it takes to complete your degree?

Have you faced any challenges that have/had impacted the time it takes to complete your degree?

Group	Minor Challenges	No Challenges	Significant Challenges
Alumni	3	1	
EDD (Online)	7	5	2
EDD (Residential)	4	7	4
MED	1	2	3

Please Describe:

Balancing other priorities and paying tuition.

My life and work schedule.

Working full time and commuting 2 hours to Lubbock for classes at least once a week.

Balancing full time work and school is a challenge

Teaching full time while studying is a challenge.

I am working on developing my writing skills

Injured in car accident, issues with autoimmune disease sometimes affects progress sometimes

My time management skills have been lacking.

Due dates for big projects need to be flexible.

Balancing full-time work and school is a challenge.

Serious illness of a parent for over a year during which time I was a primary caretaker.

Challenges included needing a more robust knowledge and experience with academic research practices in courses, financial support, and overall collective coordinated support from all the instructors in the program as a team effort.

My access to subject matter experts and experienced leadership has drastically decreased. I am afraid that this may be a challenge I will face when it is time to do my dissertation and research.

Immediate family member passing

I switched positions to a new school district that lacks an Educational/ Instructional Technology person or department. Whereas my previous school district had 45 individuals under that specific department.

I experienced challenges when it comes to time management and handling pressure (e.g., family, cultural influence).

Covid, children

Covid, Broken wrist and hand.

My time management skills have been lacking.

Injured in car accident, issues with autoimmune disease sometimes affects progress sometimes.

Cultural, financial and education system

Teaching full time while studying is a challenge.

Finance

I have worked with three teaching faculties and one academic advisor. Dr. Bayne and Inan have gone far and beyond to help me and made our learning experience great. But my academic advisor is not as responsive and relatable. And Dr. Bakrim's course is not as encouraging due to lack of communication and support.

19. Please describe your professional and scholarly engagement (e.g., publications, presentations, awards, scholarships, grants) during your time as a student in the EDIT program.

It is my goal to submit a research proposal to at least one of the prestigious organizations in our field, AERA or AECT, every year. Whether accepted or not, I am thankful to receive feedback from various scholars. For publications, I have a goal to publish at least 3 papers related to my interest. I would like to use this opportunity to develop my writing skills and gain deeper knowledge in my research interest.

Thanks to my advisor, I am able to engage in scholarly projects and research work. Before she guided me to those, I was having a hard time deciding where to start.

Right now, I am working on several research projects to be ready for 2024.

Publication with RA supervisor, award for poster competition, and research assistantship and scholarships.

Won several awards from the college of education, and presented at conferences

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I was part of two grants for research - one did not move forward due to health issues for the lead, but I supported a 1-year study on my campus with the other grant (I was not the lead of this study, but I had significant contributions). Accepted for two AECT presentations for collaborative work with other students related to my research topic. I have used the videos and other materials (and the skills I am learning, in general) to conduct trainings and professional development on my campus for the past 2 years.

I have only been in the program for a semester, so I haven't done anything yet, but I do plan on presenting at the ISTE conference either this summer or next.

I started a new job at a university as the Training and Communications Lead.

I have not participated in any publications or presentations. I do attend professional development opportunities, attend the EGSO meetings and conferences they have.

Conference presentations

I have applied and received scholarships from the beginning as a full-time student. They are small $750-$1000 each semester but they made a big difference. I have also applied and awarded a $4000 fellowship, but I had to decline it because I can no longer maintain my full-time student status, due to starting full-time positions as an ID.

I received a few scholarships and reimbursements from my employer. I did not qualify for grants.

Presentations at national and international conferences.

20. What were your overall experiences with community, socialization, inclusivity, academic engagement, academic success, and workforce readiness in the EDIT program? What areas could the program improve?

I'm still in the progress of acquiring my degree, but I feel that the appropriate scaffolding is taking place for my needs.

It was good.

As an EDIT student, I believe that my program has equipped me with the skills and knowledge I need to cope with the challenges in the outside world. My advisor gave me opportunities to hone my research skills and develop my character as a professional. If there is an area that we need to improve, I would say that it is the structure of some courses. We have EDIT courses that teach the same content. Also, we need more guidance to strengthen our research skills.

It has been good so far.

I think the program is good in terms of providing the theoretical foundational background. However, there are many courses that repeat each other in terms of the content. I believe they should be revised and replaced with new courses that will help students gain some hands-on experience that will help students put the theory into practice.

Not many with the community, but my academic engagement has been very high, and I think I am ready to take the challenge of working as an instructional designer.

I think the program needs to do a better job of welcoming and connecting new students with continuing students, engage continuing students in the program through activities etc., providing support for students in terms of financial support, research support, and mentoring throughout the program. Additionally, the instructors in the program need to work together to better support students' academic needs and other issues such as struggling with stress and motivation. The courses need to reevaluated for necessity and whether they provide meaningful applicable instruction that connects or builds on the content of other courses because some of them were repetitive and ineffective. The program also needs to shortened as an EdD is a professional degree and provides more professional opportunities in the field.

I have not really socialized with other students. I am older than many of the master's students, so when I took 5000 courses, they did not seem too excited to collaborate on group projects with me (although might have been more my perception than anything). My cohort seems disconnected - I do not talk to any of them outside of school unless they work on my campus. I do feel like the skills I am learning are valuable and apply to my work right now. All of my professors have been very helpful and have provided excellent feedback and guidance. My advisor is exceptional, and it is because of her (Dr. Shin) that I was able to gain a lot of real-world experience in research. I do not have any recommendations for the program, but I do hope other students have the same opportunities as I have to be part of the process in applying for grants and being part of a research team with students who are further along in the program. That has been my favorite part of the program!

Projects in instructional design are real world based and help in practicing design models and implementation. Professors provide great feedback and support.

My expectations are being met for an online program. I know that my mindset will shift, and I will start to involve myself more with my colleagues as I recognize the few students in my cohort. I think an opportunity for the full cohort to meet in future classes would be beneficial.

Scheduling group meetings for those in the area with professors. Meeting in person is helpful to make a connection and provides a feeling of belonging.

My degree and courses have greatly helped me land a new job and do well at it!

I just started, so this does not apply.

As an online student, I think the faculty of the EDIT program does a great job of building in opportunities to be included with my peers and are always understanding of being a full-time teacher and attending school. They also regularly ask us to think about how our coursework is applying to life beyond this degree and our future goals.

It has been tough building a community through an online program. And it may be because we are all working professionals, so trying to socialize in a distance education program may require

additional work on top of our other responsibilities. The program should try and build more community with the different cohorts. Some examples may include having a Zoom meeting once a month with all the students, hosting a weekend in Lubbock where we network and talk about experiences and research ideas. And the individuals that can't make it can still participate by conference call.

Splendid

I haven't really pursued on my own initiative, so low engagement in the social sense.

"I think individual students are very social, friendly, and helpful to each other; but the overall socialization for entire classes is almost non-existent. This is for online students. I think TEAM/Group Activities that the implementation of parallel individual activities would benefit the program.

Digital Annotations would make the reading assignments a collective activity with the entire class. "

My most important goal to enter EDIT program was to change career path and find a decent paying job in the ID field ASAP. I was able to fulfill that goal with a full-time contract offer on the completion of my second semester (with 5 courses completed), and continue to grow as an ID now in higher Ed as an fulltime ID (exempt) .

I took my courses strategically to align with my goal (to find a job fast), so I took one foundation course, so that I know the field enough to go through interview talks; and 3 application courses to build a portfolio to demonstrate my skills to hiring managers; and 1 statistic course to show that I have working knowledge interpret data in work.

I think all the courses I've taken are high quality, rigorous, and most importantly, practical!

I specifically enjoyed the courses by Dr. Cheon, through which I built a solid portfolio and hence landed my first full time contract ID position. I believe that Dr. Cheon's courses helped me break into the job market fast.

Now I'm working in higher ed setting as an ID and I started taking Dr. Inan's courses. I enjoy them greatly as well, because they are practical and beneficial for me to grow in my current position.

Overall, I think the EDIT masters' program has done a stellar job in preparing me in terms of workforce readiness, which is my most important goal.

In terms of inclusivity, I believe all my professors are international scholars, and they are all awesome and top notch.

There is not much socialization in the online program, but I personally don't care about community or socialization anyways; My goals are to learn the skills that I need to learn, get the degree, and find a good paying job, so I think the program serves me extremely well and checked all my boxes.

I think the program could emphasize its success on preparing students for workforce readiness, which is very important in this economy. "

"Completing an online degree should be a way to strengthen my ability to become a better ID designer in the future. It is great to learn from professors and classmates in distant learning. I found that this program was a great fit to my career goal since I have been teaching Chinese online for over eight years.

Within the program I get a little stressed when not getting responded to with a constructive and personal answer, when not being connected to my fellow classmates, and when not getting enough personal feedback to improve.

I would also like to get more personalized advice from my advisor to plan out my TTU academic career and seek potential opportunities that I may not be aware of.

I mostly work independently, so I have not had much engagement with any activities outside of courses. The program could improve extracurricular activities (e.g., conference access) for online students and provide more information on career options.

I have had a positive experience overall. All resources are adequately available. The only resources I feel are lacking are those guiding how to get a job in the field of instructional technology. It seems to be a flooded marketplace, but I've had no guidance in any of my courses on how to pursue a job.
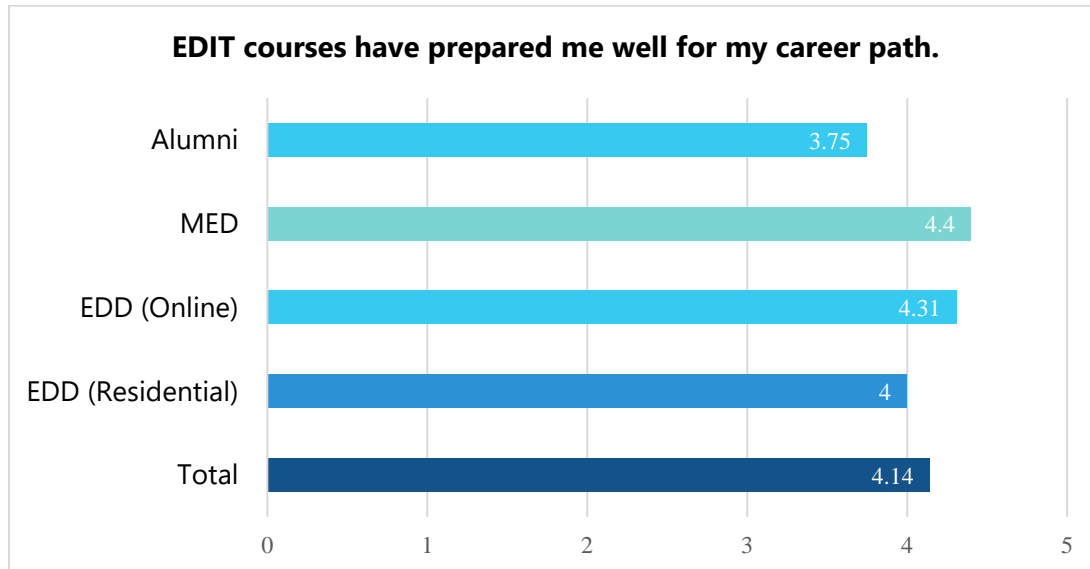
Program was great. Only feedback is more experience with instructional design tools required in today's workforce. Camtasia, articulate, etc. Hope there are plans to incorporate Ed on AI moving forward.
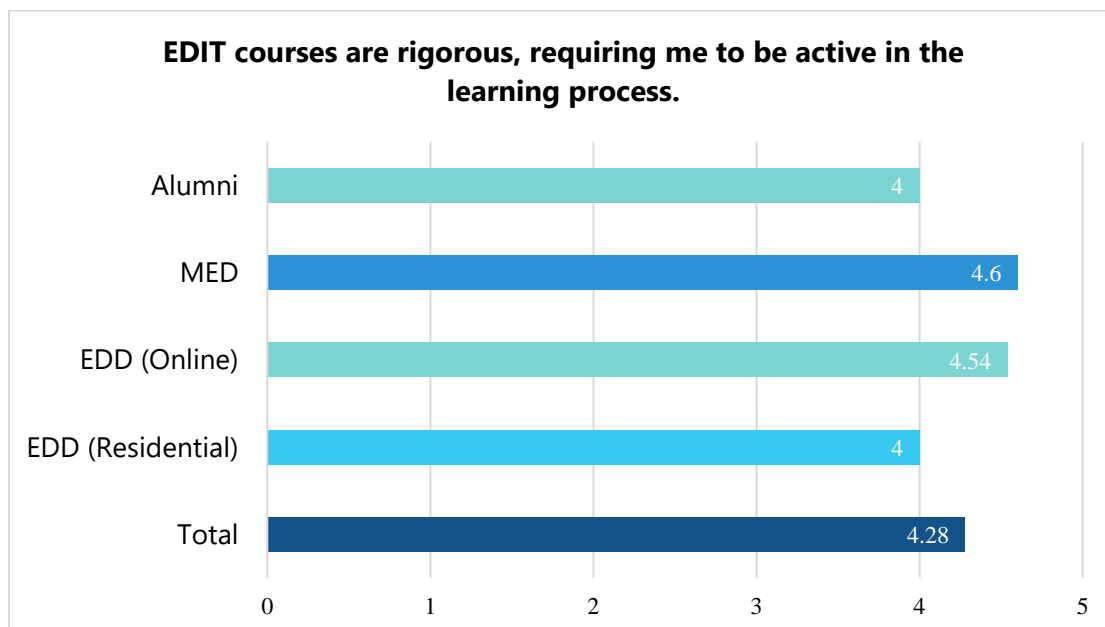
Curriculum Review & Reflection

20. How likely are you now to amend the way in which the **Curriculum is Aligned to Student Workforce Preparation?**
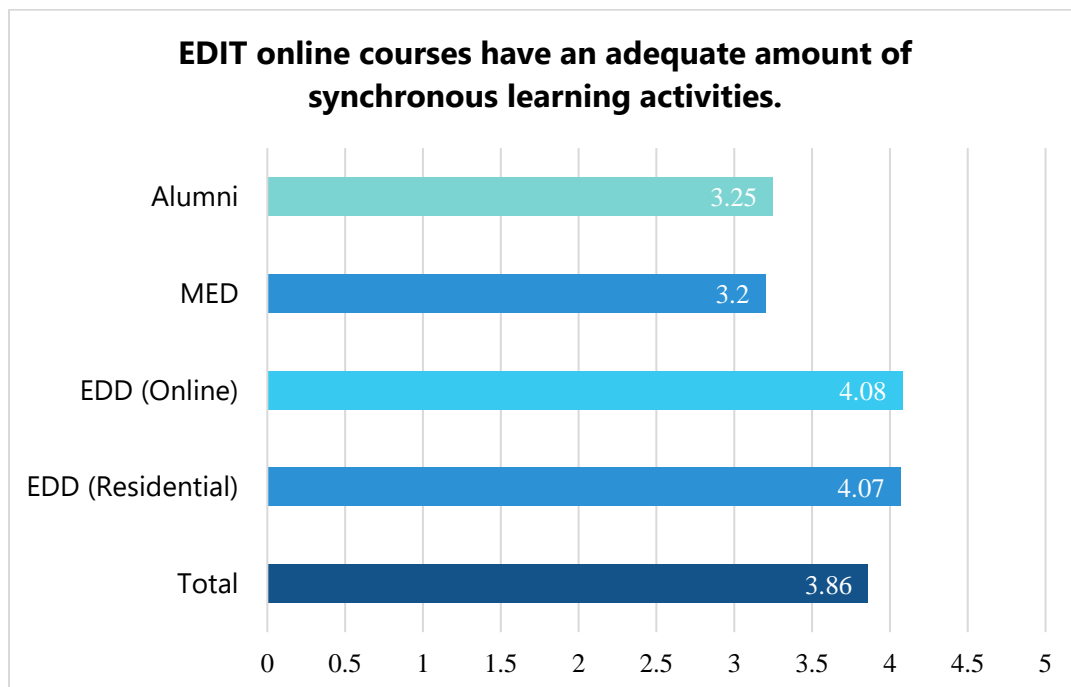(How well does the current curriculum align to the workforce or promote further graduate education?)

EDIT courses have prepared me well for my career path.

Category	Value
Alumni	3.75
MED	4.4
EDD (Online)	4.31
EDD (Residential)	4
Total	4.14

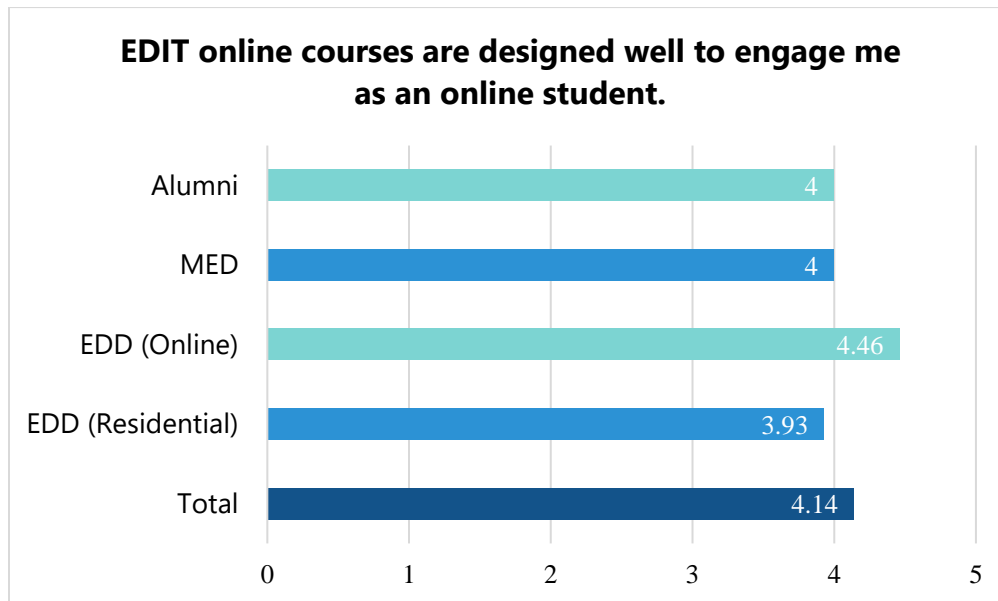21. How likely are you to amend the **Rigor of the Program's Curriculum**?
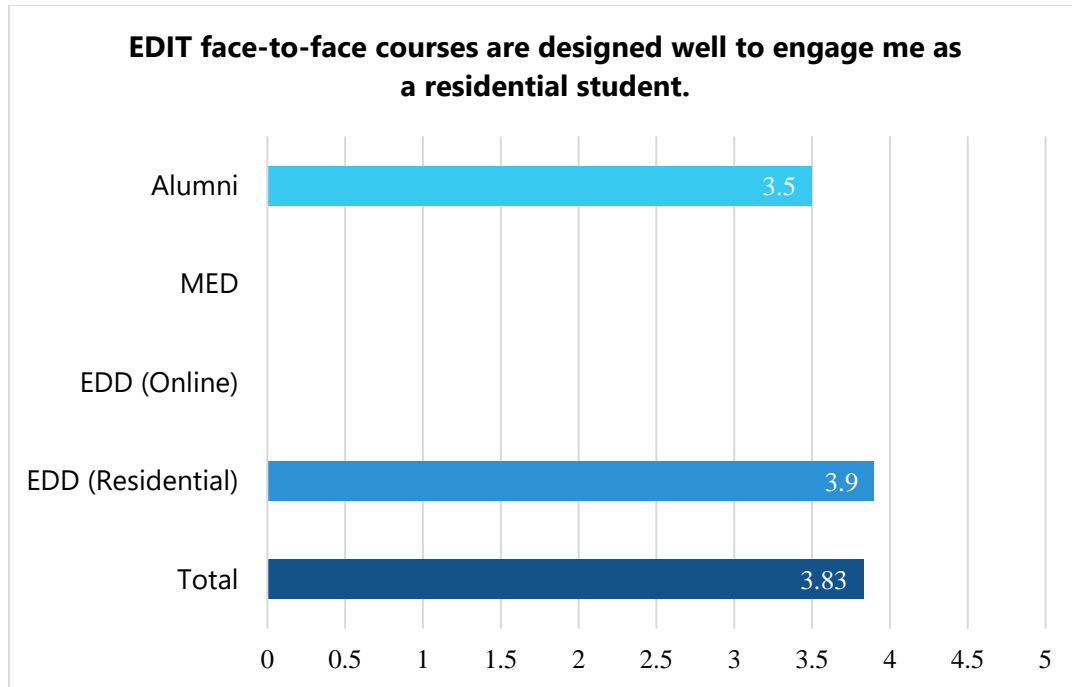(Would you modify the rigor of this program's curriculum based on the information you have gathered?)

EDIT courses are rigorous, requiring me to be active in the learning process.

Category	Value
Alumni	4
MED	4.6
EDD (Online)	4.54
EDD (Residential)	4
Total	4.28

22. How likely are you to alter the **Program's Curricular Modality?**
(How likely are you to change or modify the modality or location of the current graduate coursework [online, hybrid, synchronous, etc.]?)

EDIT online courses are designed well to engage me as an online student.

Category	Value
Alumni	4
MED	4
EDD (Online)	4.46
EDD (Residential)	3.93
Total	4.14

EDIT online courses have an adequate amount of synchronous learning activities.

Category	Value
Alumni	3.25
MED	3.2
EDD (Online)	4.08
EDD (Residential)	4.07
Total	3.86

EDIT face-to-face courses are designed well to engage me as a residential student.

Category	Value
Alumni	3.5
MED	
EDD (Online)	
EDD (Residential)	3.9
Total	3.83

My interactions with EDIT faculty are satisfactory during my coursework.

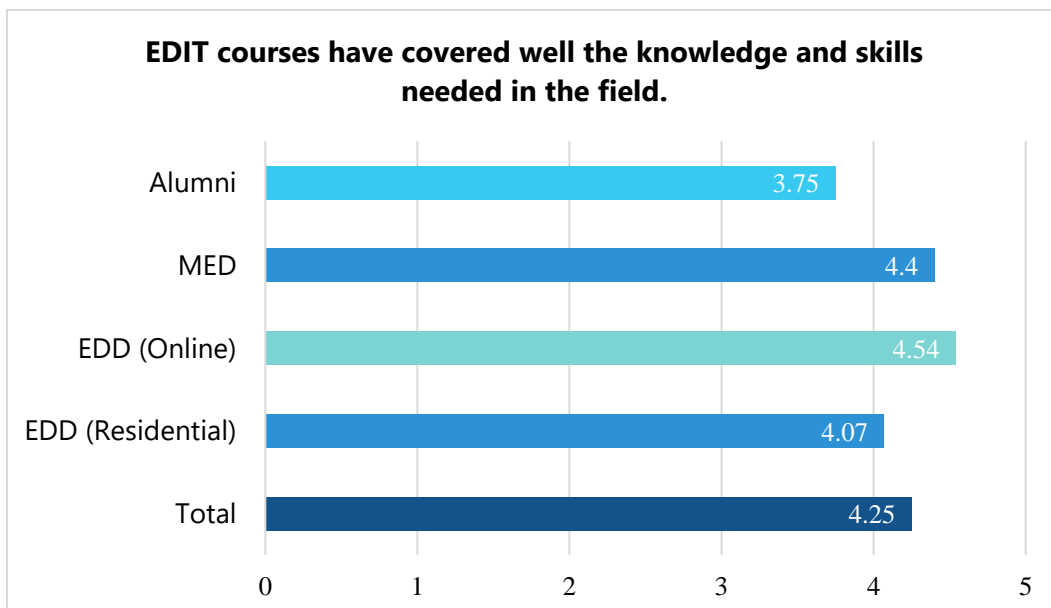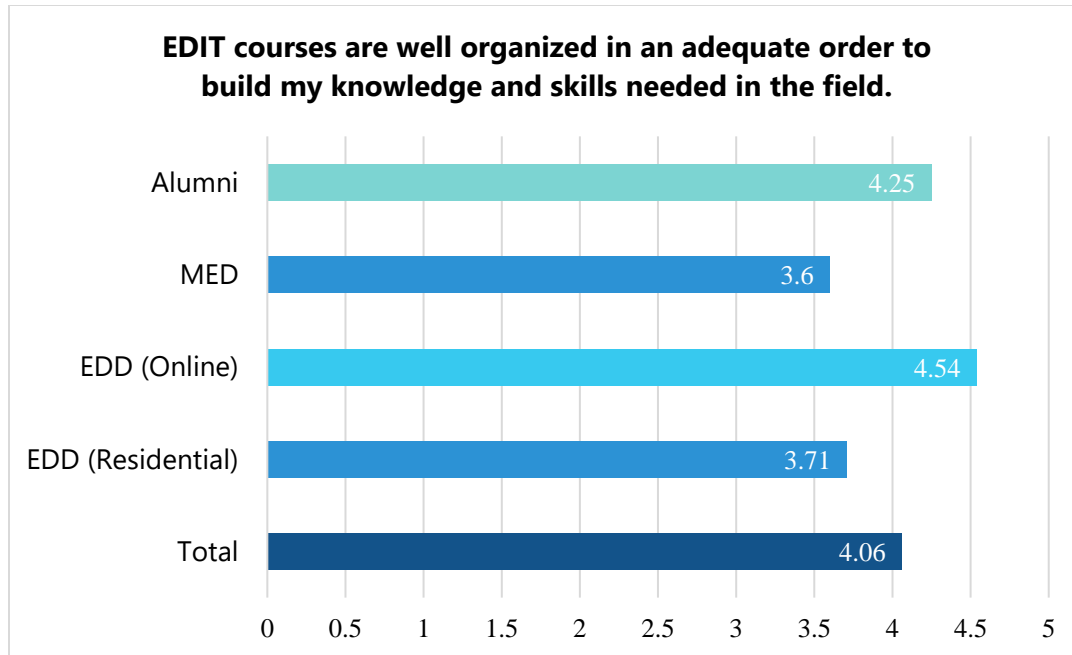| Category	Value
Alumni	4.5
MED	3.8
EDD (Online)	4.46
EDD (Residential)	4.21
Total	4.28

23. How likely are you to modify aspects of **Student Engagement with the Curriculum**?
(Do you think you will change or increase the level of student engagement strategies as part of the program's curriculum and overall pedagogy?)

EDIT courses' activities and assignments are engaging to me.

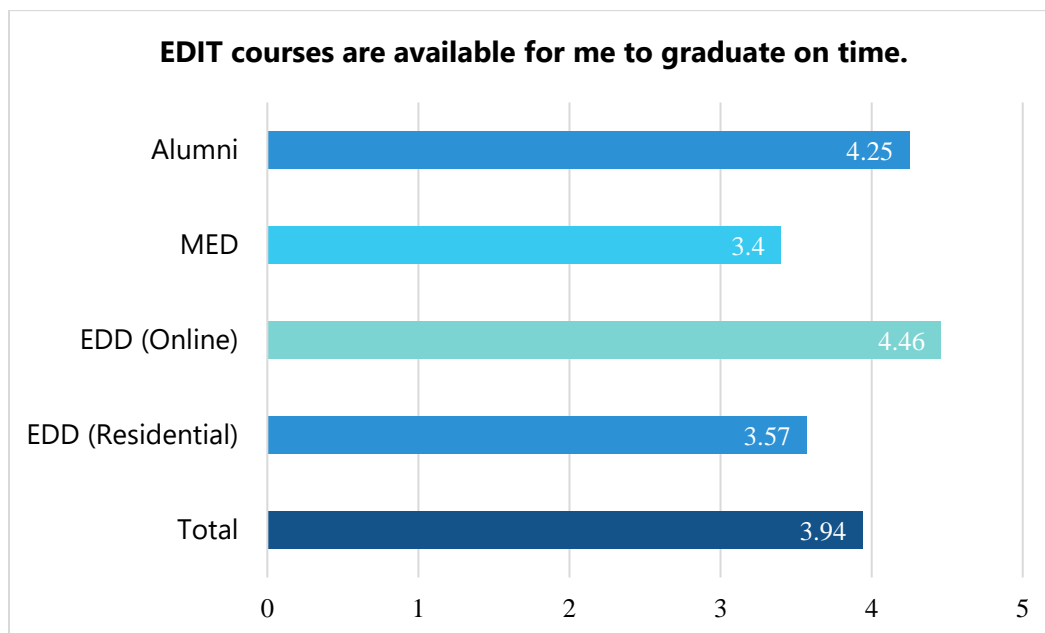| Category	Value
Alumni	4
MED	4.2
EDD (Online)	4.46
EDD (Residential)	3.86
Total	4.14
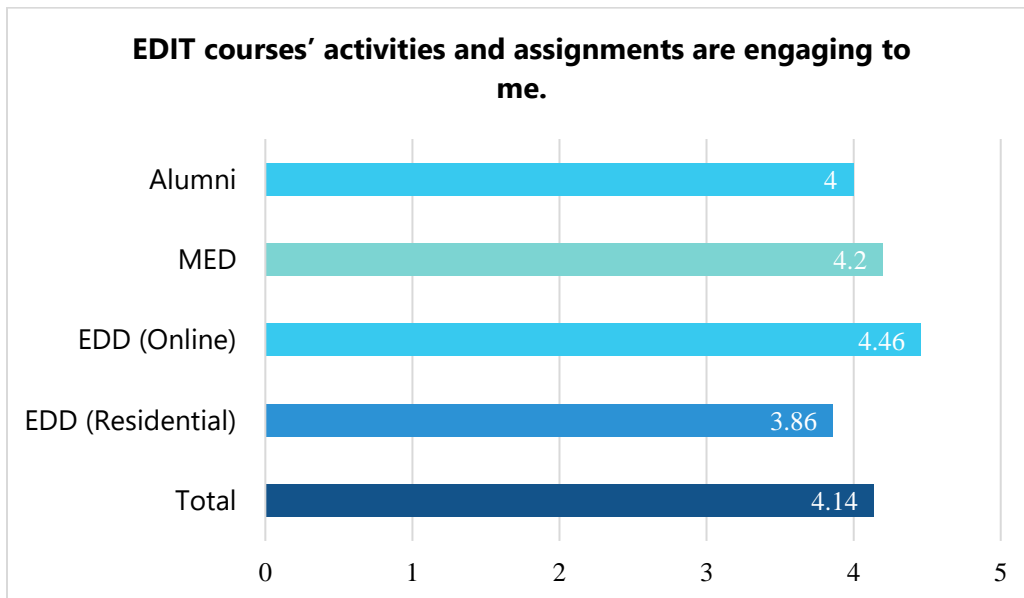
24. How likely are you to modify or change the **Scope and Sequence of this program's curriculum**?

EDIT courses have covered well the knowledge and skills needed in the field.

Category	Value
Alumni	3.75
MED	4.4
EDD (Online)	4.54
EDD (Residential)	4.07
Total	4.25

EDIT courses are well organized in an adequate order to build my knowledge and skills needed in the field.

Category	Value
Alumni	4.25
MED	3.6
EDD (Online)	4.54
EDD (Residential)	3.71
Total	4.06

25. How likely are you to modify or add to the **current graduate program's Required Coursework**?

EDIT courses are available for me to graduate on time.

Category	Value
Alumni	4.25
MED	3.4
EDD (Online)	4.46
EDD (Residential)	3.57
Total	3.94

The required coursework in EDIT is adequate for my learning.

Category	Value
Alumni	4
MED	3.8
EDD (Online)	4.46
EDD (Residential)	3.86
Total	4.08

Comprehensive exam (MED): EDIT courses prepared me well for the comprehensive exam.

Category	Value
Alumni	4
MED	3
EDD (Online)	
EDD (Residential)	
Total	3.29

Qualifying exam (EDD): EDIT courses prepared me well for the qualifying exam.

Category	Value
Alumni	4
MED	
EDD (Online)	3.54
EDD (Residential)	3.64
Total	3.62

What are your thoughts on the current program curriculum? What areas of the curriculum could be improved?

I think it is well layered out and the courses [are] built off each other. It may be worth considering having students wait until they have at least 20 credit hours in EDD credits before taking 6000 courses if their background was not educational focused prior to enrolling.

Learning and researching

The current program curriculum needs to integrate more industry related teaching and be adaptable with the changing technological times

I would like to suggest revisiting the curriculum. Some EDIT courses teach the same content. Also, there is a need to improve the feedback in some course activities. Having Excellent, Good job, and Great job as a feedback can still be improved.
Feedback is better when it is specifically relevant to the students' performance.

Creation of avenues that link students to industry to engage in application of their skills in the real world. For example, industrial attachment opportunities

I have just mentioned my response to this question in my previous answer. I think the number of courses that provide foundational knowledge should be decreased, especially for the doctoral level. Some of the courses' content just repeats each other and I don't feel like they contribute to my knowledge and skills sufficiently, especially at the doctoral level. Also, the six-thousand-level courses mostly require research proposal development, but again that is not specifically helping me develop my skills in the EDIT field. It is good if I think about a faculty member in the future. I was expecting more advanced classes that would equip me with practical experiences.

Some of the courses are only offered in the spring or fall semesters extending graduating time. The content and assignments need to be more consistent and provide real world applications. Some of the EDIT courses are overly taxing with pointless repetitive exercises and excessive readings (cognitive overload) while others are extremely easy. The research and project-based courses need to be revamped for applicability and effectiveness. Additionally, the courses should provide enough variety and rigor to keep students interested and engaged in the learning process. Lastly, the courses should be set up on a semester-by-semester basis to build on each other so that students are learning the EDIT content in a methodical organized manner for e.g., research courses should be mandated at the front end of the program in the first or second semesters so students can build research skills throughout the program and not just at the end.

The number courses taken to earn EdD. should be reduced.

Some courses are better organized and are more robust than others. I appreciated courses with recorded lectures because I can go back and watch multiple times if I get stuck. Also, the recordings always add other information that is not in the presentation itself. Sometimes when I read a presentation, I feel like I am missing something. In some classes, it is not as clear regarding the expectations for the assignment - what exactly needs to be submitted for the assignment. I do appreciate that I am able to revise if I completely misunderstand the goal of the assignment.

Going good so far, learning all the fundamentals needed to succeed.

I am currently in my first class, but I feel the class is very engaging with the perfect amount of faculty support through our online meetings.

I honestly barely know the curriculum already as I am a first semester student, so I have no input in this area.

I'm satisfied with the courses that are included in the curriculum. I would like more of a connection with the professors.

Great program.

I think the curriculum and rigorous. It's a balancing act to balance scholarly activities and career obligations.

I enjoy having some synchronous meetings with my class because it provides a space to interact with the professor and peers, but also engage with classmates on experiences and topics from the readings in real time, and not through discussion boards. I know that isn't the goal for asynchronous distance education, but I think that it is important in a doctoral program. Students should be expected to attend these meetings (held 1-2 times a month) just like they would a regular face-to-face class. This should be a commitment expected from students when you enroll in the doctoral program.

Informative

We need more guidance in preparing project portfolios and review sessions of same with professors. Instead of the test we'll take in the end, which no other program requires, and no employer is asking for verification of, why not require a portfolio review of example projects that we worked on. I really have nothing of that sort and I have only the practicum to go. I will need a year post graduation to start working on building and polishing a portfolio, which I will need to find an instructional design job in today's higher ed marketplace.

I think the curriculum has been very good so far. Discussing the structure of academia and corporations and what is the role of the instructional designer within ea. organization would be important; there's also the use of marketing skills in the role of an instructional designer might also be worthwhile...

I'm happy with the current curriculum. Maybe there could be more courses or elements that prepared students to work with AI, but this is something every institution should think about.

It is hard to make a sound judgement since I have only taken four courses.

It would be good to have some of the elective courses offered more frequently.

How was the program's curriculum when you were a student? What feedback do you have for the program's faculty for the improvements?

I think course assignments and projects were too easy to achieve. They should be more challenging.

Establish an optional exam study group (could be student led). Part time students have much more time spanning from start to end of program. I found it difficult to remember content over 3-year timeframe, but I had no choice in shortening tenure, so I had to make it work. Exam is hard. Continue meeting that covers exam expectations. That was helpful!