Masters in Teaching and Technology

Date: 7-14-16

Program Demographics:

William Woods University								
Assessment Data								
Program: Education Teaching & Tech								
		Academic Year						
		10/11	11/12	12/13	13/14	14/15	15/16	Change
Declared Majors	Incoming Students[1]	0	0	1	5	2	11	
(As of fall census)	Total	0	0	6	49	79	77	NA
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	-17.9%
Number of Cohorts		0	0	1	1	1	1	
Graduated Majors								
(9/1-8/30)		0	0	0	25	28	NA	
		Cohort Year						
Graduation Rate:[2]		07/08	08/09	09/10	10/11	11/12	12/13	
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	NA	
Program		NA	NA	NA	NA	NA	NA	
[1] = students new to the program in the fall semester								
[2] = % of students graduating or obtaining a certificate from program within 3 years, students								
earning more than one degree are excluded from the analysis								

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				Final Capstone Project – Week 16		
Benchmark/ term Faculty				80% of the students will receive a minimum of				80% of the students will receive a minimum of		

responsible for data			80% on their Final Project – Modified Instructional Module / Unit. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House					80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 2							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
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 Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 3			Final Project –					Final Capstone		

				Modified Instructional Module / Unit				Project – Week 16		
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 Program Manager will Analyze results provided from Learning House			Spring Terms	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 4							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
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 Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms		

							Program Manager will Analyze results provided from Learning House	Program Manager will Analyze results provided from Learning House	
Objective 5							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16	
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 Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	
Objective 6							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16	

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 Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 7				Final Project – Modified Instructional Module / Unit					Final Capstone Project – Week 16		
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 Program Manager will Analyze results provided from Learning House					80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results		

							provided from Learning House		
Objective 8							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16	
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 Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	
Objective 9			Final Project – Modified Instructional Module / Unit					Final Capstone Project – Week 16	
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,					80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.	

				Spring Terms Program Manager will Analyze results provided from Learning House			Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	
Objective 10						Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16	
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 Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	

Assessment Results

Results of Assessment Year:	Analysis of Assessment Year:	Action Taken	Analysis of Assessment year +	Action Taken
Objective 1	EDU558: Final Project – Modified Instructional Module / Unit 51 Students 92% of students met the benchmark EDU571: Week 8 Assignment-Final Instructional Platform 22 Students 95% of students met the benchmark	None as benchmark was met.	EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark. EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
Objective 2	EDU558: Create an eBook Assignment 35 Students 91% of the students met the benchmark EDU571: Week 7 Assignment – Create an Educational Video 34 students 85% of the students met the benchmark	None as benchmark was met.	EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
Objective 3	EU571: Week 8 Assignment – Final Instructional Platform 23 students 95% of the students met the benchmark EDU590: Week 7 Assignment 0 Unity Plan Assessment Elements 31 students 100% of the students met the benchmark	None as benchmark was met.	EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark. EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes

				recommended. Continue with regular course revision schedule.
Objective 4	EDU500: Course Final Project 80 students 100% of the students met the benchmark EDU520 Research Paper – Course Final Project 65 students 95% of the students met the benchmark	None as the benchmark was met.	EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
Objective 5	EDU543: Professional / Personal Learning Network Assignment 60 Students 75% of the students met the objective EDU589: Week 7 Discussion Forum and Response 25 Students 89% 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.	EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
Objective 6	EDU543: Technology Integration and Use Paper 51 students 92% of the students met the objective EDU589: Final Capstone Project 36 students 97% of the students met the objective	None as the benchmark was met	EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular

				course revision schedule.
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	EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
	EDU589: Final Capstone Project 36 students 97% of the students met the objective		EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
Objective 8	EDU589: Final Capstone Project 36 students 97% of the students met the objective	None as the benchmark was met	EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
	EDU590: Week 3.1 Assignment – Participant Response Tools 54 students 100 % of the students met the objective		EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
Objective 9	EDU543: Digital Citizenship Paper 60 students 95% of the students met the objective	None as the benchmark was met	EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
	EDU589: Final Capstone Project 36 students 97% of the students met the objective		EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.

| 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. | EDU 571: Week 8 Assignment – Final Instructional Platform
Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark | Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. |
| | EDU590: Week 3.1 Participant Response Tools
54 students
100% of the students met the objective | None as the benchmark was met. | EDU589: Final Capstone Project – Week 16
Summer 2015-Spring 2016: 40 Students 95% of student met benchmark. | Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule. |

Analysis of the Assessment Process:

(Comments on the collection of data, appropriateness of assessments, and faculty involvement)

The overall assessment process for the MED T&T needs to be reviewed and revised. The rubric reports that are now available from Learning House allows us to look at specific criteria on a rubric rather than the overall rubric score. Using the identified EDU558, EDU571, and EDU589 cumulative assessments, specific rubric criteria items need to be tied to the specific objectives to provide a more granular and complete assessment of program objectives. It should be a goal of the program manager to work on this revision for the 2016-2017 reporting period.

The data provided by Learning House has to be processed in order to be useable. The raw data includes the instructor and non-course completers. This incongruent data must be manually removed from the reports provided by Learning House and overall statistics must be manually calculate to evaluate their impact on program objectives.

In addition, students entering the MED T&T Program complete the LoTI Levels of Technology Innovation assessment. The same assessment is completed when students complete their Capstone. The assessment data for the LoTi is available to the Program Manager. This data should be reviewed and possibly incorporated into the overall assessment as the LoTi Measures a number of specific criteria related to the specific program objectives and the overall program effectiveness.

While not applied directly to the course objectives, students and faculty provide feedback at the end of each course. This feedback is utilized to determine if course adjustments are needed to more effectively address student learning needs and improve course quality.

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate
Learning Outcomes	☐ Program learning outcomes are aligned to national standards	☐ Measurable program learning outcomes. ☐ Learning outcomes are clearly articulated.	☐ Program learning outcomes have been identified and are somewhat measurable	☐ Program learning outcomes are not clear or measurable
Assessment Measures	☐ Multiple measures are used to assess a student-learning outcomes. ☐ Rubrics or guides used are provided. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student learning.	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.
Assessment Results	☐ All learning outcomes are assessed annually; or a rotation schedule is provided. ☐ Data are collected and analyzed to evaluate prior actions to improve student learning. ☐ Standards for performance and gaps in student learning are clearly identified.	☐ A majority of learning outcomes assessed annually. ☐ Data collected and aggregated are linked to specific learning outcome(s). ☐ Standards for student performance and gaps in student learning are recognized.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**

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

Additional Comments:

Curious about the demographics of the data and the specific terms it represents? Is there any way to show if the data was fall/spring/summer? Are there gaps in the data collection or is this representative of all the available data in the identified courses? What is the process for data collection and assessment? In the report program faculty discuss the need to review and revise the assessment? What process and timeline is the program looking at to do that? It would be beneficial for the program to look at the review and thinking about how they want to make changes prior to going into the new assessment system so that the program is starting fresh with data that they want and is more usable. Are

there any outside assessments to the program or any comprehensive assignments that would help streamline and provide additional support to the assessment of the program?

The Final Capstone Project is used here as an assessment for each objective. Did the students meet the benchmark per objective or is that score a total score on the rubric? What is the plan for the program and the students who did not meet the objective on their final capstone?