



Instructional Technology [INTC]

Cycles included in this report:

Jun 1, 2021 to May 31, 2022

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Program Name: Instructional Technology [INTC]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

1 Is this program offered via Distance Learning?

100% Distance only

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2017-2018:

- Convert the hybrid program into 100% online program.
- Completely renewed EDTC 628 Emerging Instructional Technologies course.

2018-2019:

The EDTC 602 course has been revised and updated to reflect more current practices with technology. Moving forward, all coursework will be evaluated and updated to reflect current technology use.

2019-2020:

2020-2021:

Courses within the program are currently being updated with the most current trends in technology. Faculty are working on the sequence of courses to ensure growth and progress throughout the program.

2021-2022:

The faculty have revised the program requirements to include the research sequence that is also used in the MED programs. The research sequence has provided a place for the MS candidate to grow in their research skills throughout the program and present their research in both a written and verbal format to their committee during their final semester.

4 Program Highlights from the Reporting Year

2017-2018:

- Convert the hybrid program into 100% online program
- Completely renewed EDTC 628 Emerging Instructional Technologies course.

2018-2019:

The Instructional Technology coursework will be undergoing major transformations. Two courses have been updated and revised and other courses in the program will follow suit. We will be promoting our program as current and essential to those wanting to be successful in the instructional technology field.

2019-2020:

2020-2021:

The MS in Instructional Technology program will be working closely with the Center for Quality Education to develop train the trainer programs and offer important skills to those in various industries that could benefit and improve their skills through the MS INTC program.

2021-2022:

The Instructional Technology have made course revisions to the program that seem to have been beneficial to the current students. Faculty will continue to focus on the growth of students and the ability for them to demonstrate skills that are pertinent to their own interests and career paths.

5 Program Mission

Based on the ISTE National Educational Standards - Teachers, the goals of Mater of Science of Instructional Technology are to:

1. Prepare students for the global workforce
2. Design diverse online learning environments
3. Inspire digital age professional models for working, collaborating, and decision-making

6 Institutional Mission Reference

The MS Instructional Technology program supports McNeese State University's fundamental mission to serve 1. residents of southwest Louisiana who are seeking either a college degree or continuing professional education; and, 2. employers in the region, both public and private, school districts, health care providers, local governments, and private businesses; by providing Masters programs related to education, and support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.

7 Assessment and Benchmark EDTC 602 Final Multimedia Project

Assessment: Final Multimedia Project.

In EDTC 602 class, students develop hypermedia presentations to include title slide, bibliography and at least 12 content slides which contain text, graphics, audio, animation, and interaction somewhere within them. The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research. Subject knowledge is evident throughout. All information is clear, appropriate, and correct.

Benchmark: The instructor expects at least 87% of students score higher than 92% of total score on multimedia project.

Prior to 2018-2019, the benchmark was the instructor expects at least 85% of students score higher than 90% of the total score on multimedia project.

7.1 Data

Statistics:

Term	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Summer 2019	Fall 2019	Spring 2020
# Valid	12	23	14	5	4	—	—
# Missing	0	0	0	0	0		
Mean	19.2500	14.9565	19.286	20.00	16.00		
Range			10.00	.00	10.00		
Std. Deviation	1.21543	7.30802	2.673	.00	2.45		
Minimum	17.00	.00	10.00	20.00	10.00		
Maximum	20.00	20.00	20.00	20.00	20.00		

Term	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022
# Valid	—	—	—	—	—	1	
# Missing						0	
Mean						19	
Range						19	

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met. From the mean scores of fall 2017 (19.2857) and spring 2018 (20.00), we can see that the proficiency was met.

Plan for Continuous Improvement: The instructor expects at least 87% of students score higher than 92% of total score on multimedia project. Higher student performance through additional course instructional materials.

Recommendation for Successful Implementation of Plan for Improvement: The instructor plans to post more instructional materials in this course in Moodle. Also, the instructor will make sure the instructions are as clear as possible. Students' increased performance.

2018-2019:

The benchmark was met. The instructor plans to evaluate and update the assignment as technology changes in the PK-12 classrooms.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

Data was reviewed for the 2021-2022 academic year and demonstrated proficiency by completers. However, assessments and rubrics are being revised to provide more precise elements for determining strengths and areas for improvement.

8 Assessment and Benchmark EDTC 602 Reflection Paper

Assessment: Reflection Paper.

Candidates model digital age work and learning, demonstrate fluency in computer multimedia /hypermedia, and transfer current knowledge to new technologies and situations.

Benchmark: 95% of the students will score 100% of the total possible score.

Prior to 2018-2019, the benchmark was 85% candidates score 100% on their reflection paper explaining how their course projects incorporate one or more of the principles and methods of effective uses for multimedia.

8.1 Data

Academic Year	% of students earning 85%	Benchmark met?
2013-2014	100%	Yes
2014-2015	70%	Yes
2015-2016	87%	Yes
2016-2017	88%	Yes
2017-2018	100%	Yes

Academic Year	Students earning 85%		Benchmark met?
	#	%	
2018-2019*	—	—	—
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022*	—	—	—

*Assessment not collected.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met. In fall 2017 (N = 14) and spring 2018 (N = 5), all students scored 100% of the total possible score.

Plan for Continuous Improvement: 95% of the students will score 100% of the total possible score.

Recommendation for Successful Implementation of Plan for Improvement: The increased number of students scoring 100%. The instructor will provide additional instructional materials for students.

2018-2019:

This assessment was not collected in the 18-19 AY. The instructional technology faculty will meet to discuss whether or not it will be reinstated or if this assessment will change for the 19-20 AY.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

This assignment was not administered in the fall 2021, which is the semester in which the completer took the course.

Faculty are working to build out assignments that are pertinent to the candidates in the program and those that we want to attract to the program.

9 Assessment and Benchmark EDTC 610 Subject Area Activities

Assessment: Subject Areas Activities.

Benchmark: Candidates will score an average of 87% or higher on the Subject Area Activities encompassing efficient usage of manipulating digital images.

Prior to 2018-2019, the benchmark was 80% of candidates will score 85% or higher on Subject Area Activities encompassing efficient usage of manipulating digital images.

Prior to 2016-2017, the benchmark was a score of 80% on Subject Area Activities encompassing efficient usage of manipulating digital images.

9.1 Data

Academic Year	Average Score	Benchmark met?
2013-2014	86%	Yes
2014-2015	81%	No
2015-2016	96%	Yes
2016-2017	85%	Yes
2017-2018	96%	Yes
2018-2019	86%	No
2019-2020	—	—
2020-2021	—	—

2021-2022	92%	Yes
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Statistics:

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# Valid	6	7	—	—	1
Mean	14.667	13.71			18.3
Range	8.00	8.00			
Std. Deviation	3.266	3.90			
Minimum	8.00	8.00			
Maximum	16.00	16.00			

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met.

Plan for Continuous Improvement: Candidates will score an average of 87% or higher on the Subject Area Activities encompassing efficient usage of manipulating digital images.

Recommendation for Successful Implementation of Plan for Improvement: This course was taught in the summer. The length of time is shorter than fall and spring semester. The instructor plans to give students longer time to work on this assignment.

2018-2019:

The benchmark (87%) was not met since the average score was calculated as 86%. The instructor plans to extend the time allowed to work on the activity to ensure that students understand the assignment and are able to complete the assignment adequately.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

Data was reviewed for the 2021-2022 academic year and demonstrated proficiency by completers. However, assessments and rubrics are being revised to provide more precise elements for determining strengths and areas for improvement.

10 Assessment and Benchmark EDTC 610 Final Synthesizing Paper

Assessment: Final Synthesizing Paper.

Benchmark: Candidates will score an average of 99% or higher on the Final Synthesizing Assessment.

Prior to 2018-2019, the benchmark was 80% of candidates will score an average of 80% or higher on the Final Synthesizing Assessment.

10.1 Data

Academic Year	Average Score	Benchmark met?
2013-2014	91%	Yes
2014-2015	95%	No

2015-2016	95%	Yes
2016-2017	80%	Yes
2017-2018	98%	Yes
2018-2019	89%	Yes
2019-2020	—	—
2020-2021	—	—
2021-2022	96%	Yes

Statistics:

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# Valid	6	7	—	—	1
Mean	18.67	18.88			19.25
Range	8.00	8.00			
Std. Deviation	3.266	3.02			
Minimum	12.00	12.00			
Maximum	20.00	20.00			

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met.

Plan for Continuous Improvement: Candidates will score an average of 99% or higher on the Final Synthesizing Assessment.

Recommendation for Successful Implementation of Plan for Improvement: The instructor plans to create “Cyber Café” place in Moodle to let students to share ideas.

2018-2019:

The benchmark was met for this assessment. To continue improving student work, the instructor will create and post more learning materials in Moodle to assist students.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

Data was reviewed for the 2021-2022 academic year and demonstrated proficiency by completers. However, assessments and rubrics are being revised to provide more precise elements for identifying strengths and areas for improvement.

11 Assessment and Benchmark EDTC 611 Unit Quizzes

Assessment: Unit Quizzes.

Benchmark: 70% of candidates will earn a score of 75% or higher on the unit quizzes.

11.1 Data

Academic Year	% of students earning 75%	Benchmark met?
2013-2014	77%	Yes

2014-2015	79%	Yes
2015-2016	71%	Yes
2016-2017	75%	Yes
2017-2018*	—	—

*The course has not been offered since fall 2016.

Academic Year	Students earning 75%		Benchmark met?
	#	%	
2018-2019	16/19	84%	Yes
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	*		

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The course has not been offered since fall 2016, therefore there was no new data to report or analyze.

2018-2019:

16/19 of the candidates averaged a score of 75% or above on the 7 unit quizzes. Moving forward, the instructor will determine whether or not the current methods of assessment are optimal and will make the necessary changes.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

This course was not offered as a course within the program. There is no data to report for this assessment.

12 Assessment and Benchmark EDTC 611 Presentation

Assessment: Presentation.

Synthesizing PowerPoint presentation on theory of cognition and learning in instructional/teaching settings.

Benchmark: 80% of the candidates will achieve a score of 85% or higher on the presentation.

12.1 Data

Academic Year	% of students earning 85%	Benchmark met?
2013-2014	95%	Yes
2014-2015	92%	Yes
2015-2016	86%	Yes
2016-2017	100%	Yes
2017-2018*	—	—

*The last time the course was offered was fall 2016.

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Academic Year	Students earning 85%		Benchmark met?
	#	%	
2018-2019	7/12	58%	No
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	*	*	*

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The course has not been offered since fall 2016, therefore, there is not new data to report or analyze.

2018-2019:

The candidates did not meet benchmark. Therefore, the instructor will re-evaluate the instruction for the lessons and whether or not the assessments are appropriate for the learning outcomes being assessed.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

This course was not offered as a course within the program. There is no data to report for this assessment.

13 Assessment and Benchmark EDTC 614 Web 2.0 Tool Presentation

Assessment: Web 2.0 Tool Presentation.

Benchmark: 82% of the candidates will earn 82% or higher on this assignment.

Prior to 2018-2019, the benchmark was 80% of the candidates will earn 80% or higher on this assignment.

13.1 Data

2017-2018:

Preparation	4
Skillful use of technology	4
The technology lesson proceeded smoothly and engaged the students	3
Communication	3
Use of Screencast Tool	4

2021-2022:

Preparation	4
Skillful use of technology	4
The technology lesson proceeded smoothly and	3

engaged the students	
Communication	3
Use of Screencast Tool	4

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met.

Plan for Continuous Improvement: 82% of the candidates will earn 82% or higher on this assignment.

Recommendation for Successful Implementation of Plan for Improvement: Spend more time and opportunities to practice skills to ensure that students demonstrate mastery with the Web 2.0 tool.

2018-2019:

This course was not offered in the 18-19 AY year, therefore, there was no additional data to review.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

All elements measured on the rubric met or exceeded the proficiency level.

Faculty will review the rubric to ensure that each element is clearly defined and all levels are scoring are distinct and appropriate.

14 Assessment and Benchmark EDTC 617 Essay on Training Theory

Assessment: Essay on Training Theory.

Students write an essay demonstrating understanding of training theory considerations for technology-based instruction.

Benchmark: 100% of the candidates will score 87% or above on their Instructional Essay/Design project.

Prior to 2018-2019, the benchmark was 100% of the candidates will score 85% or above on their essay/design project.

14.1 Data

2017-2018:

	#	4
Identifying the need for Instruction	Mean	3.75
	Range	1.00
Designing the Instruction: Sequencing	Mean	4.00
	Range	0.00
Designing the Instruction: Strategies	Mean	3.75
	Range	0.00
Designing the Instructional	Mean	4.00

Message	Range	0.00
Designing Considerations for Technology-Based Instruction	Mean	3.75
	Range	1.00
The Many Faces of Evaluation	Mean	4.00
	Range	0.00

2018-2019:

	#	3
Identifying the need for Instruction	Mean	10.00
	Range	0
Designing the Instruction: Sequencing	Mean	10.00
	Range	0
Designing the Instruction: Strategies	Mean	10.00
	Range	0
Designing the Instructional Message	Mean	10.00
	Range	0
Designing Considerations for Technology-Based Instruction	Mean	6.67
	Range	10
The Many Faces of Evaluation	Mean	10.00
	Range	0

2021-2022:

	#	1
Identifying the need for Instruction	Mean	3.00
	Range	3.00
Designing the Instruction: Sequencing	Mean	4.00
	Range	4.00
Designing the Instruction: Strategies	Mean	3.00
	Range	3.00
Designing the Instructional Message	Mean	4.00
	Range	4.00
Designing Considerations for Technology-Based Instruction	Mean	3.00
	Range	3.00
The Many Faces of Evaluation	Mean	3.00
	Range	3.00

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met.

Plan for Continuous Improvement: 100% of the candidates will score 87% or above on their Instructional Essay/Design project.

Recommendation for Successful Implementation of Plan for Improvement: Essay on Training Theory will be incorporated into Instructional Design project.

2018-2019:

The benchmark was met and 100% of the candidates scored above 80% on the assignment. Moving forward, the instructor plans to incorporate the Training Theory Essay into an Instructional Design Project.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

All elements measured on the rubric met or exceeded the proficiency level.

Faculty will review the rubric to ensure that each element is clearly defined and all levels are scoring are distinct and appropriate on a 1-4 scale for proficiency.

15 Assessment and Benchmark EDTC 617 Developing Instructional Materials

Assessment: Developing Instructional Materials.

Students design and develop instructional materials incorporating instructional design principles.

Benchmark: 100% of candidates will score 75% or above on this assignment.

15.1 Data

Academic Year	% of students earning 75%	Benchmark met?
2014-2015	100%	Yes
2015-2016	89%	No
2016-2017	100%	Yes
2017-2018*	—	—

*There was no data presented by the instructor for this assessment.

Academic Year	Students earning 75%		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	1/1	100%	Yes

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

There was no data reported, therefore, data was not available to be analyzed.

2018-2019:

Candidates scored 100% in all categories assessed: Instructional, Technology, Research, Equitable, Case Study, Network, and Web Lesson. The instructor plans to give students more time to work on the Web Lesson Assignment.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over

the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

Candidate data indicated proficiency on the assignment. Faculty are working to revise all course rubrics to align objectives with assessments and ensure that all elements of the rubric address the skills and knowledge intended.

16 Assessment and Benchmark EDTC 628 Creating Applications

Assessment: Creating Applications.

Students will create modern computer multimedia applications to be used in education, business, government, and health organizations. Candidates model digital age work and learning, demonstrate fluency in computer multimedia/hypermedia, and transfer current knowledge to new technologies and situations.

Benchmark: 92% of the candidates will score 85% on the overall percentage of creating applications.

Prior to 2018-2019, the benchmark was at least 90% of the candidates in this course will obtain expected field experience using emerging technologies to create applications in education, business, government, or health.

16.1 Data

2017-2018:

	#	7
Web Presentation	Mean	10.00
	Range	0.00
Website 1	Mean	8.75
	Range	10.00
Website 2	Mean	9.14
	Range	6.00
Bubblus	Mean	10.00
	Range	0.00
Wizer	Mean	8.57
	Range	10.00
Sway	Mean	10.00
	Range	0.00
ScreenCast	Mean	10.00
	Range	0.00
Literature	Mean	8.57
	Range	10.00
Hot Potatoes	Mean	6.86
	Range	10.00
Question Writer	Mean	7.14
	Range	10.00
Edmodo 1	Mean	10.00
	Range	0.00
Edmodo 2	Mean	10.00
	Range	0.00

2018-2019:

	#	1
Web Presentation	Mean	10.00
	Range	0
Website 1	Mean	9.00
	Range	0
Website 2	Mean	2.00
	Range	0
Bubblus	Mean	10.00
	Range	0
Wizer	Mean	10.00
	Range	0
Sway	Mean	10.00
	Range	0
ScreenCast	Mean	10.00
	Range	0
Literature	Mean	8.00
	Range	0
Question Writer	Mean	6.00
	Range	0
Edmodo 1	Mean	10.00
	Range	0
Edmodo 2	Mean	10.00
	Range	0

2021-2022:

The assessment data reported for 2021-2022 for this course was changed to a literature review. The candidate scored a 4.00 on a 4-point scale and therefore met proficiency.

16.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was not met.

Plan for Continuous Improvement: 92% of the candidates will score 85% on the overall percentage of creating applications.

Recommendation for Successful Implementation of Plan for Improvement: A revised teaching method will be adopted for the course. The instructor plans to create collaborative learning groups. Students with different learning styles would learn better when they share ideas and learn emerging technologies together.

2018-2019:

The benchmark was met. A revised teaching method will be adopted for this course. The instructor plans to create collaborative learning groups. Students with different learning styles would learn better when they share ideas and learn emerging technologies together.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over

the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

Effective 2022-2023, this assessment will be discontinued and replaced with a new assessment.

17 Assessment and Benchmark EDTC 639 Final Comprehensive Project

Assessment: Final Comprehensive Project

The final comprehensive project demonstrates transference of knowledge acquired in the program.

Benchmark: 100% of the candidates will score a 2.5 or above in each category of the Final Comprehensive Project in EDTC 639.

Prior to 2018-2019, the benchmark was 100% of the candidates will score a 2 or above in each category of the Final Comprehensive Project in EDTC 639.

17.1 Data

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	#		1	2	—	—
Proposal: Requirements	Mean	3.00	4.00	3.50		
	Range		4.00	3-4		
Proposal: Mechanics	Mean	3.00	4.00	3.00		
	Range		4.00	3.00		
Requirements	Mean	3.00	4.00	4.00		
	Range		4.00	4.00		
Organization	Mean	3.00	4.00	4.00		
	Range		4.00	4.00		
Originality	Mean	3.00	3.00	3.50		
	Range		3.00	3-4		
Attractiveness	Mean	1.00	3.00	3.00		
	Range		3.00	3.00		
Use of Graphics	Mean	2.00	3.00	3.50		
	Range		3.00	3-4		
Permissions	Mean	3.00	4.00	4.00		
	Range		4.00	4.00		
Functionality	Mean	3.00	4.00	4.00		
	Range		4.00	4.00		
Content and Pedagogical Knowledge	Mean	3.00	4.00	3.50		
	Range		4.00	3-4		
Technical Knowledge	Mean	3.00	4.00	4.00		
	Range		4.00	4.00		
Leadership and Management Knowledge	Mean	2.00	4.00	3.00		
	Range		4.00	2-4		
Continuous Learning	Mean	3.00	4.00	4.00		
	Range		4.00	4.00		
	Mean	3.00	4.00	4.00		

Reflection	Range		4.00	4.00		
Mechanics	Mean	2.00	4.00	3.00		
	Range		4.00	3.00		

		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	#	1				
C1: Introduction and Problem	Mean	3.00				
	Range	3.00				
C1: Purpose and Research Question	Mean	3.00				
	Range	3.00				
C1: Significance and Assumptions	Mean	3.00				
	Range	3.00				
C1: Limitations	Mean	3.00				
	Range	3.00				
C2: Syntheses of Related Literature	Mean	3.00				
	Range	3.00				
C2: Scholarly Sources to Justify Topic	Mean	3.00				
	Range	3.00				
C2: Writing Addresses Topic	Mean	3.00				
	Range	3.00				
C2: Correctly Formatted	Mean	3.00				
	Range	3.00				
C3: Research Design	Mean	3.00				
	Range	3.00				
C3: Sampling and Selection Process	Mean	3.00				
Range	3.00					
C3: Data Collection	Mean	4.00				
	Range	4.00				
C3: Data Analysis	Mean	4.00				
Range	4.00					
C4: Implementation	Mean	3.00				
	Range	3.00				
C4: Evaluation and Use of Data	Mean	3.00				
	Range	3.00				
C4: Implications	Mean	3.00				
	Range	3.00				
C4: Materials, Depth, and Cohesion of Writing	Mean	3.00				
	Range	3.00				
: Summary, Strengths and Limitations	Mean	3.00				
	Range	3.00				
	Mean	3.00				

C5: Researcher's Reflection	Range	3.00				
C5: Recommendations for Future	Mean	3.00				
	Range	3.00				
C5: Conclusion, Appendix, Depth, and Cohesion of Writing	Mean	3.00				
	Range	3.00				

17.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was met.

Plan for Continuous Improvement: 100% of the candidates will score a 2.5 or above in each category of the Final Comprehensive Project in EDTC 639.

Recommendation for Successful Implementation of Plan for Improvement: Increase the number and methods of communication with students in addition to face-to-face meeting. The instructor will also take advantage of various technologies to communicate with students.

2018-2019:

Both candidates in the 18-19 AY score proficient on the Final Comprehensive Project Assessment. Moving into the 19-20 and 20-21 AY, the program coursework will be revised and EDTC 639 will lean toward more of an action research project for the final project. This will likely go into effect beginning in the 20-21 AY, but instructors will be working on revising the project in the upcoming year.

2019-2020:

2020-2021:

There were no completers in the 2020-2021 academic year and therefore no new data to report. Graduate faculty will be rebuilding and updating courses throughout the program over the next academic year. This includes updating assessments to provide more meaningful and useful data for decision making.

2021-2022:

Candidates in the 2021-2022 academic year enroll in EDUC 699 instead of EDTC 639 for their final comprehensive project. The projects are presented both verbally and in a research paper format. The candidate met the proficiency benchmark of 3.00 on all elements of the rubric.

Faculty are revising and tweaking instructions and rubric elements to provide the best assessment for the comprehensive project to demonstrate strengths of the candidates completing the program.

18 Assessment and Benchmark Enrollment and Completers

Assessment: Enrollment and Retention.

Benchmark: To increase enrollment to 10 students (8%).

Prior to 2018-2019, the benchmark was to increase enrollment by 7%, set by the EPP, across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

18.1 Data

Academic Year	# of students officially enrolled in program	# of completers fall semester	# of completers spring semester	Total # of completers
2014-2015	22	3	4	7
2015-2016	17	5	1	6
2016-2017	9	2	2	4

2017-2018	8	2	1	3
2018-2019	5	1	1	2
2019-2020	2	1	1	2
2020-2021	1	0	0	0
2021-2022	1	0	1	1

18.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Analysis of Data: The benchmark was not met.

Plan for Continuous Improvement: The goal is to increase enrollment to 10 students (8%).

Recommendation for Successful Implementation of Plan for Improvement:

- Contact 100% of the graduate student applicants to McNeese State University who indicate “undecided major” to provide information about the MS Instructional Technology.
- Contact graduating seniors with GPA of >2.74 in General Studies to recruit them into the program.
- The program coordinator will also look at the area of southeast Texas.

2018-2019:

Analysis of Data:

The benchmark was not met. There was a 38% decrease from the 2017-2018 AY to the 2018-2019 AY. The number of completers also decreased 33%.

Plan for Continuous Improvement:

The goal for 2019-2020 will be to achieve at least a 7% increase in the number of candidates enrolled in the MS Instructional Technology program.

Recommendations for Successful Implementation of Plan for Improvement:

The program coordinator will attend at least three conferences, workshops, or other opportunity within the academic year to recruit candidates into the program.

2019-2020:

2020-2021:

The program enrollment numbers have been on a decline for the last several years. As the courses within the program are redesigned and updated, faculty will reach out to local businesses to promote the program and work hand in hand with the Center for the Advancement of Quality Education to provide train the trainer sessions for local industries. The purpose of this partnership would be to expose the benefits of the MS INTC program to area businesses and industries.

2021-2022:

Program enrollment stayed consistent. Faculty are working to recruit candidates who would find this program beneficial within the workforce. This is the only program within the Department of Education Professions that does not lead to or required an initial certification certificate to participate. As we increase enrollment, we are also looking at revisions to coursework to provide specialized content for adult learning to the non-education workforce.

End of report