Instructional Technology MED

Develop Mastery Of Professional Communication

Goal Description:

Program Quality and Effectiveness

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Candidates Will Demonstrate Mastery Of American Psychological Association (APA) Writing Style

Learning Objective Description:

Technology coach candidates in the Master of Education in Instructional Technology program will employ American Psychological Association (APA) Style in formal writing, including internal documentation and works cited.

RELATED ITEM LEVEL 2

American Psychological Association (APA) Writing Style In Formal Writing

Indicator Description:

A common embedded portion of each literature review assignment developed by program faculty will require proper use of APA style, including internal documentation and works cited.

Criterion Description:

At least 85% of candidates during the 2015-2016 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the APA indicator embedded in the Annotated Bibliography assignment (CIED 5367), with at least 50% of candidates achieving a score of "Indicator Met". As a result of last year's assessment, we have kept the criterion the same.

Findings Description:

The results from the Annotated Bibliography American Psychological Association

(APA) Writing Style assessment indicate that the criterion were only partially met

for the 2015-2016 assessment cycle. While 88.46% of the sampled candidate papers

scored 14 (Indicator Partially Met) or higher, only 42% scored 18 or higher

(Indicator Met). This indicates that while our candidates are able to write sufficiently using APA style, more work is needed to ensure that we are producing proficient writers within the discipline. The complete report detailing our findings is attached.

Attached Files

📄 2015 2016 MIST APA SACS GOAL 1 Findings REDACTED

RELATED ITEM LEVEL 3

APA Writing

Action Description:

The findings from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment were discussed at the end-of-year faculty meeting. In response to these findings, the faculty decided to continue to list the Publication Manual of the American Psychological Association (6th edition) and the APA Style Guide to Electronic References (6th edition) as a required course texts in all courses and assess all research based assignments for proper APA 6th edition style. Faculty will continue to prompt candidates to review basic rules to properly using APA 6th edition (as opposed to 5th edition and online citation machines) style to cite resources, especially in the first courses in the program. Candidates will also continue to be provided with additional tutorials on proper use of APA 6th edition writing style in their first course in the program. Finally, candidates will take an APA Styles Test covering areas of the style that seem to give them the most trouble.

Develop Professional And Administrative Competencies In Instructional Technology Management

Goal Description:

Program Quality And Effectiveness

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Candidates Will Demonstrate Mastery Of The Planning, Development, Communication, Implementation, And Evaluation Of Technology-infused Strategic Plans

Learning Objective Description:

Technology coach candidates in the Master of Education in Instructional Technology program will contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans.

Rubric For Evaluating Student-Developed Technology Training Packages

Indicator Description:

In semester 4 of the Masters of Education in Instructional Technology, candidates spend the first part of the semester conducting an investigative inquiry into the technology-infused strategic plan of the organization, and identify gaps between the organization's current situation and its overall strategic plan. In this process, candidates consider the organization's profile in technology; current funding and management status; federal, state, and local standards and regulations; and the unique technology elements of the organization's environment. Once this review is complete, they determine one of the gaps and develop a plan that will address that deficit and lead the organization closer to its goals.

That chosen topic becomes the focus of their Training Package. Throughout the second part of the semester, using their findings from the first part of the semester, candidates develop a form of training that addresses the chosen deficit in the organization's current status as it moves toward it goals. In this assignment, candidates use their findings from the investigative inquiry, along with skills learned prior in the MIST program, to contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans of the organization.

Criterion Description:

At least 80% of candidates during the 2014-2015 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the Training Package portion related to ISTE Coaches Standard Visionary Leadership 1b of the Culminating Research Project with at least 50% of candidates achieving a score of "Indicator Met".

Findings Description:

Attached Files

🗎 2015 2016 Scores for TP REDACTED

RELATED ITEM LEVEL 3

Standard 1b Training Package

Action Description:

The findings from the Evaluating Student-Developed Technology Training Packages assessment were discussed at the end-of-year faculty meeting. In response to these findings, the faculty will continue to prompt candidates to review basic rules for thorough communication in writing so as to better contribute to their organizations' planning, development, communication, implementation, and evaluation of technology-infused strategic plans. In addition, to facilitate students' ability to become life-long learners and producers of quality products, the faculty will introduce them to the Sam Houston State University Writing Center and require candidates to have their written work reviewed by that service before submission.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

The finding from the 2014-2015 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were performing as expected with regard to content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII). Although, 100% of the candidates were either "Met" of "Partially Met "only 83% of the students reached the "Met" category. Faculty will meet during the fall 2015 semester to discuss curricular changes that can be made to even more reinforce instruction on procedures, policies, planning, and budgeting for technology environments (Standard TF-VII). Decided changes will be implemented into the curriculum beginning during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2015 semester to set up a goal for at least 90% of the candidates paper will achieve a score of "Indicator Met".

Candidates were not performing as expected on writing using APA style. To continue to encourage candidates to correctly practice proper APA 6th edition formatting skills in formal writing, the Publication Manual of the American Psychological Association (6th edition) will be a required course text in all courses beginning in the Fall 2015 and all candidates will be required to obtain and use the APA manual (6th edition) and will be provided with tutorials and recommendations on proper use of APA 6th edition writing style. Formal writing assignments will continue to be assessed for proper APA 6th edition formatting.

Update of Progress to the Previous Cycle's PCI:

The curriculum has been updated to include materials that better represent the expectations of performance in Procedures, Policies, Planning, and Budgeting. These updates have included graphics, visuals, and charts that better represent expectations of students and tie together the topics.

The program has begun consistently grading for APA from the beginning of the program. We have observed a gradual improvement in student performance and a reduction in APA errors. Fewer errors have been observed at the final project.

Plan for Continuous Improvement

Closing Summary:

The finding from the 2015-2016 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were performing as expected with regard to content knowledge of Planning, Development, Communication, Implementation, and Evaluation of Technology-Infused Strategic Plans.   Although, 85.71% of the candidates were either "Met" of "Partially Met "only 71.43% of the students reached the "Met" category, resulting in a large gap between the candidates achieving "Met" and the ones performing expectations in the "Not Met" category (14.29%). Faculty will meet during the fall 2016 semester to discuss curricular changes on the Planning, Development, Communication, Implementation, and Evaluation of Technology-Infused Strategic Plans that can be made to even more reinforce instruction. Decided changes will be implemented into the curriculum beginning during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2016 semester to set up a goal for at least 90% of the candidates paper will achieve a score of "Indicator Met".

Candidates were not performing as expected on writing using APA style. To continue to encourage candidates to correctly practice proper APA 6th edition formatting skills in formal writing, the Publication Manual of the American Psychological Association (6th edition) will continue to be a required course text in all courses beginning in the Fall 2016 and all candidates will be required to obtain and use the APA manual (6th edition) and will be provided with tutorials and recommendations on proper use of APA 6th edition writing style. Formal writing assignments will continue to be assessed for proper APA 6th edition formatting.