

**2011-2012 Annual Program Review
Curriculum and Instruction – Instructional Technology**

I. Name of Program: Curriculum and Instruction: Instructional Technology

II. Reviewers: Dr. Donald Luck, Dr. Anne Wall, Dr. Joe Jerles

III. Program Description: This specialization is for persons wishing to provide leadership in instructional technology, for teachers who want to advance their teaching skills through the use of technology, or for those interested in preparing for work in a training environment. Completion of this degree does not require teacher licensure, nor does it lead to licensure in any area. The program addresses the selection, application, and evaluation of technology through classroom work and hands-on in the field projects. Graduates of the program work as technology leaders, trainers, and, teachers with improved technology skills.

This program uses the five [Advanced Standards of the Association for Educational Communications and Technology](#) (AECT) to design course content and key assessments. See the table below for alignment of key assessments with the standards. Each of these key assessments are evaluated in the classes indicated, and each of the standards is measured again in the Milestone III portfolio.

Instructional Technology Standards	COURSES	KEY ASSESSMENT
Standard I Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics. Design is the process of specifying conditions for learning. The domain of design includes four sub-domains of theory and practice: Instructional Systems Design	5613 5617 5619	*Instructional Design Plan Lesson Plans Training Project

(ISD); Message Design; Instructional Strategies; and, Learner Characteristics		
Standard II Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.	6005* 5618* 5614 5621	*Capstone Personal Plan for Visual Literacy Brochure Document Website Video Lesson
Standard III Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.	6005* 5611*	*Capstone Copyright/Fair Use Paper
Standard IV Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.	5611*	*Classroom Plan for Technology Integration
Standard V Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative	5625/5612 6005* 5613*	*Technology Plan *Capstone *Instructional Design Plan

evaluation, and long-range planning.		
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* Indicates required courses/required key assessments

IV. Changes in Program: No significant changes were made to the program last year. In Spring 2011, we implemented a requirement that EDUC 6003, Seminar in Instructional Technology, be taken earlier in the program. This practicum class requirement was driven by the NCATE requirement that students should have an opportunity early in their program to gain experience in the field in their area of study. To make room in the program for this requirement, EDUC 6005, the capstone class, was changed from three to two credit hours, and EDUC 6003, Practicum in Instructional Technology, a one-hour course, was included as a program requirement. We have had several students enrolled in the 6003 class, but we have yet to collect any data from them.

V. Program Strengths: Based on 2011 - 2012 survey information, participants are very satisfied with the program, giving a score of 3.0 out of a possible 3 for an overall evaluation of the program. The highest levels of satisfaction were in the areas of 1) applying technology to enhance and improve personal productivity and professional practice, 2) contributing to the shared vision for campus integration of technology and fostering an environment and culture conducive to the realization of the vision, and 3) designing and modeling effective learning environments and multiple experiences supported by technology.

We continue to acquire new students from both in the K-12 arena and out of it. We believe that teachers recognize that this program provides a pathway for effectively integrating technology in their teaching, which improves their overall teaching effectiveness. Non- K-12 teachers in our program include employees of higher education institutions as well as private industry.

Last year two of our weakest areas were application of technology to facilitate a variety of assessment and evaluation strategies and in seeking advice from others and drawing on education research scholarship to improve their practice. Both of these areas improved from an average of 2.5 last year to a 2.75 this year.

VI. Program Weaknesses: The lowest evaluated area was in the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools. This was one of our lowest areas last year as well. We are hoping that, as more students complete the practicum course, their confidence in this area will improve. It is a possibility, however, that with the large number of non-K-12 teachers in our program, this will continue to be an area where are students feel less prepared. While this area had the lowest scoring, it must be noted the lowest score was a 2.25 on a 3 point scale where 2 was described as being prepared and 3 as being very prepared.

VII. Assessment of Candidates: Students must complete three milestones in the C&I IT program. The candidates are evaluated multiple times in multiple ways during the program, and these evaluations are used for determining progress through the milestones. Among the assessments used for evaluation are GPA, completion of a research course, an instructional design project, a technology integration plan, completion and oral presentation of a capstone project, and a review of the cumulative portfolio. Each of these assessments measures one or more of the AECT standards upon which the program is based.

- Milestone I is completed in the first term of enrollment when the students meet the requirements for admission to the graduate program (2.75 GPA, passing score on GRE, and three letters of recommendation).
- Milestone II must be completed before enrolling in the capstone course (EDUC 6005) and includes passing the research class as well as the other required and elective courses in the student's individual program of study.
- Milestone III occurs at graduation when the student has successfully completed all coursework and related key assessments, the capstone project, and a summative portfolio measuring all the AECT standards.

The students' GPAs are reviewed at each milestone, and as stated in the APSU Graduate Bulletin, students are in good standing if they maintain a GPA of 3.0 or higher. Student's whose GPA falls below 3.0 will be placed on academic probation. If a student's GPA falls below 3.0 for two consecutive semesters, they will be suspended from the program and the university.

The instructional design project is assessed in EDUC 5613, Instructional Design, a required course for all students in the program. This assessment measures AECT Standard 1: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics. Design is the process of specifying conditions for learning. The domain of design includes four sub-domains of theory and practice:

- Instructional Systems Design (ISD)
- Message Design
- Instructional Strategies
- Learner Characteristics

This assessment also measures AECT Standard 5:

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

A satisfactory assessment of this project is required for students to pass Milestone III and graduate from the program. The chart below indicates students' evaluations of the instructional

design project in the 2011 - 2012 school year. Six of the seven students assessed made a satisfactory score on their instructional design projects.

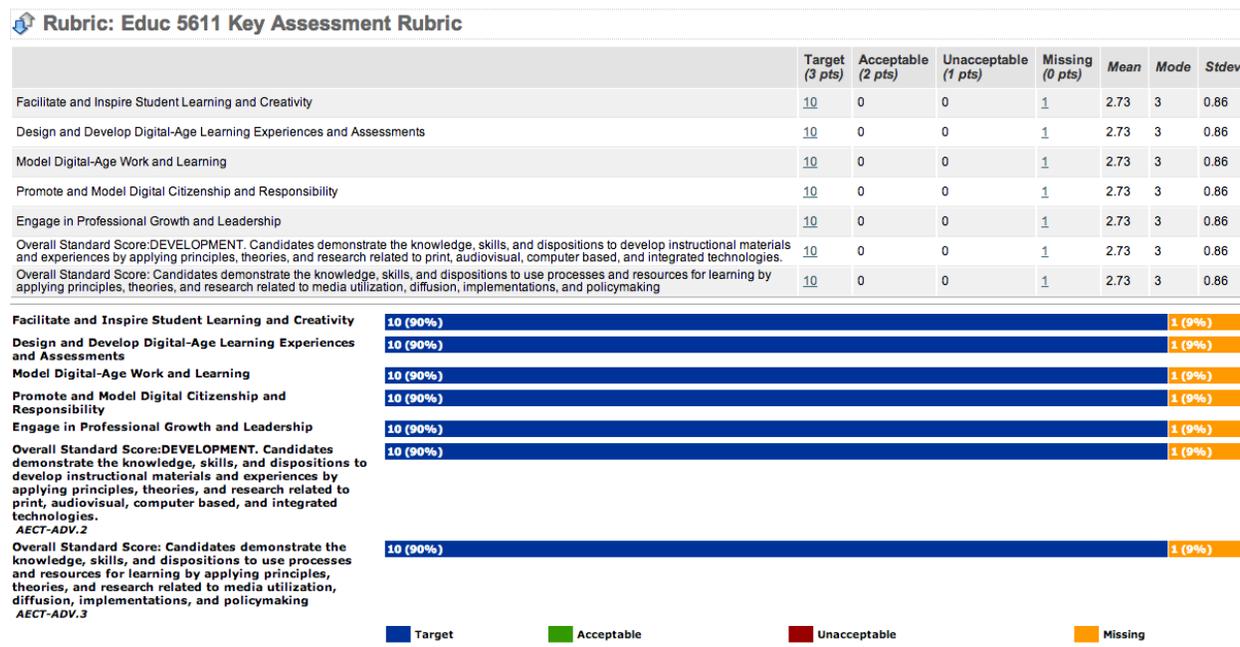


A technology integration plan is the key assessment in EDUC 5611, Educational Computer Applications, a required course in the program. This assessment measures AECT Standard 3: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.

This assessment also measures AECT Standard 4:

Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.

A satisfactory assessment is required for students to pass Milestone III and graduate from the program. The chart below indicates students' evaluations of the technology integration plan in the 2011 - 2012 school year. Ten of the eleven students assessed made a target or acceptable score on their instructional design projects.



The students' capstone project is assessed in EDUC 6005, Instructional Technology Project. This assessment measures AECT Standard 2:

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.

This key assessment also measures AECT Standard 3:

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.

This key assessment also measures AECT Standard 5:

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

A satisfactory assessment of the capstone project is required for students to pass Milestone III and graduate from the program. The chart below indicates students' evaluations of the capstone project in the 2011 - 2012 school year. All 16 students assessed made an exemplary or target score on their capstone projects.

Report Title: EDUC 6005 Key Assessment

Milestone: All Scoring: All

Rubric: Rubric

	Exemplary (4 pts)	Target (3 pts)	Developing (2 pts)	Unacceptable (1 pts)	Missing (0 pts)	Mean	Mode	Stdev
Statement of Intent	5	11	0	0	0	3.31	3	0.46
Analysis of Learning Context	1	15	0	0	0	3.06	3	0.24
Analysis of Learners	6	10	0	0	0	3.38	3	0.48
Analysis of Learning Task	1	15	0	0	0	3.06	3	0.24
Strategy	3	13	0	0	0	3.19	3	0.39
Formative Evaluation	3	13	0	0	0	3.19	3	0.39
Summative Evaluation	1	15	0	0	0	3.06	3	0.24
Research Related to Project	3	13	0	0	0	3.19	3	0.39
Standards Addressed	0	16	0	0	0	3.00	3	0.00
Overall Key Assessment Score	2	14	0	0	0	3.12	3	0.33

Statement of Intent	5 (31%)	11 (68%)			
Analysis of Learning Context AECT.ADV.1	1 (6%)	15 (93%)			
Analysis of Learners AECT.ADV.1	6 (37%)	10 (62%)			
Analysis of Learning Task AECT.ADV.1	1 (6%)	15 (93%)			
Strategy AECT.ADV.3	3 (18%)	13 (81%)			
Formative Evaluation AECT.ADV.4, AECT.ADV.5	3 (18%)	13 (81%)			
Summative Evaluation AECT.ADV.4, AECT.ADV.5	1 (6%)	15 (93%)			
Research Related to Project AECT.ADV.2	3 (18%)	13 (81%)			
Standards Addressed		16 (100%)			
Overall Key Assessment Score AECT.ADV.1, AECT.ADV.2, AECT.ADV.3, AECT.ADV.4, AECT.ADV.5	2 (12%)	14 (87%)			

■ Exemplary ■ Target ■ Developing ■ Unacceptable ■ Missing

When the College of Education made the decision to transition from cumulative portfolios to key assessments, the Instructional Technology graduate program made that change as well.

Consequently, only two students completed the cumulative program portfolio in 2011-2012.

Both students scored at the Exceeds or Meets level on all five of the AECT standards. Based on the portfolio evaluations, candidates did well in all areas.

This [spreadsheet](#) displays a sample Student Progress Report indicating the student had been assessed 37 times on all five standards and on multiple occasions. We believe the key assessments will give a more accurate view of our students' overall progress in the program that did the portfolios.

Report Title: C&I IT Portfolio

Date: 09/01/2011 - 09/21/2012

Milestone: All Scoring: All

Rubric: IT AECT Rubric

	4 - Exceeds (4 pts)	3 Meets (3 pts)	2 Developing (2 pts)	1 Unavailable (0 pts)	Mean	Mode	Stdev
Standard 1 - Design	2	0	0	0	4.00	4	0.00
Standard 2 - Development	2	0	0	0	4.00	4	0.00
Standard 3 - Utilization	0	2	0	0	3.00	3	0.00
Standard 4 - Management	1	1	0	0	3.50	3	0.50
Standard 5 - Evaluation	0	2	0	0	3.00	3	0.00

Standard 1 - Design AECT.INI.1	2 (100%)						
Standard 2 - Development AECT.INI.2	2 (100%)						
Standard 3 - Utilization AECT.INI.3	2 (100%)						
Standard 4 - Management AECT.INI.4	1 (50%)			1 (50%)			
Standard 5 - Evaluation AECT.INI.5	2 (100%)						

■ 4 - Exceeds
 ■ 3 Meets
 ■ 2 Developing
 ■ 1 Unavailable

VIII. Assessment of Program Operations: Data indicates an overall satisfaction with the program. Even the weakest area scores are well above acceptable levels. Enrollment has been down a bit graduating six students in the last year compared to eight the previous year. The program is geographically expanding and students are entering the program from locations further from the APSU campus. This expansion has caused a few issues when students defend their capstone projects, but the use of technology such as Skype and online file sharing tools has supported these distance learners.

We continue to work on an intentional marketing of our program to area teachers through email, Facebook, and our Web site led to increase the enrollment of our program.

IX. Summary of Proposed Changes: We will continue to make small changes to our key assessments to ensure our students are being accurately assessed throughout the program.

We are emphasizing the creation of cohorts again this year to make scheduling of courses, specifically practicum and capstone, more efficient.

We will send email fliers out to schools again next spring and expand the areas to which they are sent with the intent of beginning a new cohort of 15 to 20 students in the summer. Larger numbers could be supported in the cohorts. An additional emphasis in these fliers will be on improving overall teaching with technology. This focus may help increase numbers in the program.

X. Assessment System: While creating this report, we have recognized several problems with our assessment system. We need to evaluate each of our key assessment rubrics to ensure we are accurately and effectively measuring each standard and sub-standard throughout our required and elective courses. We also need to develop a system for running the students' progress reports prior to the defense of their capstone projects. Then, as a committee, we can discuss with the student the strengths and weaknesses of their program. This will be helpful for the student and for us, as we can use this information to improve our program in the future.