Program Assessment Report (PAR)

Educational Technology (ETEC) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

• AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. • AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. • AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. • AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. • AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. Designing Quality Courses: Students use online course design standards to identify quality design in online and blended learning programs. Designing High Quality Presentations: Students design to develop high quality presentations that minimize cognitive load. Designing Online Programs with High Levels of Community: Students design asynchronous and synchronous courses that have high levels of Community. Designing Theory-based Instruction: Students create instructional segments that are driven by a theoretical framework. Review Evidence-based Practice: Students write a literature review around an educational technology or theory-driven design principle. AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation

of educational technologies and processes based on contemporary content and pedagogy. Cognitive Load: Students are able to design presentations that minimize cognitive load. Accessibility: Students are able to design web pages and online classes that follow the W3C guidelines to meet accessibility standards for individuals with disabilities. Backward: Students are able to design a course using the backward design principles. Digital Citizenship: Students will develop an online workshop designed to teach others in the norms of appropriate and responsible use of technology. Instructional Design Process: Students will follow the instructional design process to outline a plan for needs-based instruction. AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. Learning Management Systems Content Creation: Students in the program will create robust online courses in two Learning Management Systems following Quality Matters guidelines for effective course design. Learning Management Systems Evaluation: Students in the program will conduct a robust LMS evaluation for an organization and make an executive recommendation for the organization. Web Conference Creation: Students will create several online web conference classes using the practical inquiry model for effective course design. Instructional Video Creation: Students will create several instructional videos using theory-driven design. AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. Peer Review: Students will conduct a robust peer review on course assessments completed by other students in the program using the assignment rubrics for feedback. Group Web Conference Online Classes: Students will work in groups to conduct online synchronous web conference workshops. Students will take turns acting as the instructor as the other students act as the students participating in the program. Ice Breakers: Students will complete ice breakers at the start of many classes designed to get students ready to learn and allow students to develop a stronger social presence of other participants in the program. Case Studies: Students will complete case studies while assigned to specific groups while participating during the synchronous web conference sessions. Review a Technology or Design Principle: Students will create a literature review examining an educational technology or design principle. Prescribe Instruction: Students will prescribe instruction based on the results of analyses in the instructional design process. Design Instruction: Students will create instructional segments based on evidence-based best-practices. AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. Quality Matters APPQMR: Students will use the Quality Matters APPQMR to evaluate online and blended learning programs to determine the quality of a course or course components. Needs Analysis: Students create a needs analysis to explore the educational needs of a situation. Task Analysis: Students create a task analysis to explore the steps required to properly complete a task. Learner Analysis: Students create a learner analysis to explore the characteristics of the learners they are prescribing instruction for. Review a Technology or Design Principle: Students create a literature review examining an educational technology or design principle.

B. Scoring of Student Work

COURSE ASSESSMENTS: Students were assessed using an electronic rubric that is saved in the Pilot learning management system (LMS). Included with each course is a key assessment(s). Students upload these key assessments to their electronic portfolio. Each individual course instructor is responsible for using the grading rubric to determine if the student met the requirements to successfully pass the key assessment. Before a student can graduate, they must submit a complete electronic portfolio to the program director. The program director verifies the student has a completed electronic portfolio. All students in the program are required to complete the course assessments for the courses in their program of study (POS).

C. Indirect Assessment

PROGRAM SURVEY: When students apply for graduation, they are asked to fill out a program survey. Students rated they were very satisfied with the program (84.6%) and find the program extremely valuable (84.6%).

III. ASSESSMENT RESULTS/INFORMATION:

Students are extremely satisfied with their program by rating their level of satisfaction in the following areas: i. Courses in your major (100% satisfied) ii. Overall quality of instruction (100% satisfied) iii. Overall quality of relationships with quality/major faculty (100% satisfied) iv. Prepared you for further educational study (100% satisfied) v. Prepared you for future employment (100% satisfied) vi. Provided clearly articulated policies to facilitate progression to program completion (100% satisfied) vii. Relevance of coursework to future career plans (100% satisfied) viii. Overall sense of community with students in your program (89% satisfied) ix. Provided field experiences/internships that supported your preparation (100% satisfied) x. Quality of advising by program faculty (78% excellent) xi. Recommend program to others (78%)

Strengths of program include: i. Hands on experience ii. Instructors willing to go the extra mile to help students iii. Online flexibility iv. Articulate software v. Great instructors. vi. Relevant courses. vii. High sense of community. viii. Real-world applications. ix. Condensed 7-week format. x. Program prepares students. xi. Collaboration with students and instructors. Areas for improvement: i. "Busy work" in some later courses. ii. Courses that allow students to use software in the field. iii. Less focus on theory and more information on software applications. iv. Turn around time on assignments is challenging. v. Provide more explicit instructions and expectations for assignments in independent study. vi. Literature review class could have

benefited from longer duration.

Analysis in Relation to Learning Outcome i. The learning objectives for the program are successful because students are satisfied in the program and feel prepared for their jobs upon graduation.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Technologies: We continue to keep the program updated by include emerging technologies are used in the field.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.