

**Academic Assessment Plan Results
(M.Ed. Educational Technology)
(May 2022)**

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 2021 and Spring 2022 cycles were gathered in May 2022 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 standard was evaluated using a “Meets Standard” (3 points); “Needs Revision” (2 points) and “Major Revisions” (1 point) or “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% (2.4 on 3-point scale) serve as guidelines for potential revisions to the curriculum for the 2021-2022 cycle.

Results indicated that students performed at or above acceptable levels on the ePortfolio assessment. Ten 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). **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 2021- 2022.

Table 1. Mean ePortfolio Scores for the ETEC Master of Education Program-Fall 2021-Spring 2022

AECT Standard	2021-2022 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.	2.91 (97%)
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.	2.73 (91%)
Standard 3: Learning Environments- Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	2.85 (95%)
Standard 4: Professional Knowledge and Skills- Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	2.77 (92%)
Standard 5: Research- Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance	2.57 (86%)

*Indicates initial scores on the first submission. Students are allowed one revision of the portfolio after faculty feedback. Pass rate for 2021-2022 for students was 100%.

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

Based on results from the 2020-2021 cycle we made minor changes to the ePortfolio and our evaluation system. We have also implemented program changes made during the previous cycle for the first time. As we implement these changes, we will continue to re-examine the ePortfolio process to identify potential learning gaps that may result. Also, we will begin to look at longitudinal data since the assessment data includes approximately 15-20 students pre year depending upon the enrollment in the ePortfolio assessment.

This evaluation cycle also presented our first graduating class of the Online Teaching Academy a program that is funded by a grant from the Arkansas Department of Education. recently approved an additional area of certification for K-12 Online Teaching. The program has been funded for a second cohort and there are revisions going on currently in the Arkansas Online Teaching Standards which we will be making modifications to ensure alignment in the K12 Online Teaching Graduate Certificate.

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 will continue to monitor the impact of the program changes implemented previously.