



**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 M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

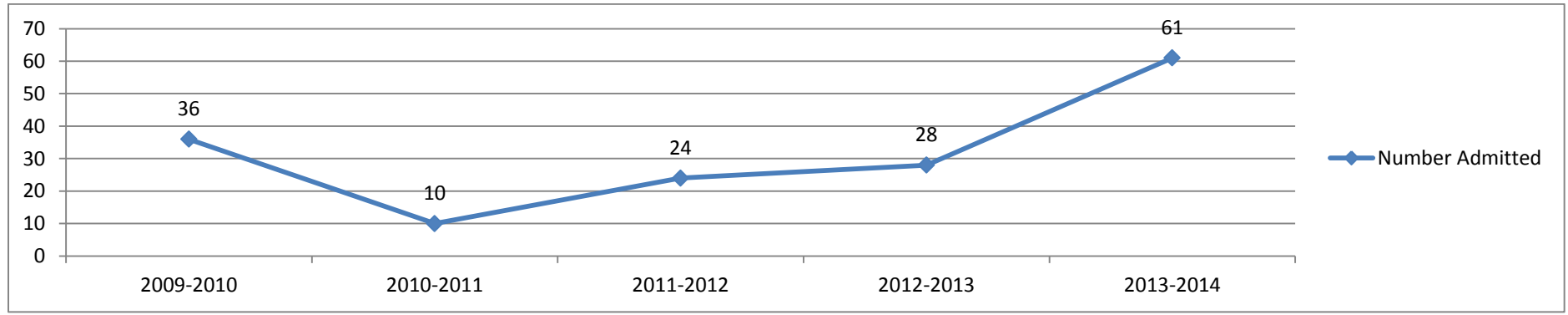
PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

## Admission Trends\*

Entry GPAs for previous years were not tracked per year, and the Instructional Technology program had not been loaded into PAAR since it did not lead to certification. The average entry GPA for 2013-2014 was 3.23.



\*Banner Report ED2740 & Grad Studies spreadsheet

## Progression to Graduation\*

The difference in admission numbers between this table and the above graph is due to deferment, change of program, or other factors.

Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Active Majors Admitted 2013-2014	Current Active Majors 2013-2014
0	6	27	44	77

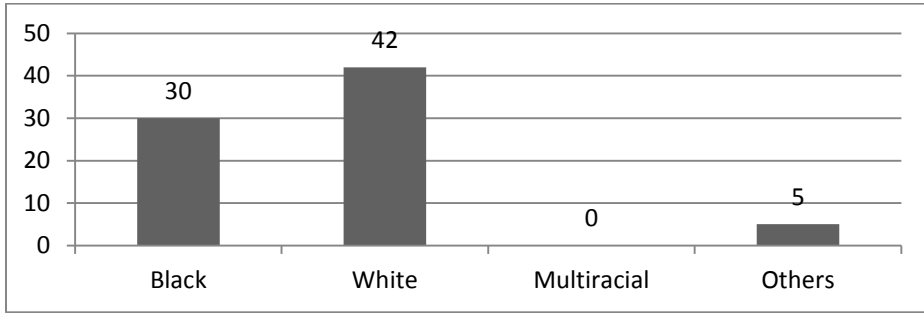
\* Banner Report ED2505

## Completers\*

2011-2012	2012-2013	2013-2014
13	16	5

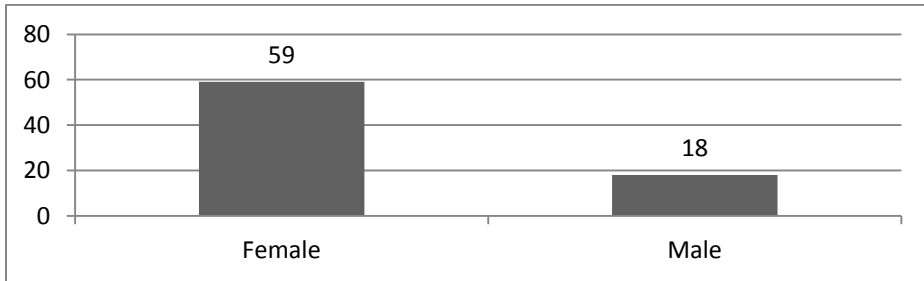
\* Banner Report ED2465

**Race-Active Majors (N=77)\***



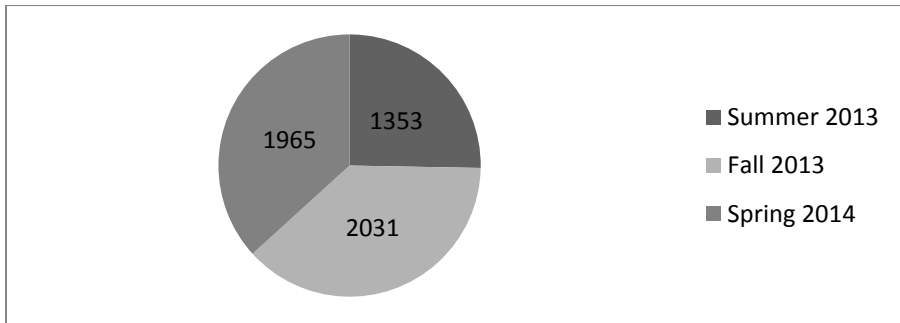
\* Banner Report ED2505

**Gender-Active Majors (N=77)\***



\*Banner Report 2505

**Credit Hour Production by semester- All MEDT Graduate Courses (N=5349)\***

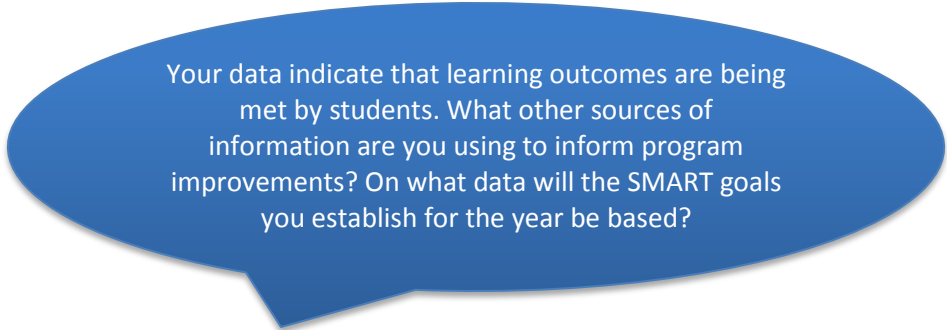


\* Banner Report ED2270

# Assessment Results

## Learning Outcomes Report\*

Mean scores are reported for each assessment used for each specified criterion. The below rubrics are new and had not been used in Tk20 prior to 2013-2014. The original version of the MEDT 7464/7476 Instructional Project was only sent out to one course in fall 2011, and only one student submitted work. That work was never assessed.



<b>MEDT 7464 (IT) Instructional Planning Skills Rubric</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and technological knowledge and skills.</li> <li>➤ Outcome 2: Candidates design, develop, implement, and evaluate meaningful learning experiences.</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=25)</b>
1. Analysis – Conducts learner, task, and context analyses and provides detailed information.	3.24
2. Design – Designs technology-enhanced instruction that meets the needs of the target audience.	3.2
3. Development – Develops and produces high-quality instructional materials.	3.44

<b>MEDT 7464 (IT) Quality of Service Rubric</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and technological knowledge and skills.</li> <li>➤ Outcome 2: Candidates design, develop, implement, and evaluate meaningful learning experiences.</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=18)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	3.83
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.	3.61

<b>MEDT 7468 (IT) Quality of Service Rubric</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and technological knowledge and skills.</li> <li>➤ Outcome 2: Candidates design, develop, implement, and evaluate meaningful learning experiences.</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=11)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	3.64
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.	3.64
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3.4

<b>MEDT 7490 (IT) Quality of Service Rubric</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates demonstrate content, pedagogical, and technological knowledge and skills.</li> <li>➤ Outcome 2: Candidates design, develop, implement, and evaluate meaningful learning experiences.</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=1)</b>
1. Accommodation: willingness to respond to client/supervisor needs with a positive demeanor.	4
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
3. Expertise: demonstrates competence in designing, developing, and evaluating products and processes to meet stakeholders' needs.	3

\* Tk20 Report: West Georgia COE Standards Report

## Dispositions Rubric Results (MEDT External Client Responses Only)\*

### **MEDT 7476 (IT) Dispositions Rubric (N=17)**

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Professionalism: Time and Quality Management	0%	0%	29.41%	70.59%	3.71
Professionalism: Professional Demeanor	0%	0%	35.29%	64.71%	3.65
Professionalism: Responsive and Adaptive	0%	0%	35.29%	64.71%	3.65
Professionalism: Ethical and Honest	0%	0%	26.67%	73.33%	3.73
Communication: Verbal Communication	0%	0%	29.41%	70.59%	3.71
Communication: Written Communication	0%	0%	41.18%	58.82%	3.59
Belief that All can Learn: Respects Individual Differences	0%	0%	46.67%	53.33%	3.53
Fairness: Equity in all Settings	0%	0%	53.33%	46.67%	3.47
Collaboration: Interactions with Others	0%	5.88%	23.53%	70.59%	3.65
Total/Percentage	0%	0.68%	35.37%	63.95%	

### **MEDT 7476 (IT) Dispositions Rubric (N=2)**

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Professionalism: Time and Quality Management	0%	0%	0%	100%	4
Professionalism: Professional Demeanor	0%	0%	50%	50%	3.5
Professionalism: Responsive and Adaptive	0%	0%	0%	100%	4
Professionalism: Ethical and Honest	0%	0%	0%	100%	4
Communication: Verbal Communication	0%	0%	50%	50%	3.5
Communication: Written Communication	0%	0%	50%	50%	3.5
Belief that All can Learn: Respects Individual Differences	0%	0%	0%	100%	4
Fairness: Equity in all Settings	0%	0%	0%	100%	4
Collaboration: Interactions with Others	0%	0%	0%	100%	4
Total/Percentage	0%	0%	16.67%	83.33%	

**MEDT 7476 (IT) Dispositions Rubric (N=1)**

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Professionalism: Time and Quality Management	0%	0%	0%	100%	4
Professionalism: Professional Demeanor	0%	0%	0%	100%	4
Professionalism: Responsive and Adaptive	0%	0%	0%	100%	4
Professionalism: Ethical and Honest	0%	0%	0%	100%	4
Communication: Verbal Communication	0%	0%	0%	100%	4
Communication: Written Communication	0%	0%	0%	100%	4
Belief that All can Learn: Respects Individual Differences	0%	0%	0%	100%	4
Fairness: Equity in all Settings	0%	0%	0%	100%	4
Collaboration: Interactions with Others	0%	0%	0%	100%	4
Total/Percentage	0%	0%	0%	100%	

\* Tk20 Report: Portfolios 070: Aggregate Report on Portfolio Assessments by Program

**Diversity Rubric Results (MEDT External Client Responses Only)\***

**MEDT 7476 (IT) Diversity Rubric (N=17)**

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	0%	0%	29.41%	70.59%	3.71
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	0%	0%	15.38%	84.62%	3.85
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	0%	0%	40%	60%	3.6
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	0%	0%	29.41%	70.59%	3.71
Total/Percentage	0%	0%	29.03%	70.97%	

**MEDT 7476 (IT) Diversity Rubric (N=2)**

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	0%	0%	50%	50%	3.5
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	0%	0%	0%	100%	4
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	0%	0%	0%	100%	4
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	0%	0%	0%	100%	4
Total/Percentage	0%	0%	20%	80%	

**MEDT 7476 (IT) Diversity Rubric (N=1)**

	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
1. Age/Grade Level Diversity: Designs instructional materials appropriate for students' age and developmental level.	0%	0%	0%	100%	4
2. English Language Learners: Designs instructional materials appropriate for the learning and social emotional needs of English Language Learners and their families.	0%	0%	0%	100%	4
3. Special Needs: Designs instructional materials appropriate for the learning and social emotional needs of students with special needs and their families.	0%	0%	100%	0%	3
4. Demographic (Race/Ethnicity) Diversity: Designs instructional materials inclusive of cultural context.	0%	0%	0%	100%	4
Total/Percentage	0%	0%	25%	75%	

\* Tk20 Report: Portfolios 070: Aggregate Report on Portfolio Assessments by Program