



**College of Education and Affiliated Programs**  
**Annual Assessment Report – Fall 2012**  
*Educational Technology*

**Background**

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The educational technology and library media programs completed curriculum documents to consolidate programs. These documents were finalized in Spring, 2012. The program change took effect in Fall, 2013.

The program faculty of the combined program are: Drs. Stephen Adams, Teresa Chen, Lesley Farmer, and Ali Rezaei. (See Table 6).

The program is currently admitting on the order of 20 students per year, and it also provides courses as electives.

The educational technology program prepares its graduates to capitalize on the potential of educational technology to improve learning. In connection with the mission of the College of Education, the program educates graduates who understand technology and media in relation to their societal and cultural context, critically evaluate benefits and limitations of technologies and media, and build on ways of using technology and media towards socially positive ends. Specifically, the program prepares graduates for educational technology and media leadership roles in schools, educational institutions, information organizations, and other agencies. It also provides a foundation for individuals planning to pursue doctoral degrees. Graduates of the program learn strategies for applying theoretical perspectives to use technology and media in the service of practical problems. They learn to evaluate, design, develop, and effectively use technology and for educational purposes. The program fully supports the goal of the College to “prepare socially-responsible leaders for a rapidly-changing, technologically-rich world.”

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
<b>SLOs</b>	Research/apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and networks within the global community.	Synthesize leadership principles within the practice of educational technology planning, coordination and professional development.	Apply instructional design principles to develop and evaluate electronic materials for learning.	Candidates demonstrate knowledge, skills, and dispositions to select and utilize educational technology by incorporating theoretical perspectives and research methodology.	Demonstrate effective written, electronic, and oral communications that reflect crucial thinking.
<b>Signature Assignment(s)</b>	Multicultural paper/project	Grant	Web design project; Multimedia project	Literature review	ePortfolio
<b>National Standards</b>	Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state.	Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.	Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual,	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.	Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. Candidates: 1. Model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning. 2. Communicate with colleagues and discuss current research to support instruction, using

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
			computer-based, and integrated technologies.		applications including electronic mail, online conferencing, and Web browsers. 3. Participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics. 4. Design, develop, and maintain Web pages and sites that support communication between the school and community.
<b>Conceptual Framework</b>	Evidence-based Practices	Leadership; Advocacy	Effective Pedagogy; Evidence-based Practices	Scholarship	Collaboration; Innovation
<b>CSULB Learning Outcomes</b>	Engaged in global and local issues; Knowledge and respect for diversity	Integrating liberal education	Engaged in global and local issues; Integrating liberal education	Collaborative problem solving	Well-prepared
<b>NCATE Elements</b>	Knowledge and Skills – Other; Student Learning – Other	Knowledge and Skills – Other	Student Learning – Other	Knowledge and Skills – Other	Professional Dispositions

Tables 2-5 present data on student applications, enrollment and completion.

**Table 2**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	28	21	21

**Table 3**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)*

	<b>Number</b>
<b>Comps<sup>1</sup></b>	22

**Table 4**

*Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)*

	<b>Number</b>
<b>Passed</b>	17
<b>Failed</b>	1
<b>Total<sup>2</sup></b>	18

**Table 5**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)*

	<b>Number</b>
<b>Degree</b>	17

**Table 6**

<sup>1</sup> This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011, or Spring 2012. The data include students who may not have taken or passed the examination(s).

<sup>2</sup> The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

## Faculty Profile 2011-12<sup>3</sup>

Status	Number
Full-time TT/Lect.	4
Part-time Lecturer	2
Total:	5

Note: Dr. Farmer taught a course in the program in 2011-12, and now joins the program officially as part of the program change.

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

All four full-time faculty attended the meeting (Drs. Adams, Chen, Farmer, & Rezaei). No part-time faculty attended. See attached minutes.

## Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Table 7 is an overall list of SLOs and related signature assignments for the program.

---

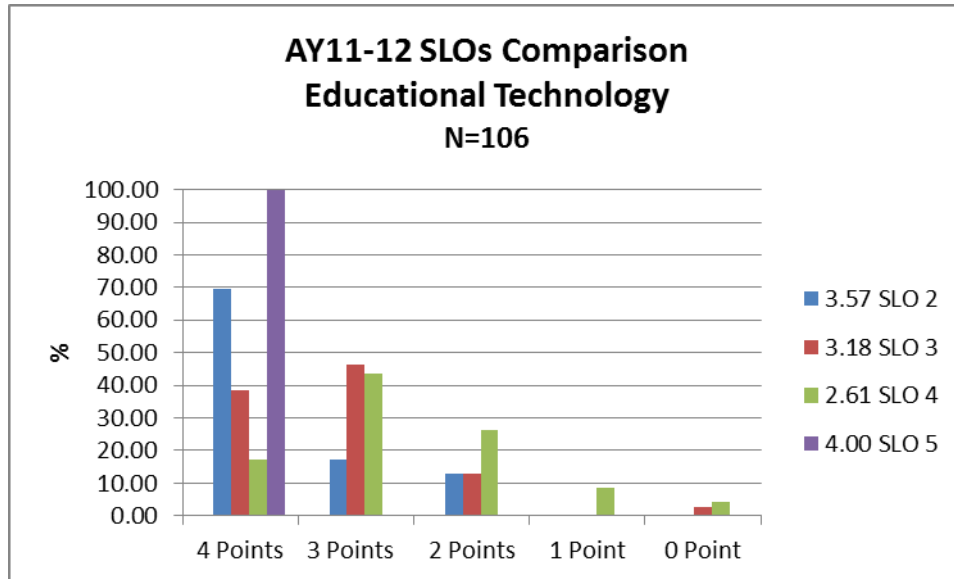
<sup>3</sup> Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

**Table 7***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome Description</b>	<b>Signature Assignment(s) Course(s)</b>	<b>Description of the Assignment</b>
<b>1</b>	Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and networks within the global community.	ETEC 525	Option one: research and write a paper related to the social and cultural implications of technology. Option two: implement a global learning project involving collaboration with a classroom in another country.
<b>2</b>	Synthesize leadership principles within the practice of educational technology planning, coordination and professional development.	ETEC 530	Write a grant for educational technology funding.
<b>3</b>	Apply instructional design principles to develop and evaluate electronic materials for learning.	ETEC 551  ETE C 570	Evaluate a web site including a comprehensive overview of the design, the content, and the contribution of the website to the field. (ETE C 551).  Create an interactive lesson or a tutorial and create a professional-looking presentation based on visual principles (ETE C 570).
<b>4</b>	Integrate theoretical perspectives to review, interpret, and/or conduct research in educational technology.	ETEC 510	Compare the prominent learning theories adopted in the field of educational technology and make connections between theories and practices.
<b>5</b>	Demonstrate knowledge, skills, and dispositions to locate, evaluate, and select technology resources for professional development.	ETEC 523	Develop an electronic portfolio as a web site, wiki, a blog, or any Web 2.0 technology.

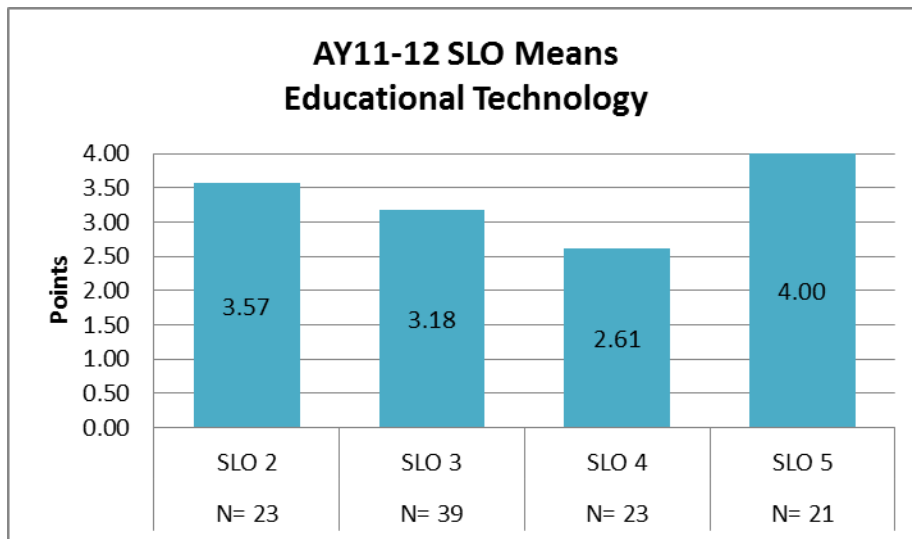
**Figure 1**

*AY11-12 SLO Comparison*



**Figure 2**

*AY11-12 SLO Means*

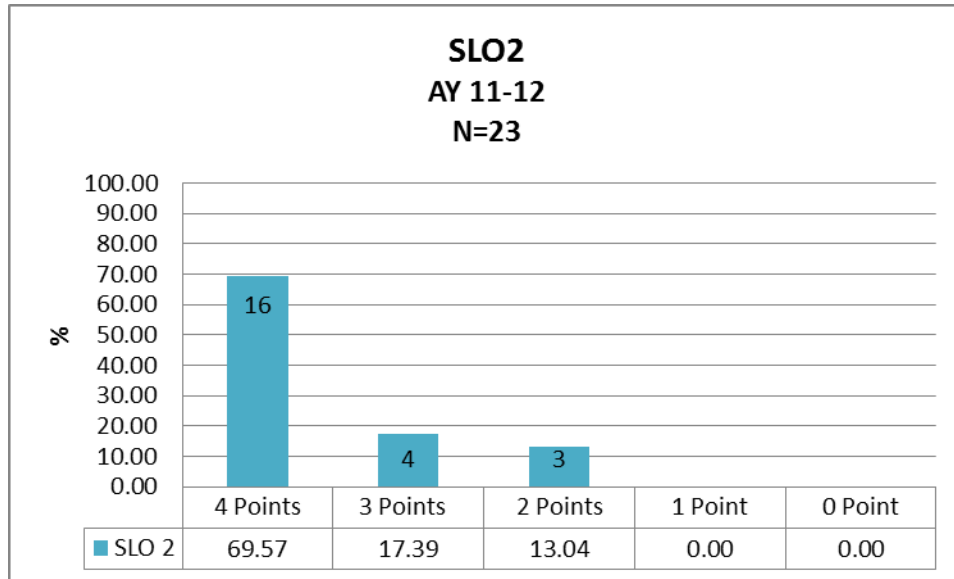


**Outcome 2:** Synthesize leadership principles within the practice of educational technology planning, coordination and professional development.

For Outcome 2, the final exam for ETEC 530 served as the signature assignment, which had the following three criteria: (1) theory and principles, (2) application, and (3) writing. Overall, among the 23 candidates, 16 received a rating of “4,” 4 received a rating of “3,” and three had a “2.” Thus, most students met this SLO. See Figure 3.

**Figure 3**

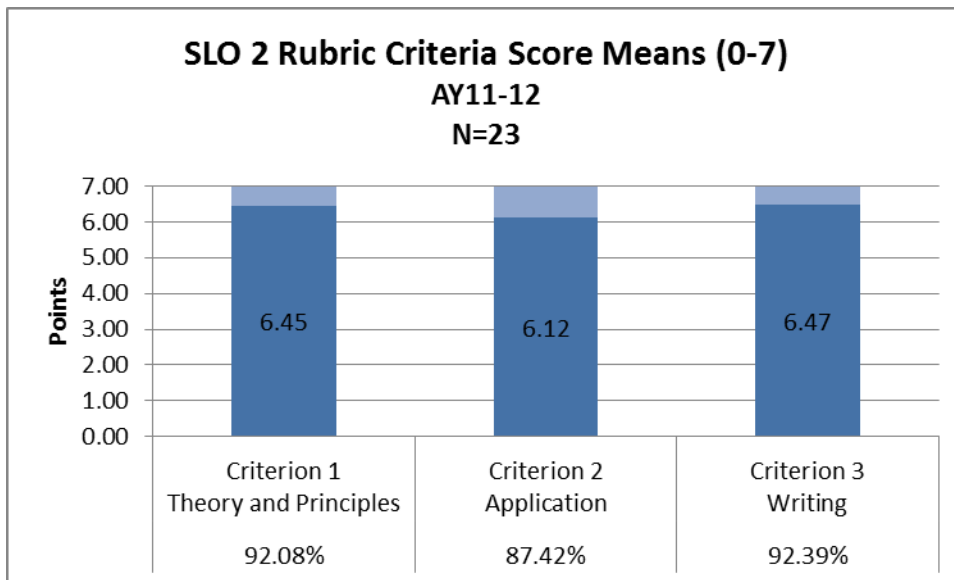
*AY11-12 Score Distribution-SLO 2*



Regarding the criteria scores, most students met or exceeded expectations. Scores were somewhat higher on “theory and principles” and “writing” than on “application.” See Figure 4.

**Figure 4**

*AY11-12 Criteria Score Means-SLO 2*





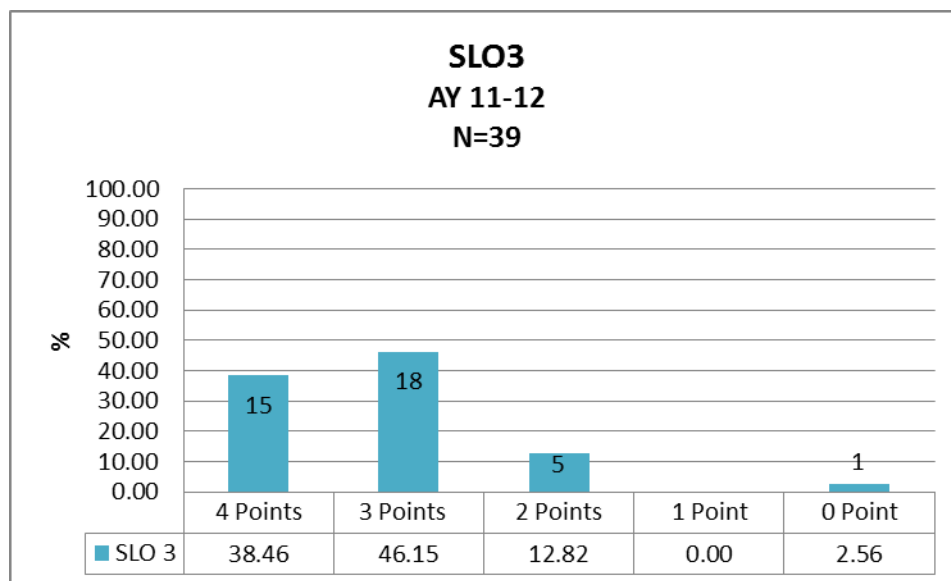
**Outcome 3:** Apply instructional design principles to develop and evaluate electronic materials for learning.

The signature assignment for Outcome 3 (ETEC 551) was a web site evaluation. All except one student (who had received zero points) met this SLO. There were no criterion data or exemplars for analysis. Faculty agreed to submit criterion data and exemplars in the future. In addition, the chart for this SLO presented data that were obtained from two sections that were taught by two different instructors. This aggregation of data made it difficult to conduct further analyses. In the future, it would be helpful if the assessment office could generate charts with disaggregated data.

Figure 5 shows the score distribution. 33 out of 39 students, or about 85%, received a score of “3” or “4.”

**Figure 5**

*AY11-12 Score Distribution-SLO 3*

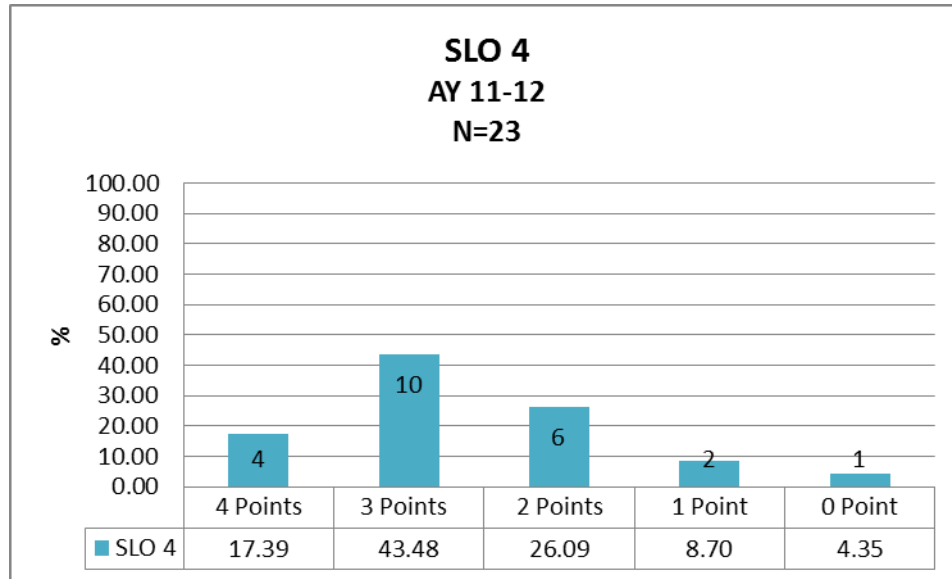


**Outcome 4:** Integrate theoretical perspectives to review, interpret, and/or conduct research in educational technology.

For Outcome 4, ETEC 510 used a literature review as the signature assignment for the first time in Fall 2011. Although most students met the SLOs (with 20 out of 23 students receiving a rating of “2” and above), three students were struggling, with scores of 0 or 1. 14 out of 23 students, or about 61%, received a score of “3” or “4.” Similar to ETEC 551, there were no criterion data for analysis. Faculty will collect criterion data in the future. The exemplar collected in Fall 2011 can be used as a guide for students in future semesters. Figure 6 shows the score distribution for SLO 4.

**Figure 6**

*AY11-12 Score Distribution-SLO 4*

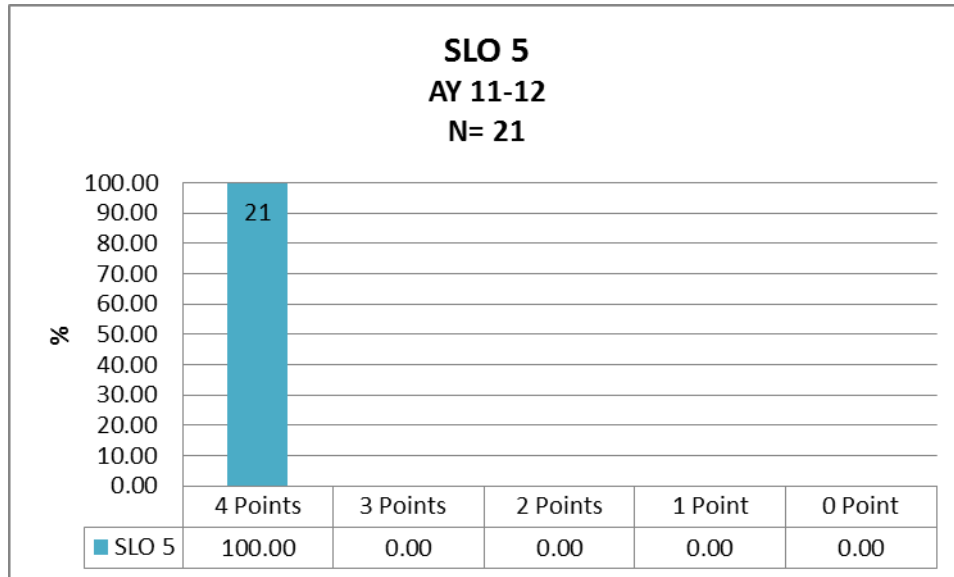


**Outcome 5:** Demonstrate knowledge, skills, and dispositions to locate, evaluate, and select technology resources for professional development.

For Outcome 5 (ETEC 523), the signature assignment was an electronic portfolio. All students in both semesters (Fall 2011 and Spring 2012) met the SLO. (See Figure 7.) Among the seven criteria, criteria 4 (reflection on assignments/ activities) and 5 (technology skills) scored the lowest, 92.86%. See Figure 8 for further details. This indicated that students may benefit from additional assistance with these two areas. Faculty agreed that it would be helpful to compare the data from the two classes taught by different instructors. It would also be helpful to compare the current data with those obtained from previous years. This way, faculty will be able to check if modifications/interventions made during this assessment cycle had made an impact.

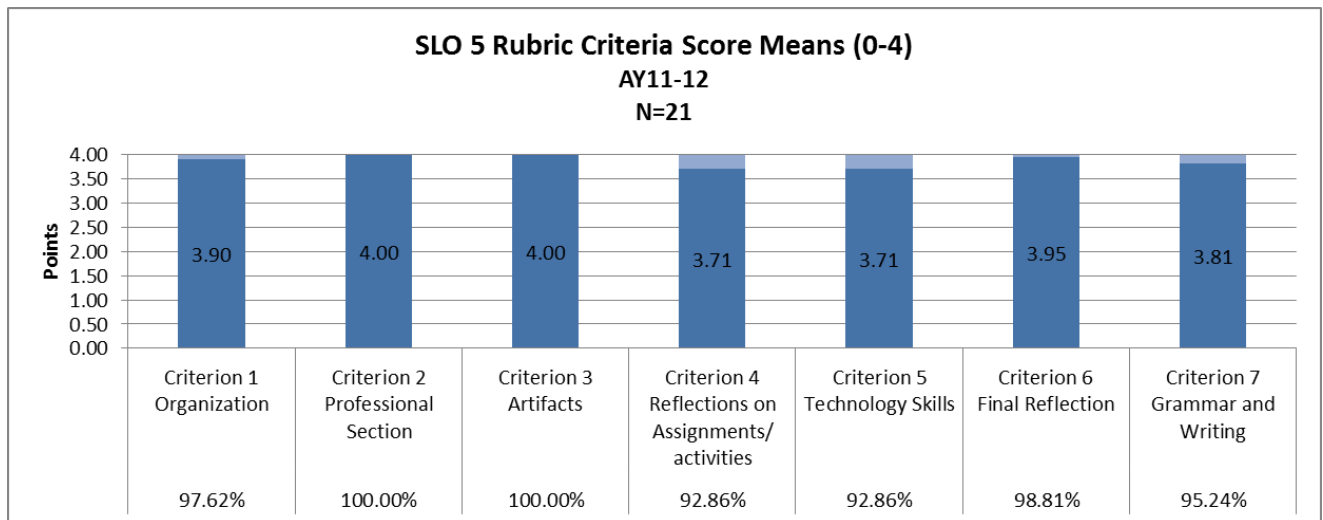
**Figure 7**

*AY11-12 Score Distribution-SLO 5*



**Figure 8**

*AY11-12 Criteria Score Means-SLO 5*



Further data comes from another e-portfolio, which is an exit requirement for the program covering all 5 SLOs.

**Outcome 1:** Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and networks within the global community.

**Outcome 2:** Synthesize leadership principles within the practice of educational technology planning, coordination and professional development.

**Outcome 3:** Apply instructional design principles to develop and evaluate electronic materials for learning.

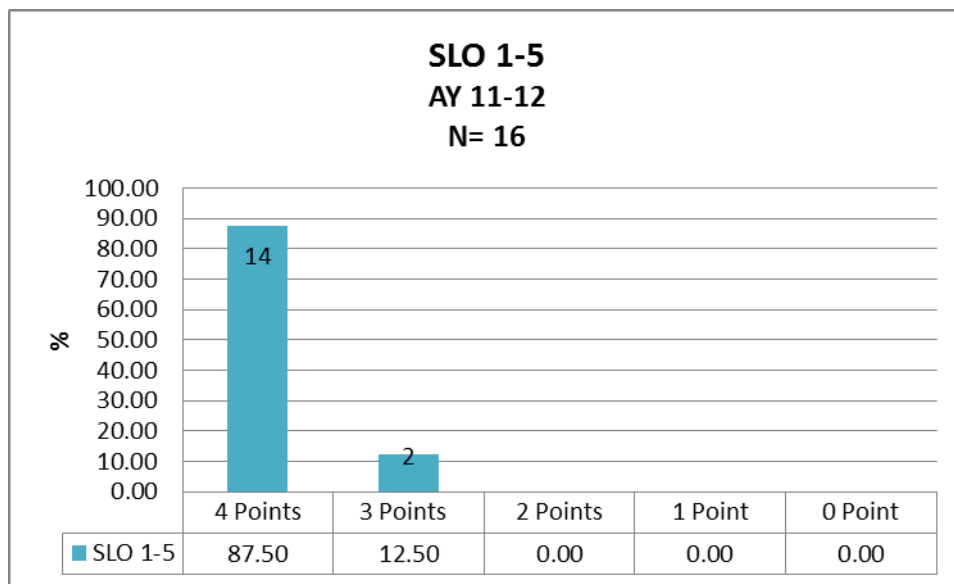
**Outcome 4:** Integrate theoretical perspectives to review, interpret, and/or conduct research in educational technology.

**Outcome 5:** Demonstrate knowledge, skills, and dispositions to locate, evaluate, and select technology resources for professional development.

Figure 9 shows the overall score distribution for SLOs 1-5 on the exit e-portfolios.

**Figure 9**

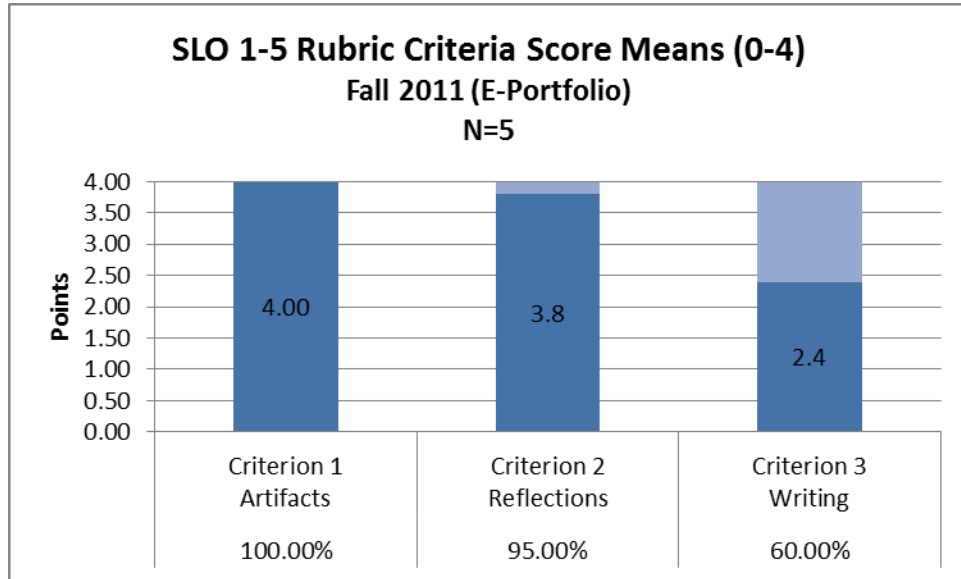
*AY11-12 Score Distribution-SLOs 1-5*



Figures 10 and 11 shows the criteria score means for these exit e-portfolios, for Fall 2011 and Spring 2012 respectively.

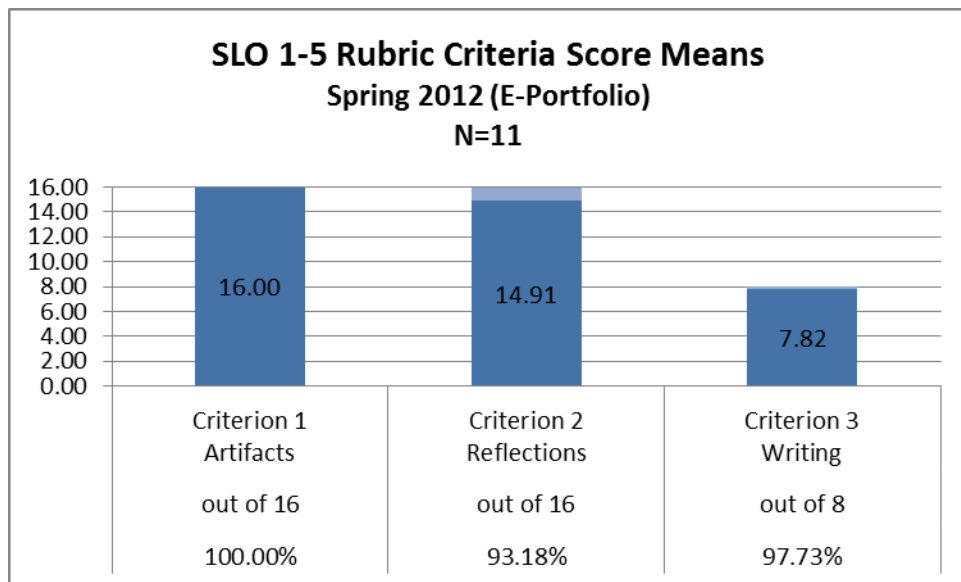
**Figure 10**

*AY11-12 Criteria Score Means-SLOs 1-5 Fall 2011 (E- Portfolio)*



**Figure 11**

*AY11-12 Criteria Score Means-SLOs 1-5 Spring 2012 (E- Portfolio)*



- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

In The College of Education collected exit survey data. The survey includes a set of questions that align with each of the program SLOs. Figure 12 shows all this data.

**Figure 12**

*Exit Survey-Question #3. Please indicate the degree to which you agree to the following statements regarding the Educational Technology program:*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Rating Average</b>	<b>Response Count</b>
I have gained professionally from the program's coverage of social, cultural, ethical, and legal issues concerning technology.	40.0% (2)	<b>60.0% (3)</b>	0.0% (0)	0.0% (0)	1.60	5
I have gained professionally from the program's coverage of principles related to leadership, technology coordination, and policy-making.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)	0.0% (0)	1.80	5
I have gained professionally from the program's coverage of principles of instructional design and multimedia authoring.	<b>60.0% (3)</b>	0.0% (0)	20.0% (1)	20.0% (1)	2.00	5
I have gained professionally from the program's coverage of theoretical perspectives and research methodology.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	0.0% (0)	20.0% (1)	2.00	5
I have gained professionally from the program's coverage of written, electronic, and oral communications regarding critical thinking.	40.0% (2)	<b>60.0% (3)</b>	0.0% (0)	0.0% (0)	1.60	5
The educational technology program has prepared me to deal with rapid changes in technology.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	0.0% (0)	20.0% (1)	2.00	5
					<b>answered question</b>	5
					<b>skipped question</b>	2

Overall, respondents agreed that they gained professionally from material in the program corresponding to each SLO. For some questions there were no “negative” responses at all. For

other questions there was a single negative response. Program faculty will continue to monitor results from this survey in future years.

Figure 13 shows a set of responses regarding program outcomes. Overall, students agreed with the statements in this section. Again, some questions had single negative responses.

**Figure 13**

*Exit Survey-Question #17. To what degree has your program contributed to your ability to:*

	<b>A great deal</b>	<b>Somewhat</b>	<b>Not at all</b>	<b>Rating Average</b>	<b>Response Count</b>
Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)	1.80	5
Read, understand, interpret and apply high quality research in your professional work?	<b>60.0% (3)</b>	20.0% (1)	20.0% (1)	1.60	5
Collaborate with colleagues and community organizations to support school/program improvement?	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)	1.80	5
Act as a leader, whatever your role, to promote learning and success for all students/clients?	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)	1.80	5
Act as a change agent to support innovative practices?	<b>60.0% (3)</b>	20.0% (1)	20.0% (1)	1.60	5
Engage in an ongoing process of inquiry to support and improve your practice?	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)	1.80	5
Act as an advocate both for those you serve and yourself?	20.0% (1)	<b>60.0% (3)</b>	20.0% (1)	2.00	5
				<b>answered question</b>	<b>5</b>
				<b>skipped question</b>	<b>2</b>

Figure 14 shows data regarding program outcomes. Again, students agreed with statements in this section overall, except for a single negative response to certain questions.

**Figure 14**

*Exit Survey-Question #24. Please rate your level of agreement with the following questions regarding general outcomes of you degree/credential program:*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree Strongly</b>	<b>Disagree</b>	<b>Rating Average</b>	<b>Response Count</b>
My program facilitated the development of my critical thinking skills.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	20.0% (1)	0.0% (0)	1.80	5
My program facilitated the development of my problemsolving	<b>40.0% (2)</b>	<b>40.0% (2)</b>	0.0% (0)	20.0% (1)	2.00	5

skills						
My program prepared me for professional practice.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	0.0% (0)	20.0% (1)	2.00	5
My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	<b>60.0% (3)</b>	20.0% (1)	0.0% (0)	20.0% (1)	1.80	5
My program helped me develop the ability to link my lesson content or treatment/intervention plan to students' experiences and cultures.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	0.0% (0)	20.0% (1)	2.00	5
My program prepared me to teach and engage all students, including English language learners and those with special needs.	<b>40.0% (2)</b>	<b>40.0% (2)</b>	0.0% (0)	20.0% (1)	2.00	5
I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	<b>60.0% (3)</b>	20.0% (1)	0.0% (0)	20.0% (1)	1.80	5
					<b>answered question</b>	<b>5</b>
					<b>skipped question</b>	<b>2</b>

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

n/a

## Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Candidates are doing well on most SLOs. We anticipate improvement on SLO 4, which had a new signature assignment.

6. How do these findings compare to past assessment findings?

SLO 4 had a new signature assignment. Findings for other SLOs were in a similar range as in prior reviews.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.



With the program change of the library media and educational technology program officially taking effect in Fall 2013, faculty will use the assessment process to monitor /evaluate how students' needs are being met.

**Table 8**

*Action Plan*

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>	<b>CTC Standard (If Applicable)</b>
	Collect criterion data for SLO 4 (ETEC 510)	Chen	12/2013	
	Collect criterion data for SLO 3 (ETEC 551)	Rezaei	12/2013	
	Analyze e-portfolio results from ETEC 523	Farmer	5/2013	

Stephen Adams prepared this report, incorporating material from minutes by Teresa Chen.

**Meeting Minutes**  
**Educational Technology and Media Leadership Graduate Program**  
**Data Analysis Meeting**  
**10:45 – 11:20 AM, October 26, 2012**  
**Participants: Steve Adams, Teresa Chen, Lesley Farmer, Ali Rezaei**

The faculty analyzed SLOs 2, 3, 4 and 5 during the meeting.

**SLO 2-** Synthesize leadership principles within the practice of educational technology planning, coordination and professional development. This SLO is mainly addressed in ETEC 530.

**SLO 3-** Apply instructional design principles to develop and evaluate electronic materials for learning. This SLO is mainly addressed in ETEC 551.

**SLO 4:** Integrate theoretical perspectives to review, interpret, and/or conduct research in educational technology. This SLO is mainly addressed in ETEC 510.

**SLO 5:** Demonstrate knowledge, skills, and dispositions to locate, evaluate, and select technology resources for professional development.

**SLO 2** (addressed in ETEC 530)

The final exam for ETEC 530 served as the signature assignment, which had the following three criteria: (1) theory and principles, (2) application, and (3) writing. Overall, among the 23 candidates, 16 received a rating of “4,” 4 received a rating of “3,” and three had a “2.” Most students met this SLO. Regarding the criteria score, most students did well on criteria 1 and 3.

**SLO 3** (addressed in ETEC 551)

The signature assignment for ETEC 551 was a web site evaluation. All except one student (who had received zero points) met this SLO. There were no criterion data or exemplars for analysis. Faculty agreed to submit criterion data and exemplars in the future. In addition, the chart for this SLO presented data that were obtained from two sections that were taught by two different instructors. The data merge made it difficult to conduct further analysis. In the future, it would be helpful if the assessment office could generate charts with desegregated data. For the analysis during this assessment cycle, the program coordinator will send the raw data to the instructors.

**SLO 4** (addressed in ETEC 510)

ETEC 510 used a literature review as the signature assignment for the first time in Fall 11. Although most students met the SLOs (with 20 out of 23 students receiving a rating of “2” and above), three students were struggling. Similar to ETEC 551, there were no criterion data for analysis. Faculty will collect criterion data in the future. The exemplar collected in Fall 11 can be used as a guide for students in future semesters.

**SLO 5** (addressed in ETEC 523)

The signature assignment for ETEC 523 was an electronic portfolio. All students in both semesters (Fall 11 and Spring 12) met the SLO. Among the seven criteria, criteria 4 (reflection on assignments/ activities) and 5 (technology skills) scored the lowest, 92.86%. This indicated that students may benefit from additional assistance with these two areas. Faculty agreed that it would be helpful to compare the data from the two classes taught by different instructors. It would also be helpful to compare the

current data with those obtained from previous years. This way, faculty will be able to check if modifications/interventions made during this assessment cycle had made an impact.

The faculty also reviewed the exit survey and discussed item 19 on page 13.

The meeting was adjourned at 11:20 AM. Minutes were taken by Teresa Chen.