University of Arkansas-Little Rock

College of Education

Department of Educational Leadership

Learning Systems Technology Graduate Program Self-Study

March 21, 2014
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I. PREFACE

Michael (2011) reviewed five different models for academic program review: Cost (with two approaches: (a) comparative cost analysis, or (b) cost-benefit analysis); Quality (providing information on program strengths and weaknesses), Market (evaluating enrollments in academic programs across institutions within a state system), Employment (using post-graduation employment statistics to review an academic program), and Political (using information from constituents, stakeholders and pressure groups). The content of this self-study report is based the Quality Model (Michael, 2011, p. 389) because it is most consistent with the nature of information and data required by the Arkansas Department of Higher Education (ADHE) self-study report guidelines. The quality model employs elements that provide a measure of quality levels among programs and this provide an additional rationale for its use in this self-study report. In addition, however, the Quality Model extends the content required by ADHE to include graduate student admission data, graduate faculty productivity indicators including alternative metrics data to measure the impact of faculty scholarship and other relevant information in which outcomes and take action to improve based on the assessment data? (p. 5) to accurately evaluate the UALR Learning Systems Technology M.Ed. graduate program.

The Council of Graduate Schools 2011 monograph Assessment and Review of Graduate Programs identified several important questions to guide graduate program reviews:

- How well is the program advancing the state of the discipline or profession?
- How effective is its teaching and training of students?
- To what extent does the program meet the institution’s goals?
- How well does it respond to the profession’s needs?
- How well does it assess student

II. INTRODUCTION

The UALR College of Education is composed of three academic departments: Teacher Education, Educational Leadership, and Counseling, Adult and Rehabilitation Education and three Centers (Center for Applied Studies in Education, Center for Gifted Education, and Center for Literacy), and prepares education personnel through Bachelor’s, Master’s, Specialist, and Doctoral degree programs in Education. The mission of the University of Arkansas at Little Rock College of Education is to promote and strengthen the professional development of individuals concerned with education and human resource development in a variety of settings such as schools, colleges, and universities, private and corporate organizations, and government agencies. We strive to develop professionals who use state of the art methodologies and technologies. In addition, the conceptual framework for programs in the College of Education is “Leaders in Learning demonstrate Communication (C), Specialized Expertise (SE), Professional Development (PD) and a strong commitment to Diversity (D) in competency, disposition and behavior.”

The Learning Systems Technology program is administratively located in the Department of Educational Leadership, and the department mission is “The Department of Educational Leadership carries out its assigned mission and conducts department business within the applicable policies of the University of Arkansas at Little Rock and the University of Arkansas System. The Department is responsive to a rapidly changing world and values
cohesive membership and participation in a learning community dedicated to the discovery and communication of useful knowledge applied to education. We value innovation and recognize that leaders in learning utilize creative strategies to foster the continuous improvement of learning and encourage the forward progress of the department. As scholars and practitioners, we pledge our combined resources and specialized expertise to develop an equitable and humane environment that promotes active learning, academic freedom, and the celebration of student, staff, and faculty diversity. We value the work of peers in their pursuit of scholarly contributions in teaching, discovery and integration, and application. We are a department of equally important and diverse talent, yet we function as an integrated whole in a supportive, apprenticeship-oriented climate dedicated to professional development where everyone is allowed to thrive intellectually. Above all else, we recognize that students’ learning is our highest priority, and we reach decisions with this overarching premise in mind. We commit our emotional and cognitive talents to the entire community with the expectation that we will realize our vision for a harmonious society that values education, promotes lifelong learning, embraces creativity and innovation, and unleashes the tremendous power of the intellect for positive change."

III. MISSION

The mission of the Learning Systems Technology program is to “prepare instructional designers and learning scientists for careers in public schools, community colleges, higher education institutions, and businesses, as well as industrial, governmental, military, and medical settings or facilities. Specifically, the program enables instructional designers to act in teaching and administrative roles in order to analyze problems and apply solutions for learning including planning, preparation, implementation, evaluation, and management of learning systems using state of the art resources. Aspects of the program include the psychology and development of diverse learners, learning resources development and application, and societal concerns pertaining to instructional technology.”

The mission of the Learning Systems Technology program supports the general abilities and skills contained in the broader mission priorities of the University of Arkansas at Little Rock. The program provides quality instruction that models and emphasizes a commitment to professional development and lifelong learning. Content, research, and dispositions focus on the development and transmission of knowledge for the benefit of and service to the city, state, nation, and the world.

Arkansas Code 56-61-214 [2.1.1. ArkCode] requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs at Arkansas public colleges and universities. Academic program review policies (AHECB Policy 5.2) [2.1.2. AHECB] were adopted in 1988 and revised in 1995 and 1998. Institutions have been conducting program reviews for more than 20 years. Beginning Fall 2010, Arkansas colleges and universities were required to employ external consultants to review all certificate and degree programs over a period of 7-10 years with the findings from the reviews reported annually to the Coordinating Board.

This report represents the Academic Review Self Study of the Learning Systems Technology (LSTE) program at University of Arkansas at Little Rock (UALR), and is the first academic review this program has been required to complete since 2010.
IV. RELATIONSHIP OF THE PROGRAM TO THE UNIT’S CONCEPTUAL FRAMEWORK.

The LSTE program will prepare an effective learning technologist who: promotes the success of all learners by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported, acts with integrity, fairness, and ethics, employs good oral and written communication skills, exhibits proficiency in problem solving, strategic planning, understands the change process, and utilizes current research in curriculum and strategic improvement efforts to provide relevant professional development.

The goal is to prepare leaders of diverse backgrounds. Each leader requires knowledge, skills, values, and commitment appropriate for leadership, policy, instructional, and research roles in a pluralistic, interdependent, and global society. Graduates should be competent in the field of instructional design, both in understanding of theoretical concepts and in relating them to practice in developing learning activities.

The College of Education’s Conceptual Framework provides the underlying principles for the Master’s of Education degree. The vision of the COE is Leaders in Learning. This framework establishes the shared vision for efforts in preparing LSTE leaders to work effectively in P-12 districts and emphasizes a commitment to a strong academic program, the enhancement of knowledge and skills, and development of professional values. In doing so, it provides direction for program, courses, teaching, candidate performance, scholarship, service, and unit accountability. In this regard, the educational specialist program in educational administration and supervision is designed to develop the skills, dispositions, and knowledge necessary to perform effectively as an educational leader, academic scholar, or researcher.

The conceptual framework of the College of Education includes a strong commitment to diversity. Candidates are encouraged to act as agents of change in their district’s schools and challenged to build on the social and cultural backgrounds of their students. They are encouraged to value race, class, gender, exceptionality, language and other cultural characteristics of all stakeholders. Diversity is stressed in LSTE 7303 Foundations of eLearning and LSTE Systems Integration of Technology in Learning.

Specialized Expertise recognizes the expectation that graduates of the MEd. program will have the necessary knowledge, skills, and dispositions to be effective educational leaders, scholars, or researchers. The MEd program is grounded in knowledge, skills, and dispositions related to successfully: (1) facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the community; (2) advocate, nurture, and sustain a district culture and instructional program conducive to student learning and staff professional growth; (3) promote the success of all learners by ensuring efficient, effective, learning environment; promote the success of all learners by acting with integrity, fairness, and in an ethical manner.

Professional Development includes the expectation that graduates will acquire skills in continually advancing their knowledge to improve practice. This dimension requires our graduates continually advance their skills, knowledge, and dispositions and improve the
practice. Embedded in this theme is the intent that professionals in the field of LSTE should acquire skills in reflective, thoughtful problem analysis and participate as members of community learners. The enhancement of skills needed for ongoing professional development is crucial for practitioners of learning systems technology leadership to meet the educational needs of diverse populations of students in rural, urban, suburban, and diverse geographic or demographic districts.

Communication dimension acknowledges the expectation that graduates will be able to communicate effectively in a variety of ways with diverse populations, including learners and other professionals. The diversity in rural, urban, and suburban communities requires that the communication be a focus of a successful learning program. Ethnic and cultural communication style differences, electronic interactions require sophisticated communication skills.

These four major dimensions of College conceptual framework are addressed by the curriculum of the MEd Program. The curriculum of the MEd program is based on defensible theory, philosophy, and/or research. This Conceptual Framework for the educational LSTE is common, overcharging structure that allows for some candidate programmatic individuality. The following table identifies how each course contributes to each of the unit’s conceptual framework theme/outcome. The identifiers across the table indicate the specific theme/outcome and the identifiers of the course modules in the left column are listed by hegis number. An upper case “M” indicates a major emphasis and a lower case “m” indicates a minor emphasis for each course listed.

<table>
<thead>
<tr>
<th>Course Modules</th>
<th>Leaders in Learning</th>
<th>Specialized Expertise</th>
<th>Communicators</th>
<th>Committed to Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSTE 7303</td>
<td>M</td>
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<tr>
<td>LSTE 7304</td>
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<tr>
<td>LSTE 7310</td>
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<td>LSTE 7320</td>
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<tr>
<td>LSTE 7325</td>
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<tr>
<td>LSTE 7330</td>
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</tbody>
</table>

Another source of data for evaluation of the LSTE program is the stakeholder meetings. These are attended by current student, graduates of the program, adjunct faculty members, individuals on the advisory board, and individuals participating on the redesign of the program. The data are gathered for measurement of program development. These data lead to the redevelopment of the program from a strictly technology degree to an instructional design focus.

Teaching: EDFN and Adjunct Faculty deliver effective instruction that reflects best practices in teaching and learning to assist students to strengthen their develop critical thinking and professional skills to establish a foundation for the application of knowledge to practice. This occurs during courses, as well as in portfolio presentation or comprehensive exams.

Curriculum and Program Development: In consultation with external stakeholders, the coordinator assists the adjunct faculty to design and deliver curricula and academic programs
to optimally educate students with a combination of foundational knowledge and state of
the art skills to meet the employment demands of 21st Century higher and postsecondary
education in Arkansas, the region, and the nation with the aid of the Scholarly Technology
and Resources Center (STaR) Center.
The STaR Center's mission is to provide faculty support for teaching and learning with UALR's
Blackboard learning management system. They provide
• Opportunities for training and professional development
• Instructional design and course development services
• Quality multimedia production
• Blackboard administration and support
• Tech support for faculty and students

V. GOALS FOR RECRUITMENT, RETENTION, AND EXIT FROM THE PROGRAM

The LSTE Program is well positioned to prepare instructional designers at all levels.
Although the LSTE Program has no national approved standards, the LSTE program used the
International Society for Technology in Education (ISTE) standards for the current program
and the International Board of Standards for Training, Performance, and Instruction (IBSPTI)
competencies as a guideline for the development of the updated program.

As a program, the LSTE program goal is to recruit and graduate candidates that will
excel as instructional designers. The first gatekeeper is the admission of qualified candidates.
All potential candidates must meet the requirements set by the UALR graduate school of a
minimum grade point average of 2.75 cumulative or 3.0 in the last 60 hours of the
baccalaureate degree for admission to the program.

RETENTION
Candidate retention is monitored throughout the program of study. Faculty advisors
monitor the progress of candidates for the Master of Education degree. After entry,
candidates are assessed after completing 12 credit hours and a formal plan of study form is
completed by the candidate and advisor. Candidates are expected to achieve grades of “A” or
“B” in all program-required courses. If a candidate receives a grade of “C” in a course, it raises
a “red flag,” and if the candidate receives a second “C,” the faculty advisor schedules a
mandatory conference to ensure the candidate understands the significance of the problem
and establish an academic plan to change the course of the poor performance that includes
but is not limited to tutoring, study groups, extra credit assignments to ensure the knowledge
and skills are gained, or internship activities to demonstrate the candidates performance.
While “C” grades can be accepted, all candidates must achieve a 3.0 or they will be placed on
academic probation. If a candidate remains on probation for two semesters, the candidate is
dismissed from the program and graduate school.

EXIT FROM THE PROGRAM
The end of program gatekeeper is submission of an interactive professional portfolio
or comprehensive exams. The rubrics are provided for the evaluation of those evaluation
tools. The purpose of the capstone experiences is to encourage candidates who are nearing
graduation to engage in a systematic review of their coursework and become more familiar
with the professional resources relevant to the field of learning systems technology. The
experience also provides faculty with another form of evidence to make determinations
regarding candidates’ readiness for graduation. Requirements for exiting the program are
Minimum 3.0 GPA, completion of all required course work, and acceptable performance on the Capstone Experience, which consists of Comprehensive Examination or Web Portfolio Presentation.

The experience evaluates the candidate's ability to integrate knowledge of Learning Systems Technology and Educational Foundations, display critical and independent thinking, research skills, and demonstrates mastery of the field. The results of the experience provide evidence of independent thinking, appropriate organization, high-level writing and instructional design competency, critical analyses, and accuracy of documentation.

The LSLE degree program's capstone experiences are based on a three-fold framework: (1) A thorough analysis of what is known about effective educational technology and instructional design, (2) a detailed examination of the best thinking about the types of LSLE knowledge, skills and dispositions that will be required for tomorrow's workplace citing research findings (3) a synthesis of the thoughtful work on designer standards developed by various national organizations, professional associations, and reform commissions.

The composition of the LSLE degree capstone experience presents a case study or scenario typically encountered by instructional technologists. Using the information in the document, the candidate responds to the questions or web-based activity raised at the end of the document. The activities draw upon knowledge representing the entirety of the program of study. The scope of the entire experience spans the Master of Education degree coursework. Candidates earning an overall passing average, but receiving a "below basic" level of competence on one or more questions are permitted to retake all those questions.
CURRICULUM PLAN FORM
University of Arkansas at Little Rock
Master of Education (M. Ed.) – Learning Systems Technology (LSTE)

Student Name ____________________________________________  ID # ___________________________

Address/Zip ____________________________________________________  Telephone (c) (o) ____________________  Admitted ______________________________

Instructions for this form: in the space to the left of the course name enter the grade to show credit for courses already completed. Enter a W for a requirement, which is waived, or a T for transfer credits. The maximum number of Waived or Transfer credits is 6 hours. All waived credits must be replaced with approved UALR course credits. Place the UALR course substitutions following the waived or transfer course with the grade received on the space provided.

Program Requirements
The master of education is Learning Systems Technology (LSTE) requires a total of 36 graduate credit hours, including 21 LSTE hours, 9 Educational Foundations (EDFN) hours, and 6 elective hours from the areas of LSTE, EDFN, Gifted and Talented (GATE), Rhetoric and Writing (RHET), or other adviser preapproved content area, plus a comprehensive examination or a portfolio presentation. No more than 6 hours earned within the last 3 years before transfer to UALR will be accepted in the program and must be recorded within 12 months of admission. Students must satisfy graduation requirements stated in the Academic Rules and Regulations section of the Graduate Bulletin and additional program requirements found under the College of Education. The University reserves the right to modify policies and programs of study by supplying students written notice of the change.

<table>
<thead>
<tr>
<th>Learning Technologies Required Courses</th>
<th>Pass/Fail</th>
<th>Portfolio</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>- LSTE 7303 Foundations of eLearning</td>
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<tr>
<td>- LSTE 7304 eLearning Environments and Education</td>
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<tr>
<td>- LSTE 7307 Research in Human-Technology Interaction</td>
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<tr>
<td>- LSTE 7311 Introduction to Instructional Design</td>
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<tr>
<td>- LSTE 7315 Instructional Design: Accessible and Universal</td>
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<tr>
<td>- LSTE 7317 Mobile Learning Environments</td>
<td></td>
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<tr>
<td>- LSTE 7323 Advanced Instructional Design</td>
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<table>
<thead>
<tr>
<th>Educational Foundations Required Courses</th>
<th>Pass/Fail</th>
<th>Portfolio</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>- EDFN 7313 Learning Theories and Instructional Applications</td>
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<tr>
<td>- EDFN 7314 Cognition and Instruction</td>
<td></td>
<td></td>
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<tr>
<td>- EDFN 7370 Educational Assessment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Pass/Fail</th>
<th>Portfolio</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>- LSTE 7310 Systematic Integration of Technology in Learning Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- LSTE 7313 Perception, Meaning, and Messages</td>
<td></td>
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<tr>
<td>- LSTE 7316 Applied Theories of Instructional Design</td>
<td></td>
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<tr>
<td>- LSTE 7329 Trends in eLearning</td>
<td></td>
<td></td>
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<tr>
<td>- LSTE 7350 Internship (Not provided for every student. If granted, it is a Credit/No Credit course.)</td>
<td></td>
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<tr>
<td>- EDFN 7330 Human Development</td>
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<tr>
<td>- GATE 7350 Teaching the Gifted and Talented</td>
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<tr>
<td>- RHET 5304 Technical Style and Editing</td>
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<tr>
<td>- Other Preapproved Electives</td>
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</tbody>
</table>

Student ____________________________________________  Date ________________
Adviser ______________________________________________  Date ________________
COE Assoc. Dean ________________________________________  Date ________________
Graduate Dean ________________________________________  Date ________________
VI. CONTEXT
Candidate Information
M.Ed. Graduates:
  • Sharonda Lipscomb, Scholarly Technology and Resource Center
  • Teri Hunt, Instructional Development Specialist, UAMS
  • Amanda Perry,
Current Students:
  • Timothy Kessler, College of Education Deans Office
  • Mary Tillman-Boyd, Educational Leadership Department
  • Jennifer Moody, EIT Student Services
  • Tara Haynes, Center for Literacy
  • Chivonda Coleman, Accounts Payable
  • Carlton Coleman, Graduate Assistant
  • Va’Cresha White, Teacher Education

Document market demand and/or state/industry need for careers stemming from the program.
Arkansas LSTE professionals work in a variety of different positions on campuses, medical facilities, and the military. The demand for LSTE work will remain high. Arkansas higher education professionals work at a variety of institutions – community colleges, public universities, private universities, and for profit institutions. Many of our students have undergraduate degrees in biology, pre-med, rhetoric and writing, English, political science, economics, business, and human resource management that make them multi-interdisciplinary in working within instructional design. The market demand for instructional designers in the state of Arkansas will continue to grow. The state of Arkansas has always desired creative and energetic instructional designers interested in human growth and development.

Document student demand for the program
Recent Council of Graduate Schools annual reports on new graduate student enrollment noted that enrollments decreased 1.1% from 2009 to 2010 (compared to a 5.5% increase the previous year) and a 1.7% decrease between Fall 2010 and Fall 2011. This is notable because total graduate enrollment decreased consistently nationwide in the field of Education between Fall 2009 and Fall 2011. In this context, the UALR LSTE program has had a stable foundation between 2010 and 2013 as evidenced by the strong demand for the program. The following table demonstrates the admissions, enrollment, and completers for the last year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Of Candidates Admitted</th>
<th># Of Candidates Enrolled in the Program</th>
<th># Of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>21</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>36</td>
<td>88</td>
<td>24</td>
</tr>
</tbody>
</table>
### Learning Systems Technology (LSTE) Program of Study

<table>
<thead>
<tr>
<th>Current Program of Study (Technology Focus)</th>
<th>Updated Program of Study (Instructional Design Focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Systems Technology Required Courses (18 hours)</strong></td>
<td><strong>Learning Systems Technology (LSTE) Required Courses (21 hours)</strong></td>
</tr>
<tr>
<td>LSTE 7303 Technology and Society</td>
<td>LSTE 7303 Foundations of eLearning</td>
</tr>
<tr>
<td>LSTE 7305 Survey of Computer-based Learning Systems</td>
<td>LSTE 7304 eLearning Environments and Education</td>
</tr>
<tr>
<td>LSTE 7310 Systematic Integration of Technology in Learning Systems</td>
<td>LSTE 7307 Research in Human-Technology Interaction</td>
</tr>
<tr>
<td>LSTE 7320 Intranet and Internet Learning Systems</td>
<td>LSTE 7311 Introduction to Instructional Design</td>
</tr>
<tr>
<td>LSTE 7325 Assessment in Learning Systems Technology</td>
<td>LSTE 7315 Instructional Design: Accessible and Universal</td>
</tr>
<tr>
<td>LSTE 7330 Distance Learning Systems Technology</td>
<td>LSTE 7317 Mobile Learning Environments</td>
</tr>
<tr>
<td></td>
<td>LSTE 7323 Advanced Instructional Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Foundations (EDFN) Required Courses (9 hours)</th>
<th>Education Foundations (EDFN) Required Courses (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 7303 Introduction to Educational Research</td>
<td>EDFN 7313 Learning Theories and Instructional Applications</td>
</tr>
<tr>
<td>EDFN 7313 Learning Theories and Instructional Applications</td>
<td>EDFN 7314 Cognition and Instruction</td>
</tr>
<tr>
<td>EDFN 7314 Cognition and Instruction</td>
<td>EDFN 7370 Educational Assessment</td>
</tr>
<tr>
<td>Possible Electives (9 hours)</td>
<td>Possible Electives (6 hours)</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>LSTE 7100, 7200, 7300 Independent Study</td>
<td>LSTE 7313 Perception, Meaning, and Messages</td>
</tr>
<tr>
<td>LSTE 7101, 7201, 7301 Workshop in Learning Systems Technology</td>
<td>LSTE 7316 Applied Theories of Instructional Design</td>
</tr>
<tr>
<td>LSTE 7306 Digital Photography and Learning Systems</td>
<td>LSTE 7329 Trends in eLearning</td>
</tr>
<tr>
<td>LSTE 7308 Digital Television and Learning Systems</td>
<td>EDFN 7302 Introduction to Program Evaluation OR</td>
</tr>
<tr>
<td>LSTE 7309 Administration of Learning Systems Technology</td>
<td>EDFN 7303 Introduction to Educational Research</td>
</tr>
<tr>
<td>LSTE 7350 Internship</td>
<td>EDFN 7304 Basic Statistics</td>
</tr>
<tr>
<td>LSTE 7360 Seminar</td>
<td>EDFN 7308 Multicultural Education Trends and Issues</td>
</tr>
<tr>
<td>EDFN 7304 Basic Statistics</td>
<td>EDFN 7330 Human Development</td>
</tr>
<tr>
<td>EDFN 7320 Advanced Educational Psychology</td>
<td>RHET 5304 Technical Style and Editing</td>
</tr>
<tr>
<td>EDFN 7330 Human Development</td>
<td>RHET 5375 Grant Writing</td>
</tr>
<tr>
<td>ENGL 5302 Technical Reports</td>
<td>Other (requires prior approval by the adviser)</td>
</tr>
<tr>
<td>ENGL 5304 Technical Style and Editing</td>
<td></td>
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<tr>
<td>Other (requires prior approval by the adviser)</td>
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</tbody>
</table>

**Existing Mission**

The Learning Systems Technology (LSTE) program prepares students in the field of instructional technology for careers in public schools, community colleges, higher education institutions, business, industry, and medical settings or facilities. Educational technologists analyze problems in all aspects of human learning; they revise, implement, evaluate, and manage solutions to those problems. Aspects of the program include the psychology and development of the learner, learning resources development and application, and societal concerns pertaining to instructional technology. Because these careers deal with services to the entire population, all courses in this program make specific efforts to include the needs of the handicapped and exceptional learners.

**New Mission**

The Learning Systems Technology (LSTE) Program's mission is to prepare instructional designers and learning scientists for careers in public schools, community colleges, higher education institutions, business, industry, government, military, and medical settings or facilities. Specifically, the program enables instructional designers to act in teaching and administrative roles in order to analyze problems and apply solutions for learning including planning, preparation, implementation, evaluation, and management. Aspects of the program include the psychology and development of diverse learners, learning resources development and application, and societal concerns pertaining to instructional technology.
<table>
<thead>
<tr>
<th>Existing Admissions Requirements</th>
<th>New Admissions Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate degree from a regionally accredited institution with a cumulative grade point average of at least 2.75 (4.0 scale), or • Grade point average of at least 3.0 for the last 60 hours of undergraduate courses, or • Master's degree from a regionally accredited institution with a cumulative grade point average of at least 3.0</td>
<td>Admissions Requirements: Applicants for Regular or Conditional Admission must submit a Biographical Data Form Regular Admission (additional requirement): • Baccalaureate degree from an accredited institution with a cumulative Grade Point Average (GPA) of at least 3.0 (4.0 scale) or GPA of at least 3.25 for the last 60 hours of undergraduate courses, or • Master's degree from an accredited institution with a cumulative GPA of at least 3.25. Conditional Admission (additional requirements): • Baccalaureate degree from an accredited institution with a cumulative GPA of no lower than 2.75 or a Master's degree with a GPA no lower than 3.0, and • Completion of 12 semester hours of required core LSCE course work with a cumulative GPA of 3.5, no grade lower than a B, and no grade of incomplete (I).</td>
</tr>
<tr>
<td>Baccalaureate degree from a regionally accredited institution; a cumulative undergraduate GPA of no lower than 2.75; and a Graduate Record Exam (GRE) score of at least 370 on the Verbal Scale, 440 on the Quantitative Scale, and 4.5 on the Analytical Writing Scale, or • Completion of at least 12 semester hours of graduate course work in another UALR graduate program or graduate program from another regionally accredited college or university with a cumulative GPA of at least 3.0 and no grade lower than a B</td>
<td></td>
</tr>
<tr>
<td>Existing Performance Requirements</td>
<td>New Performance Requirements</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>No Additional Performance Requirements</td>
<td>Performance Requirements:</td>
</tr>
<tr>
<td></td>
<td>- All students must receive a minimum grade of B for each of the required courses in the program study.</td>
</tr>
<tr>
<td></td>
<td>- A required course with a grade of C does not satisfy the degree requirements and must be repeated.</td>
</tr>
<tr>
<td></td>
<td>- All students must receive a minimum score of C or better for every course in their program of study.</td>
</tr>
<tr>
<td></td>
<td>- Upon receiving two Cs or either a D or an F in any course, the student will be dismissed from the program.</td>
</tr>
<tr>
<td></td>
<td>- Conditionally admitted students must earn the Grade Point Average (GPA) above 3.5 in the first 12 hours of core courses and may not receive a grade of incomplete (I).</td>
</tr>
<tr>
<td></td>
<td>- Deviation from the degree plan requires the approval of the LSTE Coordinator.</td>
</tr>
</tbody>
</table>

VII. Faculty

Full Time EDFN Faculty

EDFN faculty


Vaughn-Neely, Associate Professor, Ph.D., Oregon State University. Teaching Emphases: Learning Theory.
Adjunct Faculty
Beatrice Boateng, PhD, Ohio University, Instructional Design: Access and Universal, Teaching Emphases: Intra and Inter Learning Systems,
Donna Kay, PhD, Cappella, Teaching Emphases: Introduction to Instructional Design,
Keith Freeman, MEd, UALR, Teaching Emphases: Systematic Integration of Technology in Learning,
Sharonda Lipscomb, MEd, UALR, Teaching Emphases: Distance LSTE, eLearning Environments and Education,
Victoria Miller, MEd, UALR, Teaching Emphases: Assessment in LSTE, Digital Photograph and Learning Systems

Data indicate that full-time and adjunct are well qualified for their assignments, holding either terminal degrees in the content areas in which they are appointed and teach and/or possessing specialized expertise and significant experience in the field. Fall Semester 2014, Dr. Christopher Mong of Purdue University will be joining our team as a fulltime professor and program coordinator. He has a doctorate in the field.

Every area of faculty endeavor is routinely documented and evaluated for every member of the faculty. Students evaluate faculty, full-time and adjunct, teaching performance every semester, with results made available for both peer and administrative review. Course syllabi are maintained in the Educational Leadership office and subject to both peer and administrative review as well. As part of the annual review process,

Adjunct faculty who teach courses are evaluated at the end of each semester by candidates enrolled in the course. The Department chair reviews these evaluations to determine adjunct employment status. If concerns are noted, a conference may be held with the adjunct in order to rectify and remediate problems noted. Data on teaching evaluations are stored and may be used to look at patterns in teaching across courses and from semester to semester. On average, adjunct faculty perform at levels above Satisfactory.

VIII. Program Resources
1. Describe the institutional support available for faculty development in teaching, research, and service.

The Scholarly Technology and Resources (STaR) Office provides training opportunities for faculty in the use of the Blackboard course management system and streaming video for the purposes of improving online teaching. The College of Education and the institution provide a diverse menu for LSTE adjunct faculty to improve skills related to teaching, assessment, diversity, technology, and the College of Education’s conceptual framework. These activities include on-going institutional activities that support instruction (e.g., workshops in online course design and management, individual guidance in online course production through STaR) and assessment (e.g., workshops in assessment practice).

Adjunct faculty participate in the annual College of Education stakeholders meeting and in a meeting held each Fall and Spring with the Chair of the Department of Educational Leadership and the Dean of the College of Education to discuss issues in teaching and opportunities on campus for professional development and engagement with campus activities. Faculty participate frequently in these activities both on- and off-campus.
2. Provide the annual library budget for the program or describe how library resources are provided for the program.

The LSTE program students and faculty are fortunate to have access to an excellent collection of hard copy books, monographs, and journals, and the full extent of this collection is detailed in a memo from Maureen James, Director of Collection Development for UALR’s Ottenheimer Library.

IX. Similar Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Specialization</th>
<th>Career Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arkansas - Fayetteville: Public, Comprehensive Doctoral</td>
<td>M.Ed.</td>
<td>Educational Technology</td>
<td>Entry-Level Careers in Instructional Technology</td>
</tr>
<tr>
<td>Arkansas Tech University: Public, Post baccalaureate Comprehensive</td>
<td>M.Ed.*</td>
<td>Instructional Technology</td>
<td>Entry-Level Library/Media Specialists</td>
</tr>
<tr>
<td>Harding University: Private Not-For-Profit, Post baccalaureate Professional</td>
<td>M.S.*</td>
<td>Educational Technology</td>
<td>P-12, Classroom Technology</td>
</tr>
<tr>
<td>Walden University: Private, For-Profit</td>
<td>M.S.*</td>
<td>Instructional Design and Technology</td>
<td>Careers in Instructional Technology</td>
</tr>
<tr>
<td>Webster University: Private, For Profit</td>
<td>MAT*</td>
<td>Informational Technology</td>
<td>Careers in Corporate Training or Classroom Instruction</td>
</tr>
</tbody>
</table>

* Denotes completely online academic program
X. Assessments
## SECTION X — LIST OF ASSESSMENTS

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A Comprehensive Examination</td>
<td>CONTENT KNOWLEDGE, PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Comprehensive Examination</td>
<td>Final Semester of Program</td>
</tr>
<tr>
<td>1B Portfolio/Leadership Growth Presentation</td>
<td>CONTENT KNOWLEDGE, PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Self-Evaluation and Web Portfolio Presentation</td>
<td>Final Semester of Program</td>
</tr>
<tr>
<td>2 Instructional Unit</td>
<td>CLASS PROJECT</td>
<td>LSTE 7303 – Technology and Society (eLearning Foundations) – First Semester</td>
</tr>
<tr>
<td>3 Constructivist-Directed Multimedia Instructional Unit</td>
<td>CLASS PROJECT</td>
<td>LSTE 7310 - Systematic Integration of Technology in Learning Systems– Midpoint in Program</td>
</tr>
<tr>
<td>4 Educational Philosophy and Technology Management Portfolio</td>
<td>CLASS PROJECT</td>
<td>LSTE 7320 – Intra and Inter Learning Systems Technology – Near the End of the Program</td>
</tr>
<tr>
<td>5 Employer Satisfaction Survey – Graduate Survey</td>
<td>EFFECTS ON LEARNING: Employer Satisfaction Survey and Graduate Survey</td>
<td>One Year after Program Completion</td>
</tr>
</tbody>
</table>

1 Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

2 Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, action research, field experience, state licensure test, portfolio).

3 Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
# Relationship of Assessment to Goals

For each GOAL on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple GOALS.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Applicable Assessments from Section II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 1.0:</strong> Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.</td>
<td>☑#1 ☑#2 ☐#3 ☐#4 ☑#5 ☐#6</td>
</tr>
<tr>
<td>1.1 Develop a Vision of Learning.</td>
<td>☑#1 ☑#2 ☐#3 ☐#4 ☑#5 ☐#6</td>
</tr>
<tr>
<td>1.2 Articulate a Vision of Learning.</td>
<td>☑#1 ☑#2 ☑#3 ☑#4 ☑#5 ☐#6</td>
</tr>
<tr>
<td>1.3 Implement a Vision of Learning.</td>
<td>☑#1 ☑#2 ☑#3 ☑#4 ☑#5 ☐#6</td>
</tr>
</tbody>
</table>

**GOAL 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<p>| 2.1 Promote a Positive Culture. | ☑#1 ☑#2 ☐#3 ☐#4 ☑#5 ☐#6 |
| 2.2 Provide Effective Instructional Programs. | ☑#1 ☑#2 ☑#3 ☑#4 ☑#5 ☐#6 |
| 2.3 Apply Best Practice to Student Learning. | ☑#1 ☑#2 ☑#3 ☑#4 ☑#5 ☐#6 |</p>
<table>
<thead>
<tr>
<th>GOAL</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</td>
</tr>
<tr>
<td>3.1 Acts with Integrity.</td>
<td>✅#1 ✗#2 ✗#3 ✅#4 ✗#5 ✅#6</td>
</tr>
<tr>
<td>3.2 Acts Fairly.</td>
<td>✗#1 ✅#2 ✗#3 ✗#4 ✗#5 ✗#6</td>
</tr>
<tr>
<td>3.3 Acts Ethically.</td>
<td>✅#1 ✅#2 ✗#3 ✅#4 ✗#5 ✅#6</td>
</tr>
</tbody>
</table>
SECTION X – Assessment 1A

ASSESSMENT 1A: COMPREHENSIVE EXAMS – CONTENT KNOWLEDGE, PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

A. Description and Use in Program: The LSTE MEd program comprehensive examinations are to be based on a three-fold framework: (1) A thorough analysis of what is known about effective instructional technology/design (2) a comprehensive examination of the best thinking about the types of LSTE that will be required for tomorrow's learning systems (3) a synthesis of the thoughtful work on learning environments.

The purpose of the comprehensive examinations is to encourage candidates who are nearing graduation to engage in a systematic review of their coursework and become more familiar with the professional resources relevant to the field of LSTE. The exam will also provide faculty with one form of evidence to make determinations regarding candidates' readiness for graduation.

The composition of the LSTE comprehensive exams. The questions draw upon knowledge representing the entirety of the MEd program of study. While some of the questions focus more specifically on one or two courses completed during the program, the scope of the entire exam generally spans all of the MEd coursework.

B. Analysis of Findings: The UALR LSTE MEd program faculty instituted the comprehensive exam process in the Spring 2000 semester. The success rate indicates that the exam has rigor and that the candidates one found he/she had underestimated the necessity for in-depth study.

C. Interpretations of Data: The LSTE faculty will review the comprehensive exams scores and rubric sensitivity to modify the artifacts.

D. Assessment Tool: Comprehensive Exam Information

Comprehensive Exam Committee
Dr. Elizabeth Vaughn-Neely, Chair, Department of Educational Leadership, and three (3) UALR LSTE Graduate Instructors
Comprehensive Exam Dates
The candidate must write the exam on November x, 201x beginning at 9:00 am and
continuing until 1:00 pm CST. The Committee will grade the exam between November
x and November x, 201x. Results will be mailed to the candidate once all exams
are graded on Monday, November x, 201x.
The comprehensive exams will be held online in Blackboard Learn 9.1. Students
selecting the Comprehensive Exam will receive further instructions regarding computer,
Internet, and software requirements for taking the exam online. You will complete three
intensive essays.
Comprehensive Exam Requirements for Mastery
All nine required program courses must be represented by top quality exam responses.
1. LSTE 7303 – Technology and Society (eLearning Foundations)
2. LSTE 7305 – Survey of Computer-based Learning Systems
3. LSTE 7310 – Systematic Integration of Technology in Learning Systems
4. LSTE 7320 – Intranet and Internet Learning Systems
5. LSTE 7325 – Assessment in Learning Systems Technology
6. LSTE 7330 – Distance Learning Systems Technology
7. EDFN 7303 – Introduction to Educational Research
8. EDFN 7313 – Learning Theories
9. EDFN 7314 – Cognition and Instruction

Comprehensive Exam Grading Process
Comprehensive exams are graded on a Pass/No Pass scale. See below:

<table>
<thead>
<tr>
<th>Pass</th>
<th>75 – 100 points given on the LSTE and EDFN requirements (based on the Evidence Scale as judged by the Exam Committee).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with Oral Defense Required</td>
<td>50 – 75 points given on the LSTE and EDFN requirements (based on the Evidence Scale as judged by the Exam Committee). *Pass with Oral Defense: If this score is received, the Exam Committee will hold an oral defense so candidates can demonstrate proficiency in the LSTE and EDFN requirements. Candidates must make a passing score at the defense to be eligible for graduation for the current semester. **Candidates must rewrite the exam. The candidate will have a maximum of two exams to attain a passing score. The committee will work with a timeline for those who do not pass the exam.</td>
</tr>
<tr>
<td>No Pass</td>
<td>49 points or less given on the LSTE and EDFN requirements (based on the Evidence Scale as judged by the Exam Committee). Candidate must return and rewrite with an oral defense next semester. **</td>
</tr>
</tbody>
</table>

*Pass with Oral Defense: If this score is received, the Exam Committee will hold an oral defense so candidates can demonstrate proficiency in the LSTE and EDFN requirements. Candidates must make a passing score at the defense to be eligible for graduation for the current semester.
**Candidates must rewrite the exam. The candidate will have a maximum of two exams to attain a passing score. The committee will work with a timeline for those who do not pass the exam.

- Flash Drive
- Must show evidence of the following per UALR standards:
  - Specialized LSTE Expertise
  - Professional Development
  - Communication
  - Diversity
  - Technology
LSTE Comprehensive Exam

To demonstrate your understanding and knowledge gained through the LSTE course requirements you will fully address three (3) of the following six (6) questions in the time allowed. You will select one (1) EDFN question and two (2) LSTE questions.

You must fully address each question and cite any evidence used to support your statements. Think about all the issues, causes, and implications for teaching and learning to reach your conclusions based on the best evidence. These questions do not have a single right answer so there are many possible right answers. However, you must cite relevant research, theories, noted individuals in the field, and best practices to support your answers.

SAVE YOUR ANSWERS IN A WORD DOCUMENT FILE AND SUBMIT AS AN ATTACHMENT. WRITE YOUR NAME AND T-NUMBER AT THE TOP OF EACH PAGE. YOU MUST SUBMIT YOUR ANSWERS BY 1:00 PM AND YOU WILL NOT BE ALLOWED TO SUBMIT AFTER THIS TIME. IF YOU MISS THE 1:00 PM DEADLINE YOU WILL NOT BE ALLOWED TO GRADUATE THIS SEMESTER

Educational Foundation (EDFN) Questions:

1. What is learning? Discuss Behaviorism, Information Processing, and Constructivism theories of learning. How do you assess learning? Explain what is meant by developmentally appropriate instruction. Once you have engaged the learner, how do you support and maximize (scaffold) the eLearning environment? Provide an in-depth example.

2. Discuss how the dimensions of attribution theory, social cognitive theory, and goal theory influence motivation and learning. Explain the educational implications involving achievement, motivation, attributions, and goal orientation. Design a lesson that would insert motivational feedback within an eLearning environment. Provide an in-depth example.
Learning Systems Technology Education (LSTE) Questions:

3. Discuss the process used when planning for and creating a lesson plan enhanced by technology. Explain how multimedia principles, learning theory, and integrations strategies important in this process. Describe how the plan elements, like the objectives, instructional methods and evaluation will change with the addition of technology. For this question, you are to thoroughly design a plan that would introduce a new technology to a student. Write a lesson plan and evaluate each component by explaining why it is necessary for the planning process to occur.

4. In detail, discuss how educational technology can be properly used to enhance the classroom and the online educational environment. In your explanation, be sure to include descriptions of asynchronous vs. synchronous learning, formal vs. informal learning, near transfer vs. far transfer and teaching to inform vs. perform.

5. Discuss how both traditional and alternative assessment can be enhanced by technology. Are there ways to reduce cheating and plagiarism? Suggest an assessment process to justify how it will work to eliminate cheating. You must provide detailed analysis.

6. How have advancements in distance education improved education? Explain the components of a successful learning system. Discuss, in detail, the role of the instructor and the role of the student in the online learning environment and identify key attributes for success.
<table>
<thead>
<tr>
<th>Ideas/Content A</th>
<th>B Satisfactory</th>
<th>C Basic</th>
<th>D Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>56-60</strong></td>
<td>The writing is exceptionally clear and focused. It holds the reader's attention throughout. Main ideas are apparent and developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</td>
<td><strong>50-55</strong></td>
<td>The writing is reasonably clear and focused. It holds the reader's attention. Main ideas are apparent and developed by supporting details suitable to audience and purpose. The writing is characterized by</td>
</tr>
<tr>
<td>Proficient</td>
<td>- Exemplary problem definition, clarity, and focus;</td>
<td>- Adequate problem definition, clarity, and focus;</td>
<td>- An identifiable problem;</td>
</tr>
<tr>
<td></td>
<td>- Evidence that gives the reader important information that goes beyond the obvious or predictable;</td>
<td>- Evidence that gives the reader information but does not thoroughly flesh out the issues;</td>
<td>- Little evidence to flesh out the issues for the reader;</td>
</tr>
<tr>
<td></td>
<td>- All necessary supporting, relevant, carefully selected details present;</td>
<td>- A number of supporting, relevant, carefully selected details present;</td>
<td>- Supporting details that are relevant, but may be overly general or limited in places;</td>
</tr>
<tr>
<td></td>
<td>- Reference usage that provides strong, accurate, credible support;</td>
<td>- Reference usage that provides, accurate and credible support;</td>
<td>- Some references are used that provide support;</td>
</tr>
<tr>
<td></td>
<td>- A thorough, balanced, in-depth explanation and exploration of the topic (the writing makes significant connections and shares insights);</td>
<td>- A balanced, in-depth explanation and exploration of the topic (the writing makes connections and shares insights);</td>
<td>- A problem that has been explored, although developmental details may occasionally be out of balance with the topic(s) or issues(s);</td>
</tr>
<tr>
<td></td>
<td>- Content and selected details well-suited to audience and purpose;</td>
<td>- Content and selected details appropriate to audience and purpose;</td>
<td>- Some connections and insights present;</td>
</tr>
<tr>
<td></td>
<td>- In-depth knowledge of the subject demonstrated.</td>
<td>- Knowledge of the subject demonstrated.</td>
<td>- Content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose;</td>
</tr>
<tr>
<td>A</td>
<td>Proficient</td>
<td>B</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>---</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 9-10 | The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by:  
- Organizational structure that fits the topic, and the writing is easy to follow matching the purpose and audience;  
- A strong, inviting introduction that draws the reader in;  
- Well controlled pacing with effective sequencing;  
- Smooth, effective transitions among all elements (sentences, paragraphs, ideas);  
- Details that fit where placed;  
- A strong, satisfying sense of resolution or closure. | 7-8 | The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by:  
- Organizational structure fits the topic, and the writing is easy to follow matching the purpose and audience;  
- A recognizable introduction that states the intent of the paper;  
- Well controlled pacing with effective sequencing;  
- Smooth, effective transitions among all elements (sentences, paragraphs, ideas);  
- Details that fit where placed;  
- A developed sense of resolution or closure. | 5-6 | Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by:  
- Organization which helps the reader, despite some weaknesses;  
- A recognizable introduction that is not particularly inviting;  
- Less controlled pacing where the writer lunges ahead too quickly or spends too much time on irrelevant issues and thus, degenerates into ineffective sequencing;  
- Transitions that may be stilted or formulaic;  
- Placement of details that may not always be effective;  
- A developed conclusion that may lack subtlety. | 4 or less | An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by:  
- Meager organization that ultimately obscures or distorts the main point (a structure that is skeletal or too rigid);  
- An undeveloped introduction (e.g., "My topic is...");  
- Pacing that is consistently awkward; the reader feels mired down in trivia or rushed along too rapidly; attempts at sequencing evident, but the order or the relationship among ideas may occasionally be unclear.  
- Transitions that sometimes works overusing the same few transitional devices (e.g., coordinating conjunctions, numbering, etc.);  
- Details that seem randomly placed, leaving the reader frequently confused;  
- Conclusion that, although present, is too obvious (e.g., "These are all the reasons that..."). |
<table>
<thead>
<tr>
<th>A: Proficient</th>
<th>B: Satisfactory</th>
<th>C: Basic</th>
<th>D: Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>7-8</td>
<td>5-6</td>
<td>4 or less</td>
</tr>
</tbody>
</table>
| The writing has an effective flow, rhythm, and cadence. Sentences show a superior degree of quality, with consistently strong and varied structure. The writing is characterized by:  
- A natural, fluent sound; it glides along with one sentence flowing effortlessly into the next;  
- Sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas;  
- Varied sentence patterns that create an effective combination of power;  
- Strong stylistic control over sentence structure;  
- Technical language used appropriately and with explanations as necessary. |
| The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive reading easy and enjoyable. The writing is characterized by:  
- A natural, fluent sound; it glides along with one sentence flowing into the next.  
- Variation in sentence structure, length, and beginnings that add interest to the text;  
- Some sentence patterns that create an effective combination of power;  
- Control over sentence structure;  
- Evident stylistic control and technical writing. |
| The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in reading. The writing is characterized by:  
- A natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace;  
- Some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact;  
- A few sentence patterns that create an effective combination of power;  
- Strong control over simple sentence structures, but variable control over more complex sentences;  
- Occasional lapses in stylistic control;  
- The lack of regularity in cadence, parts of the text are stiff, awkward, or choppy. |
| The writing tends to be mechanical rather than fluid. Awkward constructions force the reader to slow down or reread. The writing is characterized by:  
- Choppy, incomplete, rambling, or awkward passages;  
- Little variety in sentence structure, length, and beginnings, the writer falls into repetitive sentence patterns;  
- Sentence patterns that are not effective, even if the writing were flawlessly edited, the sentences would not hang together;  
- Little control over complex or simple sentence structures, fragments and/or run-ons abound;  
- Sentences that lack energy.  
- Lapses in stylistic control;  
- The writing appears disjointed, confusing, and does not permit smooth reading. |
<table>
<thead>
<tr>
<th>A</th>
<th>Proficient</th>
<th>B</th>
<th>Satisfactory</th>
<th>C</th>
<th>Basic</th>
<th>D</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| 19-20 | The writing demonstrates exceptionally strong commitment to the quality and significance of research and the accuracy of the written document. The author documents intellectual property to avoid plagiarism and to enable the reader to evaluate the credibility or significance of a citation by checking the source. The writer has  
- Consistently acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority;  
- Correctly punctuated all quoted materials; and  
- Paraphrased text from cited reference material that is not an original idea, theory, or opinion. | 17-18 | The writing demonstrates a strong commitment to the quality and significance of research and the accuracy of the written document. The author documents intellectual property to avoid plagiarism and to enable the reader to evaluate the credibility or significance of a citation by checking the source. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writer has  
- Acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority; key phrases are directly quoted so as to give full credit where credit is due;  
- Punctuated all quoted materials; errors are minor; and  
- Paraphrased text by rewriting using own style and language. | 15-16 | The writing demonstrates some commitment to the quality and significance of research and the accuracy of the written document. The author documents intellectual property to avoid plagiarism and to enable the reader to evaluate the credibility or significance of a citation by checking the source. Minor errors, while perhaps noticeable, do not blatantly violate the rules of documentation. The writer has  
- Acknowledged borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority;  
- Punctuated all quoted materials; errors, while noticeable, do not impede understanding;  
- Paraphrased text by rewriting using own style and language; and  
- Provided in-text documentation for most borrowed material. | 14 or less | The writing demonstrates a limited commitment to the quality and significance of research and the accuracy of the written document. The author frequently documents intellectual property used to avoid plagiarism and to evaluate the credibility or significance of a citation by checking the source. Violation of the rules of documentation is evident. The writer has  
- Not acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority;  
- Enclosed quoted materials within document; however, did not supply the authorship of the materials. |
<table>
<thead>
<tr>
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<td>Fall</td>
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<tr>
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<td>100%</td>
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SECTION X – Assessment 1B

ASSESSMENT 1B: WEB-BASED PORTFOLIO – CONTENT KNOWLEDGE, PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

LSTE Web-based Portfolio and Presentation

A. Description and Use in Program:
The LSTE Web-based Portfolio is a culminating project which includes (a) the development of a web-based portfolio and (b) successful Internet presentation of the portfolio. Portfolios should reflect the professional growth of candidates and highlight improvements in candidates' knowledge, skills, and dispositions that are aligned with goals of the program including all of the required courses.

As a culminating assignment, candidates are required to present a portfolio, present a leadership seminar to demonstrate growth, as well as a self-reflection and self-evaluation. The LSTE Growth Presentation is designed to assist the educational technologist leader in synthesizing the knowledge gained throughout the MEd Program and in forming a personal philosophy of instructional design leadership affecting career goals. The presentation is drawn from key issues of instructional technology leadership presented in coursework, personal reflections upon experiences in learning settings, and current research in educational technology and learning environments.

B. Analysis of Findings:
The evaluations assess candidates' knowledge in the goal areas and the required courses as well as growth. A summary of the data reveals candidates are meeting these standards addressed by this assessment. The passing rate was 100% in the last academic year. The mean scores for candidates on the internship field experiences assessment for the period range from ___ in a ___ scale for both portfolio development and portfolio presentations. The program has been highly effective in preparing candidates to effectively apply their knowledge, skills, and dispositions in the instructional design practice.

C. Description of Assessment
The purpose of this task is for candidates to demonstrate mastery of the knowledge, skills, and dispositions for instructional design and technology leadership. Candidates develop and present a professional web-based portfolio for the assessment of their LSTE experiences. Candidates are required to demonstrate an in-depth understanding of these concepts. Candidates also must utilize a variety of instructional strategies to integrate technology and pedagogical approaches that effectively support the presentation. Candidates are expected to present the web seminar and collect audience assessment data.
to evaluate their overall impact. All leadership objectives must be clearly linked to the goals, required courses, and the self-evaluation, which, must provide evidence gained from audience feedback and candidates self-assessment.

D. Assessment Tool:
Wanted
Exceptional Educational Design Specialist

LSTE
2014

Required Knowledge, Skills, and Dispositions

- Must be a leader in educational design and have the ability to analyze problems and find solutions using state of the art technology;
- Must know how to implement change to ensure the academic success of all learners;
- Must have strong interpersonal, collaboration, and communication skills, and
- Is capable of managing and evaluating instructional systems and educational programs at all levels.
Research findings indicate today's educational environments require exemplary leaders designing educational materials. Thus, exemplary LSTE graduates must possess a wide variety of qualities including interpersonal and intrapersonal intelligence.

The LSTE Growth Presentation integrates key issues of LSTE leadership presented in coursework, professional reflections upon experiences in educational settings, and current research in learning, research, and technology. The cover letter assists the candidate in synthesizing the knowledge, skills, dispositions, and performances obtained throughout the program, informing a professional philosophy of leadership in assessing personal potential to meet career goals.

The product that will be shared with the perspective employer is a formal portfolio website and a cover letter consisting of a clear and concise analysis of 21st century educational research and theory with regard to individually selected knowledge, skills, and dispositions cited in the want ad. It includes a review of pertinent literature and specific professional development skills that have been gained throughout the program.

Presentation Guidelines

In light of your career goals, select an aspect from the want ad to emphasize. The cover letter must be logically organized, display clearly stated content, incorporate empirically supported propositions, as well as demonstrate grammatically composed text. In addition, review the materials in your portfolio, reflective journals, and coursework; develop a letter that includes the following:

Strengths Analysis
- Identified strengths with respect to your development; and
- A plan to use your strengths as an exemplary leader that includes specific goals and benchmarks.

Growth Analysis
- Identified areas of growth with respect to your work that will be enhanced as you work for the employer;
- A plan to develop your area of growth as an exemplary leader that includes specific goals and benchmarks.

Self-Evaluation
- In the concluding paragraph, share what have you learned from your work in the program and how this information made a difference in your professional life. Give audience a feeling of your professional accomplishment.
<table>
<thead>
<tr>
<th>Portfolios</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>n=6</td>
<td>n=0</td>
</tr>
<tr>
<td>Distinguished</td>
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<td>Competent</td>
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<tr>
<td>Satisfactory</td>
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<tr>
<td>Passing Rate</td>
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SECTION X – Assessment 2

ASSESSMENT 2: Technology and Society (eLearning Foundations)

A. Description and Use in Program: Instructional Unit Final Project
As a final assignment the student is required to create a multimedia instructional unit using effective multimedia principles that demonstrate their ability to master educational design skills. The multimedia instructional unit involves using words and pictures to foster learning for diverse learners.

B. Analysis of Findings:

C. While the candidate’s overall performance on this project is used for course grading purposes, the project provides an assessment of each candidate’s performance relative to specific LSTE goals. Thus, the assessment measures the performance of candidates in promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

D. Analysis of Findings:
Parallel with the improvement efforts, significant changes have taken place in both (a) the scale and (b) criterion of this assessment. The rubric was finalized in 2007. Data have been gathered for a number of years. Seventy-one candidates completed the assessment in 2012-2013. This course is offered every semester.

E. Interpretation of Data to Show Evidence of Meeting LSTE Goals:
Through this assessment, the program candidates presented high performance in promoting the success of all students by understanding, responding to, and influencing and instructional design and technology learning context. Data will continue to be gathered and maintained on this assessment to assure a more representative picture of candidate performance and an evidence of meeting LSTE goals. These data will be used in program improvement.

F. Assessment Description
The purpose of the assignment is to acquire knowledge of multimedia instruction, to promote the success of all students by understanding, responding to, and influencing web-based learning context. This assignment requires candidates to complete an analysis of a specific technology issues and develop a multimedia project that addresses learning situation.

G. Assessment:
As a final assignment, you will be required to create a multimedia instructional unit using effective multimedia principles. Remember, a multimedia instructional unit involves using words and pictures to foster learning. This should only be attempted once you feel you have mastered all the material in the textbook.
Your instructional unit must be accompanied by a one-page paper describing the thought process for your design and the multimedia principles used that justify your creation.

You may use PowerPoint or any other software as long as I can open it on my computer.

**Famous last words:** "I am not a technical person."

For some folks they think by stating this phrase it is a get out of jail free card. This class will not focus on the technical aspects of creating a tutorial. You will need to learn this on your own. This class will focus on the science and pedagogy of effective instruction with multimedia and technology. Remember, the technology will always change so it will benefit you now to develop a method for learning this on your own and staying abreast of changes. You should start signing up for educational technology online forums, eLearning blogs, etc.

There is a wealth of free information on the Internet on how to (technically) create tutorials using PowerPoint and other applications. The word technology is listed in the title for this Master's degree so I would hope that you either are or have the capability to be a "techie" type person. I will provide you with links to more than 100 free online PowerPoint tutorials in the resources section of this learning module as well as some of my favorite forums, blogs, and online resources.

If you still have a technical question and you have exhausted all resources that you could find on your own, please feel free to email me with your query.
Candidate Performance on eLearning Instructional Unit Project by Year

### LSTE 7303 Technology & Society

<table>
<thead>
<tr>
<th></th>
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<td>F=0-44</td>
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### LSTE 7303 Technology & Society

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SECTION X – Assessment 3

Assessment 3: Constructivist-Directed Multimedia Instructional Unit

D. Description and Use in Program:

**Aim:** To demonstrate your understanding of foundational theories impact on technology integration and effective integration strategies by showcasing your ability to create an interactive multimedia instructional unit using the directed/objectivist or constructivist approach described in our text.

**Task:** For your final project you will design and create a multimedia instructional unit using the directed/objectivist and constructivist approaches covered in the course. You may utilize any instructional technology available, except power point, to synthesize what you have learned in the class. I will provide several resources for this assignment but you are encouraged to locate your own. Some examples of multimedia technologies that may be used are video, webquests, podcasts, and instructional blogs or websites. However, take into consideration that this assignment may be useful for your portfolio so make sure your topic is of relevance.

**Requirements:** Create an interactive multimedia instructional unit using the directed/objectivist approach. In addition to your project include a lesson plan or you may present an introductory document that identifies your target audience, learning goals/objectives, and a brief summary of the instructional unit. Also, include a flowchart or storyboard with your submission. This unit will include three items:

- Finished multimedia unit,
- Lesson plan or introductory document, and
- Flowchart or Storyboard.

Your instructional unit may cover any topic, subject, or content area you choose.

Remember, the aim here is for you to acquire a working knowledge of an instructional technology while applying what you’ve learned in the course regarding learning theory foundations and effective integration strategies based on directed/objectivist and constructivist models.

*A list of "Useful Resources" is available on the course tools menu.*
<table>
<thead>
<tr>
<th>Criterion Name</th>
<th>Does not Meet Expectation (0 points)</th>
<th>Meets Expectation (7 points)</th>
<th>Exceptional (10 points)</th>
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<tbody>
<tr>
<td>Navigation</td>
<td>Navigation is not clear to user. Does not account for user.</td>
<td>Easy to understand with a few point of confusion. Account for user.</td>
<td>Navigation is flawless and easy to understand. Accounts for user. Movement between screens is free of jumps, blips, and other problems.</td>
</tr>
<tr>
<td>Functionality</td>
<td>Buttons/hyperlinks do not function properly; Audio will not play</td>
<td>Will play but a few buttons/hyperlinks do not function properly and some audio errors.</td>
<td>Will play; All buttons/hyperlinks function properly; Audio is clear.</td>
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<tr>
<td>Instructional Design</td>
<td>Multimedia principles are not demonstrated. Objectives unclear; Purpose unclear.</td>
<td>Some multimedia principles are demonstrated. Objectives are clear to user. Some principles not followed.</td>
<td>Multimedia principles are demonstrated and used throughout. Objectives are defined and clear to user. Includes purpose of the lesson. Explains what will be learned and what was previously learned. Presentation strategies align with objectives. Includes a summary. Correct spelling and punctuation throughout.</td>
</tr>
<tr>
<td>Paper</td>
<td>No paper. Description is vague or does not match design of tutorial. Does not meet length requirement. Several spelling errors.</td>
<td>Describe how multimedia principles were used in design with few errors.</td>
<td>Meets length requirement; describes how multimedia principles were used in design. Easy to understand reasoning. No spelling/grammar errors.</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>----------------</td>
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<td></td>
<td>Fall</td>
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<tr>
<td>A = 100-90%</td>
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<td>C = 79-70%</td>
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<tr>
<td>F = 59% - below</td>
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SECTION X – Assessment 4

Assessment 4: Educational Philosophy and Technology Management Portfolio

A. Description and Use in Program:
This assignment is used to assess the student’s ability to develop an educational philosophy regarding the instructional design process as well as get them ready to develop the web-based portfolio for the capstone experience if they so choose. Each student will complete all elements of the Portfolio. The purpose of the activity is to reflect upon the student’s own educational philosophy, program and artifact development, and assess technology management knowledge. Students will develop a portfolio which includes the following: professional quality resume, development of a personal educational philosophy, program development: identify the problem; seek data and analyze the problem factors; research, collect and organize relevant information; identify causes; seek creative solutions; apply ethical standards; plan for continuing dialogue with diverse community groups; and determine a best solution with others when appropriate.

1) Explain your educational philosophy;

2) Identify your program development;

3) Identify product development;

4) Demonstrate educational technology management;

5) Research, collect and organize relevant information.

The candidate will reflect in the portfolio the values, beliefs, and personal integrity as documented in his/her Leadership Platform

B. Analysis of Findings:
The evaluations assess candidates’ knowledge in the goal areas and the required courses as well as growth. A summary of the data reveals candidates are meeting these standards addressed by this assessment. The passing rate was 100% in the last academic year. The mean scores for candidates on the assessment for the period range from making progress to proficient for the portfolio. The program has been highly effective in preparing candidates to effectively apply their knowledge, skills, and dispositions in the instructional design practice.

C. Description of Assessment
The purpose of this task is for candidates to demonstrate mastery of the knowledge, skills, and dispositions for developing an educational philosophy and technology management. Candidates develop and present a professional web-based portfolio for the assessment of their LSTE experiences. Candidates are required to demonstrate an in-depth understanding of program development. Candidates also
must utilize a variety of instructional strategies to integrate technology and pedagogical approaches that effectively support the presentation. Candidates are expected to present the web seminar and collect assessment data to evaluate their overall impact. All objectives must be clearly linked to the goals and objectives and evidence gained from the course.

D. Assessment Data

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<td></td>
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<tr>
<td>Mean</td>
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SECTION X – Assessment 5

Assessment 5 – Employer Satisfaction Survey – Graduate Survey

A. Description and Use in Program:
To assess effects on student learning of LSTE graduates specifically, an Employer Satisfaction Survey was developed and will be piloted using a focus group of current LSTE employers. A similar instrument for candidate self-evaluation will be piloted via email. The fifth assessment evaluates graduate content and professional knowledge, skills, and dispositions by analyzing graduate leadership performance as LSTE professionals. Collaborative decision-making and communication skills are evaluated in conjunction with content, professional, and pedagogical knowledge, skills, and dispositions for instructional design and technology leadership. An understanding of the effects of instructional leadership on learning is assessed through the rubric and written responses as well.

The LSTE Program will use an employer survey assessment rubric grounded in both the UALR College of Education conceptual framework as well as the goals of the program. This rubric uses a Likert scale of 1-4 to evaluate a graduate’s leadership competency. The range is from level one, strongly disagree, to level four, strongly agree. The target is level 3.5. A qualitative section follows the standardized rubric to assess candidate understanding and application of all goals as well as gleaning formative evaluation of the program.

A Graduate Self-Evaluation designed and to be piloted to ascertain the graduates’ belief in their acquired knowledge, skills, and dispositions equipping them for professional success follows the same format. This instrument allows comparisons to be made concerning program effectiveness.

A conference is held to provide feedback to the employers, graduates, and university as part of professional development and to enhance the Program. A similar rubric will be used at the program orientation to allow candidates an opportunity to understand and self-evaluate their growth throughout the program.

An instrument to provide initial feedback for our entering candidates has been designed. Designed in conjunction with our other instruments, this measure will allow the LSTE Program to evaluate Initial and Formative data regarding matriculated candidates and to support the individual growth of the candidate. These data will be accumulated and analyzed beginning Spring 2015.

B. Analysis of Findings:
Data will be aggregated and disaggregated to analyze the representative qualitative and quantitative data from employers and candidates.

C. Interpretations of Data:
The program is committed to following our graduates for five years to determine the strength of the program. In addition, we are instituting a Candidate Orientation for each
cohort to support self-evaluation and reflection for continued improvement in the knowledge, skills, and dispositions essential to successful LSTE professional instructional designers/technologists.

D. Graduate Assessment Survey

Employer Assessment Survey

...
Alumni Survey

1. How many total terms did it take you to obtain your degree from UALR from the time you first enrolled in LSTE coursework until you complete it? (Count each fall, spring, and summer.)

   4   5   6   7   8   9   10   11   12   13   14   15

2. How many years has it been since you graduated from this program? (to the nearest year, check one)
   Less than 1 year
   1 year
   2 years
   3 years
   4 years
   5-9 years
   10 or more years

3. Have you attended a state, regional, or national professional conference after completing the UALR LSTE degree?
   Yes   No

4. The Learning Systems Technology Education program has the following dimensions of academic quality.
   Instructional Design Skills
   eLearning Skills
   Web Project Design
   Technology in Education Skills
   Scholarly Writing
   Critical Thinking Skills
   Research Skills
   Interpersonal Skills
   Communication Skills
Presentation Skills
Decision-making skills
Ability to Work in Teams
Technical Skills
Leadership Skills
Knowledge of Ethical Practices
Ability to Apply Theory to Current eLearning Problems
Commitment to Diversity in Web Design

5. Regardless of the financial benefits, has your UALR graduate education improved the quality of your life?
   Definitely
   Very Probably
   Probably
   Probably Not

6. How well were you prepared in the content knowledge of LSTE?
7. How well were you prepared in the methods and practices that you use?
8. How well were you prepared in working with learners/clients?
9. How well were you prepared to be an effective communicator with administrators, supervisors, peers, and staff?
10. How well were you prepared to be an effective communicator with learners/clients?
11. How well were you prepared with the dispositions and commitment to continue in professional development?
12. How well were you prepared in the appropriate use of State, National and professional standards?
13. How well were you prepared in using technology in your professional career?
14. How well were you prepared to assess learners'/clients' needs and abilities using assessment methods?
15. How well were you prepared in the assessment of learners'/clients needs and abilities using portfolios, structured observations/interviews, etc.?
16. How well were you prepared in making effective and appropriate accommodations for learners or clients with culturally and linguistically diverse backgrounds?
17. How well were you prepared in making effective and appropriate accommodations for learners or clients with disabilities and other special needs?
18. How well were you prepared in making effective and appropriate accommodations for learners or clients with different learning styles?
19. How applicable was your LSTE preparation to your current or most recent career/work?

Exceptionally Prepared    Adequately Prepared    Somewhat Prepared    Not Prepared

20. If you had a chance to redo your graduate work in Learning Systems Technology, would you attend UALR again?
   Definitely    Very Probably    Probably    Probably Not

21. Have you recommended the Learning Systems Technology Education program at UALR to prospective students?
   Yes    No

22. Which of the following describes what you have done since graduation? (check all that apply)
   Continued my education
   Continued working in my current position
   Obtained a promotion in my current organization
   Obtained a promotion in a new organization
   Began working full-time
   Looking for work
   Self-employed

23. Employed:
   Full    Part    Unemployed    Hold More than One Job

24. If Employed, Please Indicate the Sector:
   • Agency
   • Business/Industry
   • College/University
   • Community College/Junior College
   • Government (Local & State)
   • Government (Federal)
   • K-12 Education
   • Medical
   • Military
   • Nonprofit Organization or Foundation
   • Self-Employed
   • Other (Please Describe)
25. Indicate the number of hours per week you are currently employed:
   0-10
   11-20
   21-30
   31-40
   Over 40

26. Do you hold more than one job concurrently?
   Yes   No

27. Did you work for your current employer before graduation?
   Yes – as a permanent employee
   Yes – as a part-time employee
   Yes – as an intern or co-op
   Yes – as a UALR Graduate Assistant
   No

28. In your current primary work activity, how much do you rely on knowledge gained from your UALR LSTE degree?
   Not at all   Some   Frequently   Almost Always

29. Overall, how satisfied are you with your current job?
   Very Satisfied
   Somewhat Satisfied
   Somewhat Dissatisfied
   Very Dissatisfied

30. What is your job title?

   • Yes
   • No

32. Would you please provide the name of your employer?

33. Sex:   Female   Male
34. Race:
  • African American/Black
  • American Indian/Native American
  • Arab American/ Middle Eastern
  • Asian American/Pacific Islander
  • European American
  • Hispanic or Latino-American
  • Biracial/Multiracial (please specify) ________
  • Other (please specify) ________

35. Age: In years ________

36. May we contact you?
  • Yes
    Email Address: ___________
  • No
Employer Survey

Which category best describes your organization?

- Agency
- Business/Industry
- College/University
- Community College/Junior College
- Government (Local & State)
- Government (Federal)
- K-12 Education
- Medical
- Military
- Nonprofit Organization or Foundation
- Other (Please Describe)

What is the total number of employees in your organization?

How many full-time and part-time workers are employed by your organization? If an educational entity, how many full-time and part-time faculty and administrative staff?

How many employees in your organization have LSTE degrees?

Have employees from the LSTE Program also participated in additional professional development, education, or job training?

For each work behavior characteristic listed below, mark the response value that best indicates the level of responsiveness you have experienced from employees that have graduated from the LSTE Program.

- Readiness to Handle Position
- Quality of Work
- Job Knowledge
- Adaptability
- Dependability
- Self-Initiative
- Organizational Skills
- Leadership Skills
- Other (Please Specify)

For each work skill listed below, mark the competency value that best indicates the level of competency you have observed or experienced with employees that have graduated from the LSTE Program.
• Scholarly Writing
• Critical Thinking
• Communication Skills
• Presentation Skills
• Knowledge of Ethical Practices
• Ability to Work Independently
• Effective Problem-Solving Skills
• Commitment to Diversity
• Ability to Work in Teams
• Other (Please Specify)

From your work-related observations or experiences with the employees that graduated from the LSTE Program, what is one notable strength they possess to perform their work responsibilities?

• Diligent Service
• Professional and Very Competent
• Well-Researchers Decisions and Action Plans
• Good Administrative and Interpersonal Skills
• Managing Multiple Tasks
• Quick Grasp of Problems/Issues
• Ability to Apply Theory to Current/Practical eLearning Problems
• Other (Please Specify)

In regard to your needs as an employer, what is the most significant action we can take to improve the quality of our graduates' preparation?

• Continue Preparing Them to Think Critically
• Focus More on Practical Experience
• Emphasize Team Building Skills
• Teach Supervision Skills
• Stress Instructional Design Process
• Train Project Management Skills
• Teach Grant Writing Skills
• Stress Technical Writing Skills
• Emphasize Web Design Skills
• Other (Please Specify)

Would you recommend the UALR LSTE program to other employees?
• Yes
• No

Additional Comments

May we contact you?
XI. ASSESSMENT RESULTS

To evaluate program performance, data generated for the Assessment report analyzed and evaluated the LSTE assessment report on three levels. **Level One** evaluated candidate knowledge of leadership content, **Level Two** considered candidate professional knowledge, skills, and dispositions, and **Level Three** explored the candidate effects on learning. The program faculty will use the summative findings identified at each level for the improvement of candidate performance.

**LEVEL I: CANDIDATE KNOWLEDGE OF LEADERSHIP CONTENT**

Leadership content knowledge data were reviewed to determine strengths and limitations within the programs. Thus, the analyses of Assessments 1A, 1B, and 4 provided information that led to much revision and change for the LSTE core curricula and the addition of a new assessment, 5.

Strengths/Weaknesses noted in candidate content knowledge preparation was evident in performance on the Comprehensive Exam and Portfolio Web Presentation. High test scores indicate candidate preparation within the program may mean the content has been thoroughly addressed in each of the classes. From program inception, the LSTE program required candidates to have completed core courses before attempting the exam. This reinforced our candidates' fundamental content knowledge.

Even though we are scoring well in the content areas on the capstone experiences and the authentic activities, we wanted to develop another assessment to analyze our candidates' growth. We need to develop another Assessment to ensure that we can continue the strong content development for our candidates to become proficient instructional design leaders.

To strengthen candidates' content knowledge, the LSTE Program will develop an orientation to apprise newly matriculated graduate students of the knowledge, skills, and disposition competences addressed throughout their academic program. This seminar will focus on preparing candidates in instructional design content knowledge, student learning enhancement through curricula and instructional supervision, and the ethical ramifications that lead to advocacy for diverse learners. Additionally, the program will develop a Handbook as well as an internship seminar for each LSTE graduate candidate.

Third, evaluative/summative data along the capstone data indicate these content measures needed to be more powerfully addressed. The inception of revisions in instructional design coursework began with emphasis on problem solving, synthesis of information, and decision-making and research within core courses. There appears to be no consistency that can be verified. This needs to be addressed.

Although these noted concerns were revealed in Assessments 1, 2, and 4, the assessments provided a summative evaluation of the candidates' command of content knowledge. The majority of UALR LSTE MEd candidates performed at the targeted level on all assessments; thus, the program requirements will be assessed each academic year to ascertain appropriate and sufficient academic growth in leadership content improving the competencies and confidence of UALR LSTE graduates. Moreover, the it was affirmed a policy change for the program required
candidates to submit a copy of their Capstone Experience disaggregated scores as a degree requirement. This will provide the program with more data to assess the summative growth of our candidates.

LEVEL II. CANDIDATE PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

The assessments 2 and 3 were designed to measure candidate proficiencies professional knowledge, skills, and dispositions. The candidate data indicated that majority of candidates performed at the target level in developing knowledge, skills, and dispositions. The rigor and effectiveness of the MEd coursework are demonstrated in candidate proficiency. Despite the recognized success of the core courses as demonstrated by candidate data, there were recognized areas that could be improved.

This approach of instituting a comprehensive set of instructional design and technologist leadership activities as an integrative and inclusive method strengthens the instruction and will ensure they can design professional development for diverse learners. Changes in the content coursework options of our program of study for our students will strengthen candidate knowledge.

LEVEL III. CANDIDATE EFFECTS ON STUDENT LEARNING

The effect of candidates on learning well is measured through the use of a series of graduate follow-up and employer surveys. An informal focus group of representative members of the educational technologist and instructional design community determined our design of the surveys to measure the skills our candidates have performed at acceptable levels in the surrounding employment communities. In subsequent years, this assessment will be distributed to every type employing community one of our graduates might be affiliated with to monitor their professional growth and their effect on professional development learning.

Instructional designs and syllabi of all courses will be reevaluated to ascertain how effectively these are aligned with attention to identified weaknesses. Finally, the core courses will include integrative and inclusive approaches to instructional goals and objectives.

These quantitative and qualitative data sets inform the LSTE MEd degree. The program prepares candidates to be excellent instructional technologists who take responsibility for their own learning and continuously foster professional renewal for themselves as well as others. They develop collaborative teams to improve the educational environment for all learners. Moreover, they effectively use positive communication with all stakeholders ensuring a learning-centered and dynamic learning climate. The graduates of the UALR LSTE program appreciate, promote, and model the values of diversity and are viewed as exemplary professionals throughout the region.