

**Assurance of Student Learning
2018-2019**

College of Education and Behavioral Sciences

School of Teacher Education

Libraries, Informatics and Technology in Education (0497)

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

Student Learning Outcome 1:

Graduate students will 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.

Instrument 1	LME faculty members will review and score the diversity themed projects in LME 502 (LITE 501) using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher.
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Instrument 2	
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2:

Graduate students will review and discuss different "advocacy toolkits" provided by professional education associations. LME (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.

Instrument 1	Using an online discussion board format, students will collaborate on developing their messages, discuss their experiences with this kind of engagement activity, and assess the usefulness of the "advocacy toolkits" provided by education professions. LME faculty members will review and score the discussion board postings in LME 512 using the scoring rubric. Students must score 3 or higher on the scoring rubric.
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Instrument 2	Students will be required to develop a message related to the identified issue in LME 512 and communicate that message to a person or organization of influence. Students will send the message and share their responses. LME (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.
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3:

Graduate students will design and conduct an Action Research Project intended to increase usage of library information and resources, increase collaboration between media specialists and teachers, or increase technology integration in teaching and learning.		
Instrument 1	When evaluated by members of the LME faculty in a review using the LME Standardized Scoring Rubric for the Action Research Project, ninety percent of graduate students who complete the Research project in LME 519 (LITE 508) will score 3 (Proficient) or higher on the rubric for the Action Research Project.	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>The Library Media Education program (083) is in the process of transition to our Master of Science in Libraries, Informatics and Technology in Education (0497). The Libraries, Informatics and Technology in Education (0497) which prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations. This will be accomplished within 30 hours and contain our courses leading to Library Media certification as well as the Educational Technology endorsement.</p> <ul style="list-style-type: none"> Continuing adjustments will be made to our Key Assessments to support their seamless integration into course materials in a way that supports AASL SPA standards based upon programmatic change. <p>This transitional programmatic change is a response to in field knowledge growth and influenced by student need. We are focusing on enhancing our SPA AASL standards-based coursework with a particular focus on diversity, advocacy and action research. The increased of these goals toward outcomes are better preparing our candidates to serve students in our rapidly changing technology, information rich learning environment.</p>		

Student Learning Outcome 1

Student Learning Outcome	Graduate students will 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.		
Measurement Instrument 1	LME faculty members will review and score the projects in LME 502 (LITE 501) using the scoring rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher.		
Criteria for Student Success	Students excel in this project because they are able to identify special needs or under-served populations and they realize that budgets need expansion for all school libraries.		
Program Success Target for this Measurement	90% Percentage of program students sampled that you desire to achieve goal.	Percent of Program Achieving Target	93% of graduate students scored 3 or higher on the LME 502 projects.
Methods	This diversity themed project is a component of the LME 502 (LITE 501) course, all of our program participants are required to complete this course. The number of students that completed for the 2018-2019 year were 28. 26 students successfully designed the diversity themed project two students did not successfully complete.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met		
Actions (Describe the decision-	Course outcomes were reviewed as they relate to more global programmatic change and adjustments were made to organization to support		

making process and actions planned for program improvement. The actions should include a timeline.)	continued student growth and success.	
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)	The 2018/2019 implemented programmatic revisions related to the “advocacy toolkit” project will continue to influence implementation based on needs to more closely align with SPA AASL standards and in-field changes.	
		Not Met

Student Learning Outcome 3

Student Learning Outcome	Graduate students will design and conduct an Action Research Project intended to increase usage of library information and resources, increase collaboration between media specialists and teachers, or increase technology integration in teaching and learning.		
Measurement Instrument 1	When evaluated by members of the LME faculty in a review using the LME Standardized Scoring Rubric for the Action Research Project, ninety percent of graduate students who complete the Research project in LME 519 will score 3 (Proficient) or higher on the rubric for the Action Research Project.		
Criteria for Student Success	Students developed an awareness of the importance of collecting and analyzing data in the library media center (or educational technology center) to support the effect of the library on student learning		
Program Success Target for this Measurement	90% Percentage of program students sampled that you desire to achieve goal.	Percent of Program Achieving Target	95% of graduate students scored 3 or higher on the LME 519 (LITE 508) projects.
Methods	This diversity themed project is a component of the LME 519 (LITE 508) course, all of our program participants are required to complete this course. The number of students that completed for the 2018-2019 year were 22. 21 students successfully designed the “advocacy toolkit” project one student did not successfully complete.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Course outcomes were reviewed for the LME 519 (LITE 508) course as they relate to more global programmatic change and adjustments were made to organization to support continued student growth and success.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The 2018/2019 implemented programmatic revisions related to the action research project will continue to influence implementation based on needs to more closely align with SPA AASL standards and in-field changes.