

<p>2. Utilization— Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy- making</p>	<p>CIMT543 Creating a virtual final project.</p>	<p>Students will demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy- making</p> <p>90% of students will achieve the meet of exceeds guidelines.</p>	0	0	4	2	<p>A greater spirit of collaboration between all stakeholders involved in the program. Exceeds Expectation is only for students performing at above 90% proficiency</p>
	<p>CIMT620 Final Project</p>		0	0	1	5	
	<p>CIMT625 Final Project</p>		0	0	6	0	
	<p>CIMT657 Final Project</p>		0	0	2	3	
	<p>Cimt740 Final Project</p>		0	0	5	1	
	<p>Cimt793 Final Project</p>		0	0	1	5	
	<p>Cimt630 Final Project</p>		0	0	2	0	
	<p>Cimt640 Final Project</p>		0	0	2	0	
<p>Cimt651 Final Project</p>	0	0	2	1			
			<p>100% of students across all course's ether met or exceeded expectations</p>				

<p>3. Evaluation— Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion--referenced measurement, formative and summative evaluation, and long-range planning.</p>	<p>CIMT543 Creating a virtual final project.</p> <p>CIMT620 Final Project</p> <p>CIMT625 Final Project</p> <p>CIMT657 Final Project</p> <p>Cimt740 Final Project</p> <p>Cimt793 Final Project</p> <p>Cimt630 Final Project</p> <p>Cimt640 Final Project</p> <p>Cimt651 Final Project</p>	<p>4. Students will demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion--referenced measurement, formative and summative evaluation, and long-range planning.</p> <p>90% of students will achieve the meet of exceeds guidelines.</p>	<p>0 0 4 2</p> <p>0 0 1 5</p> <p>0 0 6 0</p> <p>0 0 2 3</p> <p>0 0 5 1</p> <p>0 0 1 5</p> <p>0 0 2 0</p> <p>0 0 2 0</p> <p>0 0 2 1</p> <p>100% of students across all course's ether met or exceeded expectations</p>	<p>A greater spirit of collaboration between all stakeholders involved in the program. Exceeds Expectation is only for students performing at above 90% proficiency</p>
---	--	--	--	---

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you):

- | | | |
|-----------------|---------------------------|---------------------------|
| 1) Cohort Sizes | 2) Year-to-Year Retention | 3) 5-Year Graduation Rate |
|-----------------|---------------------------|---------------------------|

6 total students

in program

100%

100%

During the AY2020-21 there were 6 students enrolled in the MS in Educational Technology

Due to the COVID19 virus, recruiting activities were limited thus causing a decrease in overall enrollment and growth.

Graduated / 6

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) The discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
This program, with the student enrollment follows the model of “Quality Matters” and operates at an optimum level noting that all students meet or exceed expectations on the project based instructional method. The lack of enrollment in the MS program has been determined to be a drain of resources. As a result, the program will continue to operate for the currently enrolled students until graduation and then move to a concentration within the M.A. Curriculum and Instruction program.
- 2) Findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)
This program, with the student enrollment follows the model of “Quality Matters” and operates at an optimum level noting that all students meet or exceed expectations on the project based instructional method. The lack of enrollment in the MS program has been determined to be a drain of resources. As a result, the program will continue to operate for the currently enrolled students until graduation and then move to a concentration within the M.A. Curriculum and Instruction program. Currently enrolled students will continue to follow their plans of study under the original agreement. The final closure of the program will occur when all students graduate or leave the program.
- 3) what your assessment plan will focus on in the coming year
 - Design—Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics
 -
 - Development—Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer--based, and integrated technologies.
 -
 - Utilization—Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy- making
 -
 - Management—Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management
 -
 - Evaluation—Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion--referenced measurement, formative and summative evaluation, and long-range planning.

4. How this information will be shared with other stakeholders

Through ongoing recruitment efforts, Educational Technology committee meetings, Assessment office, Departmental Faculty meetings,.

It has been decided that the M.S. in Educational Program be terminated. Plans are currently under way to create an Educational Technology/Instructional concentration under the M.A. in Curriculum and Instruction. Also, a certificate/licensure program has been developed for Virtual Instruction.

***Please prepare this report as a Word document.** Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.*

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President’s Office and the Provost’s team.

Sincerely,

Kelley (x7975)

Program: Educational Technology M.S.	Overall Rating: Mature (2.38/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear and measurable. Though highly compound, the apparent use of an analytical rubric is a good tool to provide robust measurement. • Data on student learning outcome performance is taken from multiple points across the curriculum, with a focus on direct measures of final products. The number of points of assessment provides rich data from which to compare modalities and triangulate results. This is also helpful with the small number of students to reinforce patterns. • Performance expectations are somewhat clear (see notes), and data is presented disaggregated to show distribution of student performance across levels of the rubric. This is very helpful for faculty to be able to make informed conclusions, especially in programs with small numbers of students. • Clear information is provided about how results are shared. 	<ul style="list-style-type: none"> • Note alignment to the CGPS Graduate Student Learning Outcomes to demonstrate connection to university expectations for graduate level rigor. • I infer from the diversity of scores across outcomes that an analytical rubric was used where different outcomes were assessed on different criteria, but it does appear the same scores are reported for the 2nd and 3rd outcomes. I’m not sure if this is in error, a coincidence, or if the same rubric dimensions were used for both outcomes (which won’t provide the direct measure assessment data you really need). A brief point of clarification could help. • Expected performance states 90% of students will achieve the meet of exceeds guidelines. I’m guessing this is typo that should read “meets OR exceeds). Comparing this to the note that 90% and higher is exceeds is helpful, but also note what the threshold for “meets” is if that is included in expected performance. • Limited information is provided on how results will be used due to the impending closure of the program. Are there ways to think now about how the assessment data can help you make decisions about what practices will be useful in retaining when you transition some of this curriculum to the concentration option in the M.Ed. program?

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p>Overall Rating</p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>