



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## DATA PROGRAM REPORT

# Ed.S. MEDIA IN INSTRUCTIONAL TECHNOLOGY

The University of West Georgia

Fall 2016 | Spring 2017 | Summer 2017

Fall 2017 | Spring 2018 | Summer 2018

Prepared by:

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Megan Landers, Graduate Assistant

# GOALS FOR IMPROVEMENT 2017-2018

Directions: Review progress toward 2017-2018 goals data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2018-2019. Record your progress at <https://goo.gl/forms/KZGjMrMIsV7jvP4B2>

To record 2018-2019 goals, please click here: <https://goo.gl/forms/S9M8BZP60UbYPWfm1>

Media (Instructional Technology), Ed.S. SMART	STRATEGY(IES) YOUR PROGRAM WILL USE TO ACHIEVE THIS GOAL	PROGRESS	DATA USED TO INFORM RESPONSES	STRATEGIC IMPERATIVE	PLANS TO GROW PROGRAM	DISTICTIVE FEATURES
Continue curriculum review and develop at least 2 new elective courses to meet program needs and growth.	Faculty communication, work group development and curriculum review committee, Review of current trends in job market.		Student survey, enrollment of returning alumni for higher degree	Academic Success	Advertise the program at professional conferences. Reach students in other states and countries. New elective courses.	100% online, affordability, faculty expertise. All faculty with terminal degrees. Diversity of faculty.
Revising course offerings for research and evaluation for realignment to meet student and program needs.	Faculty communication and continuing regular program engagement meetings		Review of current offerings, professional standards, and student career needs	Academic Success		
Set new program goals for EDS and revise portfolio requirements to meet new program goals.	faculty communication. Program committee regular meetings.		Survey alumni and current students. Align with professional standards.	Academic Success		
2.0% enrollment growth	Advertise the program at professional conferences. Reach students in other states and countries.		Program reports	Operational Success		

MEDT COURSE COMPREHENSIVE AND  
AGGREGATE DATA FOR FALL 2016, SPRING 2017 AND  
SUMMER 2017

# MEDT 8462 (IT) IT LEADERSHIP PLANNING SKILLS RUBRIC

Term	Course Number	Course Title	Section	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2016	MEDT 8462	Lead & Mng Instct Tch Prog	E01	MEDT 8462 (IT) Grant Proposal Assignment Fall 2016	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	29	26	3	0
Spring Semester 2017	MEDT 8462	Lead & Mng Instct Tch Prog	E01	MEDT 8462 (IT) Grant Proposal Assignment Spring 2017	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	26	26	0	1
Summer Semester 2017	MEDT 8462	Lead & Mng Instct Tch Prog	E01	MEDT 8462 Grant Proposal Summer 2017	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	24	24	0	0
Summer Semester 2017	MEDT 8462	Lead & Mng Instct Tch Prog	E02	MEDT 8462 Grant Proposal Summer 2017	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	25	24	1	24

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8462 (IT) IT Leadership Planning Skills Rubric

### MEDT 8462 (IT) IT Leadership Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Introduction and Statement of Need: Clearly states need and supports it with relevant data.	0	0%	13	13%	50	50%	37	37%	0	0%	100	3.24	3	3	0.67
Goals and Objectives: Clearly states goals and objectives. Describes measurable outcomes.	0	0%	11	11%	71	71%	18	18%	0	0%	100	3.07	3	3	0.53
Methods: Describes how objectives will be achieved (e.g., activities, procedures). Includes timeline. Includes description of qualified personnel to implement proposed work.	0	0%	23	23%	52	52%	25	25%	0	0%	100	3.02	3	3	0.69
Evaluation Plan: Describes process to evaluate achievement of objectives. Describes plan for data collection, analysis, and reporting. Includes description of qualified personnel to conduct evaluation.	0	0%	30	30%	55	55%	15	15%	0	0%	100	2.85	3	3	0.65
Budget: Budget is complete and accurate. Budget is sufficient for achieving objectives. Includes brief narrative to justify the need for each budget item.	0	0%	20	20%	77	77%	3	3%	0	0%	100	2.83	3	3	0.45
Total/Percentage	0	0%	97	19.4%	305	61%	98	19.6%	0	0%	500				

# MEDT 8463 (IT) ISSUES IN IT RESEARCH CONTENT KNOWLEDGE

Term	Course Number	Course Title	Section	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2016	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Fall 2016	MEDT 8463 (IT) Issues in IT Research Content Knowledge	20	19	1	19
Fall Semester 2016	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Fall 2016	MEDT 8463 (IT) Issues in IT Research Content Knowledge	23	16	7	16
Spring Semester 2017	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Spring 2017	MEDT 8463 (IT) Issues in IT Research Content Knowledge	28	25	3	25
Summer Semester 2017	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Summer 2017	MEDT 8463 (IT) Issues in IT Research Content Knowledge	24	24	0	24
Summer Semester 2017	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Summer 2017	MEDT 8463 (IT) Issues in IT Research Content Knowledge	22	20	2	20

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8463 (IT) Issues in IT Research Content Knowledge

MEDT 8463 (IT) Issues in IT Research Content Knowledge

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Overview: Summarizes viewpoints of both Clark and Kozma with supporting research. States position in support of Clark or Kozma.	1	0.96%	2	1.92%	11	10.58%	90	86.54%	0	0%	104	3.83	4	4	0.49
Current Theories Relevant to the Debate: Discusses relevance of Sweller's cognitive load theory and Mayer's cognitive theory of multimedia learning.	1	0.96%	4	3.85%	17	16.35%	82	78.85%	0	0%	104	3.73	4	4	0.58
Supporting Research: Includes examples of current research on media and instructional technology to support explanations.	11	10.58%	17	16.35%	15	14.42%	61	58.65%	0	0%	104	3.21	4	4	1.06
Format: Paper is formatted in APA style (including APA style for references). Times or Times New Roman 12 point font is used. Paper is double-spaced. References are included to support position.	2	1.92%	13	12.5%	24	23.08%	65	62.5%	0	0%	104	3.46	4	4	0.78
Total/Percentage	15	3.61%	36	8.65%	67	16.11%	298	71.63%	0	0%	416				

MEDT COURSE COMPREHENSIVE AND  
AGGREGATE DATA FOR FALL 2017, SPRING 2018 AND  
SUMMER 2018

# MEDT 8462 (IT) IT LEADERSHIP PLANNING SKILLS RUBRIC

Term	Course Number	Course Title	Section	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2017	MEDT 8462	Lead & Mng Instct Tch ProgE01		MEDT 8462 Grant Proposal Fall 2017	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	20	20	0	20
Spring Semester 2018	MEDT 8462	Lead & Mng Instct Tch ProgE01		MEDT 8462 Grant Proposal Spring 2018	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	11	11	0	0
Summer Semester 2018	MEDT 8462	Lead & Mng Instct Tch ProgE01		MEDT 8462 Grant Proposal Summer 2018	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	26	23	3	0
Summer Semester 2018	MEDT 8462	Lead & Mng Instct Tch ProgE02		MEDT 8462 Grant Proposal Summer 2018	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	22	16	6	0
Summer Semester 2018	MEDT 8462	Lead & Mng Instct Tch ProgE03		MEDT 8462 Grant Proposal Summer 2018	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	19	17	2	0

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8462 (IT) IT Leadership Planning Skills Rubric

MEDT 8462 (IT) IT Leadership Planning Skills Rubric															
Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Introduction and Statement of Need: Clearly states need and supports it with relevant data.	0	0%	0	0%	6	30%	14	70%	0	0%	20	3.7	4	4	0.46
Goals and Objectives: Clearly states goals and objectives. Describes measurable outcomes.	0	0%	0	0%	17	85%	3	15%	0	0%	20	3.15	3	3	0.36
Methods: Describes how objectives will be achieved (e.g., activities, procedures). Includes timeline. Includes description of qualified personnel to implement proposed work.	0	0%	3	15%	6	30%	11	55%	0	0%	20	3.4	4	4	0.73
Evaluation Plan: Describes process to evaluate achievement of objectives. Describes plan for data collection, analysis, and reporting. Includes description of qualified personnel to conduct evaluation.	0	0%	2	10%	13	65%	5	25%	0	0%	20	3.15	3	3	0.57
Budget: Budget is complete and accurate. Budget is sufficient for achieving objectives. Includes brief narrative to justify the need for each budget item.	0	0%	0	0%	19	95%	1	5%	0	0%	20	3.05	3	3	0.22
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>5%</b>	<b>61</b>	<b>61%</b>	<b>34</b>	<b>34%</b>	<b>0</b>	<b>0%</b>	<b>100</b>				

# MEDT 8463 (IT) ISSUES IN IT RESEARCH CONTENT KNOWLEDGE

Term	Course Number	Course Title	Section	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2017	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate) Fall 2017	MEDT 8463 (IT) Issues in IT Research Content Knowledge	28	28	0	28
Spring Semester 2018	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate) Spring 2018	MEDT 8463 (IT) Issues in IT Research Content Knowledge	25	24	1	24
Spring Semester 2018	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate) Spring 2018	MEDT 8463 (IT) Issues in IT Research Content Knowledge	14	12	2	12
Summer Semester 2018	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate) Summer 2018	MEDT 8463 (IT) Issues in IT Research Content Knowledge	26	25	1	0
Summer Semester 2018	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate) Summer 2018	MEDT 8463 (IT) Issues in IT Research Content Knowledge	24	23	1	0

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8463 (IT) Issues in IT Research Content Knowledge

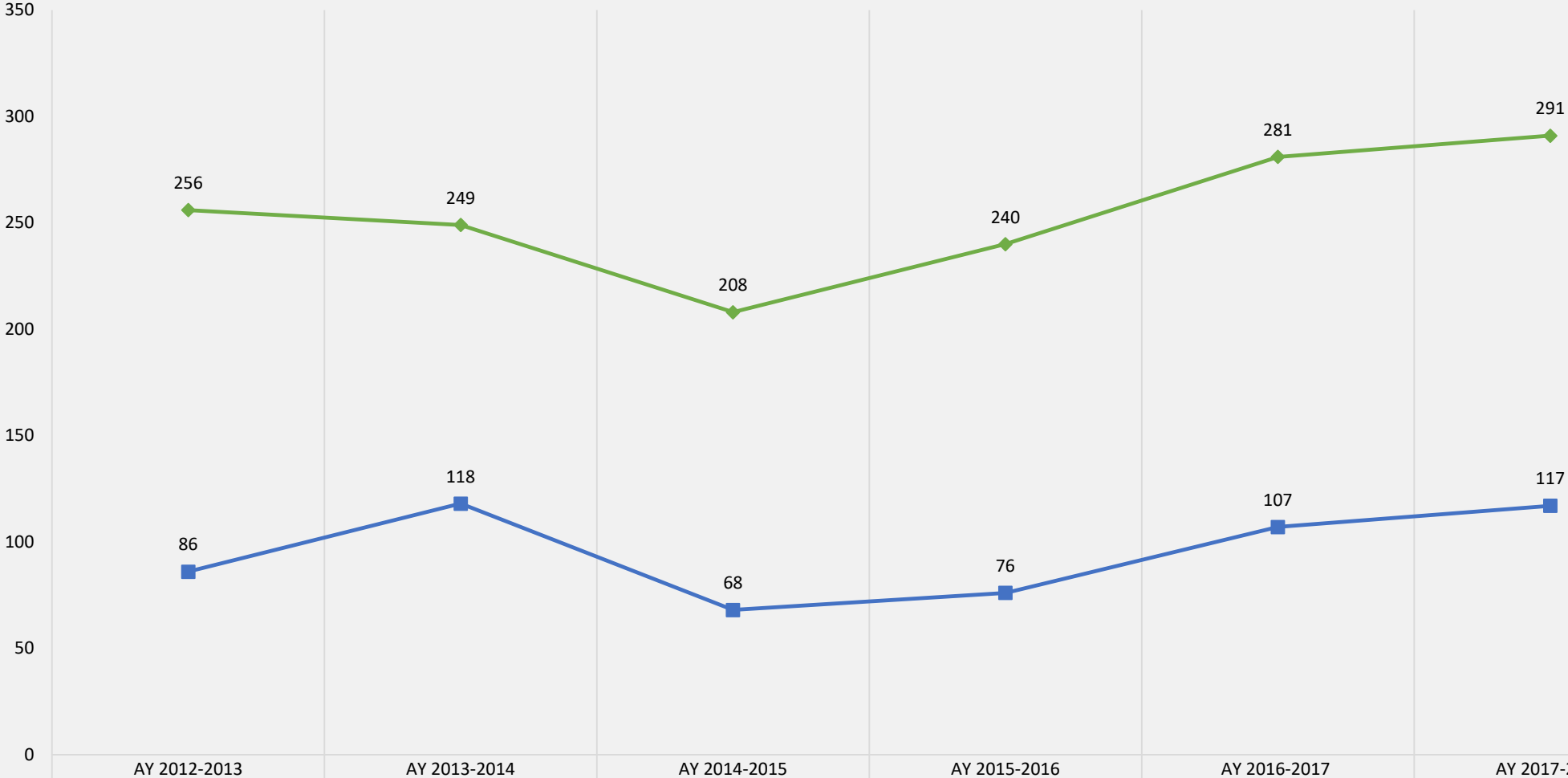
### MEDT 8463 (IT) Issues in IT Research Content Knowledge

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Overview: Summarizes viewpoints of both Clark and Kozma with supporting research. States position in support of Clark or Kozma.	0	0%	0	0%	8	12.5%	56	87.5%	0	0%	64	3.88	4	4	0.33
Current Theories Relevant to the Debate: Discusses relevance of Sweller's cognitive load theory and Mayer's cognitive theory of multimedia learning.	1	1.56%	2	3.12%	8	12.5%	53	82.81%	0	0%	64	3.77	4	4	0.58
Supporting Research: Includes examples of current research on media and instructional technology to support explanations.	3	4.69%	1	1.56%	2	3.12%	58	90.62%	0	0%	64	3.8	4	4	0.69
Format: Paper is formatted in APA style (including APA style for references). Times or Times New Roman 12 point font is used. Paper is double-spaced. References are included to support position.	0	0%	0	0%	15	23.81%	48	76.19%	1	1.56%	63	3.76	4	4	0.43
<b>Total/Percentage</b>	<b>4</b>	<b>1.57%</b>	<b>3</b>	<b>1.18%</b>	<b>33</b>	<b>12.94%</b>	<b>215</b>	<b>84.31%</b>	<b>1</b>	<b>0.39%</b>	<b>255</b>				



# ENROLLMENT AND GRADUATION TREND DATA

## ED.S. IN MEDIA ENROLLMENT AND GRADUATE DATA TRENDS



◆ ENROLLED  
■ GRADUATES

AY 2012-2013

AY 2013-2014

AY 2014-2015

AY 2015-2016

AY 2016-2017

AY 2017-2018

256

249

208

240

281

291

86

118

68

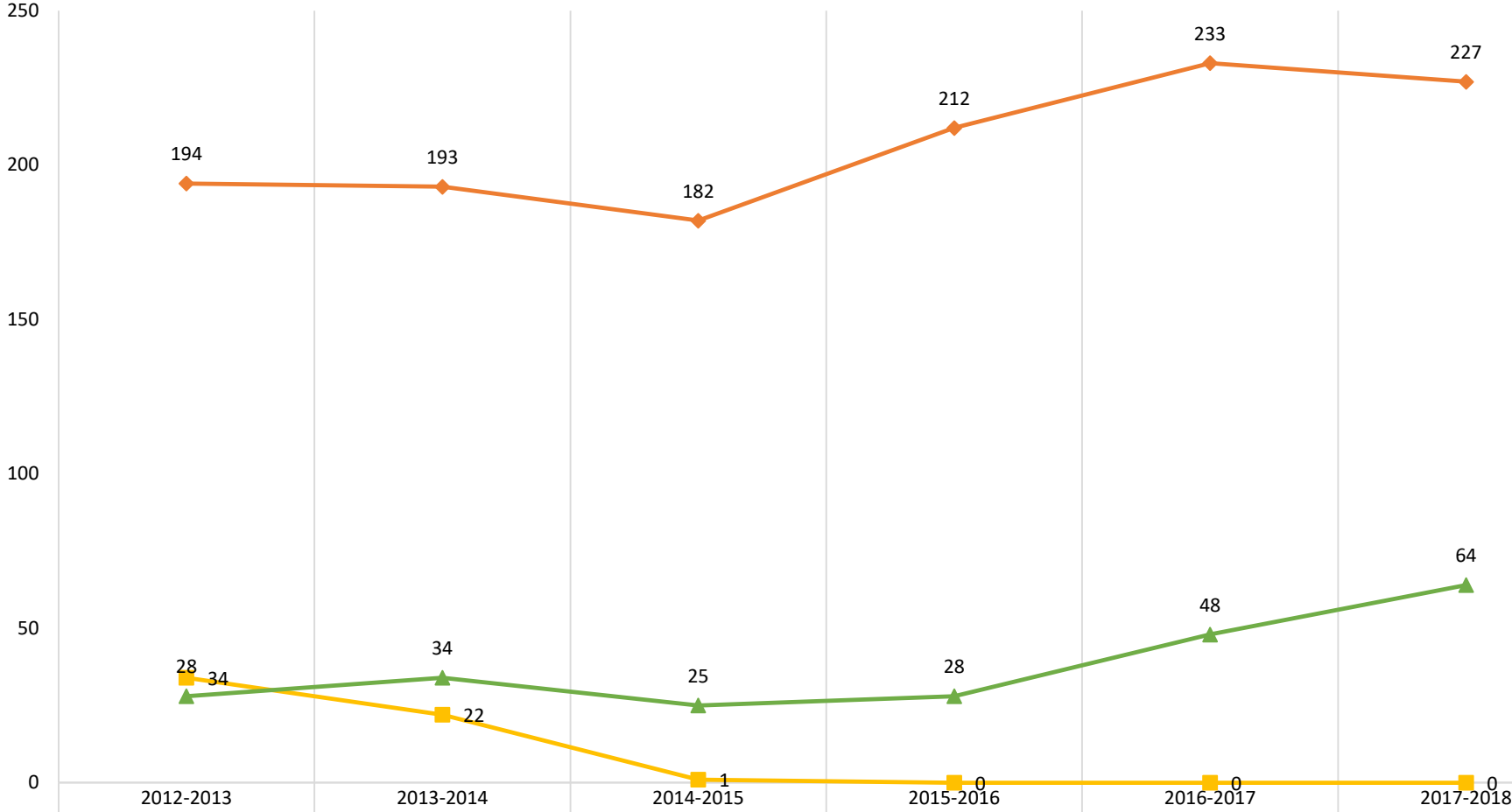
76

107

117

# ENROLLMENT TREND DATA

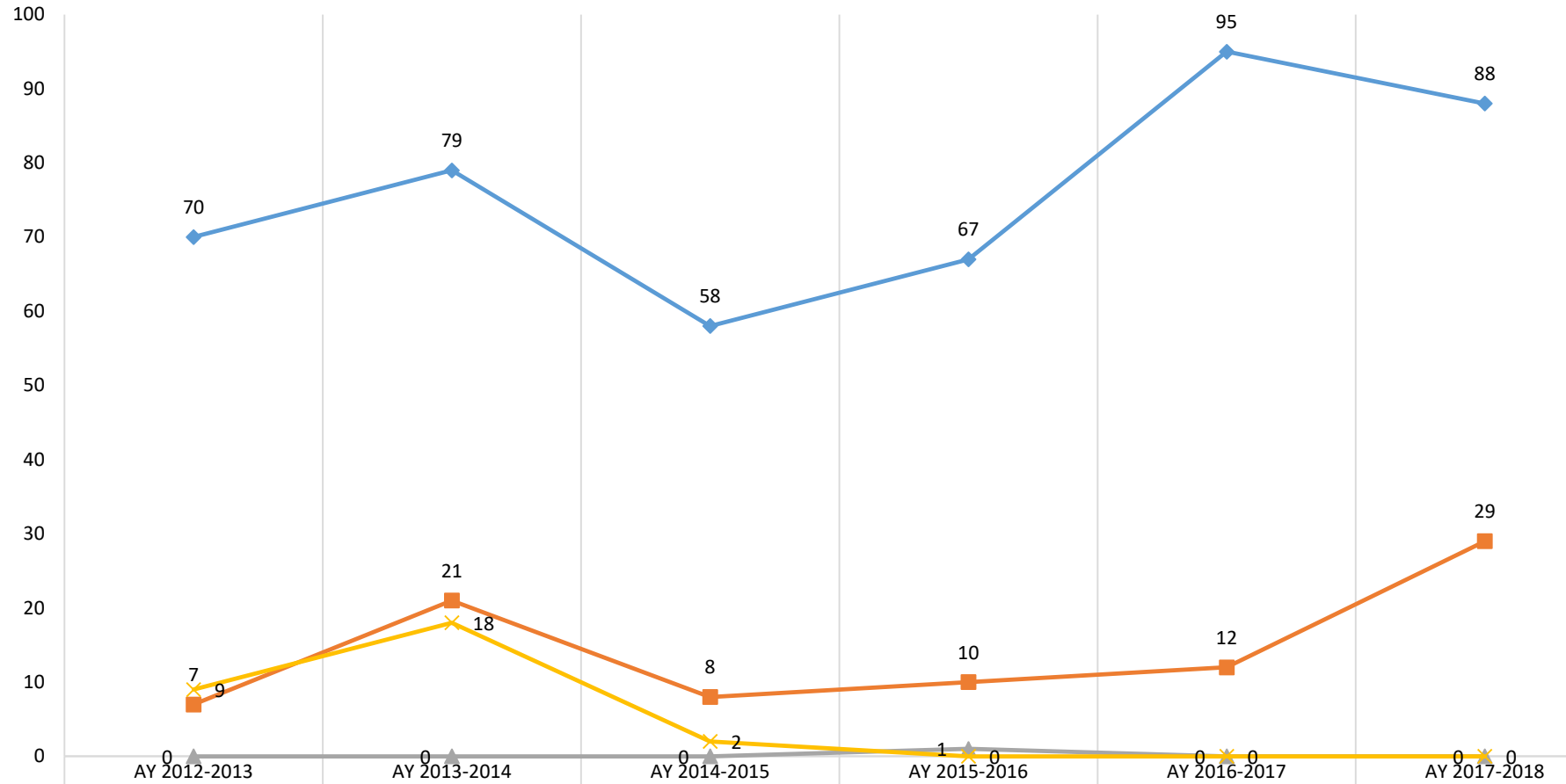
## ENROLLMENT TRENDS FOR ED.S. MEDIA



Ed.S. Media Instruction Technology Conc.	194	193	182	212	233	227
Ed.S. Media IT School Library Media Cert	34	22	1	0	0	0
Ed.S. Media Media Specialist Conc.	28	34	25	28	48	64

# GRADUATION TREND DATA

## GRADUATION TRENDS FOR ED.S. IN MEDIA

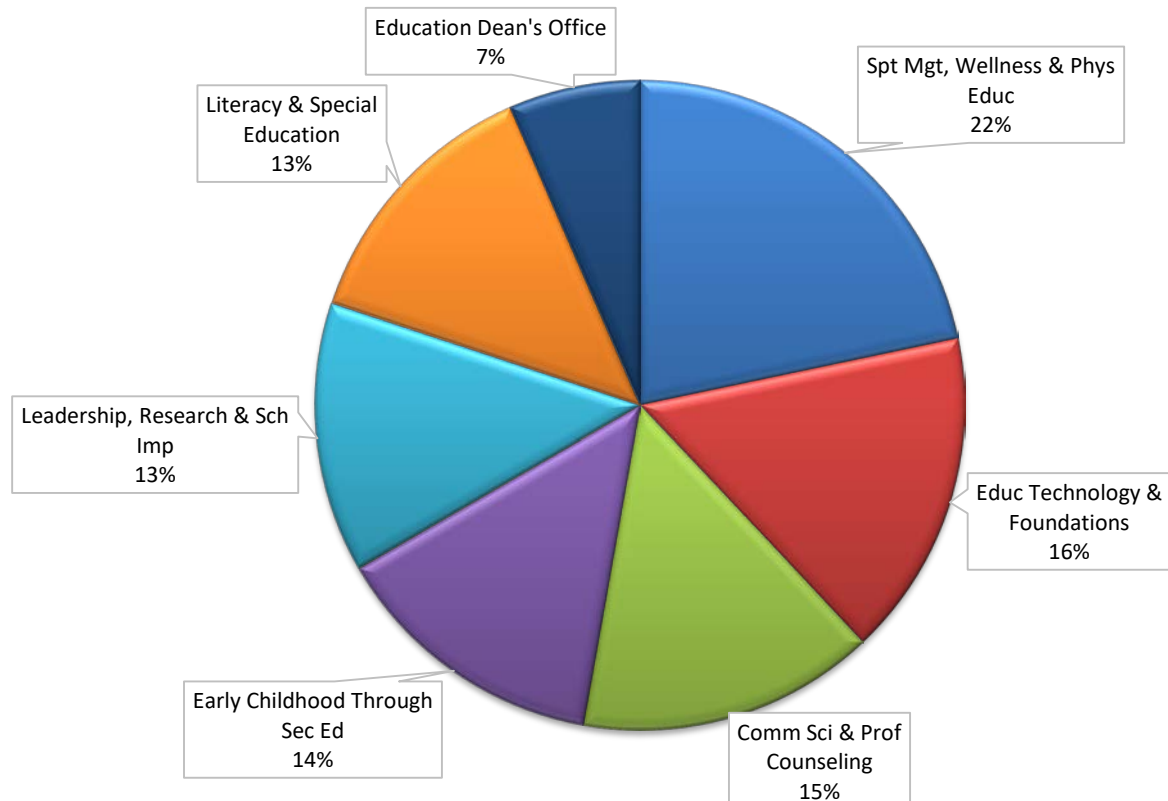


Ed.S. Media Instruction Technology	70	79	58	67	95	88
Ed.S. Media Media Specialist	7	21	8	10	12	29
Ed.S. Media	0	0	0	1	0	0
Ed.S. Media IT School Library Media Cert	9	18	2	0	0	0

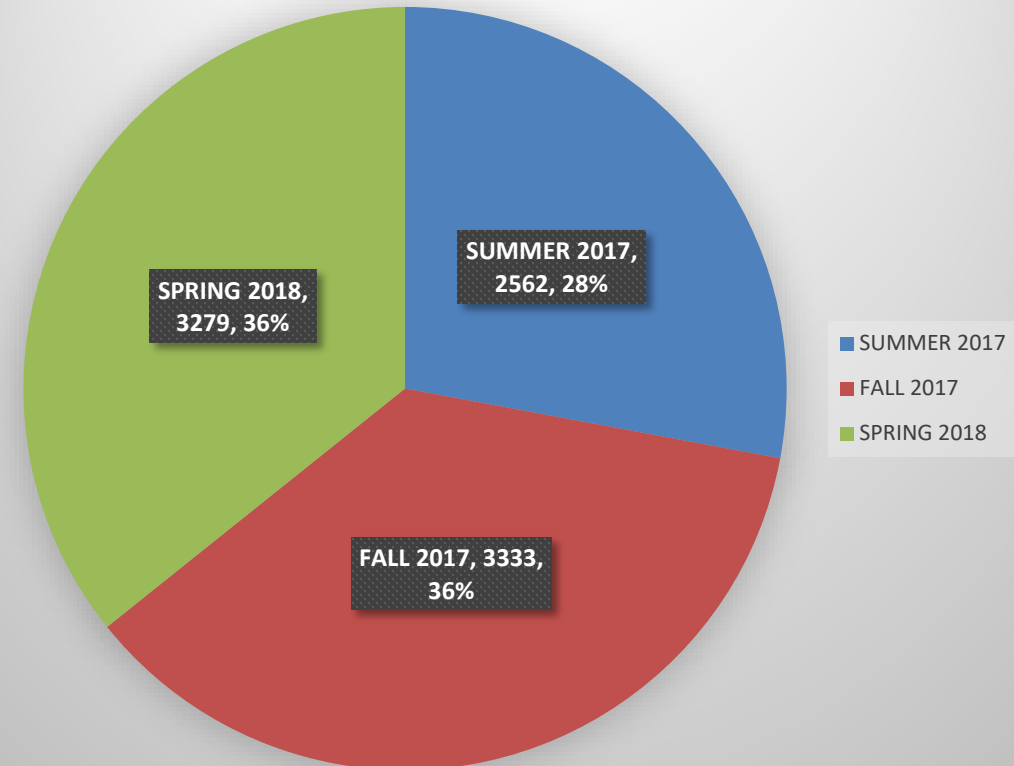
# CREDIT HOUR PRODUCTION

TERM	SUMMER 2017			FALL 2017			SPRING 2018			Total by ROWS		
DEPT	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
Spt Mgt, Wellness & Phys Educ	456	622	1226	2054	2202	5050	2309	2432	5932	4819	5256	12208
Educ Technology & Foundations	854	921	2562	1111	1090	3333	1093	1221	3279	3058	3232	9174
Comm Sci & Prof Counseling	614	893	1922	1093	1453	3377	996	1410	3044	2703	3756	8343
Early Childhood Through Sec Ed	363	478	1059	1217	1856	3238	1225	1732	3475	2805	4066	7772
Leadership, Research & Sch Imp	743	914	2154	939	1094	2735	921	1136	2684	2603	3144	7573
Literacy & Special Education	425	610	1192	1068	1536	3181	1071	1594	3140	2564	3740	7513
Education Dean's Office	148	199	444	525	545	1575	557	615	1671	1230	1359	3690
<b>Total by COLUMNS</b>	<b>3603</b>	<b>4637</b>	<b>10559</b>	<b>8007</b>	<b>9776</b>	<b>22489</b>	<b>8172</b>	<b>10140</b>	<b>23225</b>	<b>19782</b>	<b>24553</b>	<b>56273</b>

## CREDIT HOUR PRODUCTION FOR AY 18 FOR COLLEGE OF EDUCATION



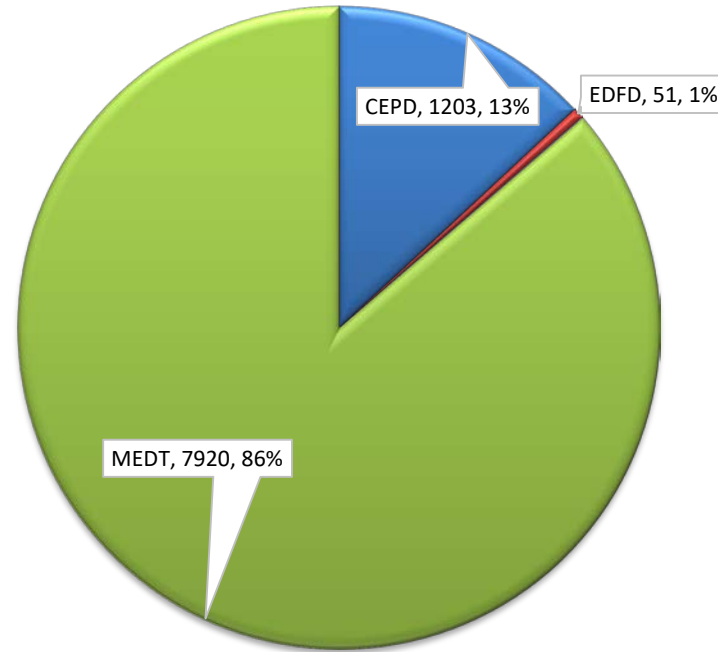
## CREDIT HOUR PRODUCTION FOR EDUCATIONAL TECHNOLOGY AND FOUNDATIONS FOR AY 18



# CREDIT HOUR PRODUCTION

TERM	SUMMER 2017			FALL 2017			SPRING 2018			Total by ROWS		
	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
CEPD	81	95	243	193	185	579	127	140	381	401	420	1203
EDFD	17	25	51	0	0	0	0	0	0	17	25	51
MEDT	756	801	2268	918	905	2754	966	1081	2898	2640	2787	7920
<b>Total by COLUMNS</b>	<b>854</b>	<b>921</b>	<b>2562</b>	<b>1111</b>	<b>1090</b>	<b>3333</b>	<b>1093</b>	<b>1221</b>	<b>3279</b>	<b>3058</b>	<b>3232</b>	<b>9174</b>

TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2017 - 2018



■ CEPD ■ EDFD ■ MEDT