AC 2024-2025 Assessment

M.Ed. in Educational Technology Leadership (502)

Gallaspy College of Education and Human Development

Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission.
The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education 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.

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.

AC 2024-2025 Assessment

Methodology:

Data is collected from key assessments in courses identified for each SLO. The assessments are administered as capstone assessments in the courses, and all are evaluated with analytic rubrics. Results are reviewed annually using descriptive statistics, comparisons across administration cycles, and, anecdotally, student feedback.

Student Learning Outcomes:

SLO 1: Demonstrate discipline-specific content knowledge

Course Map: EDUC 5850

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

Course Map: EDUC 5850

Measure 1.1. (Direct - Knowledge)

Evidence of assessment is the Action Research Project. The assessment is aligned to the Graduate School's paper-in-lieu-of-thesis guidelines as well as criteria specific to ISTE standards, data analysis, and project-based learning. The assessment criteria are aligned to the frameworks used to develop the assessment requirements. Performance indicators are qualitative and progressive across the rating scale. Research-based analyses of quality are planned for future assessment cycles.

The target is: 85% of candidates will earn benchmark ratings of 5 (i.e. "Target") on each criterion based on performance expectations.

Finding: Target was Not Met

- **AC 2024 – 2025:** Target was Met. 83% (n=6) of candidates met the benchmark.
- **AC 2023 – 2024:** Target was Not Met. 60% (n=5) of candidates met the benchmark.

AC 2024-2025 Assessment

Analysis:

In AC 2023-2024, the target was not met. Three of the five candidates earned ratings of 5 in all 71 elements of the rubric used to assess their papers. Candidates' performance was strong in identifying the problem, justifying the need for research, and developing a research design, while being weak in implementing proper style guidelines for APA 7th edition and grammar usage. Based on the analysis of AC 2023-2024, changes were made to improve scores on performance by providing more checkpoints and submitting papers from 5010 before the semester began to allow students more time to complete their projects. However, for AC 2024-2025, although the percentage was higher, the target was not met. 83% of candidates were able to meet the benchmark with the changes made, thus improving their papers.

Decision

In 2024-2025, the target was not met. (n = 6)

Based on analysis of AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty will continue to improve on providing better checkpoints and deadlines for students to reach throughout the process of completing the project. If students become unresponsive in communicating at those checkpoints, remediation pieces will be implemented to help keep students on track for completion of the project.

SLO 2: Apply discipline-specific content knowledge in professional practice

Course Map: ETEC 6010

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

Measure 2.1. (Direct - Knowledge)
Evidence of assessment is the Virtual Digital Citizenship Seminar. The assessment was developed to align with ISTE Technology Director Standard 5. Candidates demonstrate content knowledge of digital citizenship and gain practical experience in online course design and delivery by completing the Digital Citizenship Seminar. The seminar is an online course designed by candidates and hosted in Eliademy or another platform of the candidate's choosing. Candidates solicit individuals to serve as "students" in the seminar; these "students" may be P-12 students or adults

depending on the seminar's intended audience. Candidates' digital citizenship content knowledge is evaluated based on the content presented in the seminar, and their pedagogical knowledge is evaluated against the Quality Matters criteria for online course design and delivery.

Each candidate's seminar follows a standard framework of four units, and each unit must include a presentation of content, at least one interactive activity, and at least one assessment. The seminar content is created by the candidate and is unique to a school or district. While the content is unique to the setting, each unit's broad topic is standard. Those are: 1) overview of digital citizenship (Standard 5: Digital Citizenship); 2) digital equity (Element 5.1: Digital Equity); 3) safe, healthy, legal, and ethical technology use (Element 5.2: Policies for Safe, Healthy, Legal, and Ethical Use; Element 5.3: Programs for Safe, Healthy, Legal, and Ethical Use); and 4) diversity, cultural understanding, and global awareness (Element 5.4: Diversity, Cultural Understanding, and Global Awareness). Specific sub-topics are provided for each (see seminar outline below).

Content for each unit includes at least one candidate-created video lesson/lecture, one Web site, and one additional digital resource that extends that unit's content. Activities must reinforce the content, and assessments must provide meaningful feedback for seminar participants.

The assessment criteria and indicators have construct validity because items were aligned directly to ISTE Technology Director Standard 5 performance expectations. Research-based analyses of quality are planned for future assessment cycles. The target is 80% of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations.

Finding: Target was Met

- **AC 2024 – 2025:** Target was Met. 100% (n=3) of candidates met the benchmark.

Analysis:

In AC 2023-2024, the target was met. Data indicated that candidate strengths were in the areas of "knowledge of subject matter and content they were teaching." Candidate weaknesses were in the areas of "providing a more clear or complete explanation in the areas of digital citizenship (ISTE 5.1), diversity, cultural understanding, and global awareness (ISTE 5.4), and overall pedagogy." Based on the results, the following changes in AC 2024-2025 were made: providing additional instruction on pedagogy, areas of ISTE standards, and the process of creating the course to be implemented. As a result of these changes, in AC 2024-2025, the target was met.

Decision

For AC 2024-2025, the target was met. (n= 3) Based on information gathered from

analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Faculty will provide instruction on pedagogy, areas of ISTE standards, and the process of creating the instructional course to be implemented.

Providing this additional instruction will improve the student's ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

SLO 3: Model professional behaviors and characteristics.

Course Map: ETEC 6010

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)

Evidence of assessment is the Mentor Evaluation. The mentor evaluation is aligned to departmental goals, course outcomes, and ISTE and InTASC standards linked to course outcomes. It was developed by faculty using existing tools as models. The evaluation's alignment to departmental goals, ISTE standards, and InTASC standards provide evidence for meeting the said goals and standards. The evaluation criteria and indicators have construct validity because items were aligned directly to departmental goals, ISTE standards, and InTASC standards.

The target is: 100% of candidates will earn minimum ratings of 2 on all items.

Finding: Target was Met

AC 2024 – 2025: Target was Met. 100% (n=3) of candidates met benchmark.

Analysis:

In AC 2023-2024, the target was met. Based on an analysis of the data, the following changes were implemented in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty implemented additional protocols for mentor evaluations that sustain support and provided increased instructional focus on adapting appropriately to rapid changes and uncertainty in education. As a result of these changes, in AC 2024-2025, the target was met.

AC 2024-2025 Assessment

Decision:

For AC 2024-2025, the target was met. (n=3)

Based on analysis of AC 2024-2025 data, faculty will make the following changes for AC 2025-2026. The faculty will implement protocols for mentor evaluations to sustain support and continue driving the cycle of improvement. Additionally, faculty will provide instructional focus on adapting appropriately to rapid changes and uncertainty in education.

These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4: Exhibit creative thinking.

Course Map: ETEC 5760

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

Measure 4.1. (Direct - Knowledge)

Evidence of assessment is the Interactive Multimedia Website. The Instructional Multimedia Website is the capstone assessment of ETEC 5760. In this assessment, candidates demonstrate their mastery of digital tools/resources, digital-age learning strategies, educational technology/technology integration knowledge, and reflection on practice. The assessment serves as technology-mediated instructional tool where a target audience and instructional problem or opportunity are identified. The candidate, considering the unique needs of the target audience, then creates and organizes content and learning activities using the Web platform he/she has selected. Students then use/work through the Website and provide feedback via survey on the Website once they complete the tasks embedded within it. Candidates then review that feedback and student performance on activities within the Website and prepare an analysis report of the Website's implementation and student feedback. Within the analysis, candidates identify what decisions they made on revising the Website content or activities based on student feedback and performance.

The target is 80% of candidates will earn minimum benchmark ratings of 3 on each criterion based on performance expectations.

AC 2024-2025 Assessment

Finding: Target was Met

- **AC 2024 – 2025**: Target was Met. 100% (n =9) of candidates met benchmark.
- **AC 2023 – 2024:** Target was Not Met. 62% (n=13) of candidates met benchmark.

Analysis:
In AC 2023-2024, the target was not met. Upon analysis of the data, the following changes were implemented in AC 2024-2025 to continue the cycle of improvement. Instructors for this course increased instructional emphasis on lesson objectives, use of hyperlinks in instructional unit, and explanation of unit implementation. In AC 2024-2025, the target was met. Data showed students improved in the areas of focus during AC 2024-2025.

Decision:

In AC 2024-2025, the target was met (n=9).

Based on analysis of AC 2024- 2025 data, faculty will implement the following changes when the class is held during AC 2025-2026 to drive the cycle of improvement. Instructors for this course will increase instructional emphasis on lesson objectives, use of hyperlinks in instructional unit, and explanation of unit implementation. Also, faculty will use better rubric to assess the creation and implementation of instructional multimedia websites.

Increasing emphasis lesson objectives, use of hyperlinks, and explanation of unit implementation will improve the student's ability to explain their process of what they hope the unit will produce. The use of the new rubric will more properly assess the students' website and be more in line with standards. Ratings will be based on a Likert scale of 3 elements but will be more defined with what is required.

SLO 5. Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

Course Map: ETEC 5780

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.	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.

AC 2024-2025 Assessment

Measure 5.1. (Direct - Knowledge)

Evidence of assessment is the Technology Plan. Candidates analyze the technology utilization and needs in an approved school setting. Using the material presented throughout the course, including the readings and class discussions, they orchestrate and lead a planning process with the school's Technology Committee. They format the plan per template provided with some elements likely being proposed or conceptual. For example, elements related to budget or survey data may not be available within the timeframe of this activity. For those elements, they are addressed broadly with as much detail as possible or a proposed timeframe in which they will be addressed with notations that details are limited and with a proposed timeline for gathering all pertinent details.

The technology plan assessment requires candidates to investigate a school within the P12 setting. The investigation includes an audit of current technologies and their uses. With that knowledge, the candidate then works with the school leadership to organize a Technology Committee (or convene an existing committee) and lead an effort to draft a technology plan specific to the school in question (Element 1.2: Strategic Planning). In general, this substantive activity aligns with the three elements of Standard 1: Visionary Leadership. Once the vision has been identified, the candidate and the Technology Committee work to draft goals for the three planning focus areas of 1) technology integration, 2) professional development, and 3) community engagement. The focus area goals lead to processes for identifying key individuals, both internal to the school and external stakeholders, who will be key personnel in supporting the goals and what each individual or group's role will be. Specific needs—hardware, software, networking, support, etc.—are then identified based on goals and data sources. Finally, candidates draft a budget for accomplishing the goals and seek out funding sources available (Element 4.5: Technology Infrastructure; Element 6.2: Technical Knowledge). Examples of how advocacy networks and resources influenced the work are integrated throughout all sections (Element 1.3: Advocacy). The assessment criteria and indicators have construct validity because items were aligned directly to ISTE Technology Director standards as noted in the analysis. Research-based analyses of quality are planned for future assessment cycles.

The target is 80% of candidates will earn minimum benchmark ratings of 10 on each criterion based on performance expectations.

Finding: Course was not taught during AC 2024-2025.

- **AC 2023 – 2024:** Target was Not Met. 50% (n=10) of candidates met the benchmark.
- **AC 2022-2023:** Target was Not Met. 25% (n=12) of candidates met the benchmark.

AC 2024-2025 Assessment

Analysis:

In AC 2023-2023, the target was not met (n=12). Based on analysis of the AC 2022-2023 results, the following changes were implemented in AC 2023-2024 to drive the cycle of improvement. More resources, clarification, and explanation will be provided in those key areas to improve meeting the benchmark of those areas. As a result of these changes in AC 2023-2024, while there was improvement, the target was still not met. Students improved in all areas of the items assessed. However, students could not meet benchmark in the following areas: impact of technology on the workplace (7 out of 10 met the benchmark in this area), personnel roles and responsibilities (7 out of 10 met the benchmark in this area), and budget and funding (5 out of 10 met the benchmark in this area).

Decision:

In AC 2023-2024, the target was not met. (n=10)

Based on analysis of AC 2023-2024 data and feedback from the instructor, faculty will implement the following changes when the class is held during AC 2025-2026 to drive the cycle of improvement. More resources, clarification, and explanation will be provided in the areas of budget and funding for the technology plans, showing impact of technology in the workforce, and how to assign personnel roles and responsibilities.

This will better enable students to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis from AC 2023-2024 which resulted in some improved student learning and program improvement in AC 2024-2025.

- SLO 1: Use of multiple checkpoints and access to EDUC 5010 paper to keep candidates on task.
- SLO 2: Providing additional focus on pedagogy ISTE standards 5.1 and 5.4 and overall course design.
- SLO 3: Provided additional focus on adapting to rapid changes in educational environments.
- SLO 4: Provided increase instructional emphasis on lesson objectives, use of

hyperlinks and implementation procedures.

- SLO 5: Course not offered during AC 2024-2025 to implement changes.

Overall: Candidates were required to exhibit knowledge and application of the breadth of each ISTE standard/element.

- Data indicated that some candidates are simply not submitting key assessments for evaluation.
- Data indicated that candidates are having issues understanding key elements regarding instructional design.

Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis from AC 2024-2025 and will take the following steps to continue to improve student learning in AC 2025-2026:

- SLO 1: Faculty will pursue further checkpoints to keep candidates on task and implement remediation procedures if communication is not occurring.

- SLO 2: Faculty will provide additional instruction focused on pedagogy ISTE standards 5.1 and 5.4 and overall course design.

- SLO 3: Faculty will provide additional instructional focus on adapting appropriately to rapid changes in educational environments.

- SLO 4: Faculty will increase instructional emphasis on lesson objectives, use of hyperlinks, and implementation procedures.

- SLO 5: Faculty will provide additional instructional emphasis on impact of technology on the workplace, personnel roles and responsibilities, and budget and funding.