



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

*INSTRUCTIONAL TECHNOLOGY ED.S.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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# Goals for Improvement: 2014-2015

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**Directions:** Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at [https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form).

To record 2015-2016 goals, please click here:

[https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
To review and redesign the Ed.S. in Media in collaboration between IT and SLM to ensure program integrity by February 29, 2015.				Academic Success
Develop additional elective courses by February 2015.				Academic Success

## Program Admissions/Production Information

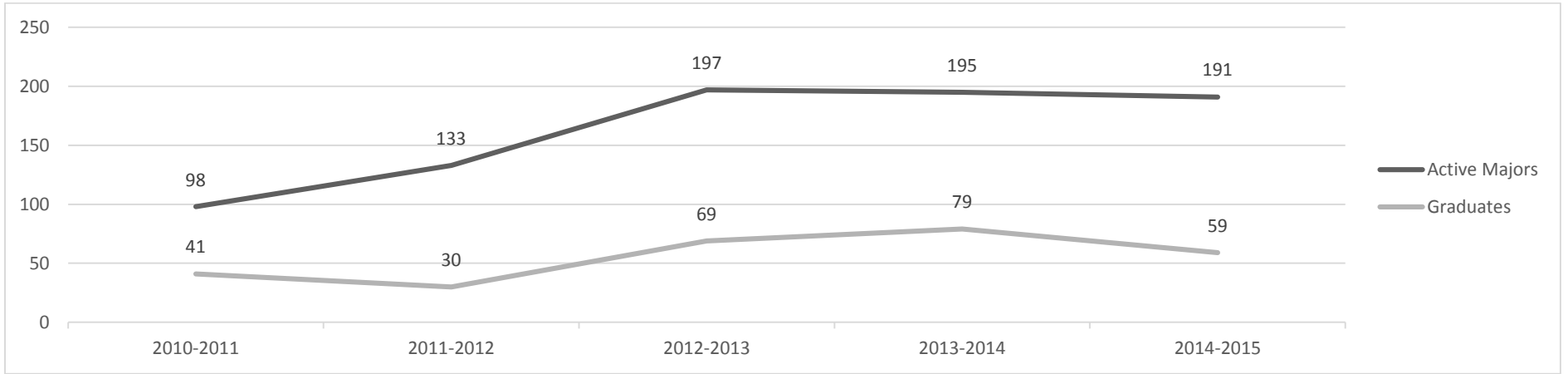
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### Admissions and Active Majors

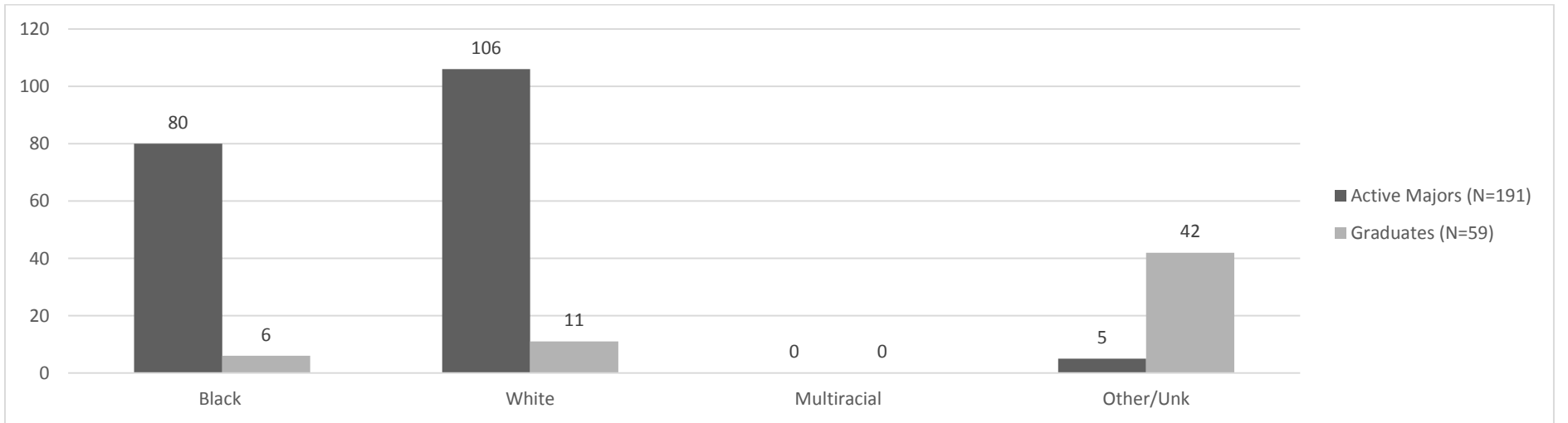
Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
7	27	67	191	TBA

\*Banner Report ED2505

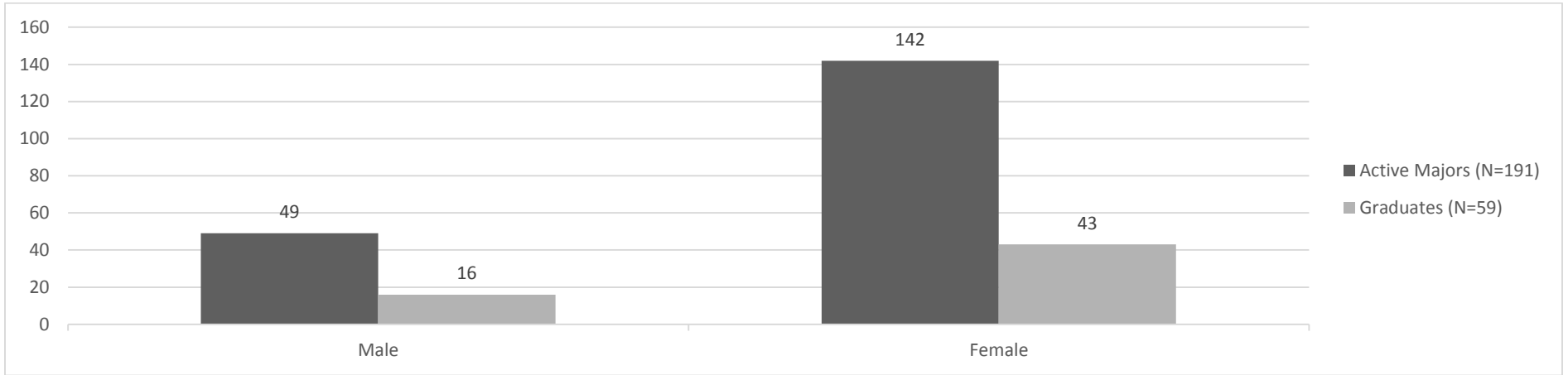
**Active Major & Graduate Trend Data**



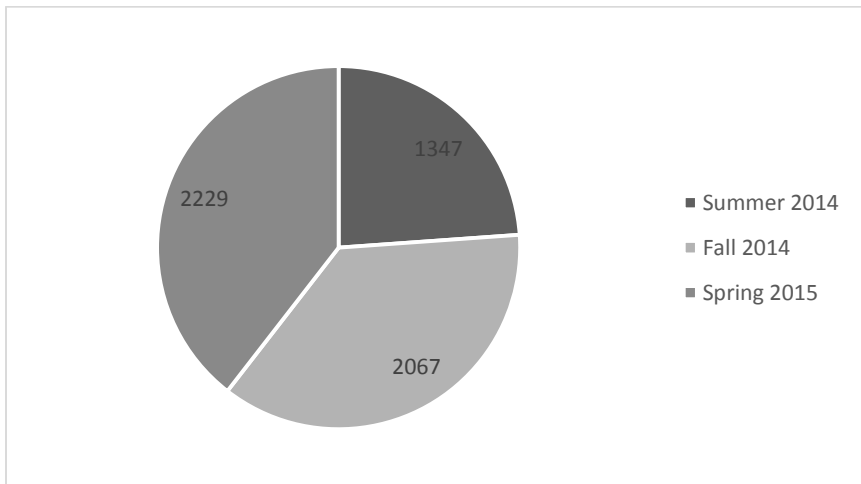
**Race- Active Majors and Graduates**



**Gender- Active Majors and Graduates**



**Credit Hour Production- All MEDT Graduate Courses (N=5643)**



### Progression to Graduation Data

	% Graduated in 2 Years	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Summer 2010 Cohort (N=9)</b>	78%	11%	0	11%	0
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2012 Cohort (N=47)</b>	83%	6%	0	9%	2%
	% Graduated in 2 Years or less	% Graduated in 3 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2013 Cohort (N=35)</b>	49%	9%	17%	23%	3%

### Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Summer 2010	3	6	0	9	0	0
Fall 2012	12	35	4	13	0	30
Fall 2013	8	27	2	4	0	29

## Learning Outcome Report

Mean scores are reported for each assessment used for each specified criterion.

<b>Instructional Planning Skills Rubric assessed in MEDT 7464 (In Portfolio)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills</li> <li>➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=51)</b>
1. Analysis – Conducts learner, task, and context analyses and provides detailed information.	3.51
2. Design – Designs technology-enhanced instruction that meets the needs of the target audience.	3.45
3. Development – Develops and produces high-quality instructional materials.	3.60

<b>Dispositions Rubric assessed in MEDT 7464 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=51)</b>
Professionalism: Time and Quality Management	3.88
Professionalism: Professional Demeanor	3.90
Professionalism: Responsive and Adaptive	3.82
Professionalism: Ethical and Honest	3.90
Communication: Verbal Communication	3.80
Communication: Written Communication	3.78
Belief that All can Learn: Respects Individual Differences	3.88
Fairness: Equity in all Settings	3.86
Collaboration: Interactions with Others	3.84

<b>Quality of Service Rubric assessed in MEDT 7464 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills ➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=51)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	3.92
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	3.92
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.84

<b>Diversity Rubric assessed in MEDT 7464 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=51)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	3.88
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	3.76
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.82
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	3.92

<b>Instructional Multimedia Content and Planning Skills Rubric assessed in MEDT 7468 (In Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students	
<b>Rubric Criteria</b>	<b>2014-2015 (N=1)</b>
Needs Assessment The instructional needs are clearly identified and stated. The audience is well characterized. Conditions that would influence learning design or teaching methods are identified and well described. Teaching and learning standards have been identified and clearly noted.	>>No Data Collected<<
Applied Principles of Multimedia Learning Basic principles of learning with multimedia are applied to the design and development of instructional multimedia. The learning activities are designed using evidence-based teaching methods or learning design theories to support stated learning targets. (A sub-rubric covering the specifics for TEL-MM Learning will be included within the course.)	
Design and Plan Learning Activities Selected technology(ies) optimally support or enhance the learning activities. All assumptions regarding competency with the selected technology(ies) are clearly identified and stated. Additional learning requirements are integrated into the learning design.	
Development and Evaluation Rapid development methodologies are followed to demonstrate coordinated production with continual evaluation. Instructional multimedia learning materials are produced with high quality. Prototype evaluation strategies are designed to measure solution effectiveness.	
Section 508 Compliance Accommodations for accessibility, whether they are based on physical ability or human impairments, have been integrated into the learning design. (A sub-rubric covering the specifics for Section 508 Compliance will be included within the course.)	
Copyright and Fair-Use Copyright laws and Fair-Use guidelines have been followed. (A sub-rubric covering the specifics for Copyright and Fair-Use will be included within the course.)	
Communication and Coordination For all written work, no problems or mistakes are found in writing structure, grammar, punctuation, or spelling. If multiple individuals cooperate to develop the learning design, evidence shows that information flowed easily and timely between all concerned individuals.	

<b>Dispositions Rubric assessed in MEDT 7468 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=3)</b>
Professionalism: Time and Quality Management	4.0
Professionalism: Professional Demeanor	4.0
Professionalism: Responsive and Adaptive	3.67
Professionalism: Ethical and Honest	4.0
Communication: Verbal Communication	4.0
Communication: Written Communication	4.0
Belief that All can Learn: Respects Individual Differences	3.67
Fairness: Equity in all Settings	4.0
Collaboration: Interactions with Others	3.67

<b>Quality of Service Rubric assessed in MEDT 7468 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=3)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	3.0
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	3.0
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	2.0



<b>Diversity Rubric assessed in MEDT 7468 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=3)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	4.0
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	4.0
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	4.0
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	3.67

<b>Impact on Student Learning Rubric assessed in MEDT 7476 (In Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students	
<b>Rubric Criteria</b>	<b>2014-2015 (N=7)</b>
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	3.71
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	3.57
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	3.43

<b>Dispositions Rubric assessed in MEDT 7476 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=12)</b>
Professionalism: Time and Quality Management	3.92
Professionalism: Professional Demeanor	4.0
Professionalism: Responsive and Adaptive	3.83
Professionalism: Ethical and Honest	3.92
Communication: Verbal Communication	3.83
Communication: Written Communication	3.75
Belief that All can Learn: Respects Individual Differences	3.92
Fairness: Equity in all Settings	4.0
Collaboration: Interactions with Others	3.83

<b>Quality of Service Rubric assessed in MEDT 7476 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=12)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	4.0
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	3.83
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.92

<b>Diversity Rubric assessed in MEDT 7476 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=12)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	4.0
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	3.83
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.83
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	4.0

<b>Visual and Media Literacy Content Knowledge Rubric assessed in MEDT 7490 (In Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students	
<b>Rubric Criteria</b>	<b>2014-2015 (N=1)</b>
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	4.0
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	3.0
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	3.0
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	3.0
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	2.0

<b>Dispositions Rubric assessed in MEDT 7490 (in Portfolio)</b>	
➤ Outcome 3: Candidates demonstrate professional dispositions and ethics	
<b>Rubric Criteria</b>	<b>2014-2015 (N=8)</b>
Professionalism: Time and Quality Management	3.88
Professionalism: Professional Demeanor	3.88
Professionalism: Responsive and Adaptive	3.88
Professionalism: Ethical and Honest	3.88
Communication: Verbal Communication	3.88
Communication: Written Communication	3.88
Belief that All can Learn: Respects Individual Differences	3.88
Fairness: Equity in all Settings	3.75
Collaboration: Interactions with Others	3.88

<b>Quality of Service Rubric assessed in MEDT 7490 (in Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=8)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	4.0
2. Communication: ability to actively listen to client/supervisor and gather information along with ability to illustrate ideas and rationales that are helpful in meeting stakeholders' needs.	4.0
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.88

<b>Diversity Rubric assessed in MEDT 7490 (in Portfolio)</b>	
➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs	
<b>Rubric Criteria</b>	<b>2014-2015 (N=4)</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	4.0
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	4.0
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	3.67
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	4.0

<b>IT Leadership Planning Skills Rubric assessed in MEDT 8462 (In Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students	
<b>Rubric Criteria</b>	<b>2014-2015 (N=3)</b>
Introduction and Statement of Need: Clearly states need and supports it with relevant data.	4.0
Goals and Objectives: Clearly states goals and objectives. Describes measurable outcomes.	3.0
Methods: Describes how objectives will be achieved (e.g., activities, procedures). Includes timeline. Includes description of qualified personnel to implement proposed work.	4.0
Evaluation Plan: Describes process to evaluate achievement of objectives. Describes plan for data collection, analysis, and reporting. Includes description of qualified personnel to conduct evaluation.	4.0
Budget: Budget is complete and accurate. Budget is sufficient for achieving objectives. Includes brief narrative to justify the need for each budget item.	3.67

<b>Research on Media and Instructional Technology Content Knowledge Rubric assessed in MEDT 8484 (In Portfolio)</b>	
➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills	
➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students	
<b>Rubric Criteria</b>	<b>2014-2015 (N=3)</b>
Overview: Summarizes viewpoints of both Clark and Kozma with supporting research. States position in support of Clark or Kozma.	3.33
Current Theories Relevant to the Debate: Discusses relevance of Swellers cognitive load theory and Mayers cognitive theory of multimedia learning.	3.33
Supporting Research: Includes examples of current research on media and instructional technology to support explanations.	3.33
Format: Paper is formatted in APA style (including APA style for references). Times or Times New Roman 12 point font is used. Paper is double-spaced. References are included to support position.	2.67

<b>Ed.S. Portfolio Final Reflection and Showcase Rubric assessed in overall MEDT program (In Portfolio)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and professional knowledge and skills</li> <li>➤ Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students Outcome 3: Teachers are responsible for managing and monitoring student learning.</li> <li>➤ Outcome 3: Candidates demonstrate professional dispositions and ethics</li> <li>➤ Outcome 4: Candidates demonstrate ability to serve needs of diverse populations including special needs</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=20)</b>
Resume: An up-to-date resume includes information such as name, degrees/certifications earned, contact information, and professional experiences.	3.95
Professional Standards Matrix - Standards and Conceptual Framework Alignment, Artifact Identification, and Reflective Narratives: At least 2 artifacts are included for each Professional Standard with the following information: artifact titles, a 3 -5 sentence description, file names, course taken, aligned UWG College of Education Conceptual Framework descriptors, and reflective narratives. Each reflective narrative is a minimum of 100 words for each Professional Standard. The reflection includes a rationale for selection of each artifact. The narrative makes a clear connection to the relevant Professional Standards and UWG College of Education Conceptual Framework descriptors. The narrative explains how the accomplished work helped the candidate develop as an exemplary practitioner. Narratives have no spelling or grammar errors.	3.85