


# Assessing the Oaks Award


## Quick Reference

WSU, AOI


### 1. Statement of Goals

Use of technology has a purpose and a sound pedagogical foundation informing implementation and application of the tool			
1	2	3	4
			
Absent	Customary	Progressive	Innovative

### 2. Use and Support

Provides details regarding the "cost" of implementation, financial and resource needs, user friendliness for both instructors and students, accessibility, sustainability and scalability.			
1	2	3	4
			
Absent	Customary	Progressive	Innovative

### 3. Reflection and Outcomes

To what extent, and based on what evidence, has implementation met the stated goal(s) Discuss any plans to adjust/adapt use based on evaluation of implementation			
1	2	3	4
			
Absent	Customary	Progressive	Innovative

# **Assessing the Oaks Award**

## WSU, AOI

### 1. Statement of Goals

Use of technology has a purpose and a sound pedagogical foundation informing implementation and application of the tool		1	2	3	4
		Absent	Customary	Progressive	Innovative
1	No statement of goals.	Statement of goals unclear.	Goals clearly stated.	Statement of goals are clear and directly aligns with proposal guidelines.	
2	Pedagogical intent is not evident or does not align with implementation.	Pedagogical intent minimally aligns with implementation.	Pedagogical intent moderately aligns with implementation	Pedagogical intent clearly aligns with implementation	
3	Technology acts as a direct tool substitute with no (or diminished) functional change.	Technology acts as a direct tool substitute with functional improvement.	Technology allows for significant task redesign.	Technology allows for creation of new tasks, previously inconceivable.	

### 2. Use and Support

Provides details regarding the “cost” of implementation, financial and resource needs, user friendliness for both instructors and students, accessibility, sustainability and scalability.		1	2	3	4
		Absent	Customary	Progressive	Innovative
1	Cost information is not known	per instructor or per student charge is identified.	Tool is freely available	Technology is licensed and supported by WSU,	
2	Accessibility of the tool is not addressed	Alternative options to allow accessibility are resource or cost intensive and requires a 3 <sup>rd</sup> party to create (eg AOI, Accessibility Office, or closed captioning service)	Alternative options require little to no effort and can be implemented by the student or faculty.	This technology is accessible to all students and accommodates those with disabilities.	

3	Does not scale beyond a specific class size.	Will scale within a limited range of class sizes but requires a significant amount of resources for implementation, redesign and ongoing support	Will scale within a broad range of class sizes with token redesign and or effort. Implementation and ongoing support costs are reasonable.	The innovation is transferable/scalable (appropriate in different size courses and independent of discipline). Little to no effort required for implementation and ongoing support.
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### 3. Reflection and Outcomes

To what extent, and based on what evidence, has implementation met the stated goal(s) Discuss any plans to adjust/adapt use based on evaluation of implementation		1	2	3	4
		Absent	Customary	Progressive	Innovative
1	No evidence of an assessment plan	An assessment strategy is in place but is negligible and/or it is difficult to understand	Assessment plan will provide clear documentation of effectiveness related to student learning, though may be limited in scope	Assessment plan will collect data from multiple and diverse sources to illustrate, support and extend students' learning outcomes	
2	Lacks evidence of intent to change process in order to change outcomes.	Evidence of ensuing change is spotty or absent.	Evidence of systematic assessment and subsequent adjustment to improve learning processes or outcomes.	Findings inform and reshape teaching and learning practice to improve effectiveness, efficiency, and/or value.	
3	Implementation and assessment lack connection and clear purpose.	Implementation reflects routine expectations. It does not challenge teaching or learning processes.	Evidence indicates application of instructional technologies Impacts multiple aspects of teaching and or learning	Fosters new understanding of educational approach or establishes a new context for learning	

**Oaks Award Scoring Form**

Rater:

Faculty

AOI Staff

Community Colleague

**Rating**

1.	<b>Goal</b>	
2.	<b>Use and Support</b>	
3.	<b>Reflection</b>	
4.	<b>Average Score</b>	

Comments: