

**Program-Level Continuous Improvement Process (CI-Process) Basics**

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|--|---|
| <b>Program Basics</b>  | <p><b>Program Name:</b> State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>MS in Instructional Technology</p>  |
|  | <p><b>Program Purpose:</b> State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The primary purpose of the graduate program in instructional technology is to provide candidates with the knowledge and skills needed to become technology leaders and practitioners within their professional arenas (e.g., education, business, government, non-profit organizations). By its design, the program offers a broad view of the field of instructional technology (e.g., history, theory, technology, management) yet is flexible enough to allow candidates to select an area of concentration reflective of their vocational interests. These areas of concentration, which provide specialized training in three technologically distinctive fields, are (a) distance education, (b) media design and development, and (c) technical support of instructional technologies.</p> <p><i>Association of Educational Communication and Technology(AECT)</i></p> |
| <b>Program Goals<br/>(Typically programs have 2-4 goals)</b> | <p><b>Goal 1:<br/>Content Knowledge</b></p> <p>Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. AECT Standard 1</p>  |
|  | <p><b>Goal 2:<br/>Content Pedagogy</b></p> <p>Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. AECT Standard 2</p>   |
|  | <p><b>Goal 3:<br/>Learning Environments</b></p> <p>Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. AECT Standard 3</p>   |
|  | <p><b>Goal 4:<br/>Professional Knowledge and Skills</b></p> <p>Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. AECT Standard 4</p>   |
|  | <p><b>Goal 5:<br/>Research</b></p> <p>Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. AECT Standard 5</p>   |
|  | <p><b>Goal 6:</b></p>   |
|  | <p><b>Goal 7:</b></p>   |
|  | <p><b>Goal 8:</b></p>   |

**Program-Level Continuous Improvement Process (CI-Process) Plan**

|                                 |                                  |  |
|---------------------------------|----------------------------------|--|
| <b>Closing the Loop Process</b> | <b>Data Collection</b>           | <b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b><br>Data will be collected in an electronic spreadsheet (Excel) and housed on the Department of Leadership Studies network pool drive. As the data become available, the course instructors and other ITEC program faculty will enter in the data on the electronic spreadsheet.   |
|                                 |                                  | <b>Timeline: Indicate when the data will be collected.</b><br>Each June, data from the previous academic year will be compiled and provided by to the Program Coordinator to select ITEC faculty for further analysis.   |
|                                 | <b>Data Analysis</b>             | <b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b><br>The Program Coordinator is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks are achieved.  |
|                                 |                                  | <b>Timeline: Indicate when the data will be analyzed.</b><br>The Program Coordinator will analyze and report the data for the previous academic year by October 15.  |
|                                 | <b>Data Dissemination</b>        | <b>Who &amp; How: Indicate who will share data with relevant faculty and how data will be shared.</b><br>The Program Coordinator will send the results to the College Dean and Department Chair/Faculty/Advisory Board members. The Program Coordinator will meet with relevant faculty groups to discuss the results and possible curricular and/or pedagogical changes.  |
|                                 |                                  | <b>Timeline: Indicate when the data will be shared.</b><br>The Program Coordinator will meet with faculty in October/November to review the data and initial analysis. Data will be shared with the program Advisory Board in subsequent academic year (typically either December or April).   |
|                                 | <b>Resulting Actions</b>         | <b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b><br>The Program Coordinator will collect faculty/Advisory Board responses and consider them at a subsequent faculty meeting where changes, if warranted, will be designed.   |
|                                 |                                  | <b>Timeline: Indicate when the data and faculty feedback will be shared.</b><br>Final reports and data will be shared within three months of report completion.  |
|                                 | <b>Re-assessment/ Evaluation</b> | <b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b><br>Suggested changes put forth by faculty in the fall term will be implemented no later than the following fall term. Changes to assessments will generate new data in the form of candidate assessment results. |
|                                 |                                  | <b>Timeline: Indicate when the data will be collected following these changes.</b><br>Each iteration of the revised assessment will be collected by the ITEC Program Coordinator. Data collected in a given academic year will be compiled each June by ITEC Program Coordinator and reported to the ITEC faculty.   |

Semester and/or academic year for which the data applies: 2013-2014

**CI-Process Student Learning Outcome Information Sheet**

*Repeat table as needed for each Student Learning Outcome*

|                                 |  |   |
|---------------------------------|--|---|
| <b>Student Learning Outcome</b> | <b>Student Learning Outcome</b>        | <b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b><br>ITEC SLO #1: The candidates will demonstrate knowledge of instructional technology through the creation of a professional-quality project or research paper synthesizing what she or he has learned in the program.  |
|                                 | <b>Related Program Goal(s)</b>         | <b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b><br>Program Goals 1-5   |
|                                 | <b>Assessment Activity</b>             | <b>State the activity that will be directly assessed for the above Student Learning Outcome.</b><br>Culminating Activity consisting of a functional product or a research study with a supporting paper and an oral presentation.   |
|                                 | <b>Assessment Method</b>               | <b>Explain how the quality of the above activity will be assessed.</b><br>ITEC Culminating Activity Rubric  |
|                                 | <b>Benchmark</b>                       | <b>State the performance expectation for the above activity, and some justification for that expectation.</b><br>Seventy-five percent of the candidates will score at least Basic on the rubric in all subcategories of the assessment. Twenty percent of the candidates will score at the Proficient level on the rubric in all subcategories of the assessment. Data was not collected for this goal for the 2012-2013 academic year. Based on analysis of the ITEC program, the performance expectation was set at seventy-five percent in order to establish a baseline for future data analysis. |
|                                 | <b>Location</b>                        | <b>State whom will be assessed using the above activity AND where it will occur.</b><br>All candidates are required to complete the assessment at the end of their program.   |
|                                 | <b>Frequency</b>                       | <b>State when AND how frequently the above activity will be assessed.</b><br>Candidates can graduate during any semester, so this assessment could be collected fall, spring or summer.   |
| <b>Observations</b>             | <b>Data Summary</b>                    | <b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>   |
|                                 | <b>Result</b>                          | <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>  |
|                                 | <b>Responsible Authority Analysis</b>  | <b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b><br>Program Coordinator<br><br><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b><br><br><b>Comments: Provide comments about data from Responsible Authority</b>  |
| <b>Analysis</b>                 | <b>Department/Area/Program Faculty</b> | <b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b><br>Program Coordinator<br><br><b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b><br><br><b>Comments: Provide comments about the data from the relevant faculty</b>   |
|                                 | <b>Conclusion</b>                      | <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ )<br><input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____  |
| <b>Closing the Loop</b>         | <b>Assessment Data-Driven Change</b>   | <b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>  |
|                                 | <b>Acknowledgement</b>                 | <b>Provide signature of Department Chair acknowledging above results.</b><br><br><div style="text-align: right;">Date</div>   |
|                                 | <b>Acknowledgement</b>                 | <b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b><br><br><div style="text-align: right;">Date</div>  |

|                                 |  |   |
|---------------------------------|--|---|
| <b>Student Learning Outcome</b> | <b>Student Learning Outcome</b>        | <b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b><br>ITEC SLO #2: Candidates will work collaboratively with a client to develop a plan to integrate media and/or technology using the ASSURE Model to meet the client's instructional, informational, or motivational needs.  |
|                                 | <b>Related Program Goal(s)</b>         | <b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b><br>Program Goals 1-5   |
|                                 | <b>Assessment Activity</b>             | <b>State the activity that will be directly assessed for the above Student Learning Outcome.</b><br>ITEC 6340 ASSURE Model Media Project Assignment   |
|                                 | <b>Assessment Method</b>               | <b>Explain how the quality of the above activity will be assessed.</b><br>ITEC ASSURE Model Media Project Rubric  |
|                                 | <b>Benchmark</b>                       | <b>State the performance expectation for the above activity, and some justification for that expectation.</b><br>Seventy-five percent of the candidates will score at least Basic on the rubric in all subcategories of the assessment. Twenty percent of the candidates will score at the Proficient level on the rubric in all subcategories of the assessment. Data was not collected for this goal for the 2012-2013 academic year. Based on analysis of the ITEC program, the performance expectation was set at seventy-five percent in order to establish a baseline for future data analysis. |
|                                 | <b>Location</b>                        | <b>State whom will be assessed using the above activity AND where it will occur.</b><br>All ITEC candidates will complete this assignment during ITEC 6340 Design and Production of Media I, which is a required course for all candidates.   |
|                                 | <b>Frequency</b>                       | <b>State when AND how frequently the above activity will be assessed.</b><br>Candidates will complete this assignment during ITEC 6340 Design and Production of Media I.  |
| <b>Observations</b>             | <b>Data Summary</b>                    | <b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>   |
|                                 | <b>Result</b>                          | <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>  |
|                                 | <b>Responsible Authority Analysis</b>  | <b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b><br>Program Coordinator<br><br><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b><br><br><b>Comments: Provide comments about data from Responsible Authority</b>  |
| <b>Analysis</b>                 | <b>Department/Area/Program Faculty</b> | <b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b><br>Program Coordinator<br><br><b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b><br><br><b>Comments: Provide comments about the data from the relevant faculty.</b>  |
|                                 | <b>Conclusion</b>                      | <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ )<br><input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____  |
| <b>Closing the Loop</b>         | <b>Assessment Data-Driven Change</b>   | <b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>  |
|                                 | <b>Acknowledgement</b>                 | <b>Provide signature of Department Chair acknowledging above results.</b><br><br><div style="text-align: right;">Date</div>   |
|                                 | <b>Acknowledgement</b>                 | <b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b><br><br><div style="text-align: right;">Date</div>  |

Semester and/or academic year for which the data applies: 2013-2014

**CI-Process Student Learning Outcome Information Sheet**  
 Repeat table as needed for each Student Learning Outcome

|                                 |  |   |
|---------------------------------|--|---|
| <b>Student Learning Outcome</b> | <b>Student Learning Outcome</b>          | <b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b><br>ITEC SLO #3: Candidates will develop an understanding of the knowledge and skills involved in the instructional design process.  |
|                                 | <b>Related Program Goal(s)</b>           | <b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b><br>Program Goals 2 & 4   |
|                                 | <b>Assessment Activity</b>               | <b>State the activity that will be directly assessed for the above Student Learning Outcome.</b><br>ITEC 6350 Instructional Design Prototype Project  |
|                                 | <b>Assessment Method</b>                 | <b>Explain how the quality of the above activity will be assessed.</b><br>ITEC Instructional Design Prototype Project Rubric  |
|                                 | <b>Benchmark</b>                         | <b>State the performance expectation for the above activity, and some justification for that expectation.</b><br>Seventy-five percent of the candidates will score at least Basic on the rubric in all subcategories of the assessment. Twenty percent of the candidates will score at the Proficient level on the rubric in all subcategories of the assessment. Data was not collected for this goal for the 2012-2013 academic year. Based on analysis of the ITEC program, the performance expectation was set at seventy-five percent in order to establish a baseline for future data analysis. |
|                                 | <b>Location</b>                          | <b>State whom will be assessed using the above activity AND where it will occur.</b><br>All ITEC candidates will complete this assignment during ITEC 6350 Instructional Design, which is a required course for all candidates.   |
|                                 | <b>Frequency</b>                         | <b>State when AND how frequently the above activity will be assessed.</b><br>Candidates will complete this assignment during ITEC 6340 Design and Production of Media I.  |
| <b>Observations</b>             | <b>Data Summary</b>                      | <b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>   |
|                                 | <b>Result</b>                            | <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>  |
|                                 | <b>Responsible Authority Analysis</b>    | <b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b><br>Program Coordinator<br><br><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b><br><br><b>Comments: Provide comments about data from Responsible Authority</b>  |
| <b>Analysis</b>                 | <b>Department/ Area/ Program Faculty</b> | <b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b><br>Program Coordinator<br><br><b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b><br><br><b>Comments: Provide comments about the data from the relevant faculty</b>   |
|                                 | <b>Conclusion</b>                        | <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ )<br><input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____  |
| <b>Closing the Loop</b>         | <b>Assessment Data-Driven Change</b>     | <b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>  |
|                                 | <b>Acknowledgement</b>                   | <b>Provide signature of Department Chair acknowledging above results.</b><br><br>Date   |
|                                 | <b>Acknowledgement</b>                   | <b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b><br><br>Date  |

## CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

|                          |                                 |   |
|--------------------------|---------------------------------|---|
| Student Learning Outcome | Student Learning Outcome        | A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).<br>ITEC SLO: #4 Candidates demonstrate ethical behavior defined and developed by the Association of Educational Communications and Technology (AECT).  |
|                          | Related Program Goal(s)         | State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.<br>Program Goals 1&3  |
|                          | Assessment Activity             | State the activity that will be directly assessed for the above Student Learning Outcome.<br>ITEC 6360 Research Assignment for Course Evaluation  |
|                          | Assessment Method               | Explain how the quality of the above activity will be assessed.<br>Research Assignment for Course Evaluation Rubric   |
|                          | Benchmark                       | State the performance expectation for the above activity, and some justification for that expectation.<br>Seventy-five percent of the candidates will score at least Basic on the rubric in all subcategories of the assessment. Twenty percent of the candidates will score at the Proficient level on the rubric in all subcategories of the assessment.<br>Data was not collected for this goal for the 2012-2013 academic year. Based on analysis of the ITEC program, the performance expectation was set at seventy-five percent in order to establish a baseline for future data analysis. |
|                          | Location                        | State whom will be assessed using the above activity AND where it will occur.<br>All ITEC candidates will complete this assignment during ITEC 6360 Intellectual Property and Copyright, which is a required course for all candidates.   |
|                          | Frequency                       | State when AND how frequently the above activity will be assessed.<br>Candidates will complete this assignment during ITEC 6360 Intellectual Property and Copyright.  |
| Observations             | Data Summary                    | Provide a short summary of the results of the above activity AND the date these results were compiled.  |
|                          | Result                          | <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).   |
|                          | Responsible Authority Analysis  | Authority Responsible for Analysis: Provide the position of the person responsible for the program.<br>Program Coordinator<br><br>Date of Analysis: Provide the date on which Responsible Authority reviewed data<br><br>Comments: Provide comments about data from Responsible Authority   |
| Analysis                 | Department/Area/Program Faculty | Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.<br>Program Coordinator<br><br>Date of Presentation: Provide the date on which presentation to faculty was conducted.<br><br>Comments: Provide comments about the data from the relevant faculty.   |
|                          | Conclusion                      | <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ )<br><input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____  |
| Closing the Loop         | Assessment Data-Driven Change   | Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.   |
|                          | Acknowledgement                 | Provide signature of Department Chair acknowledging above results.<br><br>Date _____  |
|                          | Acknowledgement                 | Provide signature of College committee chairperson or College Dean acknowledging above results.<br><br>Date _____   |

Semester and/or academic year for which the data applies: \_\_\_\_\_ 2013-2014 \_\_\_\_\_

**CI-Process Student Learning Outcome Information Sheet**

Repeat table as needed for each Student Learning Outcome

|                                 |  |  |
|---------------------------------|--|--|
| <b>Student Learning Outcome</b> | <b>Student Learning Outcome</b>          | <b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b><br>ITEC SLO #5: Candidates establish mechanisms for maintaining the technology infrastructure and make professionally sound decision in selecting technology and resources to provide optimal conditions for learning.   |
|                                 | <b>Related Program Goal(s)</b>           | <b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b><br>Program Goal 3   |
|                                 | <b>Assessment Activity</b>               | <b>State the activity that will be directly assessed for the above Student Learning Outcome.</b><br>ITEC 6368 Creation of an Effective Learning Environment Assignment   |
|                                 | <b>Assessment Method</b>                 | <b>Explain how the quality of the above activity will be assessed.</b><br>ITE Creation of an Effective Learning Environment Rubric   |
|                                 | <b>Benchmark</b>                         | <b>State the performance expectation for the above activity, and some justification for that expectation.</b><br>Seventy-five percent of the candidates will score at least Basic on the rubric in all subcategories of the assessment, Twenty percent of the candidates will score at the Proficient level on the rubric in all subcategories of the assessment.<br>Data was not collected for this goal for the 2012-2013 academic year. Based on analysis of the ITEC program, the performance expectation was set at seventy-five percent in order to establish a baseline for future data analysis. |
|                                 | <b>Location</b>                          | <b>State whom will be assessed using the above activity AND where it will occur.</b><br>All ITEC candidates will complete this assignment during ITEC 6368 Technology Planning and Leadership, which is a required course for all candidates.  |
|                                 | <b>Frequency</b>                         | <b>State when AND how frequently the above activity will be assessed.</b><br>Candidates will complete this assignment during ITEC 6368 Technology Planning and Leadership.   |
| <b>Observations</b>             | <b>Data Summary</b>                      | <b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>  |
|                                 | <b>Result</b>                            | <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>   |
|                                 | <b>Responsible Authority Analysis</b>    | <b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b><br>Program Coordinator<br><br><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b><br><br><b>Comments: Provide comments about data from Responsible Authority</b>   |
| <b>Analysis</b>                 | <b>Department/ Area/ Program Faculty</b> | <b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b><br>Program Coordinator<br><br><b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b><br><br><b>Comments: Provide comments about the data from the relevant faculty.</b>   |
|                                 | <b>Conclusion</b>                        | <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ )<br><input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____   |
| <b>Closing the Loop</b>         | <b>Assessment Data-Driven Change</b>     | <b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>   |
|                                 | <b>Acknowledgement</b>                   | <b>Provide signature of Department Chair acknowledging above results.</b><br><br><div style="text-align: right;">Date</div>  |
|                                 | <b>Acknowledgement</b>                   | <b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b><br><br><div style="text-align: right;">Date</div>   |

### Scoring Rubrics

| <b>SLO #1 ITEC Culminating Activity Scoring Rubric</b>              |   |   |  |
|---|---|---|--|
| Criteria  | Unsatisfactory – 1 point  | Basic – 2 points  | Proficient – 3 points  |
| <b>Organization and Format (APA)</b>                                | The sequence of ideas is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | There are some incomplete thoughts or ideas that are unclear. The paper is only partially formatted as designated in the assignment sheet. Four or more syntax and/or grammar errors were present within the paper. | Thoughts and ideas are presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. |
| <b>Chapter 1 – Introduction (Approximately 6 pages)</b>             |   |   |  |
| <b>Introduction</b>   | The purpose is not clearly defined.   | The purpose is evident but needs to further development.  | Clearly identifies the instructional purpose or problem.   |
| <b>Needs Analysis</b>   | A needs analysis was not evident.   | Needs analysis was evident, but incomplete.   | A needs analysis was performed and clearly stated.   |
| <b>Goals and Objectives</b>   | The goals and objectives are not clearly defined.   | The goals and objectives are evident but needs to further development.  | The goals and objectives are evident, clearly stated, and well developed.  |
| <b>Chapter 2 – Literature Review (Approximately 7 pages)</b>        |   |   |  |
| <b>Relevant and Organized</b>                                       | Literature review is irrelevant and unorganized.  | Literature review needs more relevance and organization.  | Literature review is relevant and organized by subject headings.   |
| <b>Context</b>  | Literature does not provide context for culminating activity.   | Context of literature review needs further explanation.   | Literature review provides explicit context for culminating activity.  |
| <b>Sources</b>  | Review of sources revealed a lack of a wide variety of resources. Sources used were irrelevant.   | More quality sources needed.  | Review a wide variety of resources with an emphasis on primary sources   |
| <b>Chapter 3 – Methods and Procedures (Approximately 4-5 pages)</b> |   |   |  |
| <b>Methods</b>  | Methods were not evident.   | Methods were confusing and need further development.  | Methods were clearly stated and replicable.  |
|   |   |   | The candidate exceeds all expectations.  |



|  |  |   |   |   |
|--|--|---|---|---|
| <b>Software Explanation</b>  | There was no description of software used. Did not address problems encountered.                             | Description of software used needs further development. Descriptions of problems encountered were inadequate. | Clear description of software used in project, as well as problems encountered.                     | The candidate exceeds all expectations. |
| <b>Product Description</b>   | Did not describe the product created.  | Product created needs further description.  | Sufficiently described the product created.   | The candidate exceeds all expectations. |
| <b>Chapter 4 – Implementation and Evaluation (Approximately 4-5 pages)</b> |  |   |   |   |
| <b>Results</b>   | Did not present results of implementation of project.  | Results are evident, but need to be more clearly stated.  | Result of project implemented were clearly stated and logically presented.                          | The candidate exceeds all expectations. |
| <b>Evaluation Tools</b>  | Evaluation tools and techniques were not addressed, stated nor clearly defined.                              | Evaluation tools and techniques were evident but need further development.                                    | Evaluation tools and techniques are evident, clearly stated, and well developed.                    | The candidate exceeds all expectations. |
| <b>Evaluation Results</b>  | Did not discuss how evaluation results were implemented. Did not identify changes needed to initial product. | Evaluation results and revisions to final product need further explanation.                                   | Discussed how evaluation results were implemented and identified changes needed to initial product. | The candidate exceeds all expectations. |
| <b>Chapter 5 – Conclusions and Discussions (Approximately 4-5 pages)</b>   |  |   |   |   |
| <b>Summary</b>   | Summary was not apparent.  | Summary of project needs further development.   | Clearly summarized project.   | The candidate exceeds all expectations. |
| <b>Conclusions</b>   | Conclusion was not apparent.   | Conclusion of project needs further development.  | Conclusion of results was clearly stated.   | The candidate exceeds all expectations. |
| <b>Reflections</b>   | Not clearly defined.   | Needs further development of ideas.   | Well developed.   | The candidate exceeds all expectations. |
| <b>Presentation</b>  | Did not present.   | Presentation lacked organization and did not adequately present project. Needs further development.           | Presentation was well designed and a thorough representation of product developed.                  | The candidate exceeds all expectations. |
| <b>Total</b>   |  |   |   |   |

SLO #2 ITEC 6340 ASSURE Model Media Project: Scoring Rubrics

|   | <b>Unsatisfactory - 1</b><br>The statement of need or purpose is not clearly defined | <b>Basic - 2</b><br>The statement of need or purpose is evident but needs further development.   | <b>Proficient - 3</b><br>The statement of need or purpose is evident, clearly stated, and well developed. | <b>Advanced - 4</b><br>The statement of need or purpose is clearly stated, and well developed in a superb manner. | AASL<br><b>1.3 Instructional partner</b><br><br><b>3.3 Information technology</b>   | COE<br>Problem solving; Professionalism  |
|---|--|--|---|---|---|--|
| <b>Analyze Learners</b>                     | The analysis of the learners section is not clearly defined.                         | The analysis of the learners section is evident but needs further development.                   | The analysis of the learners section is evident, clearly stated, and well developed.                      | The analysis of the learners section is clearly stated, and well developed in a superb manner.                    | <b>1.1 Knowledge of learners and learning</b><br><br><b>1.3 Instructional partner</b><br><br><b>3.2 Access to information</b>   | Problem solving;<br>Student achievement;<br>Diversity;<br>Content knowledge;<br>Assessment; Technology;<br>Collaboration |
| <b>State Objectives</b>                     | The objectives are not clearly defined   | The objectives are evident but needs further development.  | The objectives are evident, clearly stated, and well developed.   | The objectives are evident, clearly stated, and well developed in a superb manner.                                | <b>1.2 Effective and knowledgeable teacher</b><br><br><b>1.4 Integration of twenty-first century skills and learning standards</b><br><br><b>3.3 Information technology</b> | Problem solving;<br>Student achievement;<br>Content knowledge;<br>Assessment; Technology                                 |
| <b>Select Methods, Media, and Materials</b> | The selection of methods, media, and materials section is not clearly defined.       | The selection of methods, media, and materials section is evident but needs further development. | The selection of methods, media, and materials section is evident, clearly stated, and well developed.    | The selection of methods, media, and materials section is clearly stated, and well developed in a superb manner.  | <b>1.1 Knowledge of learners and learning</b><br><br><b>1.2 Effective and knowledgeable teacher</b><br><br><b>1.3 Instructional</b>   | Problem solving;<br>Student achievement;<br>Content knowledge;<br>Assessment; Technology;                                |

|  |   |   |   |  |  |   |
|--|---|---|---|--|--|---|
|  |   |   |   |  | <p><u>partner</u></p> <p><u>1.4 Integration of twenty-first century skills and learning standards</u></p> <p><u>3.3 Information technology</u></p> <p><u>3.4 Research and knowledge creation</u></p> | <p>Reflective decision making;</p>  |
| <p><b>Design &amp; Production of the Media</b></p> | <p>Does not follow Design Principles. Does not include a complete version of the media products. Does not demonstrate originality of project, products show no original thought. Ideas are not creative and inventive. Does not covers topics with details and examples. Subject knowledge is not adequate. Does not include step by step directions/handouts, etc.</p> | <p>Follows Design Principles to some extent. Includes a somewhat incomplete version of the media products. Demonstrates some originality of project, products show some original thought. Ideas are somewhat creative and inventive. Covers topics with details and examples to some extent. Subject knowledge is somewhat inadequate. Includes some step by step directions/handouts, etc.</p> | <p>Follows Design Principles. Includes a completed version of the media products. Demonstrates originality of project, products show a large amount of original thought. Ideas are creative and inventive. Covers topics in depth with details and examples. Subject knowledge is adequate. Includes step by step directions/handouts, etc.</p> | <p>Strictly follows Design Principles. Includes a completed version of the media products. Demonstrates superb originality of project, products show a large amount of original thought. Ideas are extremely creative and inventive. Covers topics in depth with details and examples. Subject knowledge is excellent. Includes step by step directions/handouts, etc.</p> | <p><u>3.3 Information technology</u></p>   |   |
| <p><b>Utilize Media and Materials</b></p>          | <p>The utilization of media and materials section is not clearly defined.</p>   | <p>The utilization of media and materials section is evident but needs further development.</p>   | <p>The utilization of media and materials section is clearly stated, and well developed.</p>  | <p>The utilization of media and materials section is clearly stated, and well developed in a superb manner.</p>  | <p><u>1.3 Instructional partner</u></p> <p><u>1.4 Integration of twenty-first century skills and learning standards</u></p> <p><u>3.3 Information technology</u></p>                                 | <p>Problem solving;</p> <p>Student achievement;</p> <p>Content knowledge;</p> <p>Assessment; Technology;</p> <p>Collaboration</p> |

|                                      |   |  |  |   |  |
|--------------------------------------|---|--|--|---|--|
| <b>Require Learner Participation</b> | The learner participation section is not clearly defined.   | The learner participation section is evident but needs further development.  | The learner participation section is clearly stated, and well developed in a superb manner.  | <b>1.1 Knowledge of learners and learning</b>   | Problem solving;<br>Student achievement;   |
| <b>Evaluate and Revise</b>           | Evaluation and revision is not clearly defined.   | Evaluation and revision is evident, clearly stated, and well developed.  | Evaluation and revision is clearly stated, and well developed in a superb manner..   | <b>1.2 Effective and knowledgeable teacher</b><br><b>1.3 Instructional partner</b>  | Content knowledge;<br>Assessment; Technology;<br>Collaboration   |
| <b>Reflective Summary</b>            | Not clearly defined   | Needs further development of ideas.  | Well developed in a superb manner.   | <b>1.1 Knowledge of learners and learning</b><br><b>1.2 Effective and knowledgeable teacher</b><br><b>3.4 Research and knowledge creation</b> | Problem solving;<br>Student achievement;<br>Content knowledge;<br>Assessment; Technology;<br>Collaboration<br>Reflective decision making;<br>Efficacy building |
| <b>Organization</b>                  | The sequence of ideas is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | There are some incomplete thoughts or ideas that are unclear. The paper is not completely formatted as outlined as designated in the assignment sheet. | Thoughts and ideas are presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | <b>3.1 Efficient and ethical information-seeking behavior</b>   | Professionalism  |
| <b>APA Style</b>                     | Errors in APA style (e.g., formatting, reference and citation, etc.) detract substantially from the paper. Word choice is informal in tone.                                 | Errors in APA style (e.g., formatting, reference and citation, etc.) are noticeable. Word choice occasionally informal in tone.                        | Strictly follow APA 6th Edition as THE writing style guide. Language appropriate for scholarly writing.  |   |  |
| <b>Grammar &amp; Syntax</b>          | Five or more syntax and/or grammar errors were present within the paper.  | Three to four syntax and/or grammar errors were present within the paper.  | There are no grammar syntax and/or grammar errors or syntax errors in the paper.   |   |  |

SLO #3: ITEC 6350 Instructional Design Prototype Project: Scoring Rubric

|  | Advanced  | Proficient   | Basic   | Unsatisfactory   | AECT Standards  |
|--|---|--|---|--|---|
| <u>Project title</u><br>(1 point)  | Provide a title for your project that is simple and direct in a superb manner.  | Provide a title for your project that is simple and direct.  | Provide a title for your project that is simple and direct, but needs further development.  | Did not provide a title for your project that is simple and direct.  | Standard 3 (learning environments)<br>Standard 4 (Professional knowledge & skills)  |
| <u>Project description</u><br>(3 points)   | Describe in clear terms the purpose of your project, why it is needed, who will be served (provide a learner analysis), and what will be accomplished in a superb manner.                 | Describe in clear terms the purpose of your project, why it is needed, who will be served (provide a learner analysis), and what will be accomplished.                 | Describe the purpose of your project, why it is needed, who will be served (provide a learner analysis), and what will be accomplished, but needs further development.  | Did not describe clearly the purpose of your project, why it is needed, who will be served (provide a learner analysis), and what will be accomplished.                        | Standard 3 (learning environments)<br>Standard 4 (Professional knowledge & skills)  |
| <u>Detailed description of your needs assessment (Chapter 2), including development of plan, instruments and their use</u><br>(4 points) | Provide a detailed description, with examples, of your needs assessment plan and instruments. Include information which details how plan will be enacted and analyzed in a superb manner. | Provide a detailed description, with examples, of your needs assessment plan and instruments. Include information which details how plan will be enacted and analyzed. | Provide a description, with examples, of your needs assessment plan and instruments. Include some information which details how plan will be enacted and analyzed.      | Did not Provide a detailed description, with examples, of your needs assessment plan and instruments. Include information which details how plan will be enacted and analyzed. | Standard 5 (Research)<br>Standard 1 (Content Knowledge)<br>Standard 3 (learning environments)<br>Standard 4 (Professional knowledge & skills) |
| <u>Summary of your needs assessment outcome/findings (Chapter 2)</u><br>(2 points)   | Provide a summary of the data you collected with your needs assessment instruments in a superb manner. What did your team learn about your learners and the learning environment?         | Provide a summary of the data you collected with your needs assessment instruments. What did your team learn about your learners and the learning environment?         | Provide a summary of the data you collected with your needs assessment instruments. Some info on what your team learn about your learners and the learning environment. | Did not Provide a summary of the data you collected with your needs assessment instruments. What did your team learn about your learners and the learning environment?         | Standard 4 (Professional knowledge & skills)<br>Standard 5 (Research)   |
| <u>Goal statement as a result of your assessment (Chapter 2)</u><br>(5 points)   | Provide a goal statement which will address the desired outcomes of your project (this is not a listing of performance objectives) in a superb manner.                                    | Provide a clear goal statement which will address the desired outcomes of your project (this is not a listing of performance objectives).                              | Provide a goal statement which will address the desired outcomes of your project (this is not a listing of performance objectives) to some extent.                      | Did not Provide a goal statement which will address the desired outcomes of your project (this is not a listing of performance objectives).                                    | Standard 1 (Content Knowledge)<br>Standard 2 (Content Pedagogy)<br>Standard 3 (learning environments)   |
| <u>List of entry competencies (Chapter 3)</u><br>(5 points)  | Outline the knowledge, skills, and attitudes that learners need to bring to the instructional process in a superb manner.   | Outline the knowledge, skills, and attitudes that learners need to bring to the instructional process.   | Outline the knowledge, skills, and attitudes that learners need to bring to the instructional process to some extent.   | Did not Outline the knowledge, skills, and attitudes that learners need to bring to the instructional process.   | Standard 1 (Content Knowledge)<br>Standard 2 (Content Pedagogy)<br>Standard 3 (learning environments)   |
| <u>Learner interview</u>   | Summary of discussion with a  | Summary of discussion with a   | Summary of discussion with a  | Did not Summarize discussion with a  | Standard 3 (learning environments)<br>Standard 4 (Professional knowledge & skills)  |

Semester and/or academic year for which the data applies: \_\_\_\_\_ 2013-2014

|  | Advanced  | Proficient   | Basic   | Unsatisfactory   | AECT Standards   |
|--|---|--|---|--|--|
| (Chapter 3)<br>(5 points)  | member of the learner group about the goals of instruction in a superb manner.  | member of the learner group about the goals of instruction.  | member of the learner group about the goals of instruction to some extent.  | member of the learner group about the goals of instruction.  | skills)<br>Standard 5 (Research)   |
| Description of learners (Chapter 3)<br>(5 points)                              | Describe student attitudes, motivation, background, abilities, learning styles, and group characteristics in a superb manner. | Describe student attitudes, motivation, background, abilities, learning styles, and group characteristics. | Describe student attitudes, motivation, background, abilities, learning styles, and group characteristics to some extent. | Did not Describe student attitudes, motivation, background, abilities, learning styles, and group characteristics. | Standard 3 (learning environments)<br>Standard 4 (Professional knowledge & skills)   |
| Performance context and implications for instruction (Chapter 3)<br>(5 points) | Describe the physical, social, and resource elements of the learning site in a superb manner.                                 | Describe the physical, social, and resource elements of the learning site.                                 | Describe the physical, social, and resource elements of the learning site to some extent.                                 | Did not Describe the physical, social, and resource elements of the learning site.                                 | Standard 5 (Research)<br>Standard 3 (learning environments)<br>Standard 4 (Professional knowledge & skills)<br>Standard 5 (Research) |

**SLO #4: ITEC 6360 Intellectual Property and Copyright  
Research Assignment & Presentation Rubric Scoring Guide - AECT Standards**

| Evaluative Criteria  | Unsatisfactory  | Basic  | Proficient  | Advanced  | AECT Standards   |
|--|---|--|---|---|--|
| <b>Assignment Partnership</b>  | Cooperation among partners and resources was not both present.  | Cooperation among partners and resources was both present but lacked cohesiveness.   | Cooperation among partners and resources was evident by the level of understanding expressed within the report.   | Cooperation among partners and resources went beyond the proficient level demonstrating both collaboration and teamwork.  | <u>Standard 4 – Professional Knowledge &amp; Skills – Collaborative Practice</u>   |
| <b>Assignment Profile and Narrative</b>  | The profile and narrative were not clearly defined.   | Both the profile and narrative were evident but need further development.  | The profile and narrative were evident and clearly addressed.   | The profile and narrative were evident, clearly stated, and well developed.   | <u>Standard 2 – Content Pedagogy - Creating</u>  |
| <b>Interview Questions</b>   | The interview questions were poorly written with very little attention to content.  | The interview questions were adequately written but need further development.  | The interview questions were adequately written and expressed a good working knowledge of the components of the media center.                           | The interview questions demonstrated a high level of excellence reflecting the thought process given to the content of each.  | <u>Standard 1 – Content Knowledge – Managing</u><br><u>Standard 4 – Professional Knowledge &amp; Skills – Assessing/Evaluating</u> |
| <b>Access to Appropriate Information Resources</b>   | Access to information and copyright resources was not fully addressed.  | Access to information and copyright resources was evaluated but indicated a cursory evaluation level.  | Access to information and copyright resources was evaluated clearly addressing the components of each.  | Access to information and copyright resources was evaluated fully demonstrated a high level of excellence reflecting the candidate's knowledge of each component..  | <u>Standard 3 – Learning Environments – Assessing/Evaluating</u>   |
| <b>Selection of Resources and Materials to Effectively Support the copyright issue under investigation</b> | The required resources were not fully addressed or developed.   | The resources were adequately addressed during the planning process.   | The resources clearly addressed the fundamental issues of the copyright topic under investigation.  | The resources were fully addressed and demonstrated a high level of excellence in support of the topic under investigation  | <u>Standard 4 – Professional Knowledge &amp; Skills – Assessing/Evaluating</u>   |
| <b>Theoretical and Practical Applications of Assignment Findings</b>                                       | The research does not address the theoretical and practical applications of the findings  | The research addresses the theoretical and practical applications of the findings, but further clarification is needed to link the research findings to those specific criteria. | The research adequately addresses the theoretical and practical applications of the findings but indicate suggestions for improvement.                  | The research clearly addresses the theoretical and practical applications of the findings. The quality of the assessment indicates the candidate's ability to analyze and assess the findings of the investigation. | <u>Standard 5 – Research – Theoretical Foundations And Ethics</u>  |
| <b>Reflective Summary</b>  | Not clearly defined. Lacks critical analysis.   | Needs further development of critical analysis and ideas.  | Clearly addressed with expression of critical analysis and ideas..  | Well developed, focused and clearly articulated analysis of the library profile, plan and evaluation assignment.  | <u>Standard 4 – professional Knowledge &amp;Skills – Reflection on Practice</u>  |
| <b>Assignment Organization</b>   | The sequence of ideas is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | There are some incomplete thoughts or ideas that are unclear. The paper is not completely formatted as outlined as designated in the assignment sheet.                           | Thoughts and ideas are presented in a logical sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | Thoughts and ideas are presented in a superbly logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet.                                       | <u>Standard 4 – Professional Knowledge &amp; Skills – Reflection on Practice Standard and Assessing/Evaluating</u>                 |

**SLO #5: ITEC 6368 Creation of an Effective Learning Environment Scoring Rubric**

| AECT Standard<br>Criteria   | Below Basic – 1   | Basic – 2   | Proficient - 3   | Advanced - 4                            |
|---|---|---|--|---|
| AECT 3 – Candidates facilitate learning by creating, using evaluating and managing effective learning environments.   | This section was either not covered or shallow analysis was conducted.  | The section lacks depth of knowledge and is primarily a superficial treatment of the topic.   | The section shows comprehension of knowledge and demonstrates a PROFOUND understanding of topic.   | The candidate exceeds all expectations. |
| AECT 3 – Indicator 1: Candidates create and design instructional classrooms based on learning principles and research-based best practices.                       | This section was either not covered or shallow analysis was conducted.  | The section lacks depth of knowledge and is primarily a superficial treatment of the topic.   | The section shows comprehension of knowledge and demonstrates a PROFOUND understanding of topic.   | The candidate exceeds all expectations. |
| AECT 3 – Indicator 2: Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning. | This section was either not covered or shallow analysis was conducted.  | The section lacks depth of knowledge and is primarily a superficial treatment of the topic.   | The section shows comprehension of knowledge and demonstrates a PROFOUND understanding of topic.   | The candidate exceeds all expectations. |
| AECT 3 – Indicator 3: Candidates use multiple assessment strategies to collect data for informing decision to improve instructional facilities.                   | This section was either not covered or shallow analysis was conducted.  | The section lacks depth of knowledge and is primarily a superficial treatment of the topic.   | The section shows comprehension of knowledge and demonstrates a PROFOUND understanding of topic.   | The candidate exceeds all expectations. |
| AECT 3 – Indicator 4: Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.                          | This section was either not covered or shallow analysis was conducted.  | The section lacks depth of knowledge and is primarily a superficial treatment of the topic.   | The section shows comprehension of knowledge and demonstrates a PROFOUND understanding of topic.   | The candidate exceeds all expectations. |
| AECT 3 – Indicator 6: Candidates foster a learning environment that empowers learners with diverse backgrounds, characteristics, and abilities.                   | This section was either not covered or shallow analysis was conducted.  | The section lacks depth of knowledge and is primarily a superficial treatment of the topic.   | The section shows comprehension of knowledge and demonstrates a PROFOUND understanding of topic.   | The candidate exceeds all expectations. |
| Appropriate APA formatting was used. Appropriate grammar, spelling, and syntax were used.   | The sequence of ideas is very difficult to follow. Transitions are weak and the meaning is often unclear. The paper is not formatted as designated in the assignment sheet. | There are some incomplete thoughts or ideas that are unclear. The paper is only partially formatted as designated in the assignment sheet. Four or more syntax and/or grammar errors were present within the paper. | Thoughts and ideas are presented in a logical, interesting sequence that the reader can easily follow. The paper is formatted as designated in the assignment sheet. | The candidate exceeds all expectations. |