Program - Educational Instructional Technology MED

College or Division: Education and Professional Studies
Department: Education
Assessment Coordinator: Dr. Jennifer Miller
Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence
Program Marketable Skills have been identified: In Progress
Program Marketable Skills:

1. Students will analyze data, locate solutions to problems, and communicate solutions using a variety of mediums. (critical thinking)
2. Students will leverage innovative approaches to think outside the box during problem solving. (creativity)
3. Students will apply collaborative workflows when working with others?because it is inherent in the nature of how work is accomplished in our civic and workforce lives. (collaboration)
4. Students will leverage digital technologies to?express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing. (communication)

Citation
National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC.??Retrieved from?http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf?

Marketable Skills Dissemination Strategy: Test
Statement of Purpose: The purpose of the M.Ed. Educational Instructional Technology Program (EIT) is to prepare students to use technology to innovate teaching, learning, accelerate good digital practices, and solve tough problems in education through empowering learners with future ready skill sets. The M.Ed. EIT Program is an online 30-hour comprehensive program that includes 8 week course rotations and a 3-hour capstone course, offering flexibility for busy working professionals. A case study and a marketable portfolio are developed to demonstrate skills of graduates to communicate, collaborate, create, and apply critical thinking using technology to solve real-world problems. Upon completion of the EIT program, the marketable portfolio may serve as an interview tool for professional advancement. The curriculum for the EIT program reflects Student Learning Outcomes aligned to the International Society of Technology Education, ISTE, standards, which prepares students to design and facilitate evidence-based professional learning, advocate for good digital citizenship practices, model and support data-driven decision making, and inspire learners to use technology to create equitable and ongoing access to high-quality learning. The EIT program offers small class sizes and access to experienced professors working in the field of educational technology.

Annual Updates

2020 - 2021

Evidence of Improvement from Previous Assessment Cycle: The M.Ed. EIT program is a new program and this will be the first assessment report for this program. EIT professors look forward to learning how we can improve and already have identified areas to improve, including rethinking our assessment design for the next reporting

period. The Case Study assignment does impact SLO 1 and SLO4. Professors would like to use the literature review only as an assessment measure for SLO 1a and the final case study for the assessment measure SLO4b. In addition, SLO3 can be revamped to only pull assessment data from only one course assignment that best aligns with SLO3a. Finally, the presentation assessment rates will need to be adjusted for SLO 3b as our program is new and growing and numbers are often between 3-5 graduate students in each graduate course, which did greatly impacts assessment percentages and cause us to not meet that learning target. All other learning targets were met. We had 17 students enroll for the first year of the M.Ed. EIT program with 3 students sharing research projects included in this reporting period at the SRSU research symposium.

Review History: Reviewer #1 Name, Date, and Comments: Diana Rodriguez 13 July 2021

Use of results is consistent for a theory and research-based technology degree. However, who is the audience for this degree? It is recommended to make this degree more technologically applicable and universal for the workplace. This degree could be a practical space for professors and K12 teachers to learn more about online delivery of instruction both synchronously and asynchronously.

Student Learning Outcomes	*Assessment Methods*	*Results*	*Application of Results*
SLO 1 - 1. Students designs authentic, learner-driven activities and environments that recognize and accommodate learner variability and accessibility. 2. Students will be able to identify common barriers and issues surrounding improper implementation of technological tools in the educational setting, workplace, and/or professional environments. **Outcome Status:** Active **Planned Assessment Cycle:** 2020 - 2021, 2021 - 2022, 2022 - 2023 **Start Date:** 08/23/2020	**Portfolio Review -** 1a. Digital Portfolio Artifacts in ED 6383. Student work will be collected in an electronic portfolio to include selected blog samples throughout the semester to assess mastery of SLO one. This will include media productions, peer responses, and digital projects designed to document learning and evaluate progress. A faculty-created Digital Portfolio Artifact Scoring Rubric will be used by faculty members to review the student artifacts aligned with SLO 1. **Target:** 85% of students in will score meets expectations or exceeds expectations on the portfolio rubric.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met 5 EIT candidates submitted a digital e-Portfolio in ED 6383, with all 5 reporting 85% or higher on SLO 1. (05/24/2021)	**Application of Results:** Results indicated that EIT candidates are demonstrating their abilities to design authentic, learner-driven activities and environments, and overcome barriers in blog reflections embedded in the e-portfolio. Professors have visited about SLO 1 and will use the results from this first year of reporting to improve blog instruction and instruction on peer reviewing and commenting on blogs. In addition, it was noticed that stronger examples of media production would benefit candidates in their final eportfolio. The curriculum will be revamped this summer to include a website design project and an LMS design project that can be captured as a portfolio artifact. Finally, professors were asked to emphasize more presentations so that students would have additional media products to incorporate in their final Digital

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			Portfolio artifact in ED 6383. The rubric that was developed to measure this SLO was effective and will continue to be used during the next reporting period. (05/24/2021)
	Project - 1b. Case Study in ED 6376 and ED 6383: (This is an ongoing research study that is incorporated in each online core content class to address competencies associated with standard 1. The QEP rubric will be used as the rubric to assess the case study.

Target: 85% will score satisfactory or "exemplary " on the Scoring Rubric for the final case study. | **Reporting Period:** 2020 - 2021
Conclusion: Target Met
For the 2020-2021 reporting year, 8 out of 8 students scored an 85% or higher on the literature review, Part 1 of the Case Study in ED 6376.
5 out of 5 students ED 6383 students scored an 85% or higher on the Case Study Part 2. All 5 ED 6383 students completed an IRB study, with a full report submitted to the IRB committee. Three studies were shared at the SRSU research symposium held in April of 2021. (05/24/2021) | **Application of Results:** Results will be used to revamp our assessment of the program. This is the first year we have reported as an EIT program. This assessment should be broken into two different categories for SLO 1, with the literature review used as one measure and the final IRB case study used as a second measure. Students reported strong gains regarding the design of their research topic and overcame many barriers presented by COVID-19 concerning SLO1. The scoring rubric used for this evaluation seemed to be effective and will continue to be used during the next reporting cycle. (05/24/2021) |
| **SLO 2 -** Students effectively model the International Society of Technology Education standards and good digital citizenship to inspire learners to use and integrate technology to create equitable and ongoing access to high-quality learning in an educational setting.
Outcome Status: Active
Planned Assessment Cycle: 2020 - 2021, 2021 - 2022, 2022 - 2023 | **Project -** 2a. Blog in ED in 6381: Students will create a professional blog to share research\-based approaches related to SLO2.
Target: 90% of students in will score exceptional or acceptable on the blog rubric. | **Reporting Period:** 2020 - 2021
Conclusion: Target Met
In 2020-2021, 5 out of 5 students scored 90% or higher on the professional blog rubric in ED 6381. ED 6381 Sp 20- 2 students enrolled in ED 6381. Both students scored above and 90% in their professional blogs making their efforts "exceptional" with an average score of 95%. In the fall FA 20-Three students scored above and 90% in their professional blogs making their efforts "exceptional", with an average score of 94%.
 (05/25/2021) | **Application of Results:** Results have been evaluated by program professors and it was decided that the curriculum would be adjusted to improve instruction on blogging and commenting. In addition, the rubric needs to be evaluated to show a direct connection to SLO2's ISTE standards. Student achievement as measured by SLO2 is demonstrated well by the |

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Start Date: 08/23/2020			use of the blog to demonstrate growth over the course of the program. (05/25/2021)
	Portfolio Review - ePortfolio in ED 6376 **Target:** 2b. A faculty-developed rubric will be incorporated to measure 8 capstone artifacts presented in the portfolio, measuring alignment to the ISTE standards. 85% will score satisfactory or "exemplary " on the Scoring Rubric for the ePortolio	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met 5 out of 5 students in ED 6376 submitted 8 capstone artifacts to include in their e-portfolio to demonstrate alignment to each ISTE competency, with the median score being a 90. (05/24/2021)	**Application of Results:** Results indicate that students are making a strong connection to ISTE standards. Professors have indicated that some of the capstone artifacts included in the e-portfolio need to incorporate additional visual, media, and web design components. As a result, the curriculum is being revisited to include improving instruction so that capstones capture website design, podcasting, LMS integration, and XR/VR/AR experiences to show a further demonstration of ISTE leadership standards. In addition, assignments will need to be revised to really have EIT candidates connect each capstone artifact to a specific ISTE Ed leadership or Coaching standard instead of just selecting any ISTE standard targeting any user. (05/24/2021)
SLO 3 - Students plan, provide and evaluate the impact of professional learning for professionals and leaders to use technology to advance teaching and learning in an educational setting. Students use both qualitative and quantitative data to inform their own instruction and professional learning. **Outcome Status:** Active	**Portfolio Review -** 3a. Digital Portfolio Artifacts in ED 6383, ED 6378, 6382: Student work will be collected in an electronic portfolio to include selected blog samples throughout the semester to assess mastery of SLO one. This will include media productions, peer responses, and digital projects designed to document learning and evaluate	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met For the 2020-2021 reporting period, all three courses demonstrated strong growth as it relates SLO3 through the Digital Portfolio artifacts. In ED 6383, 5 out of 5 students scored met or exceeds expectations on the portfolio rubric and were able to produce a final portfolio demonstrating their ability to plan, provide, and evaluate professional learning. In ED 6378, 6 out of 6 students scored met or exceeds	**Application of Results:** Candidates did perform very well, with portfolio artifacts demonstrating strong skills aligned with SLO 3. Professors have decided to continue emphasizing student media. Reporting for this SLO pulls data from 3 courses. It would make sense to only align SLO3 Portfolio artifacts to with ED 6378

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Planned Assessment Cycle: 2020 - 2021, 2021 - 2022, 2022 - 2023 **Start Date:** 08/23/2020	progress. A faculty-created Digital Portfolio Artifact Scoring Rubric will be used by faculty members to review the student artifacts aligned with SLO3. **Target:** 85% of students in will score meets expectations or exceeds expectations on the portfolio rubric.	expectation for the Digital Portfolio artifact entitled POSTING TO YOUR PROFESSIONAL BLOG: PREPARING FUTURE INSTRUCTIONAL LEADERS. For ED 6382, 5 out of 5 students scored met or exceeds expectations. Candidates in ED 6382 post to blog weekly and chose one topic ed tech from the Horizons report to examine to create a digital portfolio project. (05/25/2021)	or ED 6382. Professors will visit about which artifact from these courses would be a better fit to simplify the assessment of this measure in the future. (05/25/2021)
	Presentation/Performance - Professional Development Plan and Presentation in ED 6378: Students will develop a professional development plan and presentation in ED 6378. **Target:** 3b. 90% of students will score meets or exceeds on the faculty developed Professional Development plan rubric.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Not Met 5 out of 6 EIT candidates submitted and scored a 90% or higher on the professional learning plan in ED 6378, with 1 student earning a 70%. on the plan. (05/24/2021)	**Application of Results:** The M.Ed. EIT program is a new program with 17 taking courses this first year and only 5 enrolling and completing ED 6378 this last year. For this reason, the measure for this standard will be reduced from 90% to 80%. With 5 out 6 reporting a 90% or higher, we only had 83% of students meet this target goal. The curriculum will be revamped to include a greater emphasis on adult learning, with less information covering K-12 PD planning. (05/24/2021)
SLO 4 - Students understand and apply learning theoretical frameworks and instructional methods to instructional design to facilitate engagement, systemic development, and authentic learning experiences. **Outcome Status:** Active **Planned Assessment Cycle:** 2020 - 2021, 2021 - 2022, 2022 - 2023 **Start Date:** 08/23/2020	**Project -** 4a. Storytelling Media Project in ED 7300: Students will design a storytelling learning activity incorporating theoretical frameworks and instructional methods and design to create an authentic learning product. **Target:** 90% of students will score meets or exceeds expectations on a faculty developed rubric.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met ED 7300 was taught for the first time in the Spring of 2021 and 3 out of 3 EIT candidates did score a 90% or higher on the storytelling assignment. (05/24/2021)	**Application of Results:** Results indicate that an adjustment is needed regarding this assignment. Students submit a self-selected multimedia project, integrating numerous multimedia components. We will change this to multimedia instead of storytelling in the future. (05/24/2021)
	Project - 4b. Case Study in ED 6376 and ED 6383: (This is an ongoing research study that is incorporated in each online core content class to	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met For the 2020-2021 reporting year, 8 out of 8 students scored an 85% or higher on the literature review, Part 1 of	**Application of Results:** Results indicate that EIT candidates understood and apply learning theory, methodology, and design

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	address competencies associated with SLO 4. **Target:** The QEP rubric will be used as the rubric to assess the case study. 85% will score satisfactory or "exemplary " on the Scoring Rubric for the final case study.	the Case Study in ED 6376. 5 out of 5 students ED 6383 students scored an 85% or higher on the Case Study Part 2. All 5 ED 6383 students completed an IRB study, with a full report submitted to the IRB committee. Three studies were shared at the SRSU research symposium held in April of 2021. (05/24/2021)	through their growth and demonstration of the case study project. As mentioned earlier, the assessment measures will be separated next reporting cycle with the Literature Review as one measure and the Case Study as a second measure. Final student reflections in ED 6383, indicate strong growth for SLO 4, which are included below. Student A: My attitudes, perceptions, and confidence level have dramatically increased. This research project has helped me become a better analyzer and view things from a different perspective. This program prepared and provided me with a piece of knowledge for locating research materials such as credible and reputable information, use online databases of academic journals or peer-reviewed journal articles that scholars and researchers write for a specific discipline. I challenged myself to step out of my comfort zone and speak in front of professionals. It was one of the tensest moments in my career. But I can proudly say that I did it. The skill needed to improve my learning is to continue to be motivated and eager to expand my knowledge. Student B: My confidence level has changed over the course of

			this semester. I established a survey, submitted my project to the IRB and received approval, and advertised to school districts about the project. I received a response from some participants. I suffered some setbacks with getting participants to take the survey. There was only one person to take the survey. I called around to find other people that would be interested in taking the survey and I persisted as much as I could. When I thought I was a failure, I remembered that you could perform a literature or study review to prove or disprove your hypothesis. Using an alternate method to produce a qualitative result renewed my confidence. Student C: I do have plans to share this study with my principals to see what their reactions and advice are for moving forward with this research. Once I have their input, I would like to have a plan in place for future professional development for my school district so that I can present it to my administration for their review. I hope to assist my school district with more beneficial and efficient professional development for technology integration in the years to come. Now that this course is coming to a close and I have been exposed to the research process, I feel more

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			confident in carrying out research involving professional development for technology integration and the effectiveness of it.

Student D: During the capstone course, I was able to successfully come up with a research topic. At the beginning of the program and course, the research question I chose was vague and with some in-depth thinking, I was able to narrow it down. It was difficult because narrowing it down to one question and locating plenty of research on that one topic was troublesome. It is important to choose a topic that has validity. I am a much better reader now at the end of the course than at the beginning. I learned that reading research and other articles differ from reading an informational selection or a fiction novel. I taught myself how to read and reread in order to comprehend research articles that were used for weekly discussions and my case study. I would add that that I am a much more successful writer than I was at first.

Student E: I re-read my reflection from module one and see the difference in my confidence level from when I began the course. I have a better understanding of the research process. I was unsure of what I was doing. Now I know I |

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			have done it as a student, and it isn't as intimidating now that I have put my feet into the water. Knowing all the work and effort that can go into a research study has given me an appreciation for the research others graciously share with the rest of us to learn. (05/24/2021)