



WILLIAM WOODS
UNIVERSITY

MED Teaching & Technology Annual Assessment 2018-2019

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Graduate Annual Assessment 18-19

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 2018-2019

33

Total Enrollment 2017-2018

19

Incoming/Transfer Students 2018-2019

4

Incoming/Transfer Students 2017-2018

10

Concentrations 2018-2019

If your program contains concentrations, or an emphasis area, please list the concentrations and the number of students identified within each concentration.

Graduating Students

Total Graduated 2017-2018

Total Graduated 2016-2017

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_Demographic_Worksheet.xlsx

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Program enrollment has increased significantly over the past year although the number of incoming students in the fall of 18/19 was lower than the previous year.

Total Graduated Students data was not available.

The program could easily handle 100 or more students. It would simply mean utilizing additional sections of courses. Currently, we have sufficient faculty to handle enrollment of 50 to 75.

Enrollment numbers are improving, but still not where they should be. I think part of the problem is related to a lack of understanding of the program on the part of marketing and recruitment. The curriculum and instruction degree is easily understood. But the Teaching and Technology degree is a bit different. It requires more targeted marketing. Additional marketing suggestions are provided below.

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.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

With the revision of the curriculum for the MED in Teaching and Technology program, marketing materials will need to be updated to reflect the focus on helping teachers to become Google Certified Educators Level 1 and Level 2 as part of the program. The course summary on the website as well as other descriptors will need to be updated:

https://www.williamwoods.edu/academics/online/graduate/masters_in_education_technology.html

A key aspect marketing should focus on will be the fact that the program will prepare teachers to complete the exams to become Google Certified Educators for Level 1 and Level 2. Promoting this via advertising and in distributed materials should give the program greater relevance. Students should be able to pass these exams as they move through the program and these extra certifications can be a great asset when applying for jobs and when seeking to work more directly with the integration of technology.

Marketing should also focus on the fact that teachers currently certified in the enhancing Missouri's Instructional Networked Teaching (eMINTS) program may apply for up to nine hours of credential learning credit based on their level of certification. Marketing could be targeted to these individuals by seeking lists and contact information from the National eMints Center. <http://emints.org>

At one point in time, the undergraduate education department at WWU was partnering with the eMints center and some WWU Education Graduates received eMints certification. It would be worthwhile to contact previous WWU education majors to make sure they are aware of the possibility of credentialed credit.

The T&T program is a bit different than the C&I program and would benefit from more targeted marketing. There are a couple of big annual conferences in Missouri that focus on educational technology. Having William Woods University represented at those conference to distribute degree information and recruit would help increase the numbers in the program significantly. MOREnet (Missouri Research and Education Network) focuses on technology and technology integration in education. They have an annual conference at Tan-Tar-A. Representation there would provide extensive exposure for the program to a group of educators that would likely have an interest in the program.

<https://www.more.net/events/2019-morenet-annual-conference>

In addition, the Midwest Educational Technology Conference (METC) is held annually, usually in St. Charles, Missouri. The attendees are primarily from Missouri and surrounding states. Having representation at the conference to promote and recruit for the MED T&T program could have excellent results: <https://metcedplus.org/mod/page/view.php?id=488>

Finally, RCET-SW (Regional Consortium for Educational and Technology) also has an annual conference. It is usually held in Springfield Missouri. It is hosted by Missouri State University. Representation at this conference to promote and recruit for the MED T&T would also be very beneficial for program enrollment and exposure. <https://sites.google.com/site/rcetsouthwest/home/conference>

Marketing Attachments

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

The following instructors regularly teach at least 6 hours per term:

Martha Barwick-Turner - 6 hours Fall Term - 3 hours Spring Term

Lori Mathys - 6 hours Fall Term and 6 hours Spring Term

Joshua Howard - 6 hours Fall Term - 3 hours Spring Term

Stacey Bonderer - 6 hours Fall Term - 3 hours Spring Term

Jacquelyn Ward - 6 hours Fall Term - 3 hours Spring Term

The attached files were provided by HR. The first file contains 4 resumes. The last file contains 1 resume. No CVs were available for these individuals.

Faculty Load Attachment

If you want to attach the load document you can do that here.

3176_001.pdf

JHowResume.pdf

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
 R - Reinforced
 I - Introduced
 M - Master

Curriculum Map MED T&T 2016

	EDU 520	EDU 530	EDU 543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	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	R	A, I, R	A	R	R	R	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???. Teachers:	R	R	I	R	R	A	R	A	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	I	R	R	A	R	A	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	A, I, R	R	R	A	R	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:	A	R	A, I, R	R	R	R	R	R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	I	A	R	R	R	R	R	A
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	A	I	R	R	R	A	R	R	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	I	R	R	R	R	A	R	A
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A	A	I	R	R	R	A	R	R	R
NBPTS.5 Teachers are members of learning communities	R	R	A, I, R	A	R	R	R	R	R	R

Assessment Findings

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

NBPTS.1 Teachers are committed to students and their learning.				
Assessment Measures				
EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU558__NBPT S_1__Modified_Instructional_Module__18_19.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Evaluate a Performance Task and Rubric assignment. Uses Rubric 2. been met yet? Met	100% scored proficient or higher on the identified elements	EDU590__NBPT S_1__Evaluate_a_Performance_Task__18_19.pdf	

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

Assessment Measures

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content and analysis and application elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Online Writing Rubric. been met yet? Met	100% of the students scored proficient or higher	EDU530__NBPT S_2_and_NPTS_4__Lesson_Plan_Improvement__18_19.pdf	

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	100% proficient or higher on content; evidence/ recommendations/ conclusions; and instructional effectiveness.95.4 5% proficient or higher on Critical Thinking and Depth of Analysis	EDU563__NBPT S_2__Interactive_Learning_Unit_Planning_Template__18_19.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module - Assessment Elements assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or higher on the identified elements.	EDU590__NBPT S_2__Unit_Plan__Assessment_Elements__18_19.pdf	
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NBPTS.3 Teachers are responsible for managing and monitoring student learning.

Assessment Measures

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, technical aspects, and application/use elements of the Initial Instructional Platform assignment. Uses Rubric 5. been met yet? Met	100% scored proficient or higher on the content and technical aspects elements. 91.67% scored proficient or higher on the application/use element	EDU571__NBPT S_3__Initial_Instr uctional_Platform__18_19.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Assessment Analysis assignment. Uses Rubric2. been met yet? Met	100% scored proficient or higher on the identified elements.	EDU590__NBPT S_3__Assessme nt_Analysis__18_19.pdf	

NBPTS.4 Teachers think systematically about their practice and learn from experience.

Assessment Measures

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Online Writing Rubric. been met yet? Met	100% of the students scored proficient or higher.	EDU520__ISTE_T_5_and_NBPTS_4__Final_Project__18_19.pdf	

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, and analysis and application elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Online Writing Rubric. been met yet? Met	100% of the students scored proficient or higher	EDU530__NBPTS_2_and_NPTS_4__Lesson_Plan_Improvement__18_19.pdf	

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	100% proficient or higher on content; evidence/ recommendations/ conclusions; and instructional effectiveness.95.45% proficient or higher on Critical Thinking and Depth of Analysis	EDU563__NBPTS_4__Interactive_Learning_Unit_Planning_Template__18_19.pdf	

NBPTS.5 Teachers are members of learning communities

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better on the stated elements.	EDU543__NBP TS_5__18_19__Personal_Lea rning_Network_Voice_Thread.p df	

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Reflection Upload and Mind Map Sharing assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU558__NBPT S_5__Reflection _and_Mind_Map_ __18_19.pdf	

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:

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Integration Framework and Use assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better	EDU543_ISTE_T_ _1__Integration_ Framework_Pap er.pdf	

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU558__NBPT S_1__Modified_Instructional_Module__18_19.pdf	
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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:

Assessment Measures

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU561__ISTE_T_2__Instructional_Design_Video__18_19.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher on the stated indicators.	EDU571__ISTE_T_2__Created_Instructional_Video__18_19.pdf	

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:

Assessment Measures

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU561__ISTE_T_3__Instructional_Design_Video__18_19.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher on the stated elements.	EDU571__ISTE_T_3__Created_Instructional_Video__18_19.pdf	

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:

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the digital citizenship paper assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better on the stated elements.	EDU543_ISTE_T4__Digital_Citizenship_Paper__18_19.pdf	

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module Template assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU561__ISTE_T_4__Interactive_Learning_Module__18_19.pdf	
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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:

Assessment Measures

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Online Writing Rubric. been met yet? Met	100 % of the students scored proficient or higher	EDU520__ISTE_T_5_and_NBPTS_4__Final_Project__18_19.pdf	

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal Learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better on the stated elements.	EDU543_ISTE_T_5__18_19__Personal_Learning_Network_Voice_Thread.pdf	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The collected data indicate that all program objectives were met at a high level. Our conclusion is that the curriculum and program activities are appropriate for this objective set. Student are mastering the content. Yet, after significant discussion during the 2018-2019 academic year, it was determined that we should revise our program objectives to include more of a component related to instructional use of technology as that is the essential focus on the program. The curriculum is being revised and this revised curriculum will be phased in over the 2019-2020 academic year. New program objectives were developed and new assessments are being developed within the program as the curriculum is revised. This means that the data for the 2019-2020 academic year will not provide fully reliable data as some of the assessment data will come from the old courses and some from the revised courses. The data will still give us insight into the program but it will not be until the 2020-2021 academic year that the data will be more reliable and usable in terms of program evaluation and assessment.

With the curriculum revision, we are working to insure that the identified assessments are truly assessed for the components identified. In the past, the data collected was more generic and could not really identify specific issues or shortfalls within the program. The new assessments will utilize VIA and instructor will score the assignments for program evaluation only within VIA. The assignments will be scored for a grade outside of VIA using a Marking Guide and Rubric Scoring within Moodle. This will separate the grading aspect from the program assessment aspect and will provide much more effective data.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

Dr. Karalin Sanders received Google Certified Educator Level 1 Certification.

Nicole Whitfield received Google Certified Educator Level 1 AND Level 2 Certification.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

Professional development was offered for all online faculty on February 21, 2019. For those unable to attend, the sessions were recorded and made available on Owlnet. A key session was the one related to increasing engagement on discussion boards.

Professional development was offered for all online faculty on September 17, 2018. For those unable to attend, the sessions were recorded and made available on Owlnet. A key session was the one related to increasing engagement on discussion boards.

As a means of ongoing professional development, faculty members have access to a Facebook Page designed to share instructor resources and collaborate about instructional issues. MED T&T Instructor Resource and Information Sharing Page

Professional Development

Upload any documentation supporting the professional development offered.

Agenda_February_21_2019.pdf

September_17_2018_Agenda.pdf

Assessment Rubric

	Assessment is Below Expectations	Assessment Meets the Expectations of the University	Assessment Reflects Best Practices	NA
Mission Statement Clearly Articulated	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	N/A
Reflection on Demographic Data	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
Defines External Accreditation Standards	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation	N/A
Marketing Materials analysis	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and negatives.	N/A
Analysis of Faculty Teaching load	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
Curriculum Map Alignment	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A
Assessment of	The assessment map is not complete or much of the	Each objective is assessed a minimum of 2 times a	Assessment of objectives are spread	N/A

Objectives	assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	
Changes to Curriculum	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
Assessment Findings	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
Improvement Narrative	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
Analysis of Assessment	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
Faculty and Student Accomplishments	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	N/A
PD Opportunities and Development	The program provided little to no discussion on the provided PD opportunities	The program provided a listing of PD opportunities available to the faculty.	The program provide a listing and supplemental information on the PD opportunities made available to faculty.	N/A