Student Outcomes and Success Report AY2020-21

Consult with your college dean's office regarding due date and how to submit. Deans will submit Reports to the Office of Assessment and Accreditation annually by October 15th

Unit/Program Name: M.S Educational Technology. Contact Names(s) and Email(s): Dr. Larry Tinnerman larry.tinnerman@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

a.	What learning outcomes did you assess this year?	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectation for student performance?	d. What data/ Fails, Deve Exceeds Ex	Resi elopi	ults? ing, l	Meets, ons	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous years report? Can expand on this in part 2)
1.	demonstrate the knowledge, skills, and dispositions to design conditions	CIMT543 Creating a virtual final project. CIMT620 Final Project	Students will demonstrate the various design techniques in the creation of learning modules, webspace development and/or instructional support materials under the	0	0	5	5	A greater spirit of collaboration between all stakeholders involved in the program. Exceeds Expectation is only for students performing at above 90% proficiency
	for learning by applying principles of instructional systems design, message design, instructional	CIMT625 Final Project CIMT657 Final Project	guidelines of Quality Matters.	0	0	6 2	3	above 90% proficiency
	strategies, and learner characteristics	Cimt740 Final Project Cimt793 Final Project	90% of students will achieve the meet of exceeds guidelines.	0	0	1	5	
		Cimt630 Final Project Cimt640		0	0	2	0	
		Final Project Cimt651 Final Project		0	0	2	1	
		TillariToject		100% of st course's e exceeded	the	r me	t or	

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

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

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

6total 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 am 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 am 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.

<u>Please prepare this report as a Word document.</u> 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				
 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. 	 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? 				

Student Outcomes Assessment & Success Report Rubric Office of Assessment & Accreditation, Indiana State University

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

Unit/Program: Educational Technology M.S.

Evaluation Date: Fall 2021

Analysis &	Data collection process is clear	Data collection process is clear	Description of data collection is	No information is provided
Results	and designed to produce	and designed to produce	unclear as to process and quality.	about the data collection
	valid/trustworthy results. The	valid/trustworthy results.	. ,	process, and/or no data is being
	process is useful to those		Some data is collected and	collected.
	collecting and/or interpreting	Data is collected and analyzed	analyzed with little rationale or	
	data.	with clear rationale and	description.	No results are provided.
		description.	'	·
	Data is collected and analyzed		Some results are provided with	
	with clear rationale and	Results are provided with some	no discussion of analysis.	
	description.	discussion of analysis.	,	
		,		
	Results are provided with			
	thoughtful discussion of analysis			
	and description of conclusions			
	that can be drawn.			
Sharing & Use	A plan for sharing information	A plan for sharing information	Information is provided about	No information is provided about
of Results for	and included program faculty	broadly across program faculty is	sharing results, but sharing is	sharing results and/or plans for
Continuous	and appropriate staff in	detailed and enacted.	limited in scope or content.	improvement or change based
Improvement	discussion and planning is		ministra in scope or content.	on results.
	detailed and enacted. Outcomes	Plans for improvement or change	Plans for improvement or change	
	and results are easily accessible	based on results are clear and	based on results are incomplete,	No evidence of reflection on
	on the program website or other	connected to results. If few	vague, or not clearly connected	results in provided.
	appropriate designated area.	students met performance goals,	to results.	results in provided.
	appropriate designated area.	this is included in discussion and	to results.	
	Plans for improvement or change	plans.	Little reflection is offered about	
	based on results are clear and	piaris.	results or plans moving forward.	
	connected to results. If few	Reflection is offered about	results of plans moving forward.	
	students met performance goals,	results or plans moving forward.		
	this is included in discussion and	results of plans moving forward.		
	plans.			
	pians.			
	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.			
Overall Rating	□ Exemplary	□ Mature	☐ Developing	□ Undeveloped
Overall Nating	- Exemplery	- Mature	- Setcioping	- Chacrelopea