

California State University, Stanislaus
Advanced Studies in Education: Education Technology (MA)
Graduate Annual Assessment Report 2008-09 AND Assessment Plan 2009-10

As noted in the Academic Program Review procedures, each graduate program is required to provide an assessment of student learning. Assessment reports will be submitted annually and with the seven-year Academic Program Review.

Mission, Goals, Objectives

For items 1-5, please indicate any changes made during AY 2008-09. If no changes were made, please continue on to the assessment report and plan.

1. Mission

The Master of Arts in Education, Concentration in Educational Technology program offers participants an opportunity to take on leadership roles within educational environments. This includes awareness of pedagogical methods designed to address both adults and children; being culturally knowledgeable and appreciative of the diversity among learners; being committed to self assessment and reflection; being partners, educational advocates, and learners at the school level and in the wider community; and promoting and facilitating the use of technology that enhances teaching and learning. In addition, it means understanding how to identify questions or problems in education, having the skills to research the question or problem, and being committed to sharing research-based knowledge to influence positive change.

2. Six Graduate Learning Goals

- a. Advanced knowledge, skills, and values appropriate to the discipline.
- b. Ability to be creative, analytical, critical thinkers.
- c. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
- d. Relevant knowledge of the global perspectives appropriate to the discipline.
- e. Knowledge of new and various methods and technologies as appropriate to the discipline.
- f. Advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze the information from a myriad of primary, print, and technological sources.

3. Program Goals

Derived from ISTE's National Educational Technology Standards for Teachers (2008).

- a. Facilitate and Inspire K-12 Student Learning and Creativity
Educational Technology students use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- b. Design and Develop Digital-Age Learning Experiences and Assessments
Educational technology students design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to

maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards for Students.

- c. **Model Digital-Age Work and Learning**
Educational Technology students exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- d. **Promote and Model Digital Citizenship and Responsibility**
Educational Technology students understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- e. **Engage in Professional Growth and Leadership**
Educational Technology students continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

4. Program Student Learning Objectives

Successful completion of the program will enable the students to accomplish the following:

- a. Promote, support, and model creative and innovative thinking and inventiveness among those taught by educational technology candidates;
- b. Engage K-12/adult students in exploring real-world issues and solving authentic problems using digital tools and resources;
- c. Promote K-12/adult student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes;
- d. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote K-12/adult student learning and creativity;
- e. Customize and personalize learning activities to address K-12/adult students' diverse learning styles, working strategies, and abilities using digital tools and resources;
- f. Demonstrate fluency with hardware, software and networking systems and be able to transfer current knowledge to new technologies and situations;
- g. Communicate relevant information and ideas effectively to others using a variety of digital-age media and formats;
- h. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- i. Demonstrate knowledge of equity, ethical, legal, and human issues of technology related to society at large and schools in general;
- j. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, writing grant proposals, and developing the technology skills of others;
- k. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning;
- l. Understand the historical development and future directions of computing and technology in schools and society; and
- m. Understand how computers and related technologies facilitate emerging roles of the learner and the educator;

- n. Understand how the configuration of technology affects instructional practices.
5. **Curriculum Map** (Alignment of Program Core Courses, Graduate Learning Goals, Program Student Learning Objectives, Assessment Methods, Instructional Emphasis, and Primary Assessment Methods)

See Excel Document

Assessment Report/Update for AY 2008-09

- ❖ What measures were used this year to determine that graduates have achieved the stated program learning objectives?
 - **Identify evaluators (e.g., Accreditation, External Reviewers).**
 - Joint NCATE/CCTC accreditation visit will occur in Spring 2010.
 - **Identify direct measures of student learning (e.g., assessments that are based on actual student work - tests, essays, thesis, and presentations).**
 - Class exercises/activities
 - Development of instructional unit
 - Completion of projects
 - Essays
 - Group and class discussions
 - Book analysis
 - Reflections
 - Grant Proposal
 - Literature Review
 - Oral defense
 - Writing of Thesis/Project
 - Tests
 - Presentations
 - Contribute to wikis
 - Staff Development Event
 - Technical Field Experience
 - **Identify indirect measures of student learning (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, and course or program student evaluations).**
 - IDEA Evaluations
 - Course-based Evaluations
 - EDGS Course Surveys
- ❖ How did the program interpret the evidence found from each of the measures listed above? What was the process for interpreting the evidence?

- **Discuss when, how, and through what process program faculty analyzed the data collected.**
 - Individual faculty analyze assessment data related to course objectives and make changes as appropriate based on student performance.
 - Since there are only two full-time faculty in the program, conversations occur very frequently to discuss information related to student learning.
 - The College of Education Graduate Committee annually distributes surveys to all students completing the core Education courses (EDGS). Results of the surveys are discussed first by committee members in an effort to determine where structural changes need to be made, and then with instructors of courses and program coordinators to ensure the courses are meeting the needs of students and programs.

- **Describe the process for discussion and use of findings. What efforts were used during the past year to involve faculty and constituencies in assessment processes?**
 - The discussions have mostly been informal and at the program level since there are only two full-time tenure track faculty in the Educational Technology program and because the program is so small.
 - Graduate assistants and fellows provided feedback regarding current articles in several EDIT courses.

- ❖ Describe successful outcomes and any changes the program faculty have made or plan to make for improving student learning, curriculum, instruction delivery, and other elements of program effectiveness.
 - EDIT 5100 was changed from a distance learning course via instructional television to an online course.
 - The course offerings have been changed to reflect deviations in the technology requirements for the professional clear credential.
 - EDIT course content is continually updated since courses are taught every 2 years; because technology changes so rapidly, it is necessary to revise this often.
 - EDGS course instructors have become more familiar with the sequence of courses leading to a project or thesis and have altered course content and delivery to better meet the needs of students. Instructors also share syllabi and dialog with members of the Graduate Committee.
 - A website was developed (<http://www.csustan.edu/advstd/edtech/gradstudents.html>) to ensure students know of their status in the program and to help the two program faculty provide appropriate advice to students as they move through the program.

- ❖ If changes for improving the program or student learning were recommended, what resources will be needed to implement those changes effectively? What other challenges, if any, will impact the program's ability to effectively implement those changes?
 - There are no major changes recommended that will have a resource impact.

Assessment Plan for AY 2009-10

- ❖ Describe the program assessment plan including its design and implementation.
 - **Identify the program student learning objectives that will be assessed in the current plan and the rationale for assessing those objectives.**
 - The student learning objectives in 09-10 will be the same as those in 08-09.
 - **Identify and describe the indirect measures (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, course or program student evaluations) and direct measures (e.g., assessments of actual student learning - tests, essays, thesis, and presentations) that will be used to assess the program student learning objectives.**
 - The same indirect and direct measures listed for 08-09 will be used in 09-10.
 - **Identify how and when these measures will be implemented and the parties responsible for collecting and analyzing the data.**
 - Most formal assessment is done by the Education Graduate Program in evaluating the EDGS core courses.
 - The two Education Technology faculty members meet regularly, albeit informally, to discuss the collect data to determine whether changes to the program are warranted.
 - **Identify any other assessment activities that will be carried out to assess the program student learning objectives (e.g., meetings, workshops, consultation, funding requests).**
 - No other assessment activities are planned.

**MASTER OF ARTS IN EDUCATION,
CONCENTRATION IN EDUCATIONAL TECHNOLOGY
California State University, Stanislaus
Department of Advanced Studies in Education**

Thesis Rubric

Table 1. Thesis Expectations	
Expectations of High Quality for Content	
Empirical and Theoretical Framework	<ul style="list-style-type: none"> - The study has a clear connection with current research. Background research is well developed, explained, and focused. - Writer analyzes and synthesizes research/theory/practice to develop new ideas and ways of conceptualizing the topic. - The theory that is applied or developed is appropriate; is logically interpreted; is well understood; and aligns with the question at hand. - The literature review is comprehensive and up to date, shows a strong command of the literature. - The author shows comprehension of strengths and limitations of theories.
Methodology and Data Analysis	<ul style="list-style-type: none"> - The thesis is the product of systematic rigorous research on a significant educational issue. - The methods applied or developed are appropriate, described in detail, and in alignment with the question addressed and the theory used. - The author demonstrates a thorough understanding of the methods' advantages and disadvantages, and how to use the methods. - The analysis is appropriate, aligns with the question and hypotheses, shows sophistication, and is iterative. - The amount and quality of data or information is sufficient, well presented and intelligently interpreted. - The author cogently expresses the insights gained from the study and the study's limitations.
Originality	<ul style="list-style-type: none"> - The thesis reflects currency with respect to the problem addressed. - The approach to the research topic is interesting. - The reader's interest is maintained throughout the entire paper.
Content	<ul style="list-style-type: none"> - The content is comprehensive, accurate, and persuasive. - The thesis displays a significant understanding of relevant theory. - The information is accurate and correctly attributed to credible sources. - Most sources are of high quality and from well-respected refereed scholarly journals. - Professional terms are used appropriately and effectively throughout. - The problem addressed is interesting, meaningful, and relevant to education.

Significance/ Contributions to Field	<ul style="list-style-type: none"> - The argument for significance of the study is compelling and comprehensively constructed; includes identification of assumptions and refutation of all major counter-arguments. - The study significantly contributes to the field by extending or challenging current theories. - The study has definite potential to contribute to solutions of problems in education. - The conclusion discusses implications and applications for the discipline, policy, and future directions for research.
Relationship to Program Outcomes	<ul style="list-style-type: none"> - The thesis demonstrates that the candidate has met at least four of the six program outcomes. <ul style="list-style-type: none"> o Demonstrate a wide breadth and depth of knowledge, skills, and values appropriate to the discipline of educational technology. o Demonstrate creative, analytical, and critical thinking. o Interpret, evaluate, and report, using advanced oral and written communication skills, published research appropriate to the discipline of educational technology from a myriad of primary, print, and technological sources. o Design and conduct research that contributes to the discipline of educational technology. o Demonstrate knowledge of new and various methods and technologies appropriate to the discipline of educational technology. o Demonstrate relevant knowledge of the global perspectives appropriate to the discipline of educational technology.

Expectations of High Quality for Structure of the Writing	
Focus	<ul style="list-style-type: none"> - The thesis remains focused on the research question(s) throughout. - The text keeps the reader focused by indicating how all chapters are related to the research question(s). - The structure is clear, logical, and easy to follow. Conclusions/recommendations follow logically from the data.
Quality of Writing	<ul style="list-style-type: none"> - It is clear that the thesis has been proofread and there are no grammatical and/or editing errors in the text. - Sentences are complete, clear, and concise. - Sentences are well-constructed with consistently strong, varied structure - Transitions between sentences/paragraphs /sections help maintain the flow of thought. - Words are precise and unambiguous. - The tone is appropriate to audience, content, and assignment. - Use of APA guidelines is accurate.
Compliance with Thesis Guidelines	<ul style="list-style-type: none"> - The thesis includes all five required chapters as outlined in the Graduate School Thesis/Project Preparation Guidelines. - The format from the Preparation Guidelines has been carefully followed for each of the five chapters. - Each chapter includes all necessary information. The author meets expectations in terms of thoroughness and attention to detail.

Table 2: Thesis Chapter Checklist

Front and End pages
1. Abstract provides a concise description of the study, brief statement of the problem, and exposition of methods and procedures and includes a summary of findings and implications.
2. There is a Table of Contents as well as a separate list of tables, figures, graphics, and pictures.
3. The appendices include all research instruments, IRB approval, and permission forms.
4. All references are complete and in proper APA format.
Chapter 1
1. Introduction <ul style="list-style-type: none"> a. Includes clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study and unique in focus. b. Includes brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in Chapter 2.
2. Problem Statement <ul style="list-style-type: none"> c. Describes the issue or problem to be studied. d. Situates the issue or problem in context. e. Contains a purpose statement stating the specific objectives of the research. f. In quantitative studies, concisely states what will be studied by describing at least two variables and a conjectured relationship between them. g. Describes the need for increased understanding about the issue to be studied
3. Nature of the Study <ul style="list-style-type: none"> h. Specific Research Questions, Hypotheses, or Research Objectives (as appropriate for the study) are briefly and clearly described. Reference is made to more detailed discussions in Chapter 3. i. Purpose of the study is described in a logical, explicit manner. j. The theoretical base, or in qualitative studies the conceptual framework, shows which ideas from the literature ground the research being conducted.
4. The Theoretical Base or Conceptual Framework delineates the theoretical explanations or concepts that are being applied to the issue or problem under investigation. The narrative: <ul style="list-style-type: none"> a. Provides descriptions of the ideas or concepts and their relevance to the issue or problem chosen for study. b. Briefly links the descriptions to prior knowledge and research.
5. Operational Definitions <ul style="list-style-type: none"> c. Technical terms, jargon, or special word uses are provided and defined.
6. Assumptions, Limitations, Scope and Delimitations <ul style="list-style-type: none"> d. Identifies facts assumed to be true but not actually verified. e. Identifies potential weaknesses of the study and the bounds of the study.
7. The Significance of the Study provides a rationale for the study. This can be described in terms of: <ul style="list-style-type: none"> f. Application to the discipline of educational technology, and g. Generation or extension of knowledge.
8. Conclusion <ul style="list-style-type: none"> h. Ends with a Transition Statement that contains a summary of key points of the study and

an overview of the content of the remaining chapters in the study.

Chapter 2

1. There is an Introduction that describes
 - a. the content of the review,
 - b. the organization of the review, and
 - c. the strategy used for searching the literature
2. The review of research and literature is clearly related to the problem statement as expressed in
 - a. research questions and hypotheses, or
 - b. study questions and study objectives
3. The review of related research and literature includes
 - a. comparisons/contrasts of different points of view or different research outcomes,
 - b. the relationship of the study to previous research
4. The review contains concise summaries of scholarly works that help
 - a. define the most important aspects of the theory that will be examined or tested (for quantitative studies), or
 - b. substantiate the rationale or conceptual framework for the study (for qualitative studies)
5. There is literature-based description of
 - a. the research variables (quantitative studies), or
 - b. potential themes and perceptions to be explored (qualitative studies).
6. The content of the review is drawn from acceptable peer-reviewed journals or there is a justification for using other sources.
7. Literature related to the method(s) is reviewed.
8. Literature related to the use of differing methodologies to investigate the outcomes of interest is reviewed.
9. The review is an integrated, critical essay on the most relevant and current published knowledge on the topic. The review is organized around major ideas or themes.

Chapter 3 – Qualitative Studies

1. Introduction describes how the research design derives logically from the problem or issue statement.
2. Design describes which qualitative tradition or paradigm will be used. The choice of paradigm is justified, with explanations of why other likely choices would be less effective.
3. The Role of the Researcher in the data collection procedure is described.
4. Where appropriate, questions and sub questions make sense, are answerable, are few in number, are clearly stated, and are open-ended. When it is proposed that questions will emerge from the study, initial objectives are sufficiently focused.
5. The context for the study is described and justified. Procedures for gaining access to participants are described.
Methods of establishing a researcher-participant working relationship are appropriate.

6. Measures for ethical protection of participants are adequate.
7. Criteria for selecting participants are specified and are appropriate to the study. There is a justification for the number of participants, which is balanced with depth of inquiry - the fewer the participants the deeper the inquiry per individual.
8. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative paradigm chosen. How and when the data were collected and recorded is described.
9. How and when the data will be or were analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. The coding procedure for reducing information into categories and themes is described.
10. If an exploratory study was conducted, its relation to the larger study is explained.
11. Measures taken for protection of participants' rights are summarized.
Chapter 3 – Quantitative Studies
1. Introduction includes a clear outline of the major areas of the chapter.
2. Research Design and approach: <ul style="list-style-type: none"> a. includes a description of the research design and approach, b. provides justification for using the design and approach, and c. derives logically from the problem or issue statement
3. Setting and Sample <ul style="list-style-type: none"> a. describes the population from which the sample will be or was drawn, b. describes and defends the sampling method including the sampling frame used, c. describes and defends the sample size, d. describes the eligibility criteria for study participants, and e. describes the characteristics of the selected sample.
4. If a treatment is used, it is described clearly and in detail.
5. Instrumentation and Materials <ul style="list-style-type: none"> a. presents descriptions of instrumentation or data collection tools to include name of instrument, type of instrument, concepts measured by instrument, how scores are calculated and their meaning, processes for assessment of reliability and validity of the instrument(s), processes needed to complete instruments by participants, where raw data are or will be available (appendices, tables, or by request from the researcher)
6. Data Collection and Analysis includes <ul style="list-style-type: none"> a. an explanation of descriptive and/or inferential analyses used in the study, such as nature of the scale for each variable, statements of hypotheses related to each research question, description of parametric, nonparametric, or descriptive analytical tools used, description of data collection processes, and statistical software used. b. description of any pilot study results, if applicable.

7. Measures taken for protection of participants' rights are summarized.
Chapter 4 – Qualitative Studies
1. The process by which the data were generated, gathered, and recorded is clearly described.
2. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described.
3. The findings <ol style="list-style-type: none"> a. build logically from the problem and the research design, b. are presented using “thick description.” c. are presented in a manner that addresses the research questions.
4. Discrepant cases and nonconfirming data are included in the findings.
5. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings.
6. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (e.g., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.). (May appear in chapter 5.)
Chapter 4 – Quantitative Studies
1. Chapter 4 is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each.
2. Research tools: <ol style="list-style-type: none"> a. Data collection instruments have been used correctly. b. Measures obtained are reported clearly, following standard procedures. c. Adjustments or revisions to the use of standardized research instruments have been justified, and any effects on the interpretation of findings are clearly described.
3. Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study.
4. Data analyses <ol style="list-style-type: none"> a. Logically and sequentially address all research questions or hypotheses. b. Where appropriate, outcomes of hypothesis-testing procedures are clearly reported (e.g., findings support or fail to support....). c. Does not contain statistical errors.
5. Tables and Figures <ol style="list-style-type: none"> a. Contribute to the presentation of findings. b. Are as self-descriptive as possible, informative, and conform to standard thesis format. c. Are directly related to and referred to within the narrative text included in the chapter. d. Have immediately adjacent comments. e. Are properly identified (titled or captioned). f. Show copyright permission (if not in the public domain).

6. The comments on findings address observed consistencies and inconsistencies and discuss possible alternate interpretations.
7. In a concluding section of Chapter 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses.
Chapter 5
1. The chapter begins with a brief Overview of why and how the study was done, reviewing the questions or issues being addressed and a brief summary of the findings.
2. The Interpretation of Findings <ul style="list-style-type: none"> a. includes conclusions that address all of the research questions, b. contains references to outcomes in Chapter 4, c. covers all the data, d. is bounded by the evidence collected, and e. relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework.
3. Implications of the Findings are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures, or societies.
4. Recommendations for Action <ul style="list-style-type: none"> a. should flow logically from the conclusions and contain steps to useful action, b. state who needs to pay attention to the results, and c. indicate how the results might be disseminated.
5. Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions.
6. Qualitative studies include a reflection of the author's experience with the research process in which the author discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.
7. The work closes with a strong concluding statement making the "take-home message" clear to the reader.
Writing and Format
1. The thesis <ul style="list-style-type: none"> a. follows a standard form and has a professional, scholarly appearance, b. is written with correct grammar, punctuation, and spelling, c. includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies, and limits direct quotations, d. does not have over-reliance on limited sources, and e. fully references in-text citations in the reference list.
2. The thesis is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear, precise, and avoids redundancy. Statements are specific and topical sentences are established for paragraphs.

- The flow of words is smooth and comprehensible. Bridges are established between ideas.
3. The thesis is logically and comprehensively organized. The chapters add up to an integrated “whole.”
 4. Subheadings are used to identify the logic and movement of the thesis, and transitions between chapters are smooth and coherent.

Project Rubric

Table 3. Project Expectations	
Expectations of High Quality for Content	
Empirical and Theoretical Framework	<ul style="list-style-type: none"> - The project has a clear connection with current research. Background research is well developed, explained, and focused. - Writer analyzes and synthesizes research/theory/practice to develop new ideas and ways of conceptualizing the topic - The theory that is applied or developed is appropriate; is logically interpreted; is well understood; and aligns with the problem or need at hand. - The literature review is comprehensive and up to date, shows a strong command of the literature. - The author shows comprehension of strengths and limitations of theories.
Methodology	<ul style="list-style-type: none"> - The project is the product of rigorous research on a significant educational technology issue. - The author clearly articulates the process under which the project was designed and created. - The author cogently expresses the benefits of the project and its limitations.
Originality	<ul style="list-style-type: none"> - The project reflects currency with respect to the problem or need addressed. - The reader’s interest is maintained throughout the entire paper.

Content	<ul style="list-style-type: none"> - The content is comprehensive, accurate, and persuasive. - The project displays a significant understanding of relevant theory. - The information is accurate and correctly attributed to credible sources. - Most sources are of high quality and from well-respected scholarly journals. - Professional terms are used appropriately and effectively throughout. - The problem or need addressed is interesting, meaningful, and relevant to education.
Significance/ Contributions to Field	<ul style="list-style-type: none"> - The argument for significance of the project is compelling and comprehensively constructed; includes identification of assumptions and refutation of all major counter-arguments. - The project significantly contributes to the field by extending or challenging current theories. - The project has definite potential to contribute to solutions of educational problems or needs. - The conclusion discusses implications and applications for the discipline, policy, and future directions for other projects or research.
Relationship to Program Outcomes	<ul style="list-style-type: none"> - The project demonstrates that the candidate has met at least four of the six program outcomes. <ul style="list-style-type: none"> o Demonstrate a wide breadth and depth of knowledge, skills, and values appropriate to the discipline of educational technology. o Demonstrate creative, analytical, and critical thinking. o Interpret, evaluate, and report published research from a myriad of primary, print, and technological sources. o Design and conduct research that contributes to the discipline of educational technology. o Demonstrate knowledge of new and various methods and technologies appropriate to education. o Demonstrate relevant knowledge of the global perspectives appropriate to the discipline of education.

Expectations of High Quality for Structure of the Writing	
Focus	<ul style="list-style-type: none"> - The project remains focused on the identified problem(s) or need(s) throughout. - The text keeps the reader focused by indicating how all chapters are related to the identified problem(s) or need(s). - The structure is clear, logical, and easy to follow. <p style="margin-left: 20px;">Conclusions/recommendations/implications follow the main component of the project .</p>
Quality of Writing	<ul style="list-style-type: none"> - It is clear that the project has been proofread and there are no grammatical and/or editing errors in the text. - Sentences are complete, clear, and concise. - Sentences are well-constructed with consistently strong, varied structure - Transitions between sentences/paragraphs /sections help maintain the flow of thought. - Words are precise and unambiguous. - The tone is appropriate to audience, content, and assignment. - APA use is excellent.
Compliance with Project Guidelines	<ul style="list-style-type: none"> - The project includes all five required chapters as outlined in the Graduate School Thesis/Project Preparation Guidelines. - The format from the Preparation Guidelines has been carefully followed for each of the five chapters. - Each chapter includes all necessary information. The author meets expectations in terms of thoroughness and attention to detail.

Table 4: Project Chapter Checklist	
Front and End pages	
1.	Abstract provides a concise description of the project, brief statement of the problem or need, and exposition of methods and procedures involved in the design and creation of the project, and includes recommendations and Implications.
2.	There is a Table of Contents as well as a separate list of tables, figures, graphics, and pictures.
3.	The appendices include all research instruments, IRB approval, and permission forms if applicable.
4.	All references are complete and in proper APA format.
Chapter 1	
1.	<p>Introduction</p> <ul style="list-style-type: none"> a. Includes clear statement demonstrating that the focus of the project addresses a significant and worthy problem or need. b. Includes brief, well-articulated summary of research literature that substantiates the project, with references to more detailed discussions in Chapter 2.
2.	<p>Problem or Needs Statement</p> <ul style="list-style-type: none"> a. Describes the issue, problem, or need to be addressed.

<ul style="list-style-type: none"> b. Situates the issue or problem in context. c. Contains a purpose statement stating the specific objectives of the project.
<p>3. Nature of the Study</p> <ul style="list-style-type: none"> a. The theoretical base or the conceptual framework shows which ideas from the literature ground the project being designed and created.
<p>4. The Theoretical Base or Conceptual Framework delineates the theoretical explanations or concepts that are being applied to the issue, problem, or need. The narrative:</p> <ul style="list-style-type: none"> a. Provides descriptions of the ideas or concepts and their relevance to the issue, problem, or need being addressed. b. Briefly links the descriptions to prior knowledge and research.
<p>5. Operational Definitions</p> <ul style="list-style-type: none"> a. Technical terms, jargon, or special word uses are provided.
<p>6. Assumptions, Limitations, Scope and Delimitations</p> <ul style="list-style-type: none"> a. Identifies facts assumed to be true but not actually verified. b. Identifies potential weaknesses of the project and the bounds of the application or use.
<p>7. The Significance of the Project provides a rationale for the project. This can be described in terms of:</p> <ul style="list-style-type: none"> a. Application to the discipline of educational technology, and b. Addressing an identified problem or need.
<p>8. Conclusion</p> <ul style="list-style-type: none"> a. Ends with a Transition Statement that contains a summary of key points of the study and an overview of the content of the remaining chapters in the study.
Chapter 2
<p>1. There is an Introduction that describes</p> <ul style="list-style-type: none"> b. the content of the review, c. the organization of the review, and d. the strategy used for searching the literature
<p>2. The review of research and literature is clearly related to the problem/needs statement.</p>
<p>3. The review of related research and literature includes</p> <ul style="list-style-type: none"> e. comparisons/contrasts of different points of view or different research outcomes, f. the relationship of the project to previous research
<p>4. The review contains concise summaries of scholarly works that help define the most important aspects of the Theory or conceptual framework that underpin the project.</p>
<p>5. There is literature-based description of the concepts being addressed in the project.</p>
<p>6. The content of the review is drawn from acceptable peer-reviewed journals or there is a justification for using other sources.</p>

7. Literature related to the method(s) is reviewed.
8. Literature related to the use of differing methodologies is reviewed.
9. The review is an integrated, critical essay on the most relevant and current published knowledge on the topic. The Review is organized around major ideas or themes.
Chapter 3
1. Introduction describes how the project design derives logically from the problem or needs statement.
2. Design describes the form of the project and the detailed procedures involved in creating it.
Chapter 4
1. The chapter begins with a brief overview of why and how the project was done, reviewing the issues/problems/needs being addressed.
2. Implications of the Project are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures, or societies.
3. Recommendations for Action <ul style="list-style-type: none"> a. should flow logically from the conclusions and contain steps to useful action, b. state who needs to pay attention to the project, and c. indicate how the project might be disseminated.
4. Recommendations for Further Study/Development point to topics that need closer examination and may generate a new round of questions/identified problems/needs.
5. The project includes a reflection of the author's experience with the project development in which the author discusses possible personal biases or preconceived ideas and values and how their possible effects on the final product.
6. The work closes with a strong concluding statement making the "take-home message" clear to the reader.
Appendix
1. The project is developed professionally based on the described needs.
2. The content is substantive and scholarly.
3. The project is a significant contribution to the educational environment.
Writing and Format
1. The project <ul style="list-style-type: none"> f. follows a standard form and has a professional, scholarly appearance, g. is written with correct grammar, punctuation, and spelling, h. includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies, i. does not have over-reliance on limited sources, and j. fully references in-text citations in the reference list.
2. The project is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear,

precise, and avoids redundancy. Statements are specific and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas.

3. The project is logically and comprehensively organized. The chapters add up to an integrated “whole.”

4. Subheadings are used to identify the logic and movement of the project, and transitions between chapters are smooth and coherent.

Modified from California State University Fullerton’s Ed.D. Dissertation Assessment Tool (2007) and the CSU Stanislaus Physical Education Department’s Master’s Theses/Project Rubric (2008).

Thesis Scoring Sheet

Table 1. Thesis Expectations	
Expectations of High Quality for Content	
Empirical and Theoretical Framework	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary

Methodology and Data Analysis	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Originality	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Content	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Significance/ Contributions to Field	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Relationshi p to Program Outcomes	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary

Expectations of High Quality for Structure of the Writing	
Focus	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Quality of Writing	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Compliance with Thesis Guidelines	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary

Table 2: Thesis Chapter Checklist	
Front and End pages	
	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Chapter 1	
	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Chapter 2	
	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Chapter 3 – Qualitative Studies	

1. Acceptable
2. Accomplished
3. Exemplary

Chapter 3 – Quantitative Studies

1. Acceptable
2. Accomplished
3. Exemplary

Chapter 4 – Qualitative Studies

1. Acceptable
2. Accomplished
3. Exemplary

Chapter 4 – Quantitative Studies

1. Acceptable
2. Accomplished
3. Exemplary

Chapter 5

1. Acceptable
2. Accomplished
3. Exemplary

Writing and Format

1. Acceptable
2. Accomplished
3. Exemplary

Project Scoring Sheet

Table 3. Project Expectations	
Expectations of High Quality for Content	
Empirical and Theoretical Framework	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Methodology	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Originality	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Content	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary

<p style="text-align: center;">Significance/ Contributions to Field</p>	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
<p style="text-align: center;">Relationshi p to Program Outcomes</p>	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary

Expectations of High Quality for Structure of the Writing	
Focus	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Quality of Writing	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Compliance with Project Guidelines	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary

Table 4: Project Chapter Checklist	
Front and End pages	
	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Chapter 1	
	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Chapter 2	
	<ol style="list-style-type: none"> 1. Acceptable 2. Accomplished 3. Exemplary
Chapter 3	

1. Acceptable
2. Accomplished
3. Exemplary

Chapter 4

1. Acceptable
2. Accomplished
3. Exemplary

Chapter 5

1. Acceptable
2. Accomplished
3. Exemplary

Writing and Format

1. Acceptable
2. Accomplished
3. Exemplary