

**Masters in Teaching and Technology**  
**Annual Assessment of Program Objectives**  
**Fall 2014, Spring 2015, Summer 2015**

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**Program Objectives – Correlated to the National Board of Professional Teaching Standards (NBPTS) and ISTE Teacher Standards**

- Objective 1: Teachers are committed to student’s Learning (NBPTS-1)
- Objective 2: Teachers know subjects they teach and how to teach (NBPTS-2)
- Objective 3: Teachers are responsible for managing and monitoring student learning (NBPTS-3)
- Objective 4: Teachers think systematically about their practice and learn from experience (NBPTS-4)
- Objective 5: Teachers are members of learning communities (NBPTS-5)
- Objective 6: Facilitate and inspire student learning and creativity (ISTE Standards-T 1)
- Objective 7: Design and develop digital age learning experiences and assessments (ISTE Standards-T 2)
- Objective 8: Model digital age work and learning (ISTE Standards-T 3)
- Objective 9: Promote and model digital citizenship and responsibility (ISTE Standards-T 4)
- Objective 10: Engage in professional growth and leadership (ISTE Standards-T 5)

(The chart below should list all required courses for the degree aligned to the program objectives. Each objective must be assessed a minimum of 2 times within the program. Assignments can be used to assess more than one objective if the assignment covers multiple objectives, i.e.: capstone assignments, research papers, case studies.)

\*Decisions pertaining to the collection of assessment data are made by the respective Program Directors. Program Directors can decide to use Eternal Assessments for one evidence of data for program objectives.

Note: EDU530 – Improvement of Instruction is scheduled to replace EDU563—Applied Instructional Theories and Strategies Using Technology effective with students entering the program in the Fall of 2015.

	EDU500: Current Issues	EDU520: Research Design	EDU543: Teaching and Learning in the New Digital Landscape	EDU558: Software Application for Academic Programs	EDU561: Instructional Design with Technology	EDU563: Applied Instructional Theories & Strategies using Technology	EDU571: Integration of Multimedia Production and Curriculum	EDU589: Teaching and Technology Capstone Project	EDU590: Appraisal of Student Learning	External Assessment
Objective 1				Final Project – Modified Instructional Module / Unit			Week 8 Assignment – Final Instructional Platform			
Benchmark/ term  Faculty responsible for data				80% of the students will receive a minimum of 80% on their Final Project – Modified Instructional Module / Unit  Summer, Fall, Spring Terms			80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform.  Summer, Fall, Spring Terms			
Objective 2				Create an eBook Assignment			Week 7 Assignment – Create an Educational Video			
Benchmark/ term  Faculty responsible for data				80% of the students will receive a minimum of 80% on their eBook creation assignment.  Summer, Fall, Spring Terms			80% of the students will receive a minimum of 80% on their Week 7 Assignment – Create an Educational Video  Summer, Fall, Spring Terms			

Objective 3							Week 8 Assignment – Final Instructional Platform		Week 7 Assignment – Unit Plan – Assessment Elements	
Benchmark/ term  Faculty responsible for data							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform.  Summer, Fall, Spring Terms		80% of the students will receive a minimum of 80% on their Week 7 Assignment – Unit Plan – Assessment Elements  Summer, Fall, Spring Terms	
Objective 4	Course Final Project	Research Paper – Course Final Project -								
Benchmark/ term  Faculty responsible for data	90% of the students will receive a minimum of 80% on the course final project.  Summer, Fall, Spring Terms	80% of students will receive a minimum of 80% on the paper.  Summer, Fall, Spring Terms								
Objective 5			Professional/ Personal Learning Network Assignment					Week 7 Discussion Forum and Response		
Benchmark/ term  Faculty			80% of the students will score at least 80% on their					80% of the students will receive a minimum of		

responsible for data			Professional / Personal Learning Network Assignment					80% on their Week 7 Discussion Forum and Response		
			Summer, Fall, Spring Terms					Summer, Fall, Spring Terms		
Objective 6			Technology Integration and Use Paper					Final Capstone Project		
Benchmark/term			80% of the students will receive a minimum of 80% on their Technology Integration and Use Paper.					80% of the students will receive a minimum of 80% on their Final Capstone Project		
Faculty responsible for data			Summer, Fall, Spring Terms					Summer, Fall, Spring Terms		
Objective 7					Week 8.1 Graded Assignment – Interactive Learning Module Template			Final Capstone Project		
Benchmark/term					80% of the students will receive a minimum of 80% on their Week 8.1 Graded Assignment – Interactive Learning Module Template			80% of the students will receive a minimum of 80% on their Final Capstone Project		
Faculty responsible for data					Summer, Fall, Spring Terms			Summer, Fall, Spring Terms		

Objective 8					Week 5.1 Graded Assignment - Instructional Design Video			Final Capstone Project		
Benchmark/ term					80% of the students will receive a minimum of 80% on their Week 5.1 Graded Assignment – Instructional Design Video			80% of the students will receive a minimum of 80% on their Final Capstone Project		
Faculty responsible for data					Summer, Fall, Spring Terms			Summer, Fall, Spring Terms		
Objective 9			Digital Citizenship Paper					Final Capstone Project		
Benchmark/ term			90% of the students will receive a minimum of 80% on their Digital Citizenship Paper					80% of the students will receive a minimum of 80% on their Final Capstone Project		
Faculty responsible for data			Summer, Fall, Spring Terms					Summer, Fall, Spring Terms		
Objective 10			Professional/ Personal Learning Network Assignment						Week 3.1 Assignment – Participant Response Tools	
Benchmark/ term			80% of the students will score at least 80% on their Professional/ Personal Learning						80% of the students will receive a minimum of 80% on their Week 3.1 Participant	
Faculty responsible for data										

			Network Assignment						Response Tools	
			Summer, Fall, Spring Terms						Summer, Fall, Spring Terms	

## Assessment Results

Results of Assessment Year:	Analysis of Assessment Year:	Action Taken	Analysis of Assessment	Action Taken
Objective 1	EDU558: Final Project – Modified Instructional Module / Unit 51 Students 92% of students met the benchmark	None as benchmark was met.	EDU571: Week 8 Assignment-Final Instructional Platform 22 Students 95% of students met the benchmark	None as benchmark was met.
Objective 2	EDU558: Create an eBook Assignment 35 Students 91% of the students met the benchmark	None as benchmark was met.	EDU571: Week 7 Assignment – Create an Educational Video 34 students 85% of the students met the benchmark	None as benchmark was met.
Objective 3	EDU571: Week 8 Assignment – Final Instructional Platform 23 students 95% of the students met the benchmark	None as benchmark was met.	EDU590: Week 7 Assignment 0 Unity Plan Assessment Elements 31 students 100% of the students met the benchmark	None as benchmark was met.
Objective 4	EDU500: Course Final Project 80 students 100% of the students met the benchmark	None as the benchmark was met.	EDU520 Research Paper – Course Final Project 65 students 95% of the students met the benchmark	None as the benchmark was met
Objective 5	EDU543: Professional / Personal Learning Network Assignment 60 Students 75% of the students met the objective	Review materials for the course to identify weaknesses in content. Keep the same assessment and evaluate again next year. Review the specific assignment to check for clarity. Revise as necessary.	EDU589: Week 7 Discussion Forum and Response 25 Students 89% of the students met the objective	None as the benchmark was met
Objective 6	EDU543: Technology Integration and Use Paper 51 students	None as the benchmark was met	EDU589: Final Capstone Project 36 students 97% of the students met the objective	None as the benchmark was met

	92% of the students met the objective			
Objective 7	EDU561: Week 8.1 Graded Assignment – Interactive Learning Module Template 17 students 94% of the students met the objective	None as the benchmark was met	EDU589: Final Capstone Project 36 students 97% of the students met the objective	None as the benchmark was met
Objective 8	EDU589: Final Capstone Project 36 students 97% of the students met the objective	None as the benchmark was met	EDU590: Week 3.1 Assignment – Participant Response Tools 54 students 100 % of the students met the objective	None as the benchmark was met
Objective 9	EDU543: Digital Citizenship Paper 60 students 95% of the students met the objective	None as the benchmark was met	EDU589: Final Capstone Project 36 students 97% of the students met the objective	None as the benchmark was met
Objective 10	EDU543: Personal / Professional Learning Network Assignment 60 students 75% of the students met the objective	Review materials for the course to identify weaknesses in content. Keep the same assessment and evaluate again next year. Review the specific assignment to check for clarity. Revise as necessary.	EDU590: Week 3.1 Participant Response Tools 54 students 100% of the students met the objective	None as the benchmark was met

### Analysis of the Assessment Process:

The assessment process needs some modification. Certain students were excluded from the assessment for some items as their data was not available through The Learning House. A suggested trial run of the data earlier in the year to assess the quality of data and to troubleshoot possible issues would be beneficial

8 of the objectives were met by both measurement criteria. 2 of the objectives met one of the criteria and fell short of one of the criteria. The conclusion is that the overall program is achieving the stated goals. Courses supporting the two objectives that were only met by one criteria will be reviewed for content and clarity. The issues will be discussed with faculty teaching the courses. Appropriate modifications will be implemented and we will reassess these two objectives within two terms of any adjustments. The same assessments will be maintained and we will evaluate again next year.

## Assessment Rubric Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
<b>Learning Outcomes</b>	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/> Program objectives are not listed.
<b>Assessment Measures</b>	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/> My copy does not have objective 3,4,5 with assessment measures?
<b>Assessment Results</b>	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> Only data on 2 objectives, data collection is not complete.



Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
<b>Faculty Analysis and Conclusions</b>	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/> Conclusions about program curriculum were made based on EOC evaluations not student learning assessments.
<b>Actions to Improve Learning and Assessment</b>	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>

Additional Comments:

Just wondering if the data collected only reflected one term (Fall or spring) why the full cycle of data was not pulled from TK20? The plan calls for data from Summer, fall and spring terms? The report that I have is clearly missing half of the pages as I am missing over half of the objectives in the curriculum matrix. The assessment results only include data on 2 objectives and the rest of the data is left empty. I think it is important to report the number of students who met the benchmark as well as the number of students who did not submit the work. This shows that we are clearly aware of the gap in our assessment of the program and not trying to cover it up. The lack of data is more important to me than the few students who did submit the work. This points to a training issue that we have with faculty, and a compliance issue in making the students submit the work on an alternative platform as well as moodle. The attached review is similar what what the on campus faculty do for their programs annually, so that component makes sense to include in the template.

- What are faculty surveys? Who administers those and what do they entail?
- The university is investigating switching to a different assessment system. This does not mean you should postpone your revision of rubrics, but just as something to consider and keep in mind as you fine-tune your assessment. WE will be moving to a different platform that will work with Moodle and pull assignments easier so that you will get more usable data.
- Proposed modifications will help with clarification of student work and hopefully streamline the capstone project within the curriculum.

This is a good start to an assessment of the program, but there are still many gaps. I am more than happy to meet and discuss any questions or comments you have on this report.