



Assessment of Non-Academic Units (Fall 2003 and Spring 2004)

Unit: Institute for the Integration of Technology into Teaching and Learning (IITTL)
Department of Technology and Cognition
College of Education

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I. **Mission:** The purpose of the Institute for the Integration of Technology into Teaching and Learning is to promote the infusion of information technologies into daily teaching/learning practices within the University of North Texas (UNT) College of Education (COE), and in the classrooms of COE students.

Goals:

- Model best practices for infusing technology into preservice/in-service teacher preparation programs through exemplary activities in UNT College of Education classes.
- Develop an action research feedback loop from the K-12 classrooms of UNT clientele to COE preservice/in-service education courses and scholarly practices.
- Secure resources to support collaborative development of UNT teacher education faculty and their students as technology-infusing learners and professionals.
- Conduct research on the integration of technology into teaching and learning, both in the UNT/COE preservice/in-service teacher education arena, and in the classrooms of K-12 students.

Congruence with University Priorities:

The University Planning Council and Chancellor adopted ten planning initiatives for 2000-2002. The University used these same initiatives for 2002-2003. Those which are believed to be directly addressed by this unit are boldfaced:

- 1. Strengthen support for high quality teaching and learning.**
- 2. Position UNT as the “University of Choice” in the region and beyond.**
3. Support activities to increase retention and graduation rates for both undergraduate and graduate students.
- 4. Strengthen support for research and creative activities.**
- 5. Increase external funding to the university.**
- 6. Integrate research and creative opportunities into programs to strengthen undergraduate and graduate education.**
7. Use technology and equipment and provide support staff necessary for a high quality learning environment and efficient and effective university operations.
- 8. Communicate the strengths of the university.**
- 9. Nurture a spirit of community and unity throughout the university.**
10. Evaluate and streamline processes and procedures to be more friendly and efficient, and reduce unnecessary duplication.

II. Previous Evaluations of the Unit: Because this unit was only established in 1999 there are no evaluations/assessments conducted over the last 5 years.

III. Statement of Expected Outcomes and description of how it supports student learning and student development: (Relevant items from initiatives list above that correlate to each outcome are displayed in parenthesis after each component)

1. Publish two or more scholarly publications (refereed journal articles, book chapters, books,...) regarding model curricular innovations and/or research findings. (Items 2 and 8)
2. Co-host one symposia (average of one per year) with peer institutes from other universities at national/international conferences. (Items 4, 6, and 8)
3. Host one or more curriculum integration visiting scholar(s) at UNT (COE International Committee and Fulbright affiliation preferred). (Items 4, 6, 8, and 9)
4. Disseminate research findings related to technology integration by making five or more presentations per year at state, national, or international conferences. (Item 8)
5. Acquire external funding in the neighborhood of at least 100K per year. (Items 4 and 5)

IV. Measuring Expected Outcomes:

- Each semester all students enrolled in CECS 4100 (a required course for all students seeking EC-4 and 4-8 certification) take a series of surveys at the beginning and end of the semester. These surveys assess their skills and attitudes toward personal usage of technology as well as integration of technology in the classroom. IITTL personnel created the majority of these surveys over the last 20 years. Others have been used with permission. Students are given a graphical representation of their results so that they can compare their results pre/post and see their own growth over the period of the semester. Instructors are given the results as well. IITTL personnel have been tracking the results on a longitudinal basis.
- IITTL personnel have weekly team meetings. Each year in November or December, the IITTL team will spend one or more of these meetings evaluating the expected outcomes (goals) for that year. Team members will assess their progress and set new expected outcomes for the coming year by keeping, deleting, or modifying the previous year's goals and adding new ones as necessary. Both assessment results and the new expected outcomes for the coming year will be posted on the IITTL website: www.iittl.unt.edu by January 31 of the next calendar year.
- Technical reports, co-hosted symposia, visiting scholars, and scholarly publications produced will be listed and counted as part of the annual assessment. These lists will be posted on the IITTL website as a part of the annual report.
- External funding will be measured by assessing the official list of UNT external funding and creating a listing of amounts funded and totals by year. This list will be posted on the IITTL website as a part of the annual report.

V. Use of Assessment Results:

1. At the weekly IITTL team meetings, updates of progress on current grant projects are announced. Discussion and feedback are an important part of those meetings. Formative adjustments are made on an as needed basis based on this discussion and feedback. Individual team member's daily progress is currently reported to a listserv and this documentation is reviewed at the team meetings as well. These progress reports are also archived electronically.
2. The annual review will provide another opportunity for formative adjustments on a larger scale for the IITTL team.
3. Assessment results of the CECS 4100 students' growth in technology integration has been and will continue to be a part of research findings disseminated by IITTL team members regarding student and teacher technology integration.

VI. Changes Made Based on Assessment Results:

1. In the first four years of IITTL, the assessment process has been an on-going part of the Institute's work. Creating this assessment document has allowed us to formalize the process. During these four years, some of the changes made have included changes in the number of personnel based on which grants IITTL had at the time. Employee numbers have grown from three to thirteen in three years and now in the fourth year, there is a manageable number of personnel: eight full and part-time employees.
2. Most of the expected outcomes (which were listed as three year and five year milestones in the Institute's charter) have been met or exceeded. Those milestones that were specific to a grant and have no funding to carry them forward or have served their purpose have been eliminated. New ones have been added. For a more detailed listing, see attached document of Assessment of Milestones.

Signatures of Persons Completing the Form:

_____ Date _____

_____ Date _____

Signature of Unit Head after Reviewing the Form:

_____ Date _____