

**Assurance of Student Learning Report  
2023-2024**

College of Education and Behavioral Sciences

School of Teacher Education

Libraries, Informatics and Technology in Education (0497)

*Dr. Andrea Paganelli*

*Dr. Jeremy Logsdon*

**Is this an online program?**  Yes  No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here   
Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 1:**

**Student Learning Outcome 1:**

Graduate students will be able to design and plan a diversity themed project where they analyze the profile of the community, school, and the media center (or educational technology center); create goals and objectives for the project; and create an annotated bibliography of appropriate resources needed to address the diverse populations in the school.

<b>Instrument 1</b>	LITE faculty members will review and score facilities evaluation with an emphasis on access for all in LITE 501 using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher.
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<b>Instrument 2</b>	LITE faculty members will review and score the diversity themed projects in LITE 501 using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher.
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<b>Instrument 3</b>	
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Based on your results, check whether the program met the goal Student Learning Outcome 1.

**Met**

**Not Met**

**Program Student Learning Outcome 2:**

**Student Learning Outcome 2:**

Graduate students will be able to review and discuss different "advocacy toolkits" provided by professional education associations. LITE graduate students will use these toolkits to develop an effective message related to a global educational issue and successfully communicate needs to persons of influence in their communities, and on the state, national and international levels.

<b>Instrument 1</b>	Using an online discussion board format, students will collaborate on developing their messages, discuss their experiences with this kind of engagement activity, and assess the usefulness of the "advocacy toolkits" provided by education professions. LITE faculty members will review and score the discussion board postings in LITE 512 using the scoring rubric. Students must score 3 or higher on the scoring rubric.
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<b>Instrument 2</b>	Students will be required to develop a message related to the identified issue in LITE 512 and communicate that message to a person or organization of influence. Students will send the message and share their responses. LITE faculty members will review
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	and score the discussion board postings using the scoring rubric. Students must score 3 (Proficient) or higher on the scoring rubric.	
<b>Instrument 3</b>		
<b>Based on your results, check whether the program met the goal Student Learning Outcome 2.</b>		<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Program Student Learning Outcome 3:</b>		
<b>Student Learning Outcome 3:</b>		
Graduate students will be able to design and conduct an Research Project intended to increase usage of library information and resources, increase collaboration between media specialists and teachers, or increase technology integration in teaching and learning.		
<b>Instrument 1</b>	When evaluated by members of the LITE faculty in a review using the LITE Standardized Scoring Rubric for the Research Project, ninety percent of graduate students who complete the Research project chart in LITE 508 will score 2 (Developing) or higher on the rubric for the Research Project.	
<b>Instrument 2</b>	When evaluated by members of the LITE faculty in a review using the LITE Standardized Scoring Rubric for the Research Project, ninety percent of graduate students who complete the Research project presentation LITE 508 will score 2 (Developing) or higher on the rubric for the Research Project.	
<b>Instrument 3</b>		
<b>Based on your results, check whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Assessment Cycle Plan:</b>		
<p>We in the LITE program are proud of our program and its revision to include the Library Media Certification and Educational Technology Endorsement. This revision is strongly supporting the strength of our candidates practicing in K-12 school libraries and as educational technologists. To continue to develop we are looking forward to adding updated and greater resources related to assessment content.</p> <p>Course outcomes were reviewed as they related to more global programmatic change and adjustments were made to LITE in support of continued student growth and success. The data displayed clearly in order to strongly support student success we will need to:</p> <p>Our support increased in this cycle addressing assignment direction and examples show candidate improvement. Continued to implement greater focus on the justification and resources identified to support in the school library environment. To support this process we will be provided greater assignment direction, explicit examples and opportunity for revision. This was implemented in the fall 2023 section of LITE 501 resulted in more candidates with a proficient designation. We would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.</p> <p>Our support increased in this cycle addressing assignment direction and examples show candidate improvement. We continued to engage greater focus on the relationship and reflection identified to support in the school library through advocacy. To support this process we provided greater assignment direction, explicit examples and opportunity for revision. This resulted in more candidates rated</p>		

as proficient in the spring 2024 section of LITE 512. We would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.

Our support increased in this cycle addressing assignment direction and examples show candidate improvement. Continue to exact greater focus on the relevance and reflection identified to support in the school library through data understanding. To support this process we provided greater assignment direction, explicit examples and opportunity for revision. This implementation resulted in more candidates at the proficient level in the summer 2023 section of LITE 508. We would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.

A few of our candidates did not complete the course in fall and spring. This impacted the percentage of completion. Those who did complete had an overall increase in the level of proficiency.

Course outcomes will be reviewed as they relate to more global programmatic change and adjustments will be made to LITE in support of continued student growth and success. The data displays clearly in order to strongly support student success we will need to:

Our support should increase in this cycle addressing assignment resources related to diversity and ADA compliance to show candidate improvement. Continuing to implement greater focus on diversity and ADA compliance resources is an identified area of need in the school library environment. To support this process we will be providing greater and more current resources allowing for opportunity to explore ADA compliance individually and include peer reviewed resources. This will be implemented in the fall 2024 section(s) of LITE 501. We would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.

Our support should increase in this cycle addressing assignment resources to show candidate improvement. Continuing to engage with greater focus on providing resources that are current and can highlight the relationship and reflection identified to support in the school library through advocacy. To support this process we will be providing greater currency of resources and opportunity for personal research. This will be implemented in the spring 2025 section(s) of LITE 512. We would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.

Our support increased in this cycle addressing assignment direction and examples show candidate improvement. Continue to exact greater focus on the relevance and reflection identified to support in the school library through data understanding. To support this process we will be providing greater assignment direction, explicit examples and opportunity for revision. This will be implemented in the summer 2025 section of LITE 508. We would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.

<b>Program Student Learning Outcome 1</b>			
<b>Program Student Learning Outcome</b>	<b>Student Learning Outcome 1:</b> Graduate students will be able to design and plan a diversity themed project where they analyze the profile of the community, school, and the media center (or educational technology center); create goals and objectives for the project; and create an annotated bibliography of appropriate resources needed to address the diverse populations in the school.		
<b>Measurement Instrument 1</b>	LITE faculty members will review and score the facilities evaluation projects LITE 501 using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher.		
<b>Criteria for Student Success</b>	Students excel in this project because they are able to identify special needs or under-served populations and they realize that budgets need expansion for all school libraries. The criteria included to support the developing identification of needs are Community Context, ADA Justification and Resources. The criteria included are measured at the level of Novice (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Distinguished (4 = Excellent).		
<b>Program Success Target for this Measurement</b>	90% of students will earn a score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than 3.	<b>Percent of Program Achieving Target</b>	95% of graduate students scored 3 or higher on the LITE 501 Diversity Purchasing projects and on no dimension will the candidates average score be less than 3.
<b>Methods</b>	This diversity themed project is a component of the LITE 501 course, all of our program participants are required to complete this course and project. The number of students that completed for the 2023-2024 year were 43. 42 of the student successfully designed the diversity themed purchasing project. One program participants did not complete the project successfully.		

LITE Facility Evaluation Project - Fall 2023						
Criterion	Total Students	Average Across Domain	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
Design Principles	43	3.79	0	0	9	34
ADA	43	3.26	0	1	30	12
Recommendations for Change	43	3.49	0	0	22	21
Writing Elements	43	3.37	0	0	27	16
References/Citations	43	3.42	0	0	25	18
Illustrations of Facility	43	3.72	1	2	5	35
Discussion paragraph on Learning Commons Concept	43	3.49	0	0	22	21

Distinguished  
4 = Excellent

#### Facility Evaluation Assignment Checklist

##### 1. Context

- A. Profile of community
- B. Profile of school
- C. Profile of LMC or EdTech center
  - a. Physical facility
  - b. Collection
  - c. Program

Novice

1 = Needs Much Improvement

Apprentice

2 = Needs Some Improvement

Proficient

3 = Good or Acceptable

Distinguished

4 = Excellent

2. Justification

A. Rationale

B. Goal statement for the

C. Objectives

Novice

1 = Needs Much Improvement

Apprentice

2 = Needs Some Improvement

Proficient

3 = Good or Acceptable

Distinguished

4 = Excellent

3. Resources

A. A listing of specific resources

vary in format

supporting quotes and citations from reviews

name of review source

prices with a running total and final total

B. Summary

explaining how and why selections were made,

difficulties in locating resources, and

assessment of the value of the experience

How the goals and objectives align with the Vision, Mission written for blog assignment ?

Novice  
1 = Needs Much Improvement  
Apprentice  
2 = Needs Some Improvement  
Proficient  
3 = Good or Acceptable  
Distinguished  
4 = Excellent

4. Writing mechanics and APA format

Novice  
1 = Needs Much Improvement  
Apprentice  
2 = Needs Some Improvement  
Proficient  
3 = Good or Acceptable  
Distinguished  
4 = Excellent

Facility Evaluation Rubric

Diversity Purchasing Assignment Checklist

Criteria

Novice  
1 = Needs Much Improvement  
Apprentice  
2 = Needs Some Improvement  
Proficient

	3 = Good or Acceptable Distinguished 4 = Excellent Design Principles 20% 5 points						
<b>Measurement Instrument 2</b>	LITE faculty members will review and score the diversity themed book selection projects in LITE 501 using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher.						
<b>Criteria for Student Success</b>	Students engage strongly in this project because they are able to identify special needs or under-served populations and they realize that budgets need expansion for all school libraries. The criteria included to support the developing identification of needs are Context, Justification and Resources. The criteria included are measured at the level or Novice (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Distinguished (4 = Excellent).						
Program Success Target for this Measurement	90% of students will earn a score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than 3.		Percent of Program Achieving Target	95% of graduate students scored 3 or higher on the LITE 501 Diversity Purchasing projects on no dimension will the candidates average score be less than 3.			
<b>Methods</b>	This diversity themed project is a component of the LITE 501 course, all of our program participants are required to complete this course and project. The number of students that completed for the 2023-2024 year were 44. 43 candidates successfully designed the diversity themed purchasing project.						
	LITE Diversity Purchasing - Fall 2023						
	Criterion	Total Students	Average Across Domain	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
	Context	44	3.64	0	0	16	28
	Justification	44	3.41	0	2	22	20
Resources	44	3.43	0	3	19	22	



	Writing Mechanics and APA Format	44	3.30	1	2	24	17
<p>Responses to facility evaluation are not specific and demonstrate a lack of understanding of basic design Responses to facility evaluation are specific but demonstrate a weakness in understanding good basic design Responses to facility evaluation are specific and demonstrate an understanding of the basics of design principles. Responses to facility evaluation demonstrate an understanding of the basics of design principles. Responses are specific and extensive.</p> <p>ADA 20% 5 points</p> <p>Responses show little understanding of ADA as applied in a library or technology facility Responses show some understanding of ADA as applied in a library or technology facility Responses show adequate understanding of ADA as applied in a library or technology facility Responses show outstanding understanding of ADA as applied in a library or technology facility</p> <p>Recommendations for change 20% 5 points</p> <p>No recommendations for change Few recommendations for change Specifically addresses recommendations for change. Makes extensive recommendations for change, supported by observations of need.</p> <p>Writing Elements 10% 2.5 points</p> <p>More than five errors in spelling, punctuation, sentence structure, and/or APA. Three to five errors in spelling, punctuation, sentence structure and/or APA Less than three errors in spelling, punctuation, sentence structure and/or APA No errors in spelling, punctuation, sentence structure and/or APA</p> <p>References / Citations 10% 2.5 points</p> <p>No References / Citations References / Citations indicate limited source reading and application</p>							

	References / Citations indicate acceptable source reading and application References / Citations indicate wide source reading and application Include illustrations of your facility 10% 2.5 points  Include discussion paragraph on Learning Commons Concept 10% 2.5 points		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<u>Results:</u> Overall the target was met. However, our challenge will be to ensure that our program participants complete the key assessments. The lacking submissions impacted the overall program achievement. We will need to explore ways to ensure that incomplete assignments are addressed in a timely manner.			
<u>Conclusions:</u> The examples and assignment supports worked well for those who were completers. It enabled us to move folks from the Apprentice level to Proficient. In our Diversity Purchasing project work we went from 89% to 95% meeting criteria.			
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>  Our support should continue to increase in this cycle addressing assignment resources related to diversity and ADA compliance to show candidate improvement. Continuing to implement greater focus on diversity and ADA compliance resources is an identified area of need in the school library environment. To support this process we will be providing greater and more current resources allowing for opportunity to explore ADA compliance individually and include peer reviewed resources. This will be implemented in the fall 2024 section(s) of LITE 501.			

<b>Program Student Learning Outcome 2</b>			
<b>Program Student Learning Outcome</b>	Graduate students will be able to review and discuss different "advocacy toolkits" provided by professional education associations. LME graduate students will use these toolkits to develop an effective message related to a global educational issue and successfully communicate needs to persons of influence in their communities, and on the state, national and international levels.		
<b>Measurement Instrument 1</b>	Using an online discussion board format, students will collaborate on developing their messages, discuss their experiences with this kind of engagement activity, and assess the usefulness of the “advocacy toolkits” provided by education professions. LITE faculty members will review and score the discussion board postings in LITE 512 using the scoring rubric. Students must score 3 or higher on the scoring rubric.		
<b>Criteria for Student Success</b>	Students became more aware of the need to advocate for library legislation, funding, and staffing. The criteria included to support the developing identification of the organizations description, relationships and standards. The criteria included are measured at the level or Novice (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Distinguished (4 = Excellent).		
<b>Program Success Target for this Measurement</b>	90% of students will earn a score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than proficient.	<b>Percent of Program Achieving Target</b>	100% of graduate students scored 3 or higher on the LME 512 advocacy project elements and on no dimension will the candidates average score be less than 3.
<b>Methods</b>	This “advocacy toolkits” project is a component of the LITE 512 course, all of our program participants are required to complete this course. The number of students that completed for the 2023-2024 year were 39 students successfully designed the “advocacy toolkit” project.		

LITE Advocacy Toolkit Exploration - Spring 2024						
Criterion	Total Students	Average Across Domain	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
Title of the Organization/Standard	39	4	0	0	0	39
URL of the Organization/Standard	39	4	0	0	0	39
Description of the Organization/Standard in sufficient detail for other students to be able to get the gist of the organization/standard	39	3.9	0	0	4	35
Description of the Organization/Standards relationship to Libraries, Informatics and Technology in Education	39	3.9	0	0	4	35
Primary areas of impact in education with which that the Organization/Standard is concerned	39	3.79	0	1	6	32
Your experience in using or working with this Organization/Standard	39	3.59	0	1	14	24
Advocacy Toolkit or Website this Organization/Standard maintains	39	3.87	0	0	5	34
Brief report on current events or developments related to this standard	39	3.64	0	2	10	27
A descriptive reflection of how what you have learned will impact your future practice with three concrete examples. The discussion will include APA reference section and in-text citations.	39	3.69	0	3	6	30
Editorial Reviews of the advertisements of others	39	3.97	0	0	1	38

- 1. Title of the Organization/Standard - 10 Points**
- 2. URL of the Organization/Standard - 10 Points**
- 3. Description of the Organization/Standard in sufficient detail for other students to be able to get the gist of the organization/standard - 20 Points**
- 4. Description of the**

**Organization/Standards relationship to Libraries, Informatics and Technology in Education - 20 Points**

**5. Primary areas of impact in education with which that the Organization/Standard is concerned - 20 Points**

**6. Your experience in using or working with this Organization/Standard - 20 Points**

**7. Advocacy Toolkit or Website this Organization/Standard maintains - 20 Points**

**8. Brief report on current events or developments related to this standard - 20 Points**

**9. A descriptive reflection of how what you have learned will impact your future practice with three concrete examples - 20 Points**

**10. The discussion will include APA reference section and in-text citations. - 20 Points**

**10. Editorial Reviews of the advertisements of others - 20 Points**

**Grading:**

4) Distinguished:

Advertisement contains all required elements from the discussion board and incorporates clear and organized writing style and effective/creative visual design to present the information appropriately.

Advertisement is of sufficient depth and detail to provide others with an overall understanding of the standard/organization and its role in education, including the areas addressed, locations for more information, current events, and primary issues addressed.

No spelling or grammar errors detract from the information.

Discussion board is present and outlines proposed article.

Editorial Reviews of the advertisements of others

Entry and resources in APA style well done.

3) Proficient:

Advertisement contains all required elements, writing style and visual design organize entry effectively.

Advertisement is of sufficient detail to provide others with an overall understanding of the standard/organization and its role in education, including the areas addressed, locations for more information, current events, and primary issues addressed.

Few spelling or grammar errors detract from the information. Discussion board is present and outlines proposed article.

Editorial Reviews of the advertisements of others

	<p>Entry and resources in APA style present.</p> <p>2) Apprentice:  Advertisement contains most but not all required elements, writing style and visual design do not organize entry effectively.  Advertisement lacks sufficient detail to provide others with an overall understanding of the standard/organization and its role in education. Many spelling or grammar errors detract from the information.  Discussion board is present and outlines proposed article.  Editorial Reviews of the advertisements of others not fully completed  Entry and resources in APA style present but not complete.</p> <p>Novice:  Advertisement is missing many required elements, writing style and visual design do not organize entry effectively.  Advertisement lacks detail and does not provide others with an overall understanding of the standard/organization and its role in education. Many spelling or grammar errors detract from the information.  Editorial Reviews of the advertisements of others not present  Entry and resources in APA style not complete.</p>		
<b>Measurement Instrument 2</b>	<p>Students will be required to develop a message related to the identified issue in LITE 512 and communicate that message to a person or organization of influence. Students will send the message and share their responses. LITE faculty members will review and score the discussion board postings using the scoring rubric. Students must score 3 or higher on the scoring rubric.</p>		
<b>Criteria for Student Success</b>	<p>Students became more aware of the need to advocate for library legislation, funding, and staffing. The criteria included to support the developing advocacy that is expressed through a report, reflection and discussion. The criteria included are measured at the level of Novice (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Distinguished (4 = Excellent).</p>		
<b>Program Success Target for this Measurement</b>	<p>90% of students will earn a score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than proficient.</p>	<b>Percent of Program Achieving Target</b>	<p>100% of graduate students scored 3 or higher on the LME 512 projects and on no dimension will the candidates average score be less than 3.</p>

**Methods**

This “advocacy toolkits” project is a component of the LITE 512 course, all of our program participants are required to complete this course. The number of students that completed for the 2022-2023 year were 39 students successfully designed the “advocacy toolkit” project.

LITE Advocacy Toolkit Exploration - Spring 2024						
Criterion	Total Students	Average Across Domain	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
Title of the Organization/Standard	39	4	0	0	0	39
URL of the Organization/Standard	39	4	0	0	0	39
Description of the Organization/Standard in sufficient detail for other students to be able to get the gist of the organization/standard	39	3.9	0	0	4	35
Description of the Organization/Standards relationship to Libraries, Informatics and Technology in Education	39	3.9	0	0	4	35
Primary areas of impact in education with which that the Organization/Standard is concerned	39	3.79	0	1	6	32
Your experience in using or working with this Organization/Standard	39	3.59	0	1	14	24
Advocacy Toolkit or Website this Organization/Standard maintains	39	3.87	0	0	5	34
Brief report on current events or developments related to this standard	39	3.64	0	2	10	27
A descriptive reflection of how what you have learned will impact your future practice with three concrete examples. The discussion will include APA reference section and in-text citations.	39	3.69	0	3	6	30
Editorial Reviews of the advertisements of others	39	3.97	0	0	1	38

1. Title of the Organization/Standard - 10 Points

2. URL of the Organization/Standard - 10 Points

3. Description of the Organization/Standard in sufficient detail for other students to be able to get the gist of the organization/standard - 20 Points
4. Description of the Organization/Standards relationship to Libraries, Informatics and Technology in Education - 20 Points
5. Primary areas of impact in education with which that the Organization/Standard is concerned - 20 Points
6. Your experience in using or working with this Organization/Standard - 20 Points
7. Advocacy Toolkit or Website this Organization/Standard maintains - 20 Points
8. Brief report on current events or developments related to this standard - 20 Points
9. A descriptive reflection of how what you have learned will impact your future practice with three concrete examples - 20 Points
10. The discussion will include APA reference section and in-text citations. - 20 Points
10. Editorial Reviews of the advertisements of others - 20 Points

**Grading:**

4) Distinguished:

Advertisement contains all required elements from the discussion board and incorporates clear and organized writing style and effective/creative visual design to present the information appropriately.

Advertisement is of sufficient depth and detail to provide others with an overall understanding of the standard/organization and its role in education, including the areas addressed, locations for more information, current events, and primary issues addressed.

No spelling or grammar errors detract from the information.

Discussion board is present and outlines proposed article.

Editorial Reviews of the advertisements of others

Entry and resources in APA style well done.

3) Proficient:

Advertisement contains all required elements, writing style and visual design organize entry effectively.

Advertisement is of sufficient detail to provide others with an overall understanding of the standard/organization and its role in education, including the areas addressed, locations for more information, current events, and primary issues addressed.

Few spelling or grammar errors detract from the information. Discussion board is present and outlines proposed article.



	<p>Editorial Reviews of the advertisements of others Entry and resources in APA style present.</p> <p>2) Apprentice: Advertisement contains most but not all required elements, writing style and visual design do not organize entry effectively. Advertisement lacks sufficient detail to provide others with an overall understanding of the standard/organization and its role in education. Many spelling or grammar errors detract from the information. Discussion board is present and outlines proposed article. Editorial Reviews of the advertisements of others not fully completed Entry and resources in APA style present but not complete.</p> <p>Novice: Advertisement is missing many required elements, writing style and visual design do not organize entry effectively. Advertisement lacks detail and does not provide others with an overall understanding of the standard/organization and its role in education. Many spelling or grammar errors detract from the information. Editorial Reviews of the advertisements of others not present Entry and resources in APA style not complete.</p>		
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> We continued to engage greater focus on the relationship and reflection identified to support in the school library through advocacy.</p> <p><u>Conclusions:</u> Our support increased in this cycle addressing assignment direction and examples show candidate improvement. This resulted in more candidates rated as proficient in the spring 2024 section of LITE 512.</p>			

Plans for Next Assessment Cycle:

Our support should increase in this cycle addressing assignment resources to show candidate improvement. Continuing to engage with greater focus on providing resources that are current and can highlight the relationship and reflection identified to support in the school library through advocacy. To support this process we will be providing greater currency of resources and opportunity for personal research. This will be implemented in the spring 2025 section(s) of LITE 512.

<b>Program Student Learning Outcome 3</b>																				
<b>Program Student Learning Outcome</b>	Graduate students will be able to design and conduct a Research Project intended to increase usage of library information and resources, increase collaboration between media specialists and teachers, or increase technology integration in teaching and learning.																			
<b>Measurement Instrument 1</b>	<p><b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b></p> <p><b>When evaluated by members of the LITE faculty in a review using the LITE Standardized Scoring Rubric for the Action Research Project, ninety percent of graduate students who complete the Research project in LITE 508 will score 2 (Developing) or higher on the rubric for the Research Project.</b></p>																			
<b>Criteria for Student Success</b>	Students developed an awareness of the importance of collecting and analyzing data in the library media center (or educational technology center) to support the effect of the library on student learning.																			
<b>Program Success Target for this Measurement</b>	90% of students will earn a score of 2 (Developing) or higher and on no individual rubric dimension will the average score across all students be less than Developing.			<b>Percent of Program Achieving Target</b>	98% of students earned a score of 2 (Developing) or higher, with no average score across all domains lower than 3.77.															
<b>Methods</b>	<p>This research project presentation is a component of the LITE 508 course, all of our program participants are required to complete this course. The number of students that completed for the 2022-2023 year were 44 students who successfully designed the action research project; only one student did not successfully complete.</p> <table border="1" data-bbox="478 1172 1383 1451"> <thead> <tr> <th></th> <th>Beginning (1)</th> <th>Developing (2)</th> <th>Proficient (3)</th> <th>Exemplary (4)</th> <th>Average Across Domain</th> <th>Total Students</th> </tr> </thead> <tbody> <tr> <td>Research Process</td> <td>1</td> <td>2</td> <td>2</td> <td>39</td> <td>3.79</td> <td>44</td> </tr> </tbody> </table>							Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)	Average Across Domain	Total Students	Research Process	1	2	2	39	3.79	44
	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)	Average Across Domain	Total Students														
Research Process	1	2	2	39	3.79	44														

	Chart								
	Quality of Research Process	1	2	2	39	3.79	44		
	Presentation	1	2	3	38	3.77	44		
		Beginning (1)		Developing (2)		Proficient (3)		Exemplary (4)	
	Research Process Chart	Not all elements of the chart are complete. Required sections of the chart or required revisions are not completed on time All statements in the chart are not in complete sentences and/or are relevant to the study. The citations contained APA format errors		Some elements of the chart are complete. Required sections of the chart or required revisions are completed on time. Most statements in the chart are in complete sentences and are relevant to the study. Most citations follow APA format		Most elements of the chart are complete. Required sections of the chart or required revisions are completed on time All statements in the chart are in complete sentences and are relevant to the study. Most citations follow APA format		All elements of the chart are complete. Required sections of the chart or required revisions are completed on time. All statements in the chart are in complete sentences and are relevant to the study. All citations follow APA format	

	Quality of Research Process	<p>Not all elements of the research process were developed and executed. Many of the elements did not communicate an understanding of the research question and the methods used to answer the question. The literature review is not comprised of high quality, relevant journal articles from WKU databases such as EBSCO. Data visualization tools were not used effectively to highlight the results of the study. The data collection and analysis were not completed with accuracy and the discussion of the results, conclusions and limitations are not related to the research question. The results and conclusion fail to provide information on topics relevant to the libraries, informatics, or technology in education.</p>	<p>Most elements of the research process were developed and executed, with most steps representing an understanding of the research question and the methods used to answer the question. The literature review is comprised of high quality, relevant journal articles from WKU databases such as EBSCO. The data collection and analysis were completed with accuracy and the discussion of the results, conclusions and limitations are related to the research question. Data visualization tools were used effectively to highlight the results of the study. The results and conclusion provide information on topics relevant to the libraries, informatics, or technology in education.</p>	<p>All elements of the research process were developed and executed thoroughly and thoughtfully, with each step acceptably representing an understanding of the research question and the methods used to answer the question. The literature review is mostly comprised of high quality, relevant journal articles from WKU Databases such as EBSCO. The data collection and analysis were mostly completed with accuracy and the discussion of the results, conclusions, and limitations reflect a thinking process mostly related to the research question. Data visualization tools were used to mostly effectively to highlight the results of the study. The results and conclusions provide insights into topics relevant to the libraries, informatics, or technology in education.</p>	<p>All elements of the research process were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the research question and the methods used to answer the question. The literature review is comprised of high quality, relevant journal articles from WKU databases such as EBSCO. The data collection and analysis were completed with accuracy and the discussion of the results, conclusions and limitations reflect a thinking process related to the research question. Data visualization tools were used effectively to highlight the results of the study. The results and conclusion provide insights into topics relevant to the libraries, informatics, or technology in education.</p>	
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	Presentation	The presentation did not make effective use of design and media technology to communicate the research process, results and conclusion. There is no visual display of the data. The presentation did not contain all the required elements. The Animation from the Animation Module was not used in the presentation or was not related to the research project. Student did not review presentation of other students. The presentation was less than 5 or more than 20 minutes in duration.	The presentation made some use of data visualization, design and media technology to communicate the research process, results and conclusion. The results of the study are displayed visually. The Animation Module may or may not have been used in the presentation and was only minimally or not related to the research project. The presentation contained most of the required elements. Student reviewed one presentation of another student. The presentation was no more than 20 minutes in duration.	The presentation made acceptable use of data visualization, design, and media technology to communicate the research process, results, and conclusion. The results of the study are displayed visually. The Animation Module was used in the presentation and was related to the research project. The presentation contained all of the required elements. Student reviewed two presentations of other students. The presentation was no more than 20 minutes in length.	The presentation made effective use of data visualization, design and media technology to communicate the research process, results and conclusion in an engaging manner. Data is displayed for participants to easily understand the results of the study. The Animation Module was used in the presentation and related to the research project. Presentation contained all of the required elements. Student reviewed two presentations of other students. The presentation was no more than 20 minutes in duration.	
<b>Measurement Instrument 2</b>	When evaluated by members of the LITE faculty in a review using the LITE Standardized Scoring Rubric for the Research Project Mini-Implementation, ninety percent of graduate students who complete the Research project Mini-implementation presentation LITE 508 will score 2 (Developing) or higher on the rubric for the Action Research Project.					
<b>Criteria for Student Success</b>	Students developed an awareness toward advocacy of the importance in collecting, analyzing, interpreting, and presenting data in the library media center (or educational technology center) to support the effect of the library on student learning.					
<b>Program Success Target for this Measurement</b>	90% of students will earn a score of 2 (Developing) or higher and on no individual rubric dimension will the average score across all students be less than proficient.		<b>Percent of Program Achieving Target</b>	98% of graduate students scored 2 or higher on the LITE 508 projects and on no dimension will the candidates average score be less than 2.		
<b>Methods</b>	This research project presentation is a component of the LITE 508 course, all of our program participants are required to complete this course. The number of students that completed for the 2022-2023 year were 44 students who successfully presented the action research project; only one student did not successfully complete.					

	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)	Average Across Domain	Total Students	
Research Process Chart	1	2	2	39	3.79	44	
Quality of Research Process	1	2	2	39	3.79	44	
Presentation	1	2	3	38	3.77	44	
	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)			
Research Process Chart	Not all elements of the chart are complete. Required sections of the chart or required revisions are not completed on time All statements in the chart are not in complete sentences and/or are relevant to the study. The citations contained APA format errors	Some elements of the chart are complete. Required sections of the chart or required revisions are completed on time. Most statements in the chart are in complete sentences and are relevant to the study. Most citations follow APA format	Most elements of the chart are complete. Required sections of the chart or required revisions are completed on time All statements in the chart are in complete sentences and are relevant to the study. Most citations follow APA format	All elements of the chart are complete. Required sections of the chart or required revisions are completed on time. All statements in the chart are in complete sentences and are relevant to the study. All citations follow APA format			

	Quality of Research Process	<p>Not all elements of the research process were developed and executed. Many of the elements did not communicate an understanding of the research question and the methods used to answer the question. The literature review is not comprised of high quality, relevant journal articles from WKU databases such as EBSCO. Data visualization tools were not used effectively to highlight the results of the study. The data collection and analysis were not completed with accuracy and the discussion of the results, conclusions and limitations are not related to the research question. The results and conclusion fail to provide information on topics relevant to the libraries, informatics, or technology in education.</p>	<p>Most elements of the research process were developed and executed, with most steps representing an understanding of the research question and the methods used to answer the question. The literature review is comprised of high quality, relevant journal articles from WKU databases such as EBSCO. The data collection and analysis were completed with accuracy and the discussion of the results, conclusions and limitations are related to the research question. Data visualization tools were used effectively to highlight the results of the study. The results and conclusion provide information on topics relevant to the libraries, informatics, or technology in education.</p>	<p>All elements of the research process were developed and executed thoroughly and thoughtfully, with each step acceptably representing an understanding of the research question and the methods used to answer the question. The literature review is mostly comprised of high quality, relevant journal articles from WKU Databases such as EBSCO. The data collection and analysis were mostly completed with accuracy and the discussion of the results, conclusions, and limitations reflect a thinking process mostly related to the research question. Data visualization tools were used to mostly effectively to highlight the results of the study. The results and conclusions provide insights into topics relevant to the libraries, informatics, or technology in education.</p>	<p>All elements of the research process were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the research question and the methods used to answer the question. The literature review is comprised of high quality, relevant journal articles from WKU databases such as EBSCO. The data collection and analysis were completed with accuracy and the discussion of the results, conclusions and limitations reflect a thinking process related to the research question. Data visualization tools were used effectively to highlight the results of the study. The results and conclusion provide insights into topics relevant to the libraries, informatics, or technology in education.</p>	
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	Presentation	The presentation did not make effective use of design and media technology to communicate the research process, results and conclusion. There is no visual display of the data. The presentation did not contain all the required elements. The Animation from the Animation Module was not used in the presentation or was not related to the research project. Student did not review presentation of other students. The presentation was less than 5 or more than 20 minutes in duration.	The presentation made some use of data visualization, design and media technology to communicate the research process, results and conclusion. The results of the study are displayed visually. The Animation Module may or may not have been used in the presentation and was only minimally or not related to the research project. The presentation contained most of the required elements. Student reviewed one presentation of another student. The presentation was no more than 20 minutes in duration.	The presentation made acceptable use of data visualization, design, and media technology to communicate the research process, results, and conclusion. The results of the study are displayed visually. The Animation Module was used in the presentation and was related to the research project. The presentation contained all of the required elements. Student reviewed two presentations of other students. The presentation was no more than 20 minutes in length.	The presentation made effective use of data visualization, design and media technology to communicate the research process, results and conclusion in an engaging manner. Data is displayed for participants to easily understand the results of the study. The Animation Module was used in the presentation and related to the research project. Presentation contained all of the required elements. Student reviewed two presentations of other students. The presentation was no more than 20 minutes in duration.	
<b>Measurement Instrument 3</b>						
<b>Criteria for Student Success</b>						
<b>Program Success Target for this Measurement</b>				<b>Percent of Program Achieving Target</b>		
<b>Methods</b>						
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.					<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>						
<b>Results:</b> We continued to engage greater focus on the utility of data in analyzing and interpreting the utilization of library resources, collaboration between educators, and role of educational technology in the classroom..						



**Conclusions:** Course outcomes were reviewed as they relate to more global programmatic change and adjustments were made to organization to support continued student growth and success. The data displays clearly that we need to continue to implement greater focus on the relevance and reflection identified to support in the school library through data understanding. To support this process we will continue to provide greater assignment direction, explicit examples, and opportunity to revise. This will be implemented in the summer 2025 section of LITE 508.

**Plans for Next Assessment Cycle:** In the 2023/2024 year, we implemented programmatic revisions related to the research project that will continue to influence implementation based on needs to more closely align with SPA AASL standards and in-field changes. It is our hope to align the rubric to express greater variation in product quality and increase our opportunities for programmatic improvement. In addition, we would like to add AI elements to support our LITE program candidates norming to its use in education, libraries, informatics, and technology.

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

[LITE Curriculum Map](#)