

## **Assessment of Student Learning Outcomes**

Assessment of learning outcomes for the Educational Technology Master of Education occurs annually using a cumulating ePortfolio with measures directly aligned to the Association for Educational Communications and Technology National Standards (AECT, 2012). Scores from the Fall 2023 and Spring 2024 cycles were gathered in May 2024 by the Program Coordinator (see Table 1).

The assessment consists of having students develop a cumulative ePortfolio website with additional executive summaries, self-reflections and evidence of standards documents addressing alignment of web-based artifacts to specific AECT standards. Each component was evaluated using a “Meets Standard” (3 points); “Needs Revision” (2 point) and “Major Revisions” (1 points) “Missing” (0 points) scale. One revision is allowed on the ePortfolio. The scores listed in the data tables are final submission scores. Mean scores that were below 80% (2.4 on 3-point scale) serve as guidelines for potential revisions to the curriculum for the 2024-2025 cycle.

Results indicated that all students performed at or above acceptable levels on the ePortfolio assessment. Twelve students successfully passed the requirement and one student had to withdraw from the assessment during the process (100% pass rate among those who completed the ePortfolio). Table 1 lists the average final ePortfolio scores for 2023-2024.

# Academic Assessment Plan Results

(M.Ed. Educational Technology)

(May 2024)

Table 1. Mean ePortfolio Scores for the ETEC Master of Education Program-2023-2024

AECT Standard	2023-2024 Mean
<b>Standard 1: Content Knowledge-</b> Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.	2.91 (94.4%)
<b>Standard 2: Content Pedagogy-</b> Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.	2.91 (94.4%)
<b>Standard 3: Learning Environments-</b> Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	3.0 (100%)
<b>Standard 4: Professional Knowledge and Skills-</b> Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	3.0 (100%)
<b>Standard 5: Research-</b> Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance	3.0 (100%)

\*Students are allowed one revision of the portfolio after faculty feedback. Pass rate for 2023-2024 for students was 100%.

# **Academic Assessment Plan Results**

**(M.Ed. Educational Technology)**

**(May 2024)**

## **Changes to the degree/program made or planned based on the assessment and analysis**

Based on results from the 2022-2023 cycle minor changes were made to the ePortfolio evaluation. Instead of having the ePortfolio course be a “preparation course” scored independent of the cumulative ePortfolio, the two were merged where now the course serves part of the assessment. This allowed us to provide individualized feedback and revision for each component of the ePortfolio as it was being developed versus a course grade followed by separate evaluation feedback and re-submission if needed of the final product.

Based upon our 2023-2024 results this process appears to be more student centered and successful in helping students develop the ePortfolio which showcases their skill sets related to the AECT standards. As we progress, we will work in refinement of the assessment process and perhaps consider the change of the course to Pass/Fail grading versus letter.

# **Academic Assessment Plan Results**

**(M.Ed. Educational Technology)**

**(May 2024)**

## **Changes to the assessment process made or planned.**

Based on these results we do not plan any changes to the assessment process for the next cycle but are considering merging the ePortfolio into an existing course versus having it be a 1 credit stand-alone preparation course to decrease costs to students and more effectively tie the assessment into the curriculum.