



Student Learning Outcomes

Annual Report Process
2012-13

CEHD
15 May 2013

Student Learning Outcomes: Annual Report Process (2012-13)

What to expect

- Overview of University of Louisville's Student Learning Outcome Annual Report process for 2012-2013.
- Discuss as noted from 2011-12 submissions, areas needing improvement including concrete examples and opportunity for Q&A.
- Next Steps: Transition to Compliance Assist.





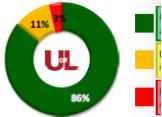
Student Learning Outcomes: Annual Report Process (2012-13)

SLO Assessments: At A Glance

College of Education & Human Development 2011-12 Student Learning Outcome Assessments At-A-Glance

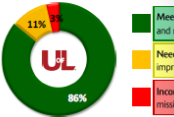
College of Education & Human Development
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Exercise Physiology
Health and Human Performance
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Educational Administration
Educational Leadership and Organizational Development
Higher Education Administration
Human Resource Education
Workforce Leadership
Teaching and Learning
Autism and Applied Behavior Analysis
Curriculum Instruction
Early Childhood Education
Early Elementary Education
Early Elementary Education
Early Elementary Education (suspended)
Instructional Technology
Middle and Secondary Education
Middle School Education
Reading Education
Secondary Education (includes Art & Music)
Secondary Education (suspended)
Special Education
Special Education
Teacher Leadership

* New programs for the 2011-2012 academic year were not required to submit an annual SLO submission for review.



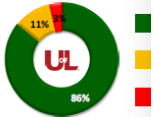
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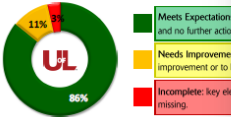
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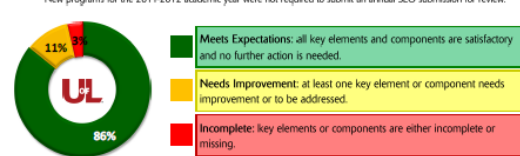
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College of Education & Human Development 2011-12 Student Learning Outcome Assessments At-A-Glance

College of Education & Human Development	Degree	Meets Expectations	Needs Improvement	Incomplete	New Program*
Educational and Counseling Psychology, Counseling, and College Student Personnel					
Counseling and Personnel Services	Med	✓			
Counseling and Personnel Services	PhD		✓		
Health and Sport Sciences					
Community Health	Med	✓			
Exercise Physiology	MS	✓			
Health and Human Performance	BS	✓			
Health and Physical Education	MAT	✓			
Health Professions Education	Cert			✓	
Sports Administration	BS	✓			
Sports Administration	MS	✓			
Leadership, Foundations and Human Resource Education					
Educational Administration	EdS	✓			
Educational Leadership and Organizational Dev.	PhD	✓			
Higher Education Administration	MA	✓			
Human Resource Education	MS	✓			
Workforce Leadership	BS	✓			
Teaching and Learning					
Autism and Applied Behavior Analysis	Cert				✓
Curriculum Instruction	PhD		✓		
Early Childhood Education	MAT	✓			
Early Elementary Education	BSR	✓			
Early Elementary Education	MAT	✓			
Early Elementary Education (suspended)	Med	✓			
Instructional Technology	Med		✓		
Middle and Secondary Education	BSR	✓			
Middle School Education	MAT	✓			
Reading Education	Med	✓			
Secondary Education (includes Art & Music)	MAT	✓			
Secondary Education (suspended)	Med	✓			
Special Education	MAT	✓			
Special Education	Med	✓			
Teacher Leadership	Med	✓			

* New programs for the 2011-2012 academic year were not required to submit an annual SLO submission for review.



- Meets Expectations: all key elements and components are satisfactory and no further action is needed.
- Needs Improvement: at least one key element or component needs improvement or to be addressed.
- Incomplete: key elements or components are either incomplete or missing.



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Accreditation and Institutional Requirements



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2012-13 SLO Process Key Components



- Program Mission
- Program Goals
- Student Learning Outcomes
- Measures and Targets
- Findings
- Actions Plan (Closing the Loop)

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Program Mission

Key Components

- Align program's mission to university's mission
- Clear and Concise statement of the program's purpose
- Identify stakeholders in relation to students
- Articulate specific and unique features of the program



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Program Mission: An Example



“The mission of the University of Louisville, College of Education and Human Development’s Middle and Secondary (MISE) Department prepares Critical Thinkers, Problem Solvers, and Professional Leaders who affirm principles of social justice and equity. to positively influence in our communities and schools. We prepare teachers to be exemplary professional practitioners and scholars, strong in their content knowledge, as well as in effective research-informed teaching strategies. It is through the preparation of the strongest teachers that we seek to contribute to continually improve the quality of life for all in our metropolitan community, the Commonwealth of Kentucky, and the nation. Our program focus is to cultivate highly effective educators of students in diverse educational settings. MISE provides extensive course work and corresponding field experiences throughout the community to prepare candidates with the knowledge and competencies of research-based best practices. The MISE program strives to develop educators who embrace reflective practices and promote, design and implement positive educational experiences that build on the strength and resiliency of all students and families. As part of a research-based university, the department faculty advances knowledge through theoretical and applied research to support college and career readiness.”

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Program Mission



Program Goal



Program Goal



Program Goal



Program Goal

Program Goals

Key Components

In general, program goals must:

- Align to program mission
- Identify key activities contributing to competencies

In addition, undergraduate programs must speak to:

- Reinforce General Education program (UG)
- Identify a **Culminating Undergraduate Experience** (UG)
- Address critical thinking as it relates to i2a (UG)

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More on Program Goals (Undergraduate)

- Program Goal 1: **Competency specific to the academic major**
- Program Goal 2: **Competency reinforcing the General Education Program**
- Program Goal 3: **Competency relating to the Culminating Undergraduate Experience (CUE)**
- Program Goal 4: **Critical Thinking related to Ideas to Action (i2a)**

Example

“Candidates will design and implement instruction to meet diverse student needs and talents, adding specific accommodations to ensure all students learn. (CEHD Diversity Standard 11)” - MISE, BS



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More on Program Goals (Graduate)

For Graduate Programs (3-4 Program Goals)

- Competency specific to the program



Example

“Ensure that all candidates demonstrate sufficient content knowledge and can effectively communicate content, process, and products to support diverse learner needs. (Kentucky Teacher Standard 1)” - MSED, MAT

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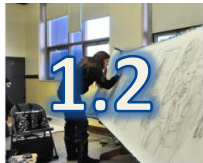
Undergraduate



Program Goal



Student Learning Outcome

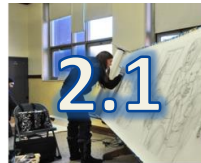


Student Learning Outcome

Graduate



Program Goal



Student Learning Outcome

Student Learning Outcomes

Key Components

- Align to a specific program goal
- Indicate knowledge, skill or perception gained or improved
- Identify measurable student learning activities
- Use Bloom's Taxonomy action verbs
- Reinforce General Education program (UG)
- Identify a **Culminating Undergraduate Experience** (UG)
- Address critical thinking as it relates to i2a (UG)

Example

"Candidates will demonstrate professional leadership for social justice and equity. (CEHD Diversity Standard 11)"

- MISE, BS

Distance Education & Certificate Programs

- Clearly identify whether a specific distance education program or certificate program are embedded in a pre-existing “traditional” program.
- Clearly identify whether elements of a distance education program or certificate program are distinct from existing “traditional” program.
- Separate report will be required for programs that are stand alone.

“Has the institution developed student learning competencies for the courses/programs offered by distance education? If these are the same competencies for courses/programs offered by *traditional* methodologies, is assessment identified for distance learning students separate from students taking courses by *traditional* methodologies?”



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Student Learning Outcome



Direct Measures



Indirect Measures

Measures

Key Components

- Align to a specific SLO
- Direct measure supporting SLO
- Indirect measure supporting SLO
- Detail how students' work will be evaluated
- Rubric(s) with range of scores

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More on Direct Measures

Direct measures provides students the opportunity **to show** (provide evidence) what they learned. Therefore, faculty will need to *identify* and *measure* **observable behaviors** or **actions** by the learner.

Examples for undergraduates

- Field experiences where students demonstrate skills sets in the field
- Capstone experience
- Portfolio
- Research papers
- Presentations
- Artistic performances

Examples for graduates

- Research projects
- Comprehensive exams
- Thesis
- Field experiences
- Scores or pass rate on appropriate licensure or certification exams



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Rubrics and Course Grades



- **Whenever possible**, look to developing and utilizing rubrics.



- **Course grades** used at the program level **DO NOT** provide data on individual student outcomes

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More on Indirect Measures

Indirect measures allows students **to tell us** what they think they learned through self-reported statements about their learning or by being asked about their satisfaction of certain experiences.

Example

- Surveys (QMS)
- Student interviews
- Course evaluations



Targets

Key Components

- Align to a specific measure
- Expected scores; level of performance
- Targets; number of students achieving level of performance
- Express targets in percentages

Example

If you use a 4-point rubric, a target that **90% of the students will earn at least 3 out of 4** is clear and precise when compared to a target that states students will earn an average of 3.03 on a 4-point rubric scale.



Student Learning Outcome



Measures



Targets

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Findings.

Key Components

- Align to a specific measure and target
- Show the result of the direct/indirect assessment
- Express finding as % of students achieving the performance target related to the measures

Example

Based on the prior example, **70% (or 100%) of the students earned a 3 out of 4** is an appropriate statement referring back to your target and addressing the actual outcome of your students.

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Show me: An example of a direct measure, target and finding.



Student Learning Outcome

- Candidates will demonstrate professional leadership for social justice and equity. (CEHD Diversity Standard 11)

Measure

- This assessment task includes planning, which is assessed by the Capstone instructor, and teaching, which is assessed by the University Supervisor. Standard 11 is assessed with the rubric for the Instructional Sequence.

Target

- All candidates (100%) will score Acceptable or higher, with 50% of candidates in the Target range.

Findings

- Twenty two candidates (88%) were Target and demonstrated strong abilities in addressing diversity issues in their planning and teaching. The other three candidates (12%) were at the Acceptable level.



Indirect Measures



Targets



Findings

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Tell me: An example of an indirect measure, target and finding.

Student Learning Outcome

- Candidates will demonstrate professional leadership for social justice and equity. (CEHD Diversity Standard 11)

Measure

- QMS Student Opinion Survey.

Target

- Candidates will report a high rate (75% or higher) of agreement on items related to the program promoting awareness and affirmation of diversity.

Findings

- On the QMS survey, 70% of 69 students indicated a high rate of awareness of cultural diversity and related issues. Eighty four percent of 69 students indicated that their program teaches and affirms diversity, equity and social justice.

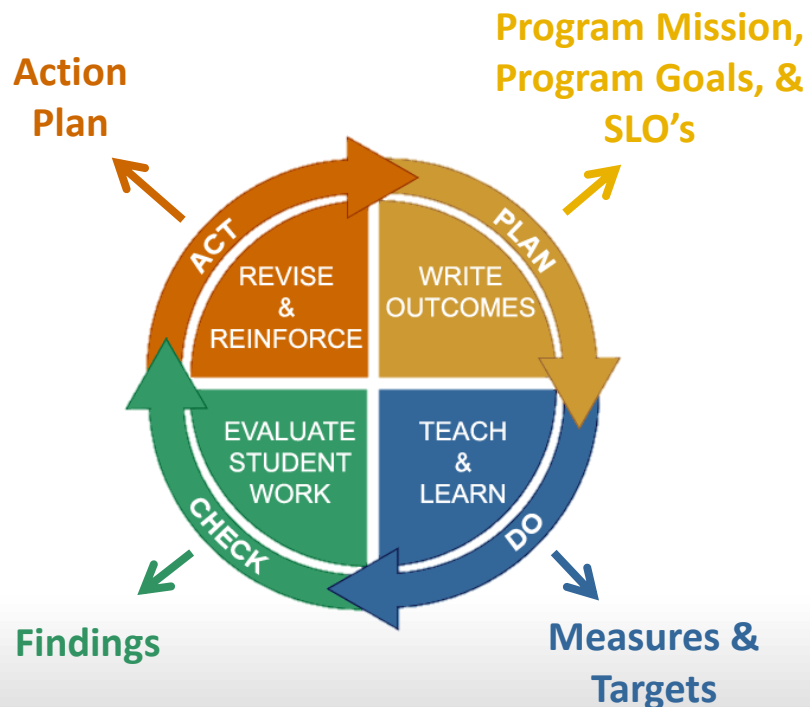
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Action Plan: 'Closing the Loop'

Closing the loop is the final step in the SLO process that helps faculty, chairs/department heads, deans, administrators, and staff understand how to better facilitate student learning through **continuous instructional improvement**

Key Components

- “Close the loop” by using findings for program improvement
- Address each unmet target with strategies to improve students’ performance



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Action Plan: An example

(Excerpt from MISE, BS Action Plan)

Program Improvement Goals:

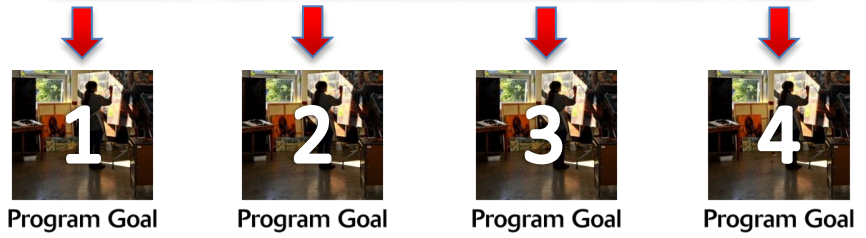
- Make the infusion of critical thinking explicit to candidates throughout the program. Provide assistance to faculty on how to accomplish this.
- Continue to infuse information about preparing for professional employment opportunities (QMS survey) and job seeking skills.
- Discuss ways to support faculty and candidates in addressing the "use of appropriate methods of inquiry in their field to analyze, understand and develop effective solutions to problems." (QMS survey)
- Discuss ways that we collect candidate performance data and use it to impact instruction.
- Discuss ways that technology instruction impacts candidates' performance. Specifically, discuss the following: (1) What technology should teachers and K-12 students use in schools? (2) When do we provide the necessary instruction for our candidates? and (3) How do we hold candidates accountable?



Revisiting Alignment.



Program Mission



Measures, Targets, & Findings

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Next Steps.

- Transitioning to Compliance Assist for 2012-13
- Training and in-depth instructions will be provided late summer 2013
- Deadline for 2012-13 SLO Annual report will be in early October
- Questions?

For a copy of this presentations, please visit:
www.louisville.edu/institutionalresearch

Coming Soon.