<table>
<tr><td colspan="2" align="center">Assurance of Student Learning Reflection
2024-2025</td></tr>
<tr><td>College of Education and Behavioral Sciences</td><td>School of Teacher Education</td></tr>
<tr><td colspan="2">Libraries, Informatics, and Technology in Education (0497)</td></tr>
<tr><td colspan="2">Dr. Andrea Paganelli
Dr. Jeremy Logsdon</td></tr>
<tr><td>Is this an online program? ☒ Yes ☐ No</td><td>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 Evaluation)</td></tr>
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Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	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. Graduate students will be able to design and plan a diversity themed projects 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 populations in the school. LITE faculty members reviewed and scored facilities evaluation and demographic themed projects with an emphasis on access for all in LITE 501 using the scoring rubrics for the projects. Ninety percent of the graduate students earn a score of 3 (Proficient) or higher. The three years of data show a consistent trend of addressing challenges related to student participation, particularly the completion of key assignments. However, each year the focus has also shifted toward enhancing demographics and ADA compliance resources, and improving the support provided to students to ensure success. Here's a breakdown of key trends: **1. Focus on Supporting Student Success:** • **2020-2021:** The main initiative was to enhance student growth and success through more explicit assignment direction, examples, and opportunities for revision. This was a response to the recognition that improvements were needed in supporting students in the school library environment. • **2021-2022:** There was continued emphasis on supporting students, especially with the introduction of demographic projects. The program's revisions aimed to align with SPA AASL standards and address challenges posed by NTI (Non-Traditional Instruction). • **2023-2024:** The trend continued with focused efforts to increase support resources related to demographics and ADA compliance. The program emphasized giving students the tools to explore ADA compliance individually, with peer-reviewed resources. **2. Completion of Key Assessments:** • Across all three years, the issue of incomplete assignments and the lack of key assessment submissions is a recurring challenge that impacted overall program achievement. The program has recognized this as a key area to address. • In each cycle, the focus has been on finding ways to ensure that incomplete assignments are addressed in a timely manner, although

specific solutions for this issue have not been detailed in the data provided.

3. Demographics and ADA Compliance:
- **2020-2021:** The focus was on the need for greater resources to support demographics and ADA compliance. The intention was to begin addressing this in the following academic cycle with explicit resources in the LITE 501 courses.
- **2021-2022:** The continued focus on demographics and ADA compliance persisted, and a more current resource base was planned to be implemented. The inclusion of peer-reviewed resources was a notable new addition.
- **2023-2024:** The demographics and ADA compliance work reached 95% meeting criteria, demonstrating measurable progress. Continuing to provide current resources, particularly for ADA compliance, remained a key priority.

4. Progression of Students:
- **2020-2021:** The program adjusted to student needs and focused on moving students from the "Apprentice" level to "Proficient" by improving assignment supports and providing more explicit examples.
- **2021-2022:** The program's efforts helped completers move from the Apprentice level to Proficient, and the example supports were deemed effective.
- **2023-2024:** The results indicate that students continued to progress, particularly in the Demographics Purchasing project, where there was an increase in meeting criteria from 89% to 95%.

Conclusion:
The overall trend across these three years is an evolving focus on improving student success through enhanced assignment support, with a sustained emphasis on demographics and ADA compliance. The program has also consistently worked to address the challenge of incomplete assignments, though the impact of this has not been fully resolved yet. The ongoing implementation of more current and peer-reviewed resources, particularly in demographics and ADA compliance, seems to be a central part of the program's strategy for continuous improvement.

Evaluation	This data is highly relevant to the **school library media field**, particularly in the context of developing and refining programs that train future school librarians or media specialists. Here's how it ties in with key areas of focus in this field:

1. Student Success and Support in Library Programs:
- The focus on improving student growth and success through enhanced assignment support aligns with the role of school librarians in supporting students' learning experiences. School library media specialists are often tasked with developing instructional materials, providing guidance, and ensuring that students have the resources and tools they need to succeed academically. By offering more explicit direction and examples, as well as opportunities for revision, the program reflects the librarian's role in offering support tailored to individual student needs.

2. Demographics in Library Resources:
- The attention to **demographics** is particularly significant in the school library field. Libraries are key spaces for providing diverse, inclusive, and culturally relevant resources to students. School libraries are expected to curate collections and provide services that reflect a wide range of cultural, ethnic, and social backgrounds. The data indicates that the program is intentionally focusing on incorporating resources that support **students** (in terms of both demographics and accessibility, including ADA compliance). This aligns with the librarian's responsibility to ensure that all students, regardless of background, can find materials that speak to their experiences and needs.

3. ADA Compliance and Accessibility:
- **ADA compliance** is another area that directly connects to the school library media field. Librarians and media specialists must ensure that their resources and services are accessible to all students, including those with disabilities. This includes providing materials in accessible formats (e.g., audiobooks, e-books with text-to-speech capabilities) and ensuring physical spaces are ADA-compliant. The focus on enhancing ADA resources and including peer-reviewed materials shows a commitment to addressing the diverse needs of students, which is a critical responsibility for those working in school libraries.

4. Assessment and Continuous Improvement:
- The challenges with incomplete assignments and assessments in the data are relevant for evaluating and improving the effectiveness

of library programs. School librarians often evaluate the impact of library programs through assessment data (such as usage statistics or student feedback). The ongoing process of refining programs and making adjustments based on these assessments ensures that the services and resources provided by school libraries are continuously evolving to meet the needs of students.

5. Professional Standards and Program Alignment:
- The programmatic revisions made in response to SPA AASL (School Librarian Preparation Association American Association of School Librarians) standards reflect an important aspect of the school library field: ensuring that programs for training school librarians align with national professional standards. These revisions help to ensure that future school librarians are prepared to handle current issues, like diversity, accessibility, and evolving instructional needs.

6. Focus on Equity and Inclusion:
- The integration of **demographics** and **ADA compliance** directly ties into broader movements within school libraries to be spaces that promote **equity** and **inclusion**. Librarians are increasingly tasked with ensuring that all students—regardless of their abilities, backgrounds, or learning styles—have access to appropriate materials and support.

Conclusion:
This data is crucial for school library programs because it highlights the importance of continual improvement in how library services are delivered. It shows a clear focus on improving student outcomes, enhancing diversity and inclusion in library resources, and ensuring accessibility for all students. The data also emphasizes the critical role of school librarians in supporting the academic success of students by providing resources, guidance, and inclusive learning environments.

Measurement Instruments	The SLO will be adjusted to modify from language focusing on diversity to demographics. As this aligns more concretely with the ADA components presenting the assignments. Yes, the measurement instruments used in this data effectively measure the intended outcomes, particularly in evaluating student progression and program success. If the Student Learning Outcome (SLO) were changed, these instruments would still be appropriate as they assess key components of student performance, such as assignment completion and proficiency in specific areas like ADA compliance and resource use. The data suggests that the measures are a combination of both direct and indirect assessments, with student submissions and assessments serving as direct measures and program reviews and student feedback as indirect. The rise of AI may affect assignments, particularly in areas like research or writing, requiring adjustments in how submissions are assessed for originality and understanding. Rubrics, if used, may need slight modifications to better reflect the learning outcomes, particularly in areas like ADA compliance and resource application, to ensure alignment with current standards and expectations.
Criteria & Targets	The targets set in the data do not need to be changed, as they have been consistently met over the past cycles. The criteria for success, such as moving students from the Apprentice level to Proficient, align well with the intended outcomes of the program. Students have demonstrated progress in areas like assignment completion, ADA compliance, and resource application. While the targets have been successful, considering a more challenging target could be beneficial, especially in areas like ADA compliance and diversity in resource use, where improvements have already been shown. By raising the level of performance slightly, such as aiming for a higher percentage of students meeting the criteria, the program could further push for excellence while maintaining its focus on ensuring all students achieve proficiency.
Results & Conclusion	**Results:** The results over the past three years were largely as expected, with the targets consistently being met. A standout trend was the consistent progression of students from the Apprentice level to Proficient, indicating that the program's interventions, like assignment supports and resources, were effective for most students. However, the recurring issue of incomplete assignments, which impacted overall program achievement, was a challenge that stood out. While the program made adjustments and improvements, particularly in ADA compliance and resource integration, the issue of incomplete work remains an area requiring attention. The improvement in the Diversity Purchasing project, where criteria met increased from 89% to 95%, highlighted the program's progress in specific areas but also pointed to the need for sustained effort to address gaps in student participation and completion. **Conclusions:**

	What worked well was the program's ongoing focus on providing explicit assignment supports, diversity, and ADA compliance resources, which helped students move to higher proficiency levels. Additionally, the revision of assignments and resources to address current needs, such as ADA compliance, was successful in providing students with relevant tools. However, the challenge of incomplete assignments suggests that adjustments in student advisement or perhaps more proactive tracking of assignments might be necessary to address this issue. Modifications made to course content, such as a greater emphasis on ADA compliance, and the addition of peer-reviewed resources in the curriculum, were effective in helping students meet learning objectives. Despite these improvements, the issue of incomplete assignments may require a revision of instructional methodology or more targeted interventions to ensure full participation. The introduction of more current and accessible resources, along with the use of peer-reviewed materials, appears to have been a key change that positively influenced student outcomes.
IMPORTANT - Plans for Next Assessment Cycle:	Three-Year Plan for Assessment Cycle (2025-2028): 2025-2026: In the upcoming assessment cycle, we will focus on refining the assessment process by focusing on demographics to better capture ADA compliance connections to student populations. We will aim for a 95% success rate in key assessments, particularly in ADA compliance, and ensure all students meet the new program outcomes by the end of their coursework. 2026-2027: The focus in this cycle will be on adjusting the sequencing of classes to ensure that foundational content related to ADA compliance and demographic considerations is introduced earlier in the program. This will allow students to apply these principles throughout their coursework. We will also reassess the curriculum map, particularly in terms of integration between courses and alignment with the updated program outcomes. 2027-2028: In this final assessment cycle, we will evaluate the impact of the changes made in the previous years and refine our curriculum and assessments accordingly. We will collect feedback from both students and faculty to gauge the effectiveness. Based on this feedback, we may further adjust targets or the curriculum map to better align with evolving needs in the field of school library media. By the end of this cycle, we aim to see improved student outcomes, particularly in areas related to ADA compliance. This will allow us to continually close the loop on our program's effectiveness and ensure it remains responsive to the needs of our students and the communities they will serve.

Program Student Learning Outcome 2

Program Student Learning Outcome	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.
	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.
	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 or Novice (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Distinguished (4 = Excellent).
	Program Student Learning Outcome 2 Summary (2021–2024)
	Outcome:
	Graduate students will review and discuss advocacy toolkits from professional education associations. They will use these resources to

create effective messages around global educational issues and communicate with individuals or organizations of influence at community, state, national, or international levels.

Instruments and Criteria for Success

Instrument 1:

Students collaborate via an online discussion board to develop advocacy messages and assess the usefulness of professional toolkits.

- **Criteria for Success:** Score ≥3 (Proficient) on all rubric dimensions
- **Rubric Levels:** 1 = Novice, 2 = Apprentice, 3 = Proficient, 4 = Distinguished

Instrument 2:

Students must send their advocacy message to a person or organization of influence and reflect on the process.

- **Criteria for Success:** Score ≥3 (Proficient) on all rubric dimensions

Program Target:

- 90% of students score Proficient (3) or higher
- No rubric dimension has an average below 3

Assessment Results by Year

2021–2022

- **Participants:** 26 students
- **Success Rate:** 92% scored ≥3
- **Focus Areas:** Context, Justification, and Resources
- **Actions Taken:** Revised assignment directions and examples; added revision opportunities in LITE 501
- **Follow-Up:** Emphasized alignment with SPA/AASL standards and NTI-related adjustments

2022–2023

- **Participants:** 36 students
- **Success Rate:** 91% scored ≥3
- **Focus Areas:** Organizational descriptions, standards, advocacy relationships
- **Improvements:** More students rated proficient due to clearer assignment directions and support
- **Next Steps:** Increase use of current resources and personal research opportunities

2023–2024

- **Participants:** 39 students
- **Success Rate:** 100% scored ≥3 on both instruments
- **Continued Focus:** Advocacy for legislation, funding, and staffing; reflection and relationship building
- **Success Factors:** Emphasis on updated resources, reflective discussion, and practical message application

Overall Trends and Reflections

- Student performance has improved steadily each year, culminating in 100% success in 2023–2024.
- Assignment clarity, stronger examples, and enhanced support materials have positively impacted student outcomes.
- The program is effectively cultivating advocacy skills aligned with school library needs and professional standards.

| Evaluation | Our SLO number 2 data is highly relevant to the school library media field, particularly in the context of developing and refining programs that train future school librarians or media specialists. Here's how it ties in with key areas of focus in this field: |

	1. Advocacy for School Libraries The outcome centers on reviewing and using advocacy toolkits—an essential skill for school librarians, who often need to advocate for: - Library funding - Staffing - Program support - Equitable access to resources Across all three assessment cycles (2021–2024), students demonstrated increasing awareness of the importance of advocacy, showing growth in their ability to communicate effectively with stakeholders at various levels. This aligns directly with AASL standards and real-world expectations for library professionals. 2. Development of Professional Communication Skills The outcome requires students to: - Analyze complex resources (advocacy toolkits) - Craft messages around global educational issues - Communicate with persons of influence These skills are foundational for school librarians who must communicate needs to principals, superintendents, school boards, legislators, and community partners. This kind of authentic engagement prepares students to be leaders and change agents in their schools and districts. 3. Alignment with Current Educational Needs and Standards The outcome also addresses the growing expectation that school librarians: - Engage with culturally responsive and equity-driven practices - Understand and act on national and state educational issues - Lead information literacy efforts across grade levels By engaging in advocacy projects that require personal research, reflection, and outreach, students are practicing the kind of leadership that supports broader institutional goals, such as diversity, equity, inclusion, and access. Is the Outcome Still Relevant? The outcome remains highly relevant to preparing school library media professionals. It reflects current and future needs in the field—particularly the call for librarians to serve as proactive advocates for their programs, students, and school communities. Should the Outcome Be Revised? While the outcome is relevant, it could benefit from a **refined structure** to enhance clarity and measurability: - It currently combines multiple learning objectives (review, develop, communicate), making assessment more complex. - A revision could separate these into clearer components aligned with Bloom's Taxonomy and modern assessment language. Proposed Revised Outcome: Graduate students will evaluate advocacy toolkits from professional organizations, create a message addressing a global educational issue, and effectively communicate it to a person or organization of influence. This maintains alignment with professional expectations while improving clarity and assessment utility.
Measurement Instruments	The measurement instruments used in the assessment cycles effectively measure the stated learning outcome by directly aligning with its key components: analysis, message development, and communication. Instrument 1 requires students to engage in critical discussion and collaborative analysis of professional advocacy toolkits, fulfilling the outcome's emphasis on reviewing and discussing these resources. Instrument 2 moves beyond analysis into application, asking students to develop an advocacy message related to a global educational issue and communicate it to a person or organization of influence—precisely what the outcome describes. Both instruments are scored using a detailed rubric that captures proficiency in areas such as context, justification, relationships, and communication, ensuring that each phase of the outcome is not only practiced but also assessed in a structured, measurable way.
Criteria & Targets	The current criteria and success targets for Program Student Learning Outcome 2 do not need to be changed, as they have consistently proven effective across three consecutive assessment cycles. The target—that 90% of students score at least a 3 (Proficient) on all rubric

	dimensions—has been met or exceeded each year, with increasing success: 92% in 2021–2022, 91% in 2022–2023, and 100% in 2023–2024. These results indicate that the target is both rigorous and achievable, supporting high standards while remaining realistic for students. Additionally, the rubric used provides a clear, four-point scale (Novice to Distinguished), allowing for meaningful differentiation in student performance. The stability and success of these benchmarks suggest they are well-calibrated to measure student achievement and promote continuous improvement without requiring modification at this time.
Results & Conclusion	**Results** Across the 2021–2024 assessment cycles, student performance on Program Student Learning Outcome 2 has consistently met or exceeded the established success criteria. In 2021–2022, 92% of students scored Proficient or higher; in 2022–2023, the success rate remained high at 91%; and in 2023–2024, the program achieved a 100% success rate. These outcomes demonstrate a steady upward trend in student achievement. Improvements in instructional support, such as clearer assignment directions, enhanced resource availability, and more structured opportunities for reflection and revision, have positively influenced student performance. The number of participating students also increased each year, further validating the reliability of the data and the strength of the instructional strategies supporting this outcome. **Conclusion** The data from the last three assessment cycles confirms that Program Student Learning Outcome 2 is both relevant and effectively supported through current instructional practices. Student growth in the areas of advocacy, communication, and professional engagement aligns with the broader goals of preparing future school librarians to be informed, proactive leaders in their communities. Incremental adjustments to course structure and assignment scaffolding—particularly the inclusion of current advocacy resources and opportunities for personalized research—have contributed to higher student success and engagement. The outcome, measurement instruments, criteria, and targets have all demonstrated their effectiveness and do not require modification at this time. Instead, the focus should remain on refining implementation strategies to maintain and build upon this strong foundation.
**IMPORTANT - Plans for Next Assessment Cycle:	**Three-Year Assessment Plan for LITE 512 – Advocacy Toolkit and Messaging Project (2025–2028)** **Year 1: 2025–2026 – Refine and Scaffold** In the first year, the goal is to strengthen the foundational understanding and execution of advocacy projects. The SLO will be refined to clearly separate the analysis, development, and communication components. Updated assignment guidelines and a revised rubric will be introduced. Additionally, mini-modules or tutorials on effective communication strategies will be provided. Scaffolded checkpoints, such as toolkit evaluation drafts and message peer reviews, will help students stay on track. The assessment will maintain the current rubric and success target, with a focus on ensuring that updated supports promote clarity, equity, and effectiveness. **Year 2: 2026–2027 – Deepen Application and Personalization** In the second year, the focus will shift to expanding student engagement with real-world advocacy and deepening reflection. Optional project tracks will be integrated, such as topics on school library funding, technology equity, or censorship. Students will also be required to research and cite current legislative or policy initiatives related to their advocacy topic. Outreach will be encouraged beyond local levels to include state, national, and international levels. The assessment will include tracking the distribution of project topics and levels of outreach, along with reviewing the impact or reception of students' messages. The goal is to enhance authenticity and student ownership of advocacy work. **Year 3: 2027–2028 – Evaluate Impact and Institutionalize** In the final year of the plan, the focus will be on evaluating the long-term impact of the enhancements and standardizing best practices. A longitudinal review of data from 2021–2028 will assess overall student growth in advocacy performance. Alumni or student surveys will be conducted to measure confidence and real-world application of advocacy skills. A faculty roundtable will be hosted to share model projects

	and ensure rubric consistency. The findings will be compiled into a case study or white paper, documenting successful assessment practices. The goal is to formalize these practices for future cycles and document any institutional impact. This plan will be a continuous cycle of improvement, ensuring that each phase builds on the previous one while keeping the SLO aligned with real-world needs and educational standards.

Program Student Learning Outcome 3

Program Student Learning Outcome	Design and conduct a research project that leverages informatics and existing databases to explore strategies for increasing usage of library information and resources; collaboration between media specialists and teachers; or enhancing technology integration in teaching and learning.
	Graduate students will be able to design and conduct an Action Research Project data analysis intended to increase understanding of library information and resources, increase collaboration between media specialists and teachers, or increase technology integration in teaching and learning.
	Here is our summary of the provided data regarding the **Student Learning Outcome (SLO)** and assessment of graduate students in the **LITE 508** course:
	Student Learning Outcome Summary
	Graduate students in the LITE program are expected to design and conduct an **Action Research Project** to enhance understanding and application of library resources, collaboration, or technology integration in education.
	Assessment Overview (2021–2023)
	Measurement Instruments:
	    1. **Research Project**
	    2. **Mini-Implementation Presentation**
	       Both were evaluated using the LITE Standardized Scoring Rubric.
	Success Criteria:
	• 90% of students must score at least "2" (Developing).
	• No rubric dimension should average below "2" (Developing).
	2021–2022 Results:
	• **33 students** completed the course and project; all were successful.
	• **97%** scored 2 or higher on both components.
	• Rubric averages across domains:
	     ○ Analyzing: 2.82
	     ○ Interpreting: 2.82
	     ○ Presenting: 2.85
	2022–2023 Results:
	• **44 students** completed the course; only 1 did not complete.
	• Continued 97% success rate on both project and presentation components.
	Program Improvements & Actions
	• Identified a need for **more relevance and reflection** in student projects.
	• Planned and implemented the following:
	     ○ More explicit assignment directions
	     ○ Examples of high-quality work
	     ○ Opportunities for revision
	• Adjustments initiated in **Summer 2023**, continued through **Summer 2025**.
	Future Plans

	- Continued alignment with **SPA AASL standards** and field needs. - Refine the rubric to better differentiate project quality.
Evaluation	Yes, the current **Program Student Learning Outcomes (SLOs)** are still relevant, but **a slight revision could better reflect evolving trends in librarianship, education technology, and informatics.** We can revise our still relevant SLO's to reflect the addition of new technology trends while still addressing the core AASL SPA competencies listed below. **Core Competency Focus**: They target essential skills in data analysis, technology integration, and instructional collaboration—key areas in school librarianship and educational technology. **Alignment with Professional Standards**: The outcomes align well with **SPA/AASL** expectations for evidence-based practice and advocacy. **Proven Impact**: Assessment data shows consistent achievement, indicating the goals are realistic and well-integrated into program design. We can refresh our work to include AI and other emerging technologies. **AI and Emerging Technologies**: There is growing importance of **AI literacy**, digital ethics, and data visualization in educational contexts. These are not explicitly reflected in the current SLOs. **Reflection and Relevance**: Faculty have noted the need for deeper reflection and contextual application—consider integrating these themes into the outcomes themselves. *Graduate students will design and conduct an action research project that applies data analysis and informatics tools to investigate and advocate for strategies that enhance the use of library resources, foster educator collaboration, and promote innovative technology integration. Projects will reflect contextual relevance, ethical data use, and critical reflection.*
Measurement Instruments	The current **measurement instruments (Action Research Project and Mini-Implementation Presentation)** are aligned with the **intended outcomes**, but there are some areas that could be enhanced within the SLOs as stated—especially if the goal includes leveraging **informatics** and broader **data systems**. We are aligning well with project-based learning, rubric-based evaluation and applied practice. **Aligned with project-based learning**: Students are designing and conducting research, which matches the core of the SLO. **Rubric-based evaluation**: The use of a standardized rubric provides structure for assessing competencies like data analysis, interpretation, and presentation. **Focus on applied practice**: Presenting and implementing findings promotes real-world relevance, collaboration, and reflection. We feel we could revise the rubrics to have a greater alignment to informatics.
Criteria & Targets	The current criteria for success work well with the stated Student Learning Outcomes (SLOs) because they establish a clear, measurable baseline for evaluating graduate students' ability to design and conduct an Action Research Project. Requiring 90% of students to score at least "2" (Developing) on a standardized rubric ensures that nearly all students demonstrate foundational competence in key areas such as data analysis, interpretation, and presentation. These components directly support the SLO's emphasis on leveraging data to improve library resource usage, enhance collaboration, or integrate technology into teaching. Additionally, the criteria are broad enough to accommodate the diverse focus areas students may choose—whether centered on library services, collaboration with educators, or educational technology—while maintaining consistent standards for performance. The criterion that no rubric dimension average falls below "2" also supports overall program effectiveness by ensuring that core skills are being developed consistently across the student body. This not only holds individual students accountable but also helps faculty identify instructional areas that may need improvement. In doing so, the criteria reinforce the reflective and iterative nature of action research, which is central to the SLO. Overall, the success criteria align well with the intended outcomes by promoting student competency, supporting instructional flexibility, and contributing to continuous program-level quality improvement.

Results & Conclusion	**Results:** From 2021 to 2023, the LITE program consistently met its Student Learning Outcome assessment goals through the Action Research Project and Mini-Implementation Presentation in the LITE 508 course. In 2021–2022, 97% of the 33 students scored a 2 (Developing) or higher across all rubric domains, with average scores of 2.82 in Analyzing and Interpreting and 2.85 in Presenting. In 2022–2023, 44 students completed the course with a continued 97% success rate, and again, no rubric dimension averaged below 2. In response to review of student work and rubric data, the program implemented instructional improvements starting in Summer 2023, including more explicit assignment directions, examples of quality work, and opportunities for revision. These actions aimed to strengthen students' ability to engage meaningfully with data in library, collaborative, and technology-integrated contexts while aligning more closely with SPA AASL standards. **Conclusions:** The assessment results confirm that the program is effectively supporting students in achieving the intended learning outcomes related to applied research in library and educational technology settings. The consistently high performance across rubric domains reflects strong foundational skills in data analysis, interpretation, and presentation. However, the need for deeper relevance and reflective practice prompted instructional revisions to enhance the connection between student research and its impact in school library and technology environments. Moving forward, the program will refine the rubric to better differentiate levels of quality and incorporate emerging tools such as AI to further support student engagement with informatics and evidence-based practice. These continuous improvement efforts are designed to maintain high levels of student achievement while advancing the program's responsiveness to evolving field expectations.
**IMPORTANT - Plans for Next Assessment Cycle:	**Three-Year Assessment Plan for LITE Program (2025–2028)** **Purpose:** The purpose of this plan is to enhance the quality, relevance, and impact of the Action Research Project assessment process. This will be achieved by refining measurement instruments, aligning them with national standards (SPA AASL), incorporating emerging technologies, and supporting data-informed reflection and instructional improvement. **Year 1: 2025–2026 – Strengthening Foundations** In the first year, the focus will be on finalizing and implementing an updated rubric that includes expanded performance levels and criteria for reflection, relevance, and data application. AI tools such as data visualization platforms and literature synthesis tools will be integrated into the Action Research Project process. Faculty calibration sessions will be held to ensure inter-rater reliability on the revised rubric, and project guidelines and examples will be updated to reflect rubric changes and SPA AASL expectations. Assessment activities will involve evaluating student projects using the updated rubric, gathering feedback from faculty and students on the clarity and usefulness of the revised tools, and analyzing rubric score distribution to establish new benchmarks. The "closing the loop" goal is to ensure that assessment tools accurately capture evolving program expectations and field standards. **Year 2: 2026–2027 – Expanding Reflective and Applied Practice** The second year will emphasize student reflection on the impact of their projects in educational settings. Students will be encouraged to explore emerging trends such as AI, digital literacy, and DEI in library spaces. Projects will be linked to advocacy work in LITE 512 or related courses to foster cross-course integration. A reflection component will be added to the project and scored independently. Faculty will continue to integrate AI tools and assess their influence on student work quality. Sample projects will be collected for faculty-led norming and analysis, focusing on depth, innovation, and utility. The "closing the loop" goal is to build greater depth and real-world relevance into student projects and program-wide learning. **Year 3: 2027–2028 – Evaluating Impact and Institutionalizing Best Practices** In the third year, a comprehensive review of project outcomes over the three-year cycle will be conducted. The focus will be on examining the longitudinal impact of assessment changes on student learning and program quality. The goal is to institutionalize best practices for faculty training, rubric use, and instructional alignment. Aggregated rubric data will be analyzed to identify trends, strengths, and gaps. Feedback will be gathered from alumni or employers on the relevance and applicability of Action Research skills. A summative report will be prepared and presented at the program or college level. The "closing the loop" goal is to document and disseminate a sustainable assessment model that aligns with accreditation standards, student needs, and field expectations.

	This three-year plan ensures continuous improvement in the LITE program, with a focus on integrating technology, fostering student reflection, and aligning assessment practices with current standards.

To add more outcomes, if needed, select the table above and copy & paste below.