



WILLIAM WOODS
UNIVERSITY

**MED Teaching and Technology Annual Assessment
2016-2017**

ANNUAL ASSESSMENT 16-17

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Graduate Annual Assessment

Master of Education: Teaching and Technology

Program Profile

Program Mission

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers.

Program Demographics

Total Enrollment 2015-2016

77

Total Enrollment 2016-2017

50

Incoming Students 2015-2016

11

Incoming Students 2016-2017

12

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Program Delivery

Cohort
OnLine (selected)
Hybrid
Cohort and OnLine

External Accreditation

Does the program hold external accreditation?

Yes
No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ISTE-NETS-T-2008.1	Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
ISTE-NETS-T-2008.2	Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:
ISTE-NETS-T-2008.3	Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
ISTE-NETS-T-2008.4	Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
ISTE-NETS-T-2008.5	Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

Curriculum Map

A - Assessed
 I - Introduced
 M - Master
 R - Reinforced

Curriculum Map MED T&T 2016

	EDU 500	EDU 520	EDU 530
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:		R	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:		R	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	A	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	R	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	R	A	A
NBPTS.5 Teachers are members of learning communities	R	R	R

	EDU 543	EDU 558	EDU 561
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	A, I, R	A	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:	I	R	A
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	I	R	A
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	A, I, R	R	A
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	A, I, R	R	R
NBPTS.1 Teachers are committed to students and their learning.	I	A	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	I	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	I	R	R
NBPTS.5 Teachers are members of learning communities	A, I, R	A	R

	EDU 563	EDU 571	EDU 589
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:	R	A	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R	A	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	A	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	A	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R

	EDU 590
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R
NBPTS.1 Teachers are committed to students and their learning.	A
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	A
NBPTS.4 Teachers think systematically about their practice and learn from experience.	R
NBPTS.5 Teachers are members of learning communities	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map MED T&T 2016

Improvement Narrative List

Assessment List

Program Activities

Student Accomplishments

Faculty Accomplishments

Alumni Accomplishments

Recent graduates only

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

Professional Development

Upload any documentation supporting the professional development offered.

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:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" 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"/>
Assessment Measures	<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 checked="" type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
Assessment Results	<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 checked="" type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<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"/>
Actions to Improve Learning and Assessment	<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: