Student Learning Outcomes

Annual Report Process
2012-13

J.B. Speed School of Engineering

30 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, provide general suggestions, and opportunity for Q&A.
- Next Steps: Transition to Compliance Assist.

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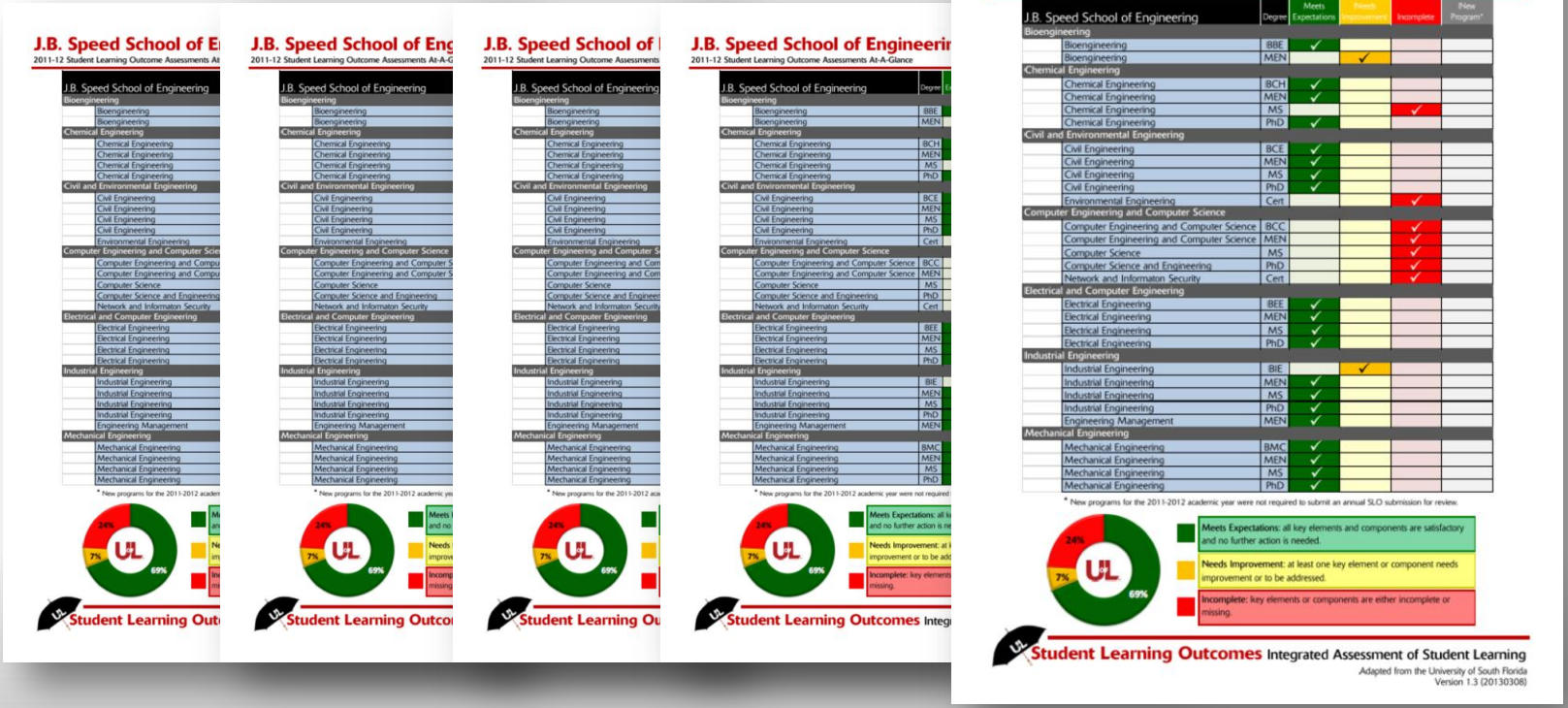
SLO Assessments: At A Glance



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Accreditation and Institutional Requirements

Accredited ABET Engineering Accreditation Commission

Accredited ABET Computing Accreditation Commission

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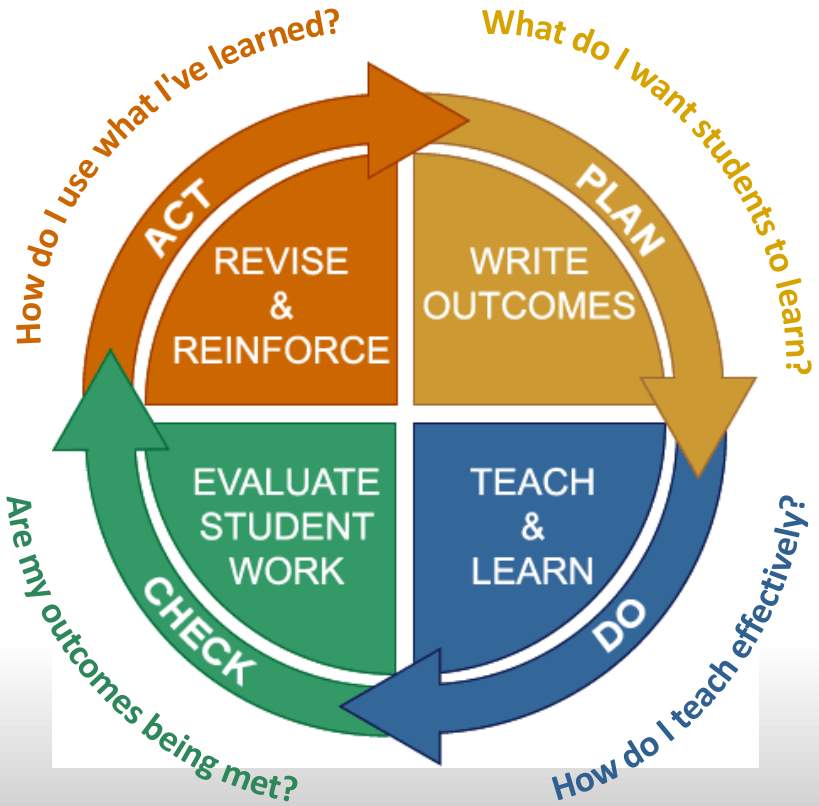

2012-13 SLO Process Key Components

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

Assessment image taken from Westminster College at http://www.westminster.edu/acad/oaac/cycle.cfm

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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 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 **C**ulminating **U**ndergraduate **E**xperience (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)

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More on Program Goals (Graduate)

For Graduate Programs (3-4 Program Goals)

- **Competency specific to the program**

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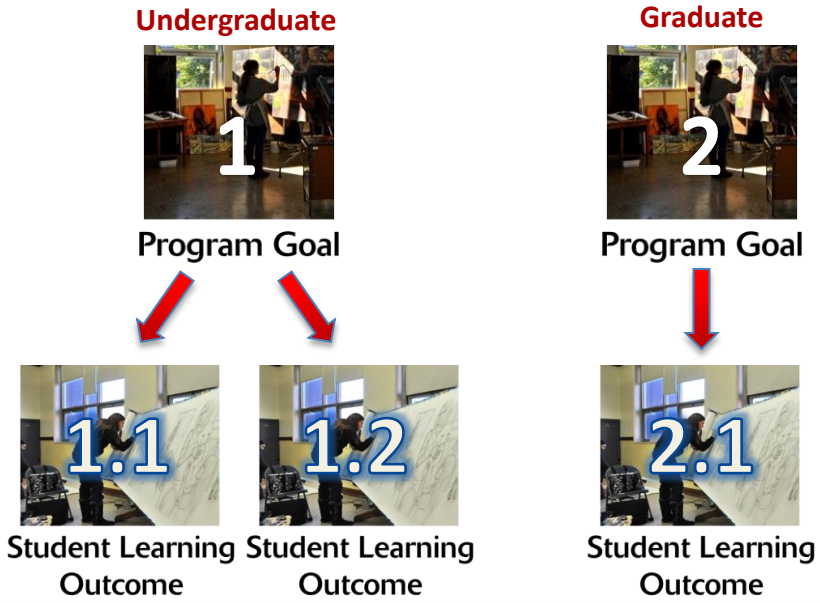

Student Learning Outcomes

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 **C**ulminating **U**ndergraduate **E**xperience (UG)
- Address critical thinking as it relates to i2a (UG)

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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?”

Source: *A Guide for Evaluators Charged with Reviewing Distance and Correspondence Education*

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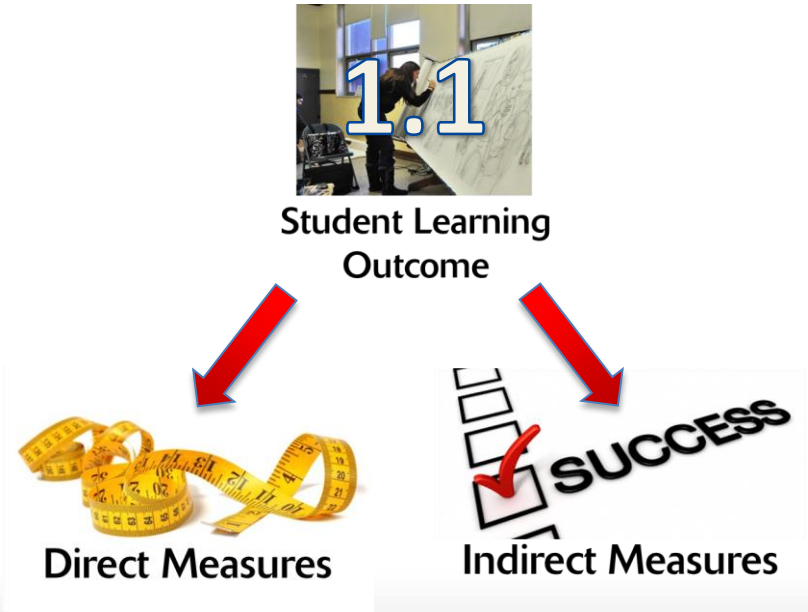

Measures

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

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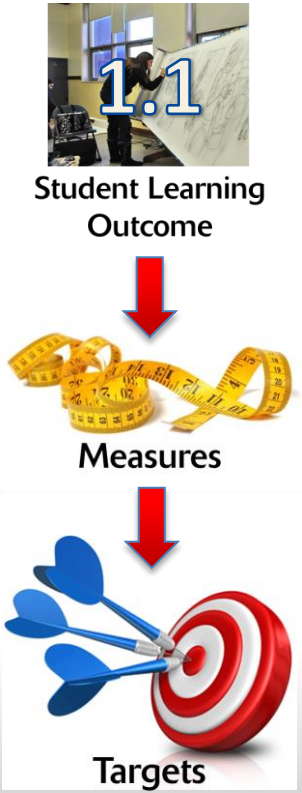
Targets

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.



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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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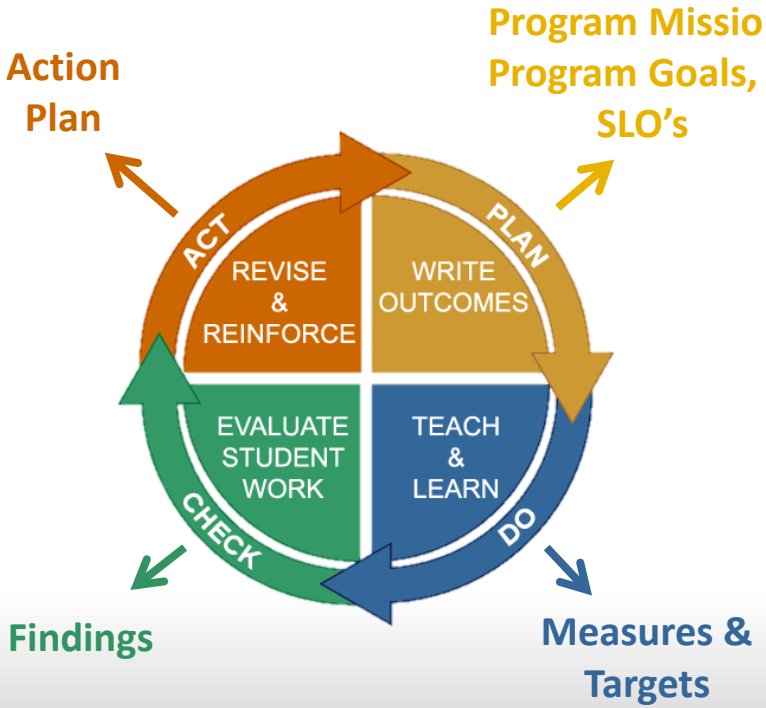
Action Plan: 'Closing the Loop'

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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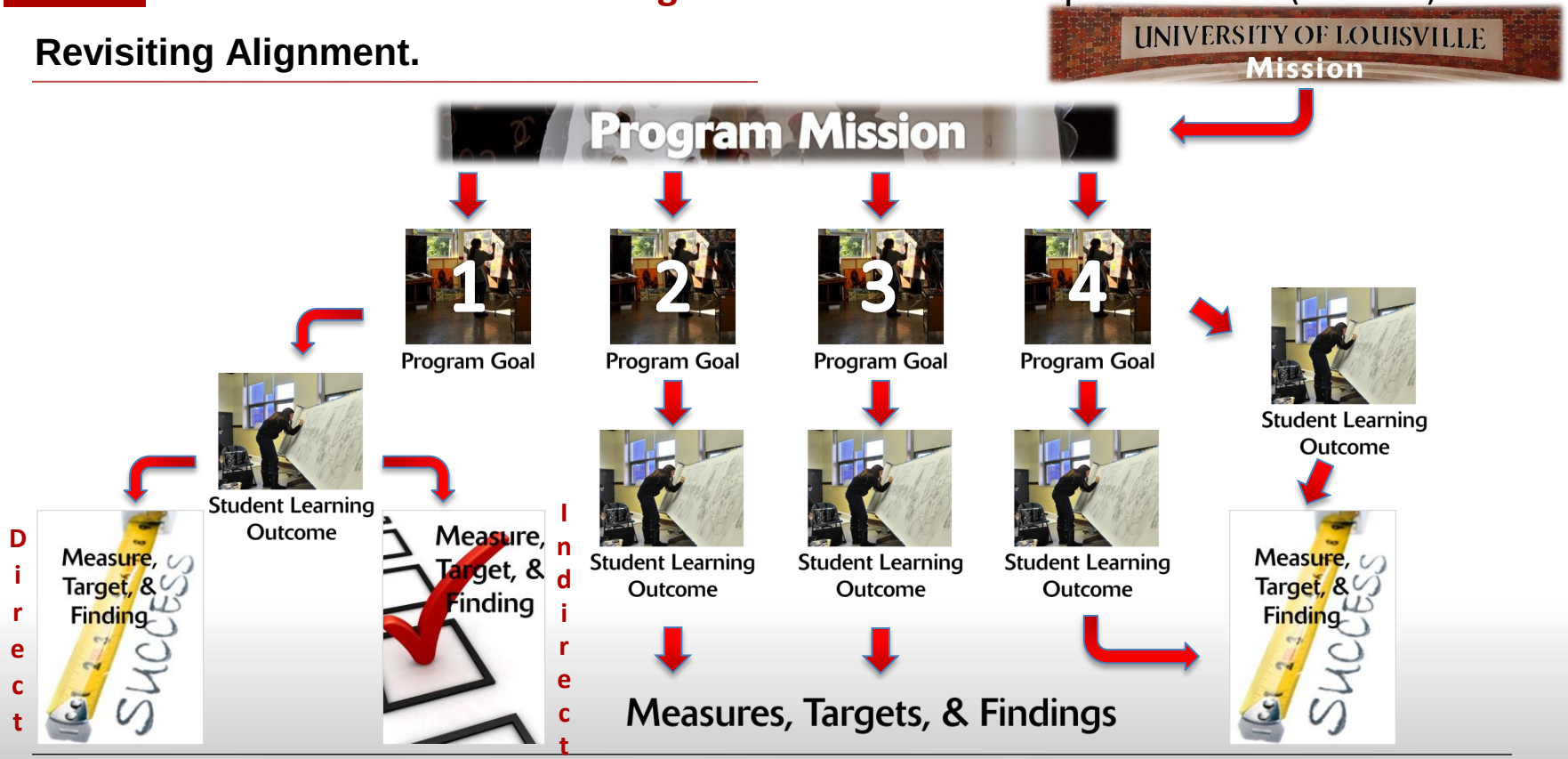
Revisiting Alignment.



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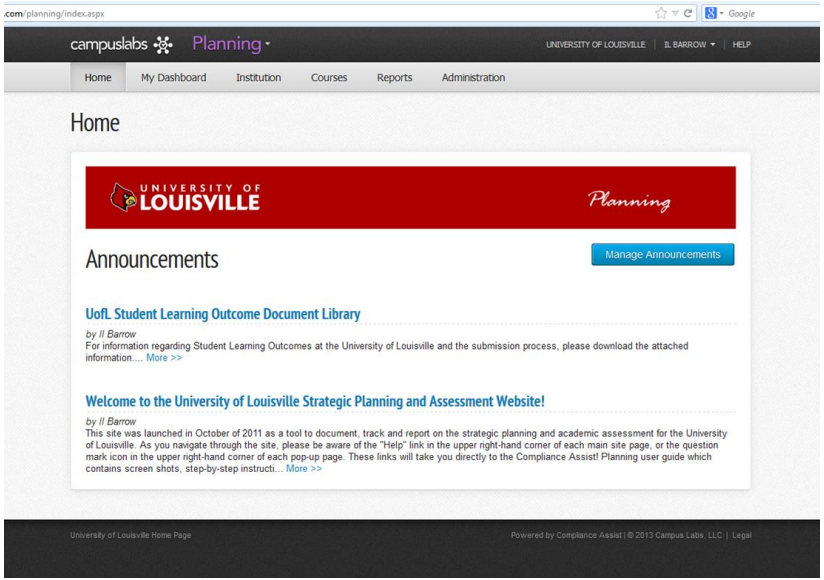

Coming Soon.

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?

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