



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CEAS
Department	Teacher Education
Program Unit	<u>TED Report #9</u> MS in Education, Educational Technology Leadership Option
Reporting for Academic Year	2015-2016
Department Chair	Eric Engdahl
Date Submitted	9/6/2016

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The planning goals of our program from the last 5-Year Plan include:

- increase candidate's use of tablet or handheld devices and candidate's application of such devices to comply with STEM and NGSS standards.
- enhance candidate's teaching and learning with video conferencing technologies.
- help candidates to develop and demonstrate analytical skills in reviewing literature and interpreting informational data.

In the academic year of 2015-2016, the changes and updates that our program has made from last year's report include:

* expanding the effort to incorporate teaching with tablet and handheld devices. These efforts were successful and, as a result, we started offering EDUI6250 iPad Apps Development for Educators class since Spring 2012. In addition, EDUI 6240 Math Science and Technology class with a focus on STEM curriculum has also been offered. Both courses are very popular to our candidates as well as to students who major in digital graphics.

* working hard with the professional staff at CSUEB to solve the technical problems in the classroom of VBT136. Since Fall 2011, we are able to apply Panopto technology, the technology with lecture capture capability also called East Bay Replay, to record our face-to-face teaching sessions so that students are able to review the course contents at any time they wish. Since Fall 2015, we applied Mondopad and Mikogo technologies to live broadcasting between Hayward and Concord campuses.

* designing and developing new course contents, activities, research tools, assignments, and assessments for EDUI6500, Research in Educational Technology class to help improving candidate's analytical skills in reviewing literature and analyzing research data.

B. Five-year Review Planning Goals Progress

The progress toward our proposed goals has been tremendous. Regarding the goal to increase candidate's use of tablet or handheld devices and candidate's application of such devices to comply with STEM and NGSS standards. A proposed course and projects were accepted and we have implemented them in our program for the past five years. EDUI6250 iPad Application development proved to be highly successful. Students who learn to develop iPad/iPhone application have become much more marketable toward their career goals. Our STEM course, EDUI 6240 Math Science and Technology, takes an integrated, interdisciplinary, and collaborative complimentary approach. This approach has been highly successful. Through the course, we also have integrated the Next Generation Science Standard (NGSS) in curriculum. Furthermore in our interdisciplinary approach we have connected to Common Core Standard, as well as Mathematics Standards. According to students input, they highly enjoy such approach and they think it is the most practical and useful approach to teach STEM.

For the planning goal to enhance candidate's teaching and learning with video conferencing technologies, the goal has been achieved because all instructors in our program are able to effectively apply the technologies proficiently and integrate the technologies into their teaching in EDUI6110, EDUI6200, EDUI6240, EDUI6500, EDUI6005, EDUI6250, EDUI6210, and EDUI6600. In addition, students have a better understanding of the course contents.

For the goal to help candidates to develop and demonstrate analytical skills in reviewing literature and interpreting informational data, we have made great process by changing EDUI6500 course contents, activities, research tools, assignments, and assessments. The specification is as follows:

- A learning objective regarding applying a new research tool, Zotero, to organize and document literature collection was added to EDUI6500, Week 3 course materials (Blackboard Course Materials)
- A learning objective regarding how to analyze literature and evaluate the quality of a literature review paper was added to EDUI6500 Week 5 course materials (Blackboard Course Materials).
- A learning activity regarding how to create a survey with google form and how to collect and analyze collected data in google form was added to EDUI6500 Week 7 course materials (Blackboard Course Materials).
- A website evaluation assignment was included in EDUI6110 to increase candidate's analytical skills. (Syllabus)
- A case study assignment was included in EDUI6350 to increase candidate's analytical skills. (Syllabus).

C. Program Changes and Needs

In order to continue helping our students to be successful in curriculum and current competitive job market, our program is in need of new faculty, facilities, and latest technological equipment. Because of the last budget cuts in 2008-2009, we have cut down a lot elective courses since then. It has drastically damaged our program. The computer labs that we used in the past are now no longer equipped with sufficient and updated technologies for our students. In short, our program is in dire need of resources, equipment, and additional faculty just to be equal to its level of support before 2009.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Educational Technology Master Program, Program Student Learning Outcomes (PLOs) include:

1. Assess the importance and use of technology to support diverse student's learning.
2. Identify and investigate educational technology theories and instructional design principles to generate new ideas, projects, and materials for diverse students.
3. Create and develop effective instructional or e-learning materials by choosing and applying appropriate tools and design theories individually and collaboratively.
4. Gather, use, and analyze data, bibliographic and other resources of materials extensively and critically.
5. Write and present scholarly findings and projects independently.

Our program curriculum map shows alignment of the Program Student Learning Outcomes (PSLOs) and CSUEB ILOs. You can find the matrix in the appendix at the end of the document.

B. Program Student Learning Outcome(s) Assessed

All of the five Program Student Learning Outcomes (PLOs) have been assessed in the past academic. The specific course numbers that used to assess each PSLO are listed below:

1. Assess the importance and use of technology to support diverse student's learning. (EDUI610, EDUI620, EDUI630, EDUI660, EDUI680)
2. Identify and investigate educational technology theories and instructional design principles to generate new ideas, projects, and materials for diverse students. (EDUI610, EDUI620, EDUI630, EDUI640, EDUI660, EDUI670)
3. Create and develop effective instructional or e-learning materials by choosing and applying appropriate tools and design theories individually and collaboratively. (EDUI620, EDUI630, EDUI660, EDUI670, EDUI680)
4. Gather, use, and analyze data, bibliographic and other resources of materials extensively and critically. (EDUI640, EDUI693, EDUI699)
5. Write and present scholarly findings and projects independently. (EDUI640, EDUI693, EDUI699)

C. Summary of Assessment Process

Our program assessment system have been developed and confirmed by faculty in the program and the department chair of Teacher Education. The specific system includes initial, midpoint and pre-culminating, and culminating assessment: Decisions about candidate performance are based on multiple assessments made at multiple points before program completion. The models focus on student performance; with early, mid-point and summative measures. Authentic assessments are a focal point for program assessment.

The assessment tools and data source that we use for the assessment process include:

- Signature assignments
- Student course evaluation

- Informal student's email feedback
- Course award and certificate
- Exit survey

The evidence that we have used to document changes include syllabi, course lectures, Panopto recordings, student's projects, course evaluation, Blackboard online course materials

D. Summary of Assessment Results

Summary of our program assessment results is listed as follows:

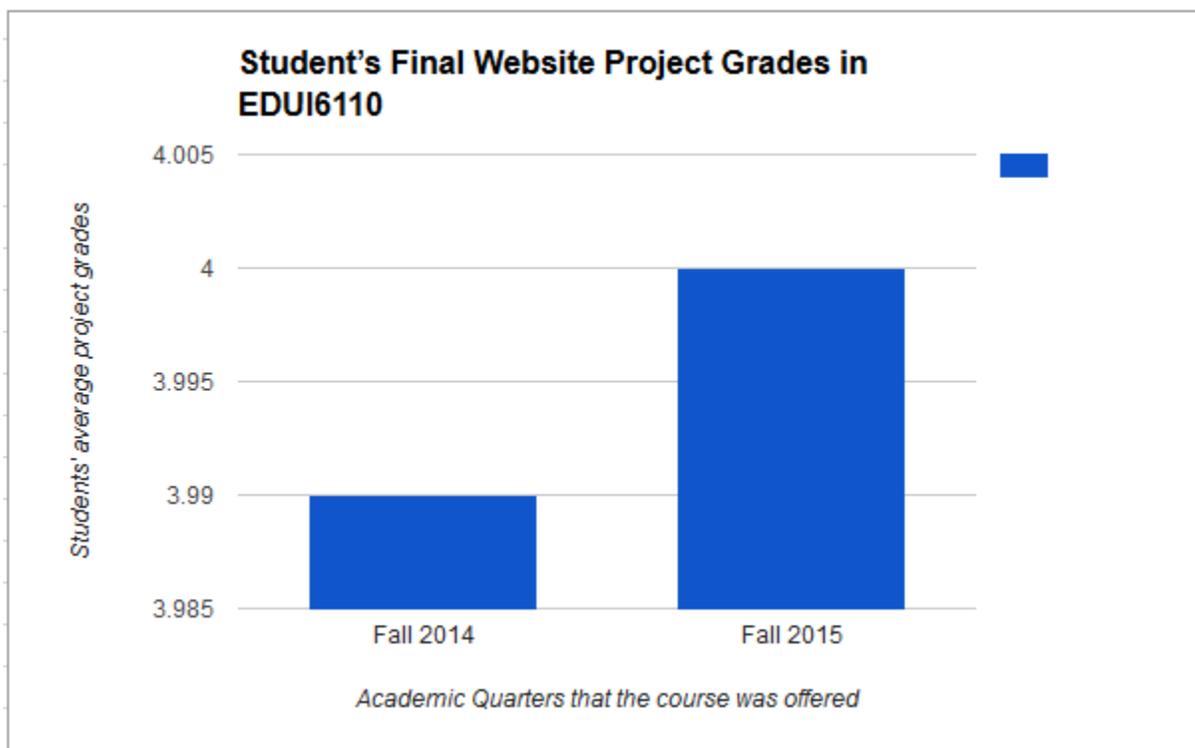
- Students provide positive feedback in all course evaluation and unsolicited emails regarding the incorporation of tablet and handheld devices in EDUI6250, iPad Apps Development for Educators.
- From students' performance in signature assignments in EDUI6110 and EDUI6500, it is found that students have a better understanding of the course contents due to the incorporation of lecture capture technologies. For example, student's EDUI6110 final Website project grades have increased from an average score of 3.99 in Fall 2014 to 4.0 in Fall 2015. Student's proposal assignment performance in EDUI6500 has also increased from an average of 3.6 in Fall 2013 to 3.85 in Fall 2014.
- With the successful integration of up-to-date video conferencing technologies, EDUI6110 was awarded with QOLT (Quality Online Learning and Teaching) in 2014 and received a QM (Quality Matters) online and hybrid course certificate in January 2016.
- Educational Technology Program Exit Survey results documented that respondents found they are well prepared with the professional knowledge and skills they need to be successful from 80% in 2014 to 90% in 2015.
- With the addition of applying an online research tool, Zotero, and the incorporation of learning activities of Google Forms, literature review analysis, and critique, we found an overall increase in signature assignment of literature review in EDUI6500 from 3.87 (2014-2015) to an overall score of 3.92 (2015-2016).

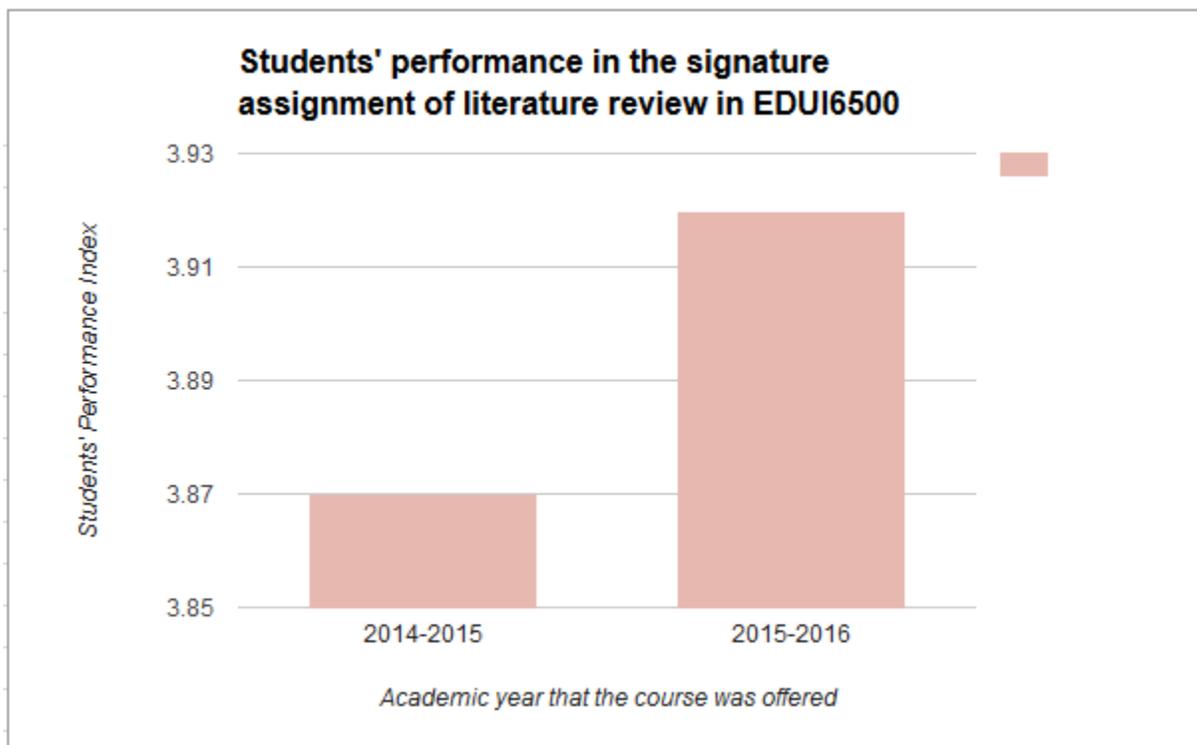
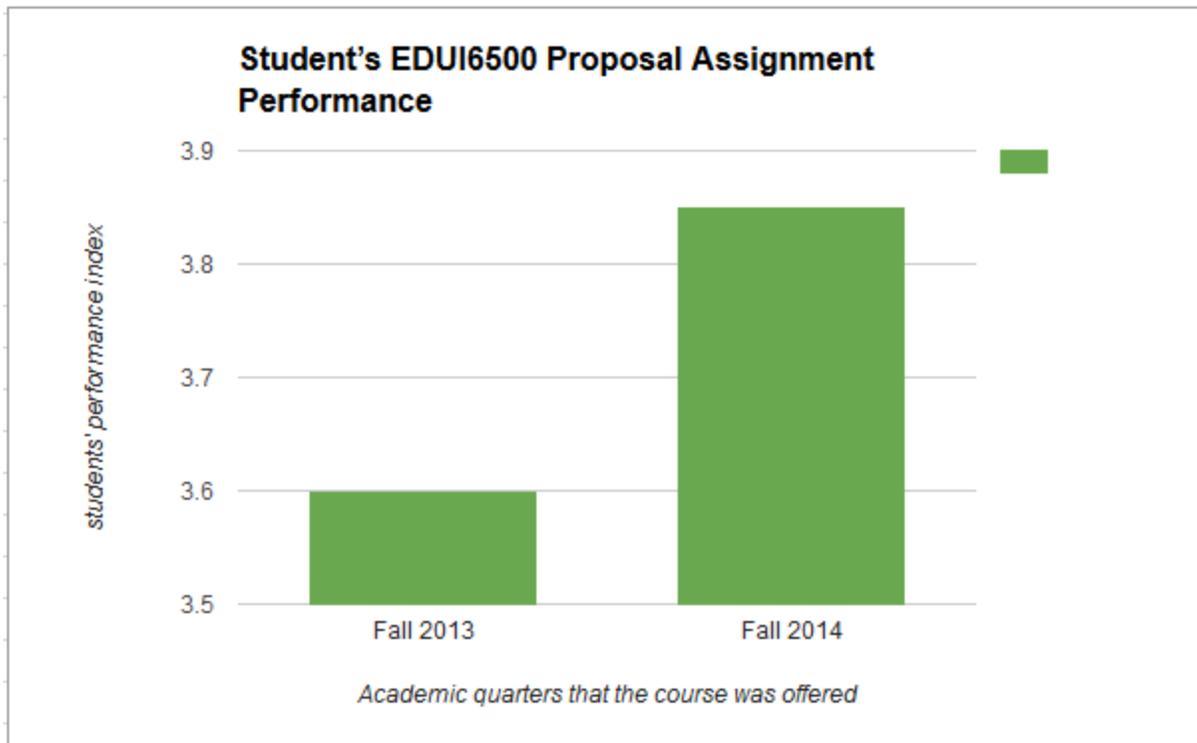
3. STATISTICAL DATA (about 1 page)

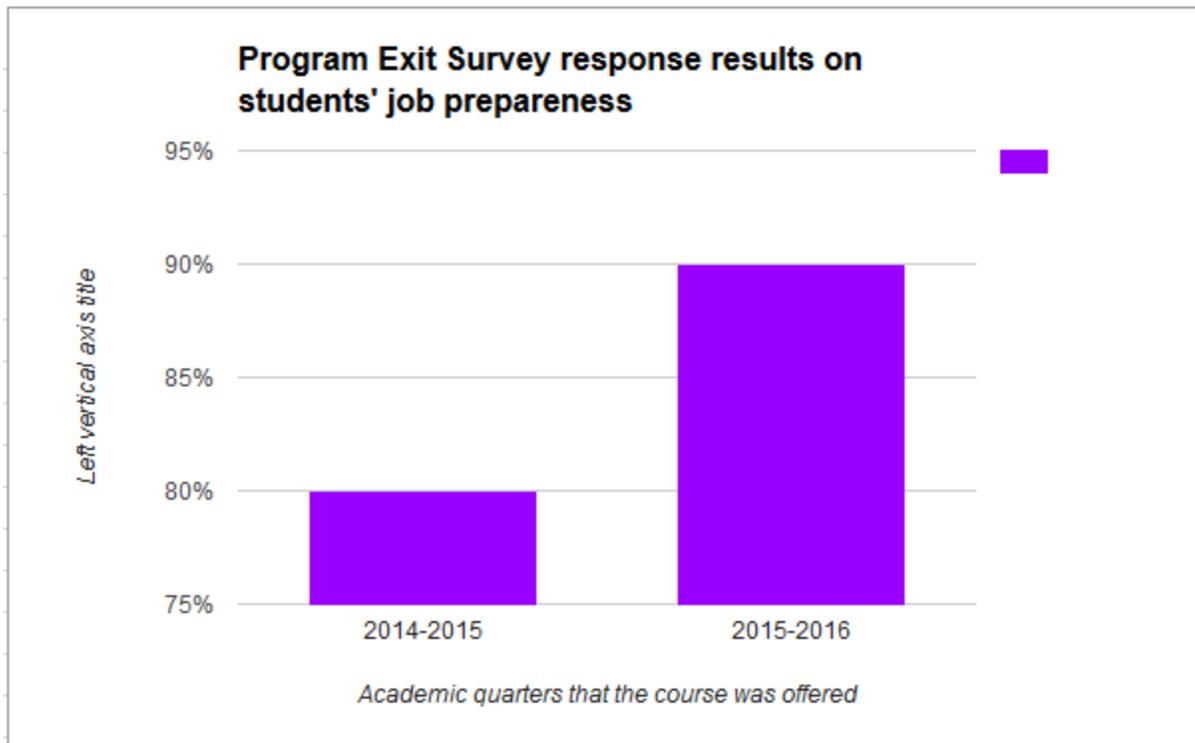
Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

Below are the charts that show the summary of our assessment results:







The following links might be helpful:

- a) Student demographics of majors <http://www.csueastbay.edu/ira/factbook/capr%20enrollment%20by%20pgm%20major.html>
- b) Degrees Conferred by the program <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/Degrees%20Awarded%202011-12.html>
- c) SFR's by discipline <http://www.csueastbay.edu/ira/tables/sfr/APR%20sfr%20by%20Subject.html>
- d) Course History data http://www.csueastbay.edu/ira/factbook/APR%20course_History.html

Additional data can be obtained through this link: <http://www.csueastbay.edu/ira/factbook/Academic%20Program%20Review%20Summary%20Data.html/>

Appendix

Curriculum Map #1: PSLOs Aligned to Required and Elective Courses in MS in Education, Educational Technology Leadership Option

- Provide a course title and new number for all required and elective courses. Indicate if required (R) or elective (E) course
- For all required courses, use an I = Introduce, D = Develop, M = Master, and A= Assess.

PLOs	R/E	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
EDUI6110, Web as an Interactive Edu Tool	R, I	√	√			
EDUI6200, Theories & Design of Elearning	R, I	√	√	√		
EDUI6250, Math, Science, & Tech	R, A	√	√	√		
EDUI6500, Research in EdTech	R, M		√		√	√
EDUI6250, iPad App Development for Educators.	E, D					
EDUI6005, Digital Graphics	E, I	√	√	√		
EDUI6210, Principles of Instructional Design	E, A		√	√		
EDUI6899, Project	R, M				√	√
EDUI6909, Dept. Thesis	E, M				√	√

Curriculum Map #2: CSUEB, ILOs Aligned to PSLOs for Educational Technology Master Program

Institutional Learning Outcomes	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.		√	√	√	√

Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.		√		√	√
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.	√				
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.			√	√	√
Sustainability: act responsibly and sustainably at local, national, and global levels.					√