



**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

# MEDIA IN INSTRUCTIONAL TECHNOLOGY, MEDIA & DESIGN

THE UNIVERSITY OF WEST GEORGIA

SUMMER 2019 | FALL 2019 | SPRING 2020

# INSTRUCTIONAL TECHNOLOGY GACE SCORES PASS RATES

## Test Level Summary Statistics

Test: 302 Instructional Technology  
 Examinees: Admitted  
 Test Year: SEP-2019 TO AUG-2020  
 Program: University of West Georgia  
 Examinee Attempts: Highest Score

Database Refresh Date: 09/04/2020 14:13:19

Test Name	Variables	Average Scaled Score		# of Examinees	
		State	Program	State	Program
<b>302 Instructional Technology</b>	<b>Total</b>				
	Total	273.78	273.77	345	132

## Test Level Pass Rates

Test: 302 Instructional Technology  
 Examinees: Admitted  
 Test Year: SEP-2019 TO AUG-2020  
 Program: University of West Georgia  
 Examinee Attempts: Highest Score

Database Refresh Date: 09/04/2020 14:13:19

Test Name	Statewide			Program		
	# of Examinees	# Passing	% Pass	# of Examinees	# Passing	% Pass
302 Instructional Technology						
Total	345	337	98	132	129	98

# INSTRUCTIONAL TECHNOLOGY GACE SCORES

Database Refresh Date: 09/04/2020 14:13:19

Test Name	Variables	Average Scaled Score		# of Examinees		# of Selected Response Questions	Average Percentage Correct		# of Constructed Response Points Possible
		State	Program	State	Program		State	Program	
<b>302 Instructional Technology</b>	<b>Total</b>	<b>273.78</b>	<b>273.77</b>	<b>345</b>	<b>132</b>				
	<b>T1S1</b>					<b>20 - 21</b>	<b>78.94</b>	<b>78.89</b>	
	1. LEADS THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION FOR THE USE					6 - 7	78.27	77.18	
	2. DEVELOPS AND EVALUATES TECHNOLOGY-BASED PROFESSIONAL LEARNING PROGRAMS					14	79.11	79.55	
	<b>T1S2</b>					<b>32</b>	<b>76.85</b>	<b>76.92</b>	
	1. INTEGRATES CURRENT AND EMERGING TECHNOLOGY INTO TEACHING, LEARNING, AND					12 - 13	80	80.45	
	2. CREATES AND SUPPORTS DIGITAL-AGE LEARNING ENVIRONMENTS					12 - 13	74.57	74.09	
	3. ENGAGES IN PROFESSIONAL GROWTH AND DEVELOPMENT					7	75.82	76.3	
	<b>T1S3</b>					<b>16</b>	<b>70.72</b>	<b>70.27</b>	
	1. SELECTS AND GUIDES OTHERS IN THE SELECTION OF DIGITAL RESOURCES AND SYST					8	68.62	67.23	
	2. EVALUATES AND GUIDES OTHERS IN THE EVALUATION OF DIGITAL TOOLS, RESOURCE					8	72.83	73.3	
	<b>T1S4</b>					<b>11 - 12</b>	<b>77.2</b>	<b>76.57</b>	
	1. MODELS AND PROMOTES THE EQUITABLE, ETHICAL, AND LEGAL USE OF INFORMATION					5 - 6	82.61	82.47	
	2. MODELS AND PROMOTES SAFE AND RESPONSIBLE USE OF DIGITAL INFORMATION AND					6	72.32	71.21	
	<b>T1S5</b>						<b>70.87</b>	<b>71.59</b>	<b>24</b>
	1. PROGRAM DEVELOPMENT, IMPLEMENTATION, AND EVALUATION						72.03	73.11	6
	2. TEACHING, LEARNING, AND ASSESSMENT						73.57	75.76	6
	3. LOCATING, SELECTING, AND EVALUATING DIGITAL RESOURCES						65.6	65.4	6
	4. DIGITAL CITIZENSHIP						72.27	72.1	6

Number of scored points for subarea and objective scores is based upon all candidates testing within the selected testing period. Also, note that for tests that contain constructed-response questions that do not contribute to a subarea or objective score, the total number of scored points is based upon the scored selected-response items only.

NON-DEGREE ADD-ON CERTIFICATION  
INSTRUCTIONAL TECHNOLOGY

# MEDT 7468 (IT)INSTRUCTIONAL MULTIMEDIA CONTENT AND 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
Spring Semester 2020	MEDT 7468	Instruct Mult Design & Dev	E01	MEDT 7468 Instructional Multimedia Program for a Client Spring 2020	MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric	3	3	0	3

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Needs Assessment The instructional needs are clearly identified and stated. The audience is well characterized. Conditions that would influence learning design or teaching methods are identified and well described. Teaching and learning standards have been identified and clearly noted.	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Applied Principles of Multimedia Learning Basic principles of learning with multimedia are applied to the design and development of instructional multimedia. The learning activities are designed using evidence-based teaching methods or learning design theories to support stated learning targets. (A sub-rubric covering the specifics for TEL-MM Learning will be included within the course.)	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Design and Plan Learning Activities Selected technology(ies) optimally support or enhance the learning activities. All assumptions regarding competency with the selected technology(ies) are clearly identified and stated. Additional learning requirements are integrated into the learning design.	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Development and Evaluation Rapid development methodologies are followed to demonstrate coordinated production with continual evaluation. Instructional multimedia learning materials are produced with high quality. Prototype evaluation strategies are designed to measure solution effectiveness.	0	0%	0	0%	1	33.33%	2	66.67%	0	0%	3	3.67	4	4	0.47
Section 508 Compliance Accommodations for accessibility, whether they are based on physical ability or human impairments, have been integrated into the learning design. (A sub-rubric covering the specifics for Section 508 Compliance will be included within the course.)	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Copyright and Fair-Use Copyright laws and Fair-Use guidelines have been followed. (A sub-rubric covering the specifics for Copyright and Fair-Use will be included within the course.)	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Communication and Coordination For all written work, no problems or mistakes are found in writing structure, grammar, punctuation, or spelling. If multiple individuals cooperate to develop the learning design, evidence shows that information flowed easily and timely between all concerned individuals.	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>4.76%</b>	<b>20</b>	<b>95.24%</b>	<b>0</b>	<b>0%</b>	<b>21</b>				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E02	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	1	1	0	1

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7476 (IT) Impact on Student Learning Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	0	0%	1	100%	0	0%	0	0%	0	0%	1	2	2	2	0
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>33.33%</b>	<b>2</b>	<b>66.67%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>3</b>				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	1	1	0	0
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E02	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	1	1	0	0

DATA IS NOT AVAILABLE

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E03	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	1	1	0	1

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	0	0%	0	0%	1	100%	0	0%	1	4	4	4	0
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	0	0%	0	0%	1	100%	0	0%	1	4	4	4	0
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	0	0%	0	0%	1	100%	0	0%	1	4	4	4	0
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	0	0%	1	100%	0	0%	1	4	4	4	0
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	0	0%	0	0%	1	100%	0	0%	1	4	4	4	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>5</b>				



# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE RUBRIC

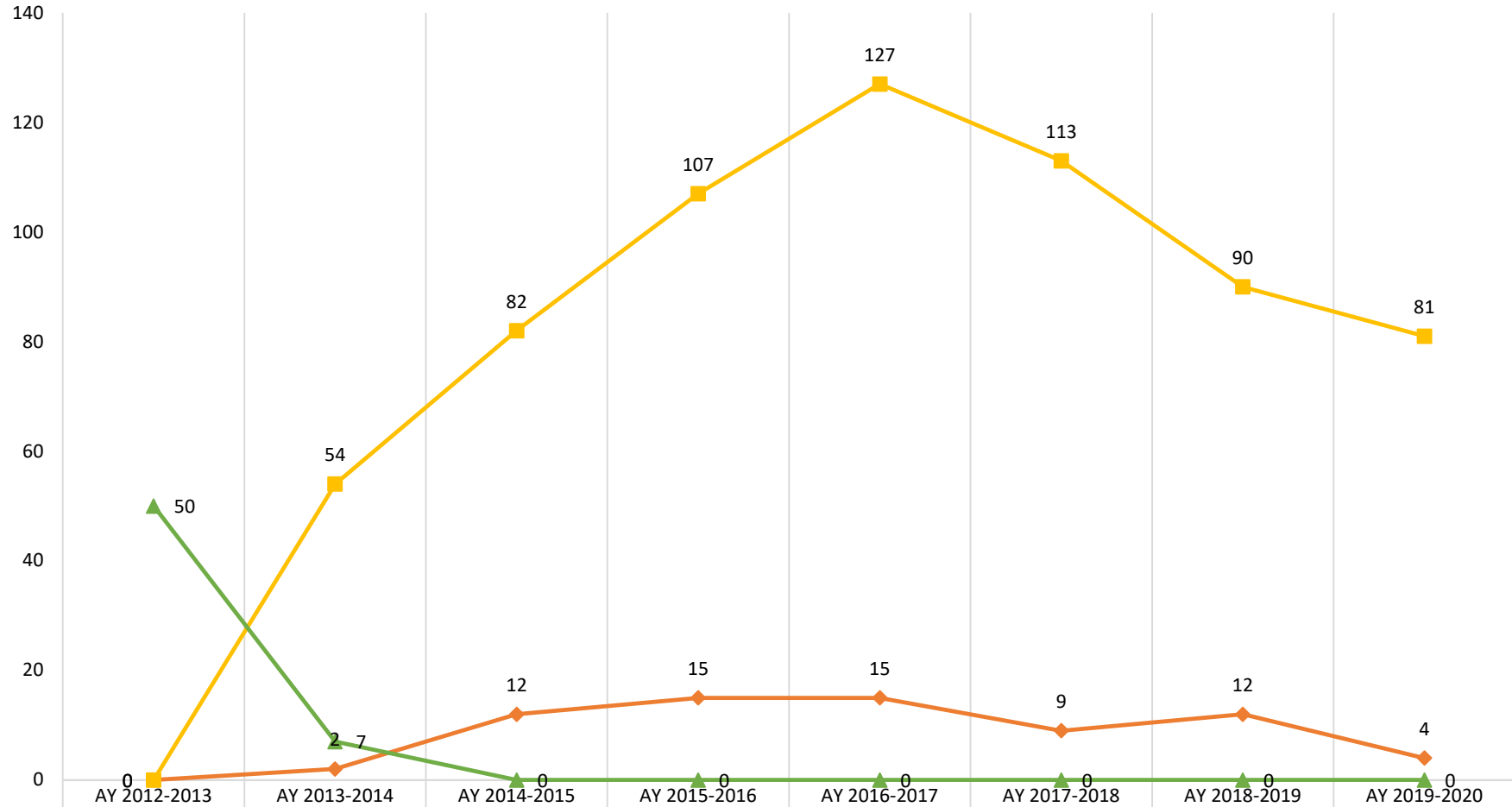
Term	Course Number	Course Title	Section	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Fall 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	1	1	0	1

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>5</b>				

# ENROLLMENT

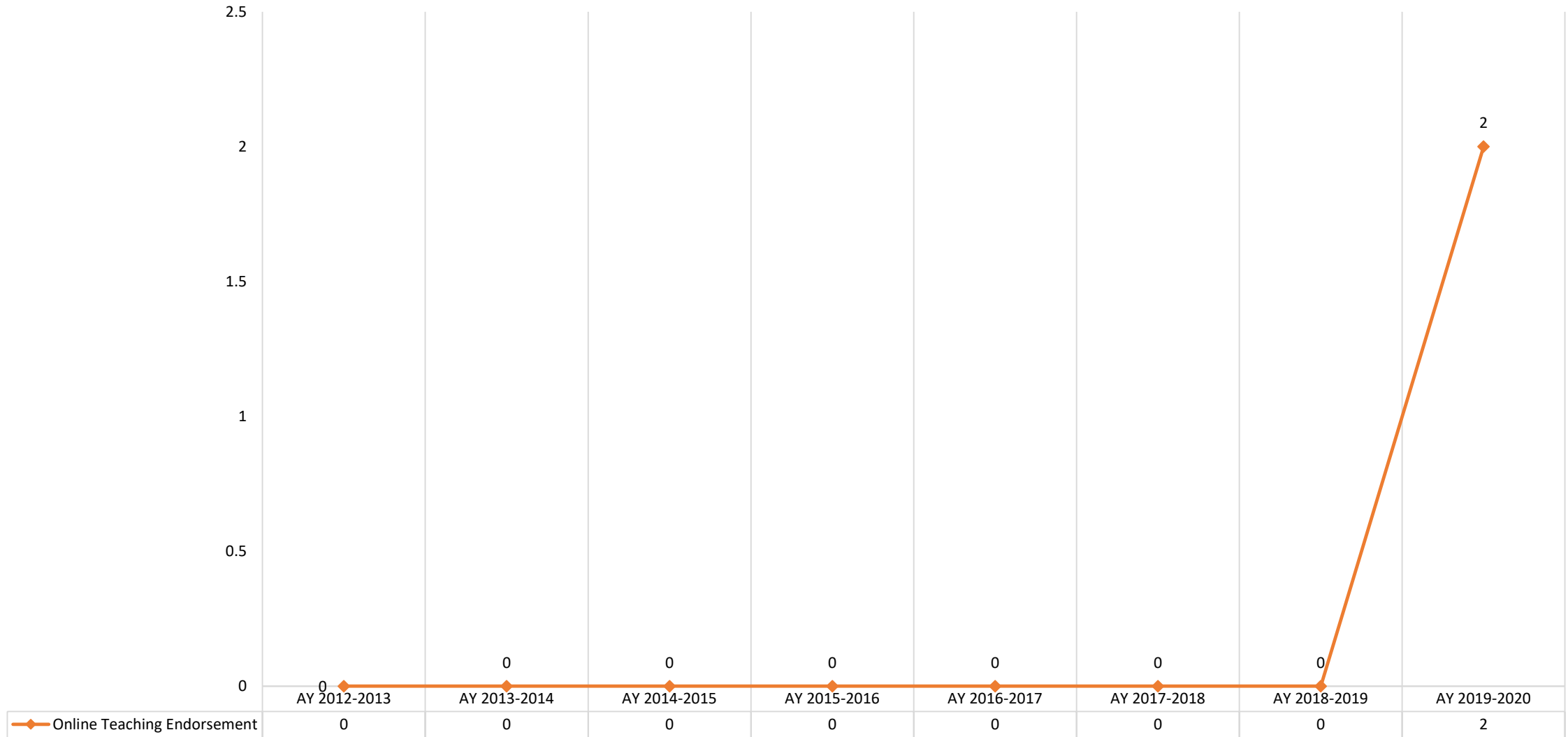
## ENROLLMENT TRENDS FOR NON-DEGREE IN MEDIA



◆ Non-Degree Media Instruction Technology Conc.	0	2	12	15	15	9	12	4
■ Non-Degree Media Media Specialist Conc.	0	54	82	107	127	113	90	81
▲ Non-Degree Media	50	7	0	0	0	0	0	0

# ENROLLMENT

## ENROLLMENT TRENDS FOR ONLINE TEACHING ENDORSEMENT



MASTER OF EDUCATION (M.Ed.) IN INSTRUCTIONAL  
TECHNOLOGY, MEDIA & DESIGN

# MEDT 7464 (IT) INSTRUCTIONAL 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
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E01	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	2	2	0	2
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E02	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	6	5	1	5
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E03	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	8	8	0	8
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E04	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	7	7	0	7

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7464 (IT) Instructional Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Analysis ☐Conducts learner, task, and context analyses and provides detailed information.	0	0%	3	13.64%	7	31.82%	12	54.55%	0	0%	22	3.41	4	4	0.72
2. Design ☐Designs technology-enhanced instruction that meets the needs of the target audience.	0	0%	3	13.64%	4	18.18%	15	68.18%	0	0%	22	3.55	4	4	0.72
3. Development ☐Develops and produces high-quality instructional materials.	0	0%	3	13.64%	8	36.36%	11	50%	0	0%	22	3.36	3.5	4	0.71
Total/Percentage	0	0%	9	13.64%	19	28.79%	38	57.58%	0	0%	66				

# MEDT 7464 (IT) INSTRUCTIONAL 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 2019	MEDT 7464	Design Tech Enhanced Instr	E01	MEDT 7464 Instructional Design Project Fall 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	8	8	0	8
Fall Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E02	MEDT 7464 Instructional Design Project Fall 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	5	5	0	5

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7464 (IT) Instructional Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Analysis 1 Conducts learner, task, and context analyses and provides detailed information.	0	0%	1	7.69%	3	23.08%	9	69.23%	0	0%	13	3.62	4	4	0.62
2. Design 2 Designs technology-enhanced instruction that meets the needs of the target audience.	0	0%	0	0%	10	76.92%	3	23.08%	0	0%	13	3.23	3	3	0.42
3. Development 3 Develops and produces high-quality instructional materials.	0	0%	0	0%	3	23.08%	10	76.92%	0	0%	13	3.77	4	4	0.42
Total/Percentage	0	0%	1	2.56%	16	41.03%	22	56.41%	0	0%	39				

# MEDT 7464 (IT) INSTRUCTIONAL 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
Spring Semester 2020	MEDT 7464	Design Tech Enhanced Instr	E01	MEDT 7464 Instructional Design Project Spring 2020	MEDT 7464 (IT) Instructional Planning Skills Rubric	10	10	0	10
Spring Semester 2020	MEDT 7464	Design Tech Enhanced Instr	E02	MEDT 7464 Instructional Design Project Spring 2020	MEDT 7464 (IT) Instructional Planning Skills Rubric	16	16	0	16

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7464 (IT) Instructional Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Analysis ☐ Conducts learner, task, and context analyses and provides detailed information.	0	0%	1	3.85%	8	30.77%	17	65.38%	0	0%	26	3.62	4	4	0.56
2. Design ☐ Designs technology-enhanced instruction that meets the needs of the target audience.	0	0%	0	0%	13	50%	13	50%	0	0%	26	3.5	3.5	3	0.5
3. Development ☐ Develops and produces high-quality instructional materials.	0	0%	0	0%	2	7.69%	24	92.31%	0	0%	26	3.92	4	4	0.27
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>1.28%</b>	<b>23</b>	<b>29.49%</b>	<b>54</b>	<b>69.23%</b>	<b>0</b>	<b>0%</b>	<b>78</b>				

# MEDT 7468 (IT) INSTRUCTIONAL MULTIMEDIA CONTENT AND 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
Summer Semester 2019	MEDT 7468	Instruct Mult Design & Dev	E01	MEDT 7468 Instructional Multimedia Program for a Client Summer 2019	MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric	16	16	0	0
Summer Semester 2019	MEDT 7468	Instruct Mult Design & Dev	E02	MEDT 7468 Instructional Multimedia Program for a Client Summer 2019	MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric	10	8	2	8

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Needs Assessment The instructional needs are clearly identified and stated. The audience is well characterized. Conditions that would influence learning design or teaching methods are identified and well described. Teaching and learning standards have been identified and clearly noted.	0	0%	0	0%	0	0%	8	100%	0	0%	8	4	4	4	0
Applied Principles of Multimedia Learning Basic principles of learning with multimedia are applied to the design and development of instructional multimedia. The learning activities are designed using evidence-based teaching methods or learning design theories to support stated learning targets. (A sub-rubric covering the specifics for TEL-MM Learning will be included within the course.)	0	0%	1	12.5%	5	62.5%	2	25%	0	0%	8	3.12	3	3	0.6
Design and Plan Learning Activities Selected technology(ies) optimally support or enhance the learning activities. All assumptions regarding competency with the selected technology(ies) are clearly identified and stated. Additional learning requirements are integrated into the learning design.	0	0%	0	0%	0	0%	8	100%	0	0%	8	4	4	4	0
Development and Evaluation Rapid development methodologies are followed to demonstrate coordinated production with continual evaluation. Instructional multimedia learning materials are produced with high quality. Prototype evaluation strategies are designed to measure solution effectiveness.	0	0%	0	0%	3	37.5%	5	62.5%	0	0%	8	3.62	4	4	0.48
Section 508 Compliance Accommodations for accessibility, whether they are based on physical ability or human impairments, have been integrated into the learning design. (A sub-rubric covering the specifics for Section 508 Compliance will be included within the course.)	0	0%	1	12.5%	5	62.5%	2	25%	0	0%	8	3.12	3	3	0.6
Copyright and Fair-Use Copyright laws and Fair-Use guidelines have been followed. (A sub-rubric covering the specifics for Copyright and Fair-Use will be included within the course.)	0	0%	0	0%	2	25%	6	75%	0	0%	8	3.75	4	4	0.43
Communication and Coordination For all written work, no problems or mistakes are found in writing structure, grammar, punctuation, or spelling. If multiple individuals cooperate to develop the learning design, evidence shows that information flowed easily and timely between all concerned individuals.	0	0%	0	0%	0	0%	8	100%	0	0%	8	4	4	4	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>3.57%</b>	<b>15</b>	<b>26.79%</b>	<b>39</b>	<b>69.64%</b>	<b>0</b>	<b>0%</b>	<b>56</b>				



# MEDT 7468 (IT) INSTRUCTIONAL MULTIMEDIA CONTENT AND 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 2019	MEDT 7468	Instruct Mult Design & Dev	E01	MEDT 7468 Instructional Multimedia Program for a Client Fall 2019	MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric	13	12	1	12

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Needs Assessment The instructional needs are clearly identified and stated. The audience is well characterized. Conditions that would influence learning design or teaching methods are identified and well described. Teaching and learning standards have been identified and clearly noted.	0	0%	2	16.67%	6	50%	4	33.33%	0	0%	12	3.17	3	3	0.69
Applied Principles of Multimedia Learning Basic principles of learning with multimedia are applied to the design and development of instructional multimedia. The learning activities are designed using evidence-based teaching methods or learning design theories to support stated learning targets. (A sub-rubric covering the specifics for TEL-MM Learning will be included within the course.)	0	0%	3	25%	5	41.67%	4	33.33%	0	0%	12	3.08	3	3	0.76
Design and Plan Learning Activities Selected technology(ies) optimally support or enhance the learning activities. All assumptions regarding competency with the selected technology(ies) are clearly identified and stated. Additional learning requirements are integrated into the learning design.	0	0%	3	25%	5	41.67%	4	33.33%	0	0%	12	3.08	3	3	0.76
Development and Evaluation Rapid development methodologies are followed to demonstrate coordinated production with continual evaluation. Instructional multimedia learning materials are produced with high quality. Prototype evaluation strategies are designed to measure solution effectiveness.	0	0%	3	25%	5	41.67%	4	33.33%	0	0%	12	3.08	3	3	0.76
Section 508 Compliance Accommodations for accessibility, whether they are based on physical ability or human impairments, have been integrated into the learning design. (A sub-rubric covering the specifics for Section 508 Compliance will be included within the course.)	0	0%	12	100%	0	0%	0	0%	0	0%	12	2	2	2	0
Copyright and Fair-Use Copyright laws and Fair-Use guidelines have been followed. (A sub-rubric covering the specifics for Copyright and Fair-Use will be included within the course.)	0	0%	12	100%	0	0%	0	0%	0	0%	12	2	2	2	0
Communication and Coordination For all written work, no problems or mistakes are found in writing structure, grammar, punctuation, or spelling. If multiple individuals cooperate to develop the learning design, evidence shows that information flowed easily and timely between all concerned individuals.	0	0%	12	100%	0	0%	0	0%	0	0%	12	2	2	2	0
Total/Percentage	0	0%	47	55.95%	21	25%	16	19.05%	0	0%	84				

# MEDT 7468 (IT) INSTRUCTIONAL MULTIMEDIA CONTENT AND 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
Spring Semester 2020	MEDT 7468	Instruct Mult Design & Dev	E01	MEDT 7468 Instructional Multimedia Program for a Client Spring 2020	MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric	16	16	0	16

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7468 (IT) Instructional Multimedia Content and Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Needs Assessment The instructional needs are clearly identified and stated. The audience is well characterized. Conditions that would influence learning design or teaching methods are identified and well described. Teaching and learning standards have been identified and clearly noted.	0	0%	0	0%	0	0%	16	100%	0	0%	16	4	4	4	0
Applied Principles of Multimedia Learning Basic principles of learning with multimedia are applied to the design and development of instructional multimedia. The learning activities are designed using evidence-based teaching methods or learning design theories to support stated learning targets. (A sub-rubric covering the specifics for TEL-MM Learning will be included within the course.)	0	0%	0	0%	0	0%	16	100%	0	0%	16	4	4	4	0
Design and Plan Learning Activities Selected technology(ies) optimally support or enhance the learning activities. All assumptions regarding competency with the selected technology(ies) are clearly identified and stated. Additional learning requirements are integrated into the learning design.	0	0%	0	0%	0	0%	16	100%	0	0%	16	4	4	4	0
Development and Evaluation Rapid development methodologies are followed to demonstrate coordinated production with continual evaluation. Instructional multimedia learning materials are produced with high quality. Prototype evaluation strategies are designed to measure solution effectiveness.	0	0%	0	0%	3	18.75%	13	81.25%	0	0%	16	3.81	4	4	0.39
Section 508 Compliance Accommodations for accessibility, whether they are based on physical ability or human impairments, have been integrated into the learning design. (A sub-rubric covering the specifics for Section 508 Compliance will be included within the course.)	0	0%	0	0%	0	0%	16	100%	0	0%	16	4	4	4	0
Copyright and Fair-Use Copyright laws and Fair-Use guidelines have been followed. (A sub-rubric covering the specifics for Copyright and Fair-Use will be included within the course.)	0	0%	0	0%	0	0%	16	100%	0	0%	16	4	4	4	0
Communication and Coordination For all written work, no problems or mistakes are found in writing structure, grammar, punctuation, or spelling. If multiple individuals cooperate to develop the learning design, evidence shows that information flowed easily and timely between all concerned individuals.	0	0%	0	0%	0	0%	16	100%	0	0%	16	4	4	4	0
Total/Percentage	0	0%	0	0%	3	2.68%	109	97.32%	0	0%	112				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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
Summer Semester 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Summer 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	4	4	0	4

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7476 (IT) Impact on Student Learning Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	0	0%	0	0%	4	100%	0	0%	0	0%	4	3	3	3	0
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	0	0%	0	0%	4	100%	0	0%	0	0%	4	3	3	3	0
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	0	0%	0	0%	4	100%	0	0%	0	0%	4	3	3	3	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>12</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>12</b>				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	10	10	0	10
Fall Semester 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E02	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	4	4	0	4
Fall Semester 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E03	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	11	11	0	11

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7476 (IT) Impact on Student Learning Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	0	0%	2	8%	23	92%	0	0%	0	0%	25	2.92	3	3	0.27
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	0	0%	5	20%	19	76%	1	4%	0	0%	25	2.84	3	3	0.46
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	0	0%	4	16%	20	80%	1	4%	0	0%	25	2.88	3	3	0.43
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>14.67%</b>	<b>62</b>	<b>82.67%</b>	<b>2</b>	<b>2.67%</b>	<b>0</b>	<b>0%</b>	<b>75</b>				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	4	4	0	0
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E02	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	7	7	0	0
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E03	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	9	9	0	0

DATA IS NOT AVAILABLE

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E01	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	4	4	0	4
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	3	3	0	3
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E03	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	8	8	0	8

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	0	0%	6	40%	9	60%	0	0%	15	3.6	4	4	0.49
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	2	13.33%	4	26.67%	9	60%	0	0%	15	3.47	4	4	0.72
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	0	0%	6	40%	9	60%	0	0%	15	3.6	4	4	0.49
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	7	46.67%	8	53.33%	0	0%	15	3.53	4	4	0.5
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	0	0%	7	46.67%	8	53.33%	0	0%	15	3.53	4	4	0.5
Total/Percentage	0	0%	2	2.67%	30	40%	43	57.33%	0	0%	75				

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E01	MEDT 7490 Visual Literacy Final Project Fall 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	3	3	0	3
Fall Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Fall 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	3	3	0	3

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	0	0%	1	16.67%	5	83.33%	0	0%	6	3.83	4	4	0.37
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	0	0%	3	50%	3	50%	0	0%	6	3.5	3.5	3	0.5
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	0	0%	3	50%	3	50%	0	0%	6	3.5	3.5	3	0.5
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	0	0%	6	100%	0	0%	6	4	4	4	0
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	0	0%	2	40%	3	60%	1	16.67%	5	3.6	4	4	0.49
Total/Percentage	0	0%	0	0%	9	31.03%	20	68.97%	1	3.33%	29				

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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
Spring Semester 2020	MEDT 7490	Visual & Media Lit Tch & Lear	E01	MEDT 7490 Visual Literacy Final Project Spring 2020	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	7	7	0	7
Spring Semester 2020	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Spring 2020	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	5	5	0	5
Spring Semester 2020	MEDT 7490	Visual & Media Lit Tch & Lear	E03	MEDT 7490 Visual Literacy Final Project Spring 2020	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	3	3	0	3

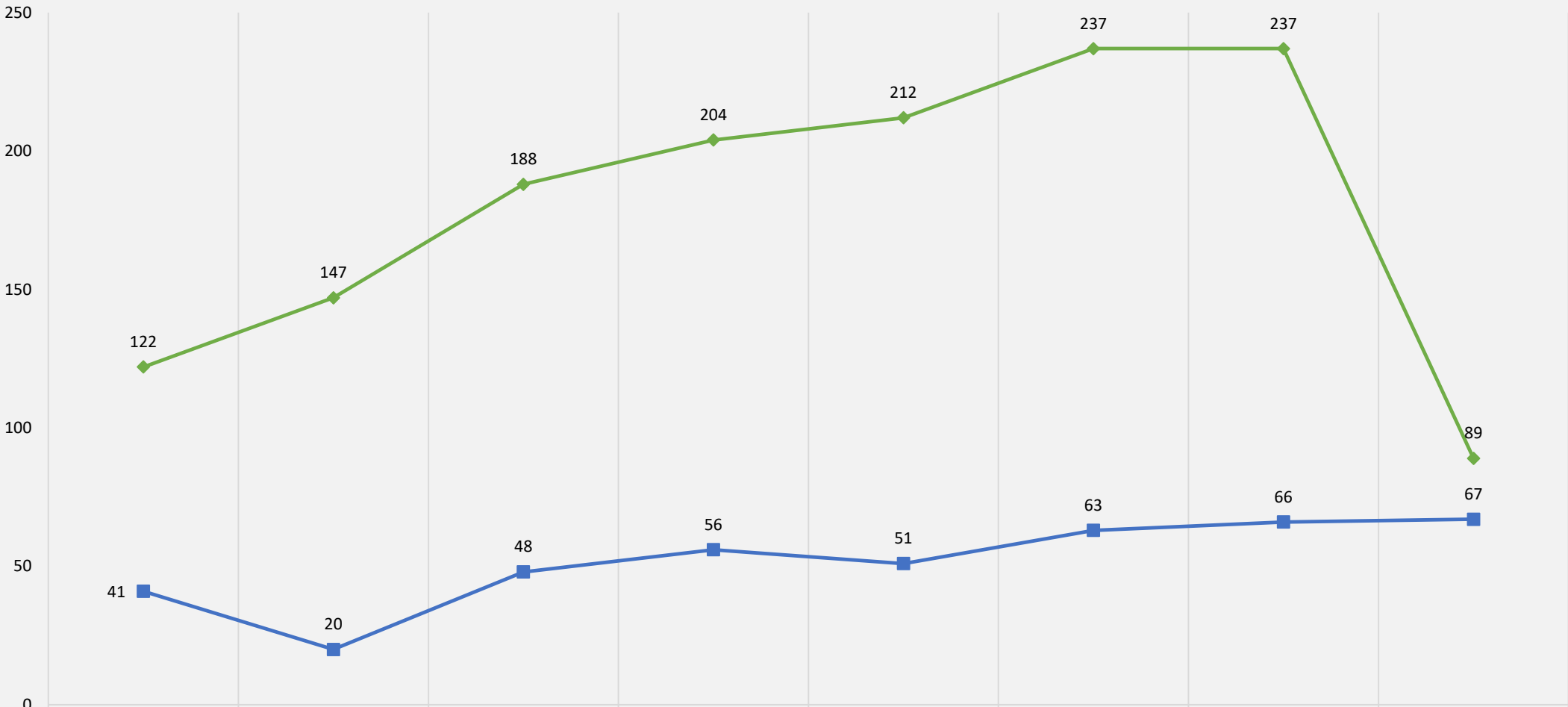
**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric**

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	1	6.67%	7	46.67%	7	46.67%	0	0%	15	3.4	3	3	0.61
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	0	0%	8	53.33%	7	46.67%	0	0%	15	3.47	3	3	0.5
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	0	0%	10	66.67%	5	33.33%	0	0%	15	3.33	3	3	0.47
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	1	6.67%	7	46.67%	7	46.67%	0	0%	15	3.4	3	3	0.61
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	7	46.67%	1	6.67%	7	46.67%	0	0%	15	3	3	2	0.97
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>12%</b>	<b>33</b>	<b>44%</b>	<b>33</b>	<b>44%</b>	<b>0</b>	<b>0%</b>	<b>75</b>				



# ENROLLMENT AND GRADUATION

## M.ED. IN MEDIA ENROLLMENT AND GRADUATION DATA TRENDS

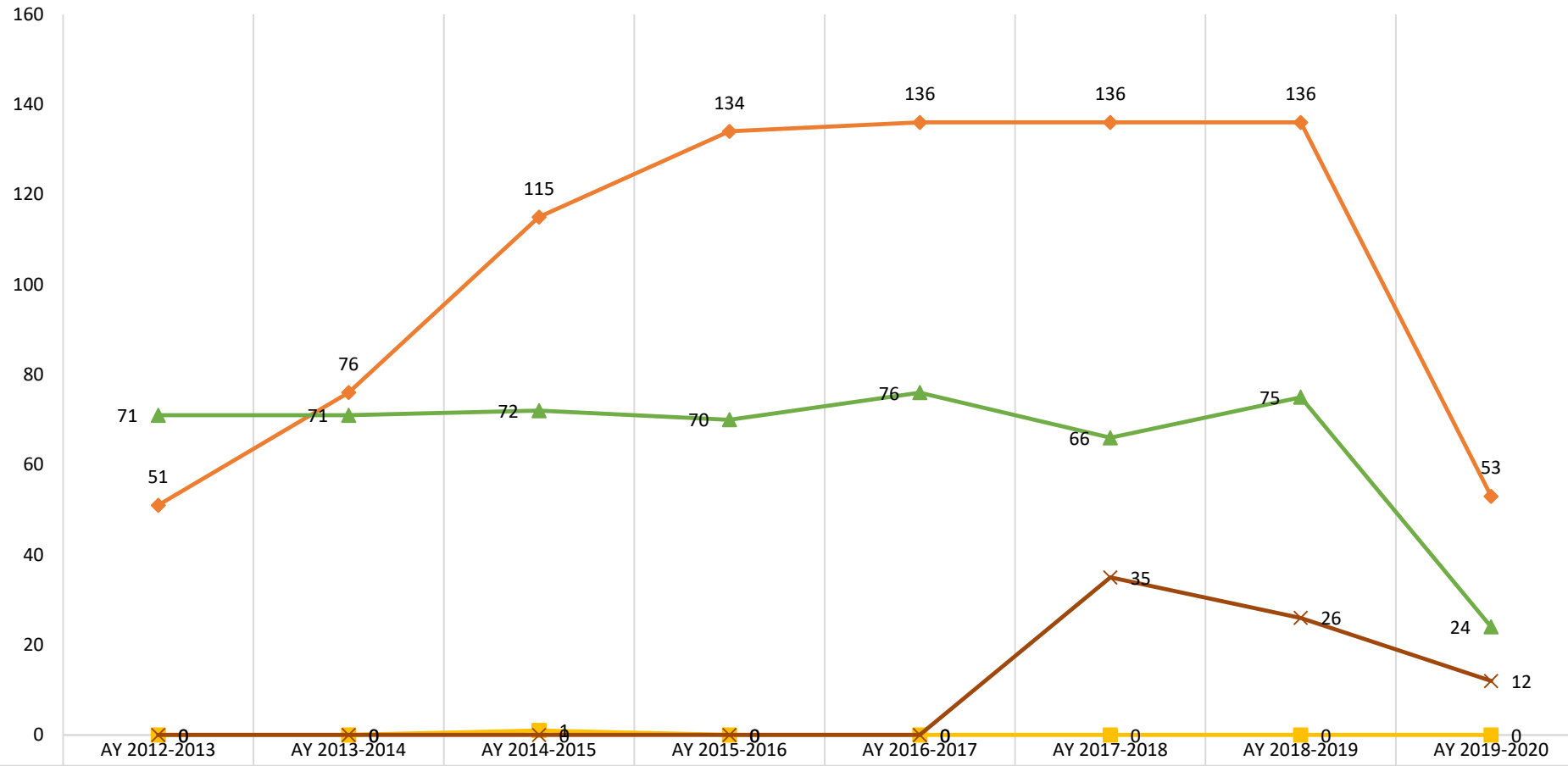


ENROLLED  
GRADUATES

AY	ENROLLED	GRADUATES
AY 2012-2013	122	41
AY 2013-2014	147	20
AY 2014-2015	188	48
AY 2015-2016	204	56
AY 2016-2017	212	51
AY 2017-2018	237	63
AY 2018-2019	237	66
AY 2019-2020	89	67

# ENROLLMENT

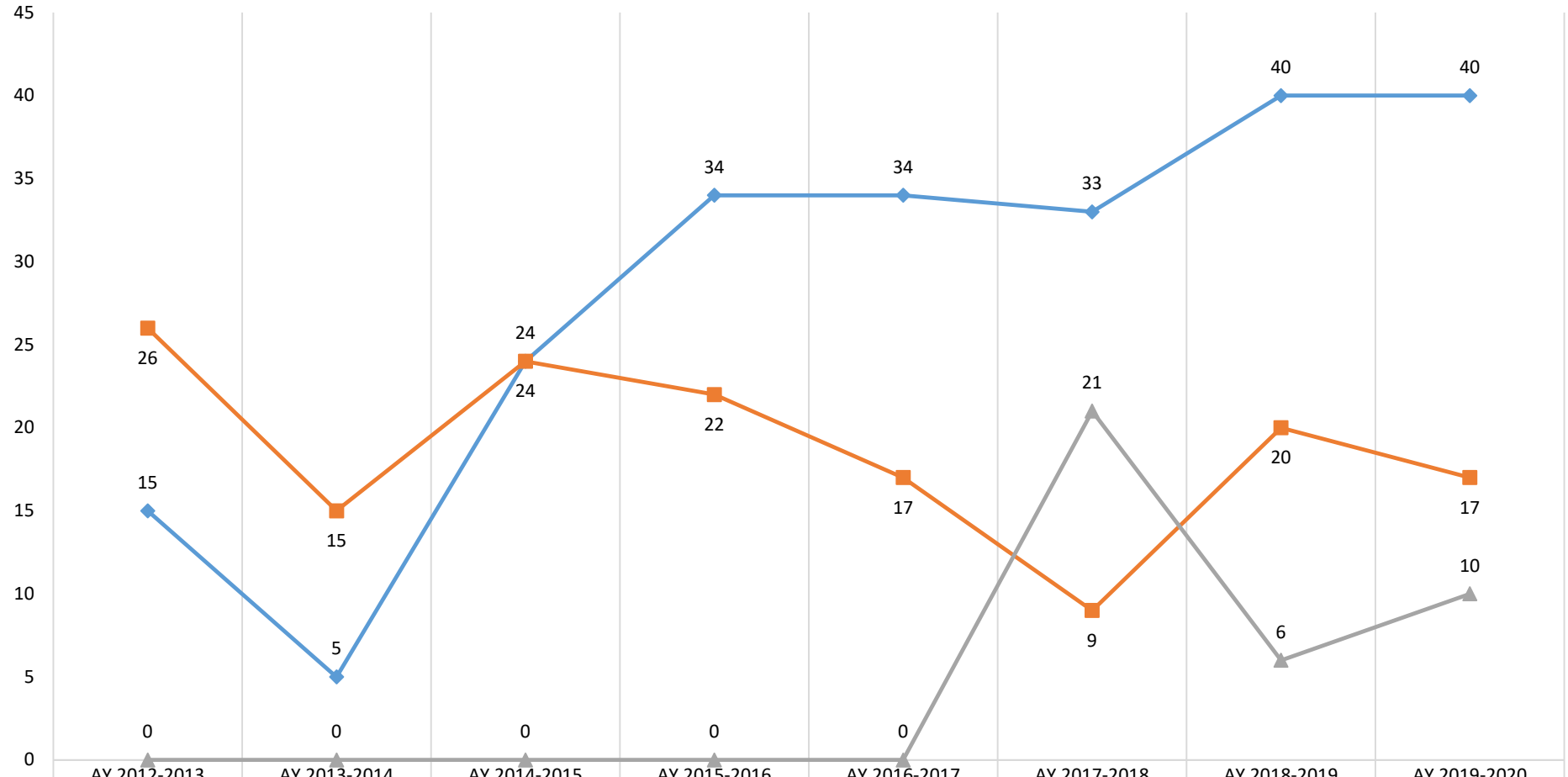
## ENROLLMENT TRENDS FOR M.ED. IN MEDIA



◆ M.Ed. Instruction Technology	51	76	115	134	136	136	136	53
■ M.Ed. IT School Library Media Cert	0	0	1	0	0	0	0	0
▲ M.Ed. Media Specialist	71	71	72	70	76	66	75	24
✕ M.Ed. Sch Library Media & Instr Tech	0	0	0	0	0	35	26	12

# GRADUATION

## GRADUATION TRENDS FOR M.ED. IN MEDIA



◆ M.Ed. Instruction Technology	15	5	24	34	34	33	40	40
■ M.Ed. Media Specialist	26	15	24	22	17	9	20	17
▲ M.Ed. Sch Library Media & Instr Tech	0	0	0	0	0	21	6	10







SPECIALIST IN EDUCATION (Ed.S.\_IT\_CERT) IN  
INSTRUCTIONAL TECHNOLOGY, MEDIA & DESIGN

# MEDT 7464 (IT) INSTRUCTIONAL 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
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E01	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	23	23	0	23
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E02	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	19	19	0	19
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E03	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	17	17	0	17
Summer Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E04	MEDT 7464 Technology-Enhanced Instructional Design Project Summer 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	18	18	0	18

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7464 (IT) Instructional Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Analysis 1 Conducts learner, task, and context analyses and provides detailed information.	1	1.3%	1	1.3%	44	57.14%	31	40.26%	0	0%	77	3.36	3	3	0.58
2. Design 2 Designs technology-enhanced instruction that meets the needs of the target audience.	0	0%	9	11.69%	37	48.05%	31	40.26%	0	0%	77	3.29	3	3	0.66
3. Development 3 Develops and produces high-quality instructional materials.	3	3.9%	5	6.49%	39	50.65%	30	38.96%	0	0%	77	3.25	3	3	0.74
Total/Percentage	4	1.73%	15	6.49%	120	51.95%	92	39.83%	0	0%	231				



# MEDT 7464 (IT) INSTRUCTIONAL 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 2019	MEDT 7464	Design Tech Enhanced Instr	E01	MEDT 7464 Instructional Design Project Fall 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	17	17	0	17
Fall Semester 2019	MEDT 7464	Design Tech Enhanced Instr	E02	MEDT 7464 Instructional Design Project Fall 2019	MEDT 7464 (IT) Instructional Planning Skills Rubric	20	20	0	20

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7464 (IT) Instructional Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Analysis ☐ Conducts learner, task, and context analyses and provides detailed information.	0	0%	4	10.81%	13	35.14%	20	54.05%	0	0%	37	3.43	4	4	0.68
2. Design ☐ Designs technology-enhanced instruction that meets the needs of the target audience.	0	0%	2	5.41%	20	54.05%	15	40.54%	0	0%	37	3.35	3	3	0.58
3. Development ☐ Develops and produces high-quality instructional materials.	0	0%	5	13.51%	10	27.03%	22	59.46%	0	0%	37	3.46	4	4	0.72
Total/Percentage	0	0%	11	9.91%	43	38.74%	57	51.35%	0	0%	111				

# MEDT 7464 (IT) INSTRUCTIONAL 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
Spring Semester 2020	MEDT 7464	Design Tech Enhanced Instr	E01	MEDT 7464 Instructional Design Project Spring 2020	MEDT 7464 (IT) Instructional Planning Skills Rubric	13	13	0	13
Spring Semester 2020	MEDT 7464	Design Tech Enhanced Instr	E02	MEDT 7464 Instructional Design Project Spring 2020	MEDT 7464 (IT) Instructional Planning Skills Rubric	7	7	0	7

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7464 (IT) Instructional Planning Skills Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Analysis 1 Conducts learner, task, and context analyses and provides detailed information.	0	0%	0	0%	10	50%	10	50%	0	0%	20	3.5	3.5	3	0.5
2. Design 2 Designs technology-enhanced instruction that meets the needs of the target audience.	0	0%	0	0%	12	60%	8	40%	0	0%	20	3.4	3	3	0.49
3. Development 3 Develops and produces high-quality instructional materials.	0	0%	0	0%	0	0%	20	100%	0	0%	20	4	4	4	0
Total/Percentage	0	0%	0	0%	22	36.67%	38	63.33%	0	0%	60				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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
Summer Semester 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Summer 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	1	1	0	1

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7476 (IT) Impact on Student Learning Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	0	0%	0	0%	1	100%	0	0%	0	0%	1	3	3	3	0
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>3</b>				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	19	19	0	19
Fall Semester 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E02	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	24	24	0	24
Fall Semester 2019	MEDT 7476	Assess Lrn in Tech-Enh Instr	E03	MEDT 7476 Assessment Implementation Project Fall 2019	MEDT 7476 (IT) Impact on Student Learning Rubric	17	17	0	17

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7476 (IT) Impact on Student Learning Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	0	0%	1	1.67%	54	90%	5	8.33%	0	0%	60	3.07	3	3	0.31
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	0	0%	8	13.33%	40	66.67%	12	20%	0	0%	60	3.07	3	3	0.57
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	0	0%	0	0%	48	80%	12	20%	0	0%	60	3.2	3	3	0.4
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>5%</b>	<b>142</b>	<b>78.89%</b>	<b>29</b>	<b>16.11%</b>	<b>0</b>	<b>0%</b>	<b>180</b>				

# MEDT 7476 (IT) IMPACT ON STUDENT LEARNING 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
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E01	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	19	19	0	7
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E02	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	15	15	0	0
Spring Semester 2020	MEDT 7476	Assess Lrn in Tech-Enh Instr	E03	MEDT 7476 Assessment Implementation Project Spring 2020	MEDT 7476 (IT) Impact on Student Learning Rubric	15	15	0	0

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7476 (IT) Impact on Student Learning Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Assessment Instrumentation 2. 3. Technology tools and resources are implemented for assessing student learning. Assessment is aligned with content standards, student technology standards, and teacher technology standards.	0	0%	0	0%	0	0%	7	100%	0	0%	7	4	4	4	0
Analysis of Student Learning 6. Technology tools and resources are implemented for collecting and analyzing student achievement data. Data for whole group and subgroups are shown pictorially. Descriptive statistics are included.	0	0%	0	0%	0	0%	7	100%	0	0%	7	4	4	4	0
Communication of Findings Technology tools and resources are implemented for communication of findings. Assessment findings are communicated clearly with recommendations for improving instructional practice and student learning.	0	0%	0	0%	0	0%	7	100%	0	0%	7	4	4	4	0
Total/Percentage	0	0%	0	0%	0	0%	21	100%	0	0%	21				

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E01	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	13	13	0	13
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	17	17	0	17
Summer Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E03	MEDT 7490 Visual Literacy Final Project Summer 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	12	12	0	12

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	2	4.76%	19	45.24%	21	50%	0	0%	42	3.45	3.5	4	0.59
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	3	7.14%	23	54.76%	16	38.1%	0	0%	42	3.31	3	3	0.6
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	1	2.38%	26	61.9%	15	35.71%	0	0%	42	3.33	3	3	0.52
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	27	64.29%	15	35.71%	0	0%	42	3.36	3	3	0.48
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	0	0%	30	71.43%	12	28.57%	0	0%	42	3.29	3	3	0.45
Total/Percentage	0	0%	6	2.86%	125	59.52%	79	37.62%	0	0%	210				

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E01	MEDT 7490 Visual Literacy Final Project Fall 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	19	18	1	18
Fall Semester 2019	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Fall 2019	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	16	15	1	15

**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric**

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	2	6.06%	9	27.27%	22	66.67%	0	0%	33	3.61	4	4	0.6
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	0	0%	15	45.45%	18	54.55%	0	0%	33	3.55	4	4	0.5
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	0	0%	14	42.42%	19	57.58%	0	0%	33	3.58	4	4	0.49
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	13	39.39%	20	60.61%	0	0%	33	3.61	4	4	0.49
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	0	0%	16	50%	16	50%	1	3.03%	32	3.5	3.5	3	0.5
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>1.22%</b>	<b>67</b>	<b>40.85%</b>	<b>95</b>	<b>57.93%</b>	<b>1</b>	<b>0.61%</b>	<b>164</b>				

# MEDT 7490 (IT) VISUAL AND MEDIA LITERACY CONTENT KNOWLEDGE 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
Spring Semester 2020	MEDT 7490	Visual & Media Lit Tch & Lear	E01	MEDT 7490 Visual Literacy Final Project Spring 2020	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	13	13	0	13
Spring Semester 2020	MEDT 7490	Visual & Media Lit Tch & Lear	E02	MEDT 7490 Visual Literacy Final Project Spring 2020	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	17	16	1	16
Spring Semester 2020	MEDT 7490	Visual & Media Lit Tch & Lear	E03	MEDT 7490 Visual Literacy Final Project Spring 2020	MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric	7	7	0	7

**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 7490 (IT) Visual and Media Literacy Content Knowledge Rubric**

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop an awareness of the roles and applications of visual and media literacy to the instructional process, and as a means of enhancing learning and motivation with all types of learners.	0	0%	1	2.78%	22	61.11%	13	36.11%	0	0%	36	3.33	3	3	0.53
Develop competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software).	0	0%	0	0%	23	63.89%	13	36.11%	0	0%	36	3.36	3	3	0.48
Design and produce digital educational materials and resources in selected areas of interest that support effective visual-based instruction.	0	0%	5	13.89%	18	50%	13	36.11%	0	0%	36	3.22	3	3	0.67
Select, and utilize digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners.	0	0%	0	0%	25	69.44%	11	30.56%	0	0%	36	3.31	3	3	0.46
Discuss, and model safe, legal, and ethical practices for taking, sharing, using, and citing digital resources.	0	0%	18	50%	5	13.89%	13	36.11%	0	0%	36	2.86	2.5	2	0.92
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>24</b>	<b>13.33%</b>	<b>93</b>	<b>51.67%</b>	<b>63</b>	<b>35%</b>	<b>0</b>	<b>0%</b>	<b>180</b>				



SPECIALIST IN EDUCATION (Ed.S.\_CORE) IN  
INSTRUCTIONAL TECHNOLOGY, MEDIA & DESIGN

# MEDT 8461 (IT) INNOVATIONS 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 2019	MEDT 8461	Diffusion of Innovations	E01	MEDT 8461 Diffusion Plan Fall 2019	MEDT 8461 (IT) Innovations Rubric	21	21	0	21
Fall Semester 2019	MEDT 8461	Diffusion of Innovations	E02	MEDT 8461 Diffusion Plan Fall 2019	MEDT 8461 (IT) Innovations Rubric	20	20	0	20

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8461 (IT) Innovations Rubric

Criterion	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Alignment of Plan Across Key Elements. Diffusion plan aligns to and logically follows selected innovation, context, and analyses of stakeholder perspectives.	0	0%	2	4.88%	39	95.12%	0	0%	0	0%	41	2.95	3	3	0.22
2. Connection to Literature. Diffusion plan is well-supported by research (e.g. empirical and theoretical) and practitioner literatures of change, organizational leadership, and instructional design and technology. The plan includes additional research about the specific innovation.	0	0%	2	4.88%	39	95.12%	0	0%	0	0%	41	2.95	3	3	0.22
3. Quality of Planning. Diffusion plan clearly states a problem in a specific context and makes the case for how implementation of the plan can address the problem for the stakeholders through a goal-driven process with at least eight action steps supported by research-based rationales. Key actors, resources, and timeline are also included for each step. The plan may include professional development, but this should not be the sole strategy.	0	0%	2	4.88%	35	85.37%	4	9.76%	0	0%	41	3.05	3	3	0.38
4. Sustainability. Diffusion plan considers both short-term (e.g., 1 year) and longer-term (e.g., 3 years) considerations for evaluating the innovation's effectiveness, and it includes strategies for ensuring buy-in from stakeholders after change facilitator and/or key supporters are no longer present in the organization.	0	0%	0	0%	41	100%	0	0%	0	0%	41	3	3	3	0
5. Professional Communication. Diffusion plan is written for a professional context and audience, and action steps, strategies, and rationales are explained in detail. A table is included to succinctly express the overall plan in concert with the more detailed written plan.	0	0%	0	0%	40	97.56%	1	2.44%	0	0%	41	3.02	3	3	0.15
6. Writing Mechanics. Diffusion plan observes APA formatting (e.g., in-text citations corresponding to accurate references, use of quotations), rules of grammar (e.g., commas, subject-verb agreement) and spelling. The plan uses two or more levels of headings, and it is written in standard font (e.g., Arial or Times New Roman) and black text.	0	0%	0	0%	37	90.24%	4	9.76%	0	0%	41	3.1	3	3	0.3
Total/Percentage	0	0%	6	2.44%	231	93.9%	9	3.66%	0	0%	246				

# MEDT 8461 (IT) INNOVATIONS 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
Spring Semester 2020	MEDT 8461	Diffusion of Innovations	E01	MEDT 8461 Diffusion Plan Spring 2020	MEDT 8461 (IT) Innovations Rubric	19	19	0	19
Spring Semester 2020	MEDT 8461	Diffusion of Innovations	E02	MEDT 8461 Diffusion Plan Spring 2020	MEDT 8461 (IT) Innovations Rubric	13	13	0	13

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8461 (IT) Innovations Rubric

Criterion	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
1. Alignment of Plan Across Key Elements. Diffusion plan aligns to and logically follows selected innovation, context, and analyses of stakeholder perspectives.	0	0%	0	0%	11	34.38%	21	65.62%	0	0%	32	3.66	4	4	0.47
2. Connection to Literature. Diffusion plan is well-supported by research (e.g. empirical and theoretical) and practitioner literatures of change, organizational leadership, and instructional design and technology. The plan includes additional research about the specific innovation.	0	0%	1	3.12%	13	40.62%	18	56.25%	0	0%	32	3.53	4	4	0.56
3. Quality of Planning. Diffusion plan clearly states a problem in a specific context and makes the case for how implementation of the plan can address the problem for the stakeholders through a goal-driven process with at least eight action steps supported by research-based rationales. Key actors, resources, and timeline are also included for each step. The plan may include professional development, but this should not be the sole strategy.	0	0%	0	0%	12	37.5%	20	62.5%	0	0%	32	3.62	4	4	0.48
4. Sustainability. Diffusion plan considers both short-term (e.g., 1 year) and longer-term (e.g., 3 years) considerations for evaluating the innovation's effectiveness, and it includes strategies for ensuring buy-in from stakeholders after change facilitator and/or key supporters are no longer present in the organization.	0	0%	0	0%	10	31.25%	22	68.75%	0	0%	32	3.69	4	4	0.46
5. Professional Communication. Diffusion plan is written for a professional context and audience, and action steps, strategies, and rationales are explained in detail. A table is included to succinctly express the overall plan in concert with the more detailed written plan.	0	0%	0	0%	9	28.12%	23	71.88%	0	0%	32	3.72	4	4	0.45
6. Writing Mechanics. Diffusion plan observes APA formatting (e.g., in-text citations corresponding to accurate references, use of quotations), rules of grammar (e.g., commas, subject-verb agreement) and spelling. The plan uses two or more levels of headings, and it is written in standard font (e.g., Arial or Times New Roman) and black text.	0	0%	1	3.33%	20	66.67%	9	30%	2	6.25%	30	3.27	3	3	0.51
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>1.05%</b>	<b>75</b>	<b>39.47%</b>	<b>113</b>	<b>59.47%</b>	<b>2</b>	<b>1.04%</b>	<b>190</b>				

# 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
Summer Semester 2019	MEDT 8462	Lead & Mng Instct Tch Prog	E01	MEDT 8462 Grant Proposal Summer 2019	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	20	20	0	0
Summer Semester 2019	MEDT 8462	Lead & Mng Instct Tch Prog	E02	MEDT 8462 Grant Proposal Summer 2019	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	19	19	0	0
Summer Semester 2019	MEDT 8462	Lead & Mng Instct Tch Prog	E03	MEDT 8462 Grant Proposal Summer 2019	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	17	16	1	0
Summer Semester 2019	MEDT 8462	Lead & Mng Instct Tch Prog	E04	MEDT 8462 Grant Proposal Summer 2019	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	14	14	0	0

DATA IS NOT AVAILABLE

# 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 2019	MEDT 8462	Lead & Mng Instct Tch Prog	E01	MEDT 8462 Grant Proposal Fall 2019	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	26	26	0	26

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : 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%	2	7.69%	0	0%	24	92.31%	0	0%	26	3.85	4	4	0.53
Goals and Objectives: Clearly states goals and objectives. Describes measurable outcomes.	0	0%	2	7.69%	0	0%	24	92.31%	0	0%	26	3.85	4	4	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%	2	7.69%	0	0%	24	92.31%	0	0%	26	3.85	4	4	0.53
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	7.69%	0	0%	24	92.31%	0	0%	26	3.85	4	4	0.53
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%	2	7.69%	0	0%	24	92.31%	0	0%	26	3.85	4	4	0.53
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>7.69%</b>	<b>0</b>	<b>0%</b>	<b>120</b>	<b>92.31%</b>	<b>0</b>	<b>0%</b>	<b>130</b>				

# 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
Spring Semester 2020	MEDT 8462	Lead & Mng Instct Tch Prog	E01	MEDT 8462 Grant Proposal Spring 2020	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	25	24	1	24
Spring Semester 2020	MEDT 8462	Lead & Mng Instct Tch Prog	E02	MEDT 8462 Grant Proposal Spring 2020	MEDT 8462 (IT) IT Leadership Planning Skills Rubric	21	21	0	21

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : 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%	1	2.22%	15	33.33%	29	64.44%	0	0%	45	3.62	4	4	0.53
Goals and Objectives: Clearly states goals and objectives. Describes measurable outcomes.	0	0%	2	4.44%	16	35.56%	27	60%	0	0%	45	3.56	4	4	0.58
Methods: Describes how objectives will be achieved (e.g., activities, procedures). Includes timeline. Includes description of qualified personnel to implement proposed work.	0	0%	7	15.56%	11	24.44%	27	60%	0	0%	45	3.44	4	4	0.75
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%	1	2.22%	16	35.56%	28	62.22%	0	0%	45	3.6	4	4	0.53
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%	17	37.78%	28	62.22%	0	0%	45	3.62	4	4	0.48
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>4.89%</b>	<b>75</b>	<b>33.33%</b>	<b>139</b>	<b>61.78%</b>	<b>0</b>	<b>0%</b>	<b>225</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
Summer Semester 2019	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Summer 2019	MEDT 8463 (IT) Issues in IT Research Content Knowledge	18	18	0	18
Summer Semester 2019	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Summer 2019	MEDT 8463 (IT) Issues in IT Research Content Knowledge	20	20	0	20

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : 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%	1	2.78%	7	19.44%	28	77.78%	2	5.26%	36	3.75	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.	0	0%	1	2.63%	7	18.42%	30	78.95%	0	0%	38	3.76	4	4	0.48
Supporting Research: Includes examples of current research on media and instructional technology to support explanations.	0	0%	0	0%	7	18.42%	31	81.58%	0	0%	38	3.82	4	4	0.39
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%	9	29.03%	16	51.61%	6	19.35%	7	18.42%	31	2.96	3	3	0.68
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>7.69%</b>	<b>37</b>	<b>25.87%</b>	<b>95</b>	<b>66.43%</b>	<b>9</b>	<b>5.92%</b>	<b>143</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 2019	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Fall 2019	MEDT 8463 (IT) Issues in IT Research Content Knowledge	23	23	0	23
Fall Semester 2019	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Fall 2019	MEDT 8463 (IT) Issues in IT Research Content Knowledge	24	24	0	24

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : 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%	1	2.13%	46	97.87%	0	0%	47	3.98	4	4	0.14
Current Theories Relevant to the Debate: Discusses relevance of Sweller's cognitive load theory and Mayer's cognitive theory of multimedia learning.	1	2.13%	4	8.51%	12	25.53%	30	63.83%	0	0%	47	3.51	4	4	0.74
Supporting Research: Includes examples of current research on media and instructional technology to support explanations.	5	10.64%	6	12.77%	17	36.17%	19	40.43%	0	0%	47	3.06	3	4	0.98
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.	1	4.35%	20	86.96%	2	8.7%	0	0%	24	51.06%	23	2.04	2	2	0.36
<b>Total/Percentage</b>	<b>7</b>	<b>4.27%</b>	<b>30</b>	<b>18.29%</b>	<b>32</b>	<b>19.51%</b>	<b>95</b>	<b>57.93%</b>	<b>24</b>	<b>12.77%</b>	<b>164</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
Spring Semester 2020	MEDT 8463	Issues in Instruct. Technolog	E01	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Spring 2020	MEDT 8463 (IT) Issues in IT Research Content Knowledge	25	24	1	24
Spring Semester 2020	MEDT 8463	Issues in Instruct. Technolog	E02	MEDT 8463 Position Paper Impact of Media (Clark/Kozma Debate Paper) Spring 2020	MEDT 8463 (IT) Issues in IT Research Content Knowledge	7	7	0	7

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : 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%	4	12.9%	27	87.1%	0	0%	31	3.87	4	4	0.34
Current Theories Relevant to the Debate: Discusses relevance of Sweller's cognitive load theory and Mayer's cognitive theory of multimedia learning.	0	0%	0	0%	2	6.45%	29	93.55%	0	0%	31	3.94	4	4	0.25
Supporting Research: Includes examples of current research on media and instructional technology to support explanations.	0	0%	0	0%	2	6.9%	27	93.1%	2	6.45%	29	3.93	4	4	0.25
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%	6	24%	8	32%	11	44%	6	19.35%	25	3.22	3	4	0.78
Total/Percentage	0	0%	6	5.17%	16	13.79%	94	81.03%	8	6.45%	116				

# MEDT 8465 HUMAN PERFORMANCE IMPROVEMENT 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 2019	MEDT 8465	Human Performance Improvement	E01	MEDT 8465 Human Performance Improvement Fall 2019	MEDT 8465 Human Performance Improvement Rubric	24	24	0	24
Fall Semester 2019	MEDT 8465	Human Performance Improvement	E02	MEDT 8465 Human Performance Improvement Fall 2019	MEDT 8465 Human Performance Improvement Rubric	21	21	0	21
Fall Semester 2019	MEDT 8465	Human Performance Improvement	E03	MEDT 8465 Human Performance Improvement Fall 2019	MEDT 8465 Human Performance Improvement Rubric	23	22	1	22

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8465 Human Performance Improvement Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Problem Identification: Candidates identified and quantified a performance gap within an organizational environment.	1	1.49%	1	1.49%	27	40.3%	38	56.72%	0	0%	67	3.52	4	4	0.61
Systemic and Systematic Data Collection: Candidates employed a data collection method that considered all aspects of the performance environment within which a performance problem was occurring.	2	2.99%	15	22.39%	47	70.15%	3	4.48%	0	0%	67	2.76	3	3	0.58
Performance Analysis: Candidates analyzed data to identify data-driven instructional and non-instructional causes to performance gaps.	0	0%	26	38.81%	28	41.79%	13	19.4%	0	0%	67	2.81	3	3	0.74
Aligned Recommendations: Candidates suggested instructional and non-instructional interventions that addressed the identified causes and were based on both the context of the problem and existing literature from the field.	4	5.97%	19	28.36%	34	50.75%	10	14.93%	0	0%	67	2.75	3	3	0.78
<b>Total/Percentage</b>	<b>7</b>	<b>2.61%</b>	<b>61</b>	<b>22.76%</b>	<b>136</b>	<b>50.75%</b>	<b>64</b>	<b>23.88%</b>	<b>0</b>	<b>0%</b>	<b>268</b>				

# MEDT 8465 HUMAN PERFORMANCE IMPROVEMENT RUBRIC

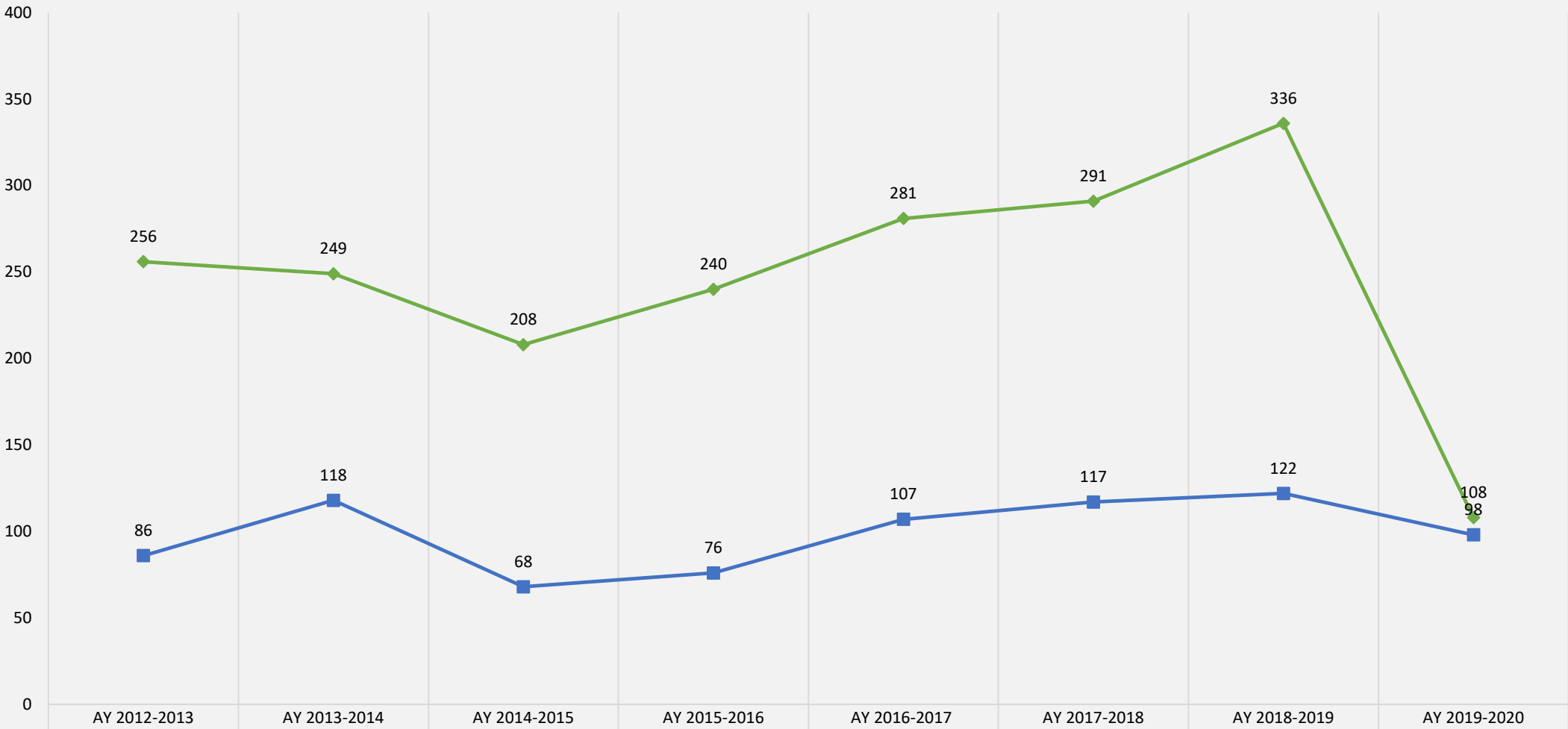
Term	Course Number	Course Title	Section	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Spring Semester 2020	MEDT 8465	Human Performance Improvement	E01	MEDT 8465 Human Performance Improvement Spring 2020	MEDT 8465 Human Performance Improvement Rubric	19	19	0	19
Spring Semester 2020	MEDT 8465	Human Performance Improvement	E02	MEDT 8465 Human Performance Improvement Spring 2020	MEDT 8465 Human Performance Improvement Rubric	11	10	1	10

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : MEDT 8465 Human Performance Improvement Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Problem Identification: Candidates identified and quantified a performance gap within an organizational environment.	0	0%	4	13.79%	25	86.21%	0	0%	0	0%	29	2.86	3	3	0.34
Systemic and Systematic Data Collection: Candidates employed a data collection method that considered all aspects of the performance environment within which a performance problem was occurring.	0	0%	0	0%	18	62.07%	11	37.93%	0	0%	29	3.38	3	3	0.49
Performance Analysis: Candidates analyzed data to identify data-driven instructional and non-instructional causes to performance gaps.	0	0%	4	13.79%	25	86.21%	0	0%	0	0%	29	2.86	3	3	0.34
Aligned Recommendations: Candidates suggested instructional and non-instructional interventions that addressed the identified causes and were based on both the context of the problem and existing literature from the field.	0	0%	15	51.72%	12	41.38%	2	6.9%	0	0%	29	2.55	2	2	0.62
<b>Total/Percentage</b>	<b>0</b>	<b>0%</b>	<b>23</b>	<b>19.83%</b>	<b>80</b>	<b>68.97%</b>	<b>13</b>	<b>11.21%</b>	<b>0</b>	<b>0%</b>	<b>116</b>				

# ENROLLMENT AND GRADUATION

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

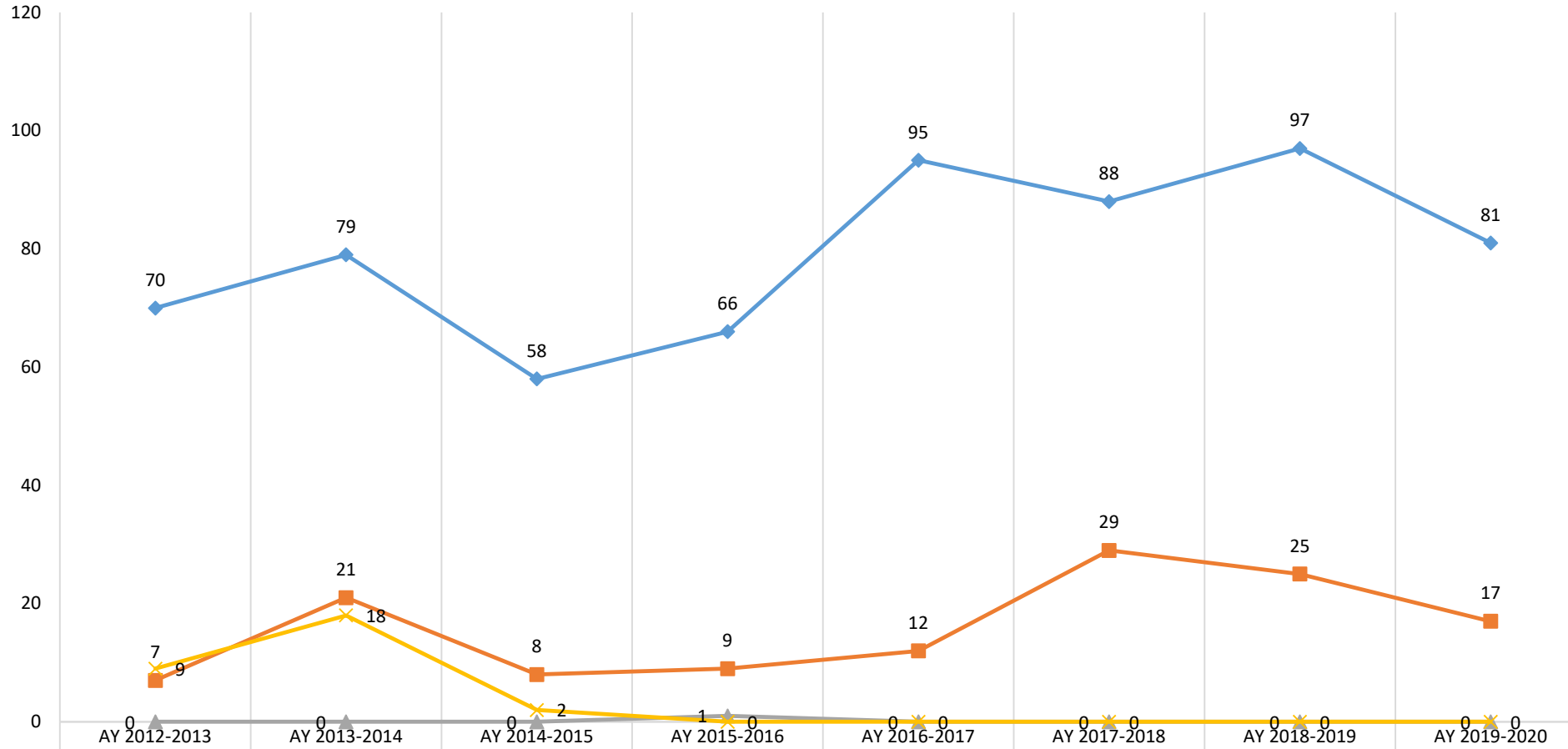


ENROLLED	256	249	208	240	281	291	336	108
GRADUATES	86	118	68	76	107	117	122	98



# GRADUATION

## GRADUATION TRENDS FOR ED.S. IN MEDIA

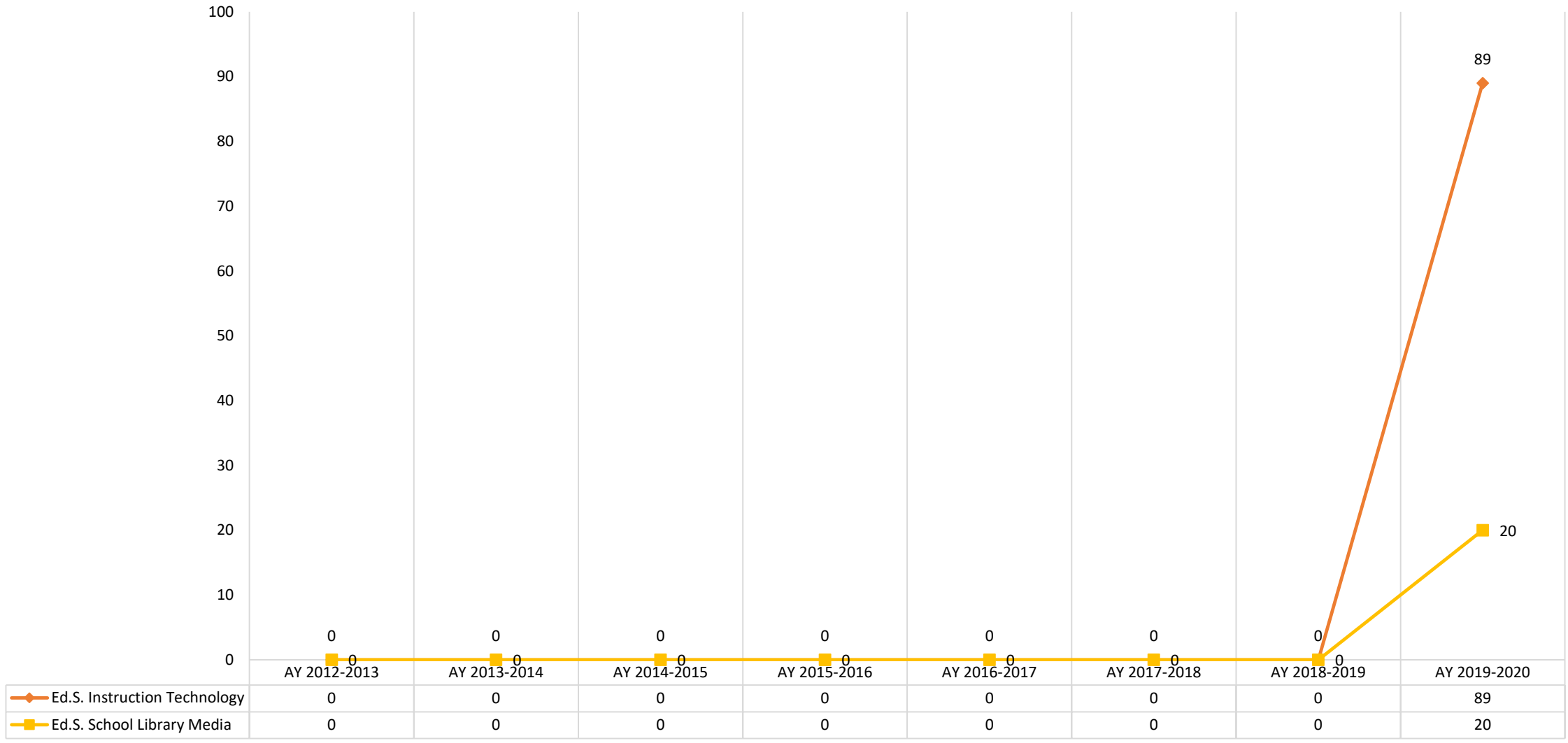


Ed.S. Instruction Technology	70	79	58	66	95	88	97	81
Ed.S. Media Specialist	7	21	8	9	12	29	25	17
Ed.S. Media	0	0	0	1	0	0	0	0
Ed.S. IT School Library Media Cert	9	18	2	0	0	0	0	0



# ENROLLMENT

## ENROLLMENT TRENDS FOR ED.S. IN INSTRUCTIONAL TECHNOLOGY, MEDIA & DESIGN



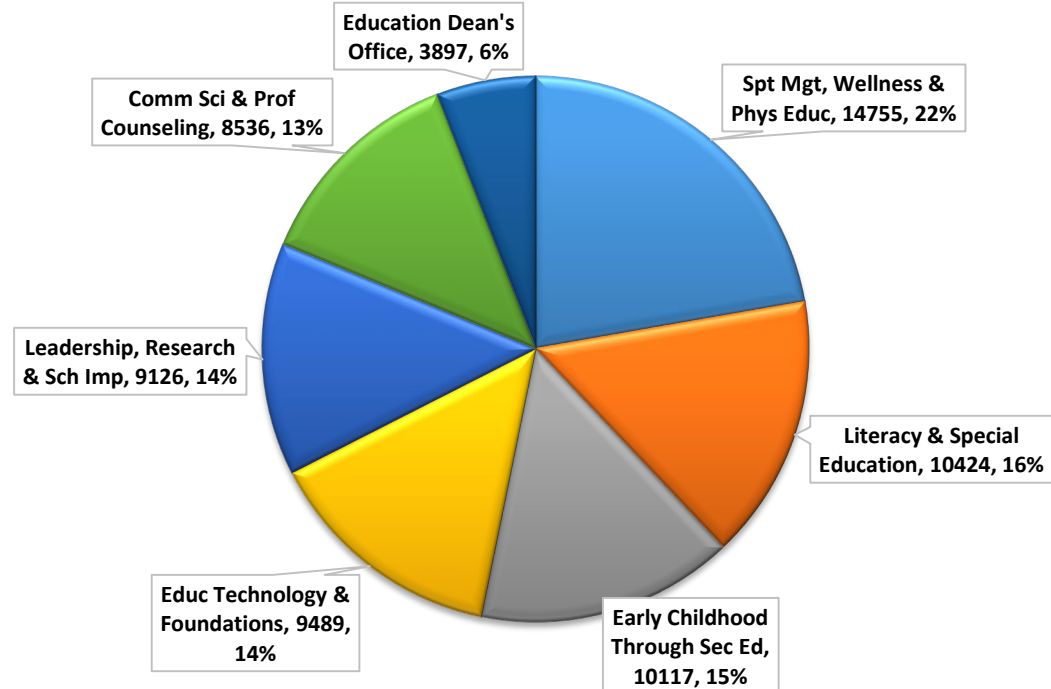




# CREDIT HOUR PRODUCTION

TERM	SUMMER 2019			FALL 2019			SPRING 2020			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	698	858	2054	2276	2392	6194	2381	2388	6507	5355	5638	14755
Literacy & Special Education	811	1127	2271	1464	1846	4359	1305	1640	3794	3580	4613	10424
Early Childhood Through Sec Ed	807	935	2410	1402	2179	3575	1415	1794	4132	3624	4908	10117
<b>Educ Technology &amp; Foundations</b>	<b>836</b>	<b>821</b>	<b>2508</b>	<b>1194</b>	<b>1282</b>	<b>3582</b>	<b>1164</b>	<b>1350</b>	<b>3399</b>	<b>3194</b>	<b>3453</b>	<b>9489</b>
Leadership, Research & Sch Imp	975	1063	2881	1039	1153	3072	1074	1336	3173	3088	3552	9126
Comm Sci & Prof Counseling	540	685	1682	1152	1363	3576	1071	1520	3278	2763	3568	8536
Education Dean's Office	209	230	627	529	615	1587	561	615	1683	1299	1460	3897

### CREDIT HOUR PRODUCTION FOR COLLEGE OF EDUCATION FOR AY 19-20 BY DEPARTMENT



### CREDIT HOUR PRODUCTION FOR EDUCATIONAL TECHNOLOGY & FOUNDATIONS BY TERM

