Student Learning Outcomes Check Sheet

Degree Program Title: Educational Technology Leadership
Degree Type: Master of Science
Banner/CIP Code: 13.0501.00

Responsible Program Coordinator/Chair completing this form: Jason Davis

A. Program Mission Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The Educational Technology Program at Texas A&M University-Commerce is designed to prepare students for leadership roles in K-16 education, school libraries, training, service, industry, and government and corporate settings. Specifically, the program focuses upon the development of a philosophy of educational technology that incorporates literacy, integration, and research related to best practices in the use of current and emerging technological trends.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program?

No.

Below please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is important to focus on the most important goals for students. For example, three of the most critical goals would be a good starting point.

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what skill will they have, etc., upon graduation from the program that will be assessed?

The MS in Higher Education-Administration has identified 3 programmatic learning outcomes upon which to focus for 2011-12. These SLO’s are:

a. Metacognition – the knowledge and skills for designing, developing, and evaluating research

b. Communication – the fundamentals of active engagement including assessing leadership and educational needs

c. Commitment to Life-Long Learning – analysis of effective strategies for employment in the field of higher Education

2. LINKS TO CURRICULUM. What courses support this SLO? Do all departmental faculty participate in setting the goals and content of these courses and in receiving results of student achievement?

The MS in Higher Education-Administration has identified 3 programmatic learning outcomes upon which to focus for 2011-12. These SLO’s are developed and endorsed by all faculty. All programmatic faculty participate in the analysis of student learning. Supporting courses are identified for each SLO.

a. Metacognition – the knowledge and skills for designing, developing, and evaluating research – HIED 595 Research Methodologies
b. Communication – the fundamentals of active engagement including assessing leadership and educational needs – ETEC 527 Technology for Instructional Delivery

c. Commitment to Life-Long Learning – analysis of effective strategies for employment in the field of higher education – ETEC 561 Learning and Instructional Design

3. STRATEGIES FOR OBSERVING STUDENT LEARNING. How will data be collected, analyzed, shared? Please provide specific descriptions for how, when, how often, what course, what student performances will be observed, collected and analyzed. Please attach any tools used in this process.

The 3 programmatic SLO’s will be evaluated by a teacher of program faculty according to the following plan. Some SLO’s are evaluated within courses that support them. Others are evaluated in courses that evidence the utilization of the SLO’s knowledge base.

a. Metacognition – the knowledge and skills for designing, developing, and evaluating research – HIED 595 Research Methodologies

Assessment of metacognition is evaluated in the master’s comprehensives through the analysis of a student action research project. These comprehensives are offered in each semester. Those utilized in the assessment will be delimited to the Spring 2012 written comprehensives.

Analysis of student success will be evaluated through the utilization of a Metacognition Rubric. Assessment will be conducted by program faculty utilizing 3 randomly selected student written comprehensives.

b. Communication – the fundamentals of active engagement including assessing leadership and educational needs – ETEC 527 Technology for Instructional Delivery

Assessment of communication is evaluated in the master’s comprehensives through the analysis of a student action research project. These comprehensives are offered in each semester. Those utilized in the assessment will be delimited to the Spring 2012 written comprehensives.

Analysis of student success will be evaluated through the utilization of a Communication Rubric. Assessment will be conducted by program faculty utilizing 3 randomly selected student written comprehensives.

c. Commitment to Life-Long Learning – analysis of effective strategies for employment in the field of higher education – ETEC 561 Learning and Instructional Design

Assessment of student commitment to life-long learning is evidenced through student publications and presentations. These are collected via the Annual Departmental Student Awards Banquet.

4. CRITERIA FOR SUCCESS. How will faculty observe the accomplishment of this outcome? What are the standards of progress or criteria for judging success for the student learning assessment observations? Please attach any tools used in your process.

The 3 programmatic SLO’s will be evaluated by a teacher of program faculty according to the following plan. Some SLO’s are evaluated within courses that support them. Others are evaluated in courses that evidence the utilization of the SLO’s knowledge base.

a. Metacognition – the knowledge and skills for designing, developing, and evaluating research – HIED 595 Research Methodologies

Analysis of student success will be evaluated through the utilization of a Metacognition Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.
b. **Communication** – the fundamentals of active engagement including assessing leadership and educational needs – ETEC 527 Technology for Instructional Delivery

Analysis of student success will be evaluated through the utilization of a Communication Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.

c. **Commitment to Life-Long Learning** – analysis of effective strategies for employment in the field of higher education – ETEC 561 Learning and Instructional Design

Assessment of student commitment to life-long learning is evidenced through student publications and presentations. The cohort of program students will have published at least 1 scholarly publication and conducted at least 5 presentations. These numbers are considered across all students collectively rather than as an individual student expectation.

5. **FINDINGS.** *What are the results of the assessment of this learning objective thus far? Be sure to include the year, attach any reports, tables, etc., that are available.*

6. **PROGRAM ENHANCEMENT.** *How has data been used? What is the specific mechanism for communicating results and changing courses, curriculum, activities within a course, etc.? Please give examples over the last 3 years.*

Review and Approval Signatures & Date:

Program Coordinator if applicable _______________________

Department Chair: ________________________________

Dean ___________________________________________