

Academic Assessment Plan Results

(M.Ed. Educational Technology)

(May 2021)

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 2020 and Spring 2021 cycles were gathered in May 2021 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 an evidence of standards documents addressing alignment of web-based artifacts to specific AECT standards. Each standard was evaluated using a “Meets Standard” (2 points); “Needs Revision” (1 point) and “Missing” (0 points) rubric scale. One revision is allowed on the ePortfolio. The scores listed in the data tables are first submission scores, as the focus was to assess student achievement before specific feedback was provided by program faculty. Mean scores that were below 80% (1.6 on 2-point scale) serve as guidelines for potential revisions to the curriculum for the 2020-2021 cycle.

Results indicated that students performed at or above acceptable levels on the ePortfolio assessment. Thirteen students successfully passed the requirement (100% pass rate).

Students were allowed to submit one revision of the portfolio to address deficiencies. Scores listed in Table 1 are first submission scores. Table 1 lists the average scores for 2020-2021.

Table 1. Mean ePortfolio Scores for the ETEC Master of Education Program-Fall 2020-Spring 2021

| AECT Standard | Fall 2020 | Spring 2021 | Mean |
|--|------------------|--------------------|--------------|
| Standard 1: Content Knowledge- Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. | 2.0 (100%) | 1.6 (80%) | 1.8 (90%) |
| Standard 2: Content Pedagogy- Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. | 2.0 (100%) | 1.6 (80%) | 1.8 (90%) |
| Standard 3: Learning Environments- Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. | 2.0 (100%) | 1.6 (80%) | 1.8 (90%) |
| Standard 4: Professional Knowledge and Skills- Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. | 1.6 (80%) | 1.6 (80%) | 1.6 (80%) |
| Standard 5: Research- Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance | 1.6 (80%) | 1.5 (60%) | 1.5 (60%) |

*Indicates initial scores on the first submission. Students are allowed one revision of the portfolio after faculty feedback. Pass rate for 2020-2021 for students was 100% after completion of second submission.

Changes to the degree/program made or planned on the basis of the assessment and analysis

Based on results from the 2019-2020 cycle we made minor refinements to the ePortfolio and our evaluation system. Several program changes were implemented for the first time consisting of course title changes, reducing the credits to 31 from 34 and reformatting courses and content as a result of a recent market analysis from Global Campus focused on program recruiting. As we implemented these changes, we examined the ePortfolio process and looked once again for potential learning gaps and begin to look at longitudinal data since the assessment data includes approximately 15-20 students per year depending upon the enrollment in the ePortfolio assessment.

The Arkansas Department of Education recently approved an additional area of certification for K-12 Online Teaching. In late 2021 the ETEC program was funded for a 2 year \$390,000 grant to form an K12 Online Teaching academy which provides scholarship funding for practicing teachers can obtain Arkansas Licensure for online teaching. This required some minor modifications to our program and the application for state licensure approval is currently in process.

Changes to the assessment process made or planned

Based on these results we do plan to examine ways in which Ethics and Diversity standards might be more adequately addressed in our program. We also have made changes in the Graduate Certificate and aligned course content to Arkansas Competencies. Due to the grant additional sections of all course in the Graduate Certificate (Academy/Licensure) program will be offered in 2021-2022 with 20 new students admitted to the program as part of this funding. The funding has will be provided for two years and a search for ways to potentially sustain the program after expiration will be investigated during the 2021-2022 cycle.