

Assessment Cycle

Academic Year 2016 – 2017

Program: M.Ed. ETEC (502A, 502b)

College: Education and Human Development

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission (draft). The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Gallaspy College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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Program Mission Statement: The M.Ed. ETEC program seeks to enhance professionals' skills in digital tools for personal and professional productivity in education and other professional disciplines.

Methodology: The assessment process for the program is as follows:

(1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.

(2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Candidates will demonstrate technology literacy skills, technology advocacy, and leadership in planning and delivering professional development appropriate for unique populations.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a project study in EDUC 5850. The assessment is evaluated using a rubric, and the benchmark performance is 85% (n=6) means at or above 10.00.

Finding: Candidates struggle the most with scholarly, research writing.

Analysis: 85% (n=6) of the 7 indicators \geq 10.00. The remaining indicator focuses on writing.

Action - Decision or Recommendation: Writing resources available to candidates continue to be emphasized. Feedback provided on draft submissions was enhanced to provide greater detail.

Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Candidates will design and implement a virtual learning experience and assess participant learning in that experience.

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Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through a digital citizenship seminar in ETEC 6010. The assessment is evaluated using a rubric, and the benchmark performance is 80% (n=4) means at or above 10.00.

Finding: Candidates struggle the most with preparing and presenting content relevant to diversity in digital citizenship, namely in providing organizational examples.

Analysis: 80% (n=4) of the 5 indicators \geq 10.00. The remaining indicator relates to diversity examples.

Action - Decision or Recommendation: In preparing the 2015 SPA report, faculty discovered that the low ratings on diversity in digital citizenship items were a trend. Course content changes were made to provide better instruction to help candidates define diversity, digital citizenship, and the integration of the two.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Candidates will model skills and characteristics appropriate for individuals in formal or informal leadership roles.

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through candidate and mentor evaluations in ETEC 6010. The assessment is evaluated using performance evaluations, and the benchmark performance is 80% (n=16) means at or above 2%.

Finding: Benchmark ratings for all indicators were met.

Analysis: 100% (n=20) of the 20 indicators \geq 2.00

Action - Decision or Recommendation: Multiple cycles of data reflect a trend of potential rating inflation; however, this phenomenon is not uncommon given the context. Faculty have reviewed the tool and are confident that items are unbiased. For now, faculty have decided to keep the tool as is because it is robust enough to provide meaningful data yet brief enough to elicit a 100% response rate.

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Student Learning Outcome (SLO) 4:

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Candidates will design virtual learning experiences that yield multimedia content presentations and interactive learning activities.

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 is assessed through an online course, ETEC 5770. The assessment is evaluated using a rubric, and the benchmark performance is 80% (n=16) means at or above 2.

Finding: Benchmark ratings for all indicators were met.

Analysis: 100% (n=20) of the 20 indicators \geq 2.00

Action - Decision or Recommendation: Given that this was the first implementation of this assessment, no changes will be made until at least two cycles of data are available to investigate whether trends exist.

Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Candidates will conduct investigations relevant to technology needs and uses in particular professional settings then present findings and recommendations for advancing technology in those settings.

Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through a technology plan in ETEC 5780. The assessment is evaluated using a rubric, and the benchmark performance is 85% (n=6) means at or above 10.00.

Finding: Benchmark ratings for all indicators were met.

Analysis: 100% (n=7) of the 7 indicators \geq 10.00

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Action - Decision or Recommendation: Faculty elected to collect an additional cycle of data and await SPA response to conditions feedback before taking action on this assessment.

Comprehensive Summary of key findings and or decisions:

Overall, candidate performance is satisfactory on the majority of key program assessments. Formally, the lowest ratings on any rubric indicators in these assessments relate to writing. Informally, this is a trend across all programs whether formal evaluations occur. In the assessments presented here in addition to writing, budgeting for technology plans and subsequent implementation and identifying diversity in digital citizenship examples in candidates' organizations presented low ratings compared to the other items on the respective rubrics. For these, course instructions were refined and hopefully clarified to provide greater detail on what is expected. From February 2017 SPA report feedback, rubric language was clarified and more closely aligned with instructions to ensure candidates are prepared for each assessment's expectations and how their performances will be evaluated. As these are all relatively new assessments, some being administered only once, faculty agree that three or more cycles of data are necessary to identify trends before adjusting any assessments.