

Final Summative Report for the Student Learning Indicator Database Project

Historical Overview and Need for the SLO Database System

In concurrence with State Statute 1004.04, Public Accountability and State Approval for Teacher Preparation Programs¹, the Florida Department of Education (FL-DOE) developed Administrative Rule 6A-5.066 Approval of Educator Preparation Programs². This rule requires data collection on student accomplishment of key indicators such as the Florida Educator Accomplished Practices (FEAP) and Indicators at the preprofessional level³, the English for Speakers of Other Languages Standards (ESOL) and Indicators⁴, Reading Endorsement Competencies and Indicators⁵, General Knowledge (GK) Competencies and Skills⁶, Professional Education (PE) Competencies and Skills⁷, Subject Matter Competencies and Skills⁸, and components of the Uniform Core Curriculum for Teacher Education such as demonstrating knowledge and understanding of the Sunshine State Standards⁹, maintaining an orderly and disciplined classroom conducive to student learning¹⁰, use and integration of appropriate technology in the teaching and learning processes¹¹, the ability to instruct students in reading and higher-level mathematics concepts and in the use of technology at the appropriate grade level¹², recognizing signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance¹³, and the candidates ability to write and speak in a logical and understandable style with appropriate grammar¹⁴. The FL-DOE administration employs a seven year program review cycle using a Program Standards Review Rubric¹⁵.

There is also the Teacher Education requirement to maintain Title II data for the United States Department of Education (US-DOE). The U.S. Higher Education Act Section 207 requires the US-DOE to create a "clear and comprehensible public reporting system on state licensure and the success of institutions in preparing teachers"¹⁶. These data go from UWF to the FL-DOE for compilation and reporting.

Additionally, the National Council for the Accreditation of Teacher Education (NCATE) Standard II requires the use of an assessment system to "provide regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs"¹⁷.

¹ http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1004/SEC04.HTM&Title=%3E2002-%3ECh1004-%3ESection%2004

² <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1060130&type=1&file=6A-5.066.doc>

³ <http://www.fldoe.org/dpe/publications/preprofessional4-99.pdf>

⁴ http://www.fldoe.org/profdev/pdf/final_esol.pdf

⁵ <http://www.justreadflorida.com/docs/Reading-Endorsement-Competencies.pdf>

⁶ <http://www.fldoe.org/asp/ftce/pdf/82GeneralKnowledge.pdf>

⁷ <http://www.fldoe.org/asp/ftce/pdf/00ProfessionalEducation.pdf>

⁸ <http://www.fldoe.org/asp/ftce/ftcecomp.asp#fourteenth>

⁹ <http://www.fldoe.org/bii/curriculum/sss/>

¹⁰ See State Statute 1004.04 section (5) (e) (5)

¹¹ See State Statute 1004.04 section (5) (e) (3)

¹² See State Statute 1004.04 section (5) (d)

¹³ See State Statute 1004.04 section (5) (e) (2)

¹⁴ See State Statute 1004.04 section (5) (e) (1)

¹⁵ <http://www.fldoe.org/profdev/pdf/2008sidebyside.pdf>

¹⁶ <http://www.ed.gov/policy/highered/leg/tq-statute.html>

¹⁷ <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd2>

A final area for compliance is the Academic Learning Compacts (ALC) which are mandated by the Florida Board of Governors Regulations 6C-8.016¹⁸ and used in mandated seven year program review cycles (Regulation 6C-8.015¹⁹). ALCs require institutions to “identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills¹; and (iii) critical thinking skills”²⁰. UWF added two additional domains including integrity/values and project management. The School of Education also includes diversity skills. Teacher Education ALCs reflect the FEAPs and needed to be built into the Teacher Education Assessment System related to ALCs²¹.

The above series of accountability measures generally complement each other, although separate reporting streams are required. Failure to comply with Title II reporting, NCATE Standards, the Florida Department of Education, or institutional requirements results in the loss of the ability to provide certification for the institution’s Teacher Education graduates.

Just prior to the 2003 NCATE review cycle, the School of Education adopted and began to enter data into a system known as the Piechura-Couture model; named for a faculty member at Stetson University who developed the system. This system was abandoned shortly after the review because of limitations and the fact that the unit received a program review weaknesses/areas for improvement with respect to the assessment system as follows²²:

- Based on the NCATE transition plan for the assessment system, the unit has not addressed the aspects of the system related to unit operations. (initial and advanced levels)
- Based on the NCATE transition plan for the assessment system, the unit has not instituted efforts to insure consistency and fairness in the assessments of its candidates. (initial and advanced levels)

In fact, as a matter of note, Stetson University also abandoned the model because it did not work at their institution. The UWF Dean’s recommendation at that time was to²³:

- Develop a comprehensive assessment system based on the Florida Educator Accomplished Practices that will be used to make data-driven student and programmatic decisions encompassing the time from when a student is first entered into the program until three years after program completion.

The Associate Dean was tasked to explore various systems such as Chalk & Wire²⁴, LiveText²⁵, TaskStream²⁶, Folio Live²⁷, ePortaro²⁸, Concord Master File PowerLink²⁹, iWebfolio³⁰, EduMetry³¹, Digication³², Educational Benchmarking³³, WEAVEonline³⁴,

¹⁸ Section 7(d), Art. IX, of the Florida Constitution provides authority for the BOG;
<http://www.leg.state.fl.us/statutes/index.cfm?mode=constitution&submenu=3&tab=statutes#A09>

¹⁹ http://www.flbog.org/about/_doc/cod/asa/6c-8.pdf (Page 22)

²⁰ http://www.flbog.org/about/_doc/cod/asa/6c-8.pdf (Page 26)

²¹ <http://uwf.edu/cutla/alc.cfm>

²² http://uwf.edu/academic/programs/Documents/Program_Review_Teacher_Education_2003_2004.doc (Page 26)

²³ http://uwf.edu/academic/programs/Documents/Program_Review_Teacher_Education_2003_2004.doc (Page 67)

²⁴ <http://www.chalkandwire.com/>

²⁵ <https://www.livetext.com/>

²⁶ <https://www.taskstream.com/pub/>

²⁷ <http://www.foliolive.com/>

²⁸ <http://www.eportaro.com/>

²⁹ http://www.webct.com/powerlinks/viewpage?name=powerlinks_category_integrate

³⁰ http://www.nuventive.com/products_iwebfolio.html

³¹ <http://www.edumetry.com>

³² <http://www.digication.com/>

TK20³⁵, and institutionally-developed systems, such as the University of North Florida Candidate Assessment System³⁶, and replace the Piechura-Couture model. After substantial review of available systems, participation on program review teams, and discussions with assessment coordinators and deans, it was determined that the most efficient and effective system would be one that interfaced with current technologies (i.e. SunGard Banner³⁷ locally known as “Argus”), collected key information (i.e. candidate “meets” or “does not meet” individual FEAPs), and would be easy for faculty to input data (seamless transfer from the course projects to the assessment system). Since Teacher Education already had a spreadsheet system to cover most areas outside of FEAP assessments, an institutionally-developed system that interfaced with Argus grade rolls and integrated into an Excel spreadsheet would best serve their needs. Therefore, the decision was made to seek Quality Enhancement Plan (QEP) funding for the system.

Relationship to the QEP and Assessment Procedures

The Student Learning Indicator Database Project supports the following goals of the QEP:

- Improve student learning of knowledge, skills, and values relevant to Project Management.
- Increase use of active learning and student engagement instructional strategies for development of Project Management skills, knowledge, and values.

In terms of “*improving student learning of knowledge, skills, and values relevant to Project Management*,” the SLOs “use instructional technology to manage, evaluate, and improve instruction for students” and “seek the involvement of elementary students to design effective learning experiences to meet students’ needs and interests” are included in the following Teacher Education ALCs:

- Pre-K/Primary Education/ESOL³⁸
- Elementary Ed/ESOL³⁹
- Exceptional Student Education/ESOL⁴⁰
- Middle School Education⁴¹
- Career and Technical Education⁴²

The Teacher Education Student Learning Indicator Database is used to track individual student accomplishment of these SLOs. As semester data are downloaded from the system, individual student data are sorted and extracted from the system to determine if students have met these and other SLOs and are eligible for graduation. Under the FL-DOE guidelines, all FEAPs/SLOs must be accomplished for a student to graduate in an approved program.

³³ <http://www.webebi.com/>

³⁴ <http://www.weaveonline.com/>

³⁵ <http://www.tk20.com>

³⁶ <http://www.unf.edu/coehs/program/CandidateAssessmentSysInfo.htm>

³⁷ <http://www.sungardhe.com/>

³⁸ http://uwf.edu/cutla/ALC/PreK-Primary_Ed_ALC.pdf

³⁹ http://uwf.edu/cutla/ALC/Elem_Ed-ESOL_ALC.pdf

⁴⁰ http://uwf.edu/cutla/ALC/Excep_Child_ALC.pdf

⁴¹ http://uwf.edu/cutla/ALC/Mid_Sch_Ed_ALC.pdf

⁴² http://uwf.edu/cutla/ALC/Career-Tech_Ed_ALC.pdf (Note this program is now in Engineering & Computer Technology)

Programmatic data are also extracted, sorted, and summarized to present to faculty and the Teacher Education Advisory Council for continuous program improvement. An example of a decision that was made based on the data is the addition of supplemental Elementary Education coursework to the Exceptional Student Education curriculum in order to provide critical knowledge, skills, and dispositions needed to pass both the subject area exam in Exceptional Student Education and the exam in Elementary Education (both tests are needed to be highly qualified under the No Child Left Behind Florida requirements⁴³). As noted, individual course activities are linked to the assessment system.

An example SLO for the UWF domain “Project Management” is “use instructional technology to manage, evaluate, and improve instruction for students.” This occurs in the course EEX 4261, Education Management. This particular SLO is associated with the FEAP “Continuous Improvement.” The project itself is an “Instructional Management Project” as follows:

Visit a classroom (to be assigned) for at least one day. Draw a floor plan that reflects the current classroom layout. Record the daily schedule, which includes the time sequence and allocations of time for various academic areas or activities. Then note information about the instructional environment using the list below (use each topic as a centered heading in your paper). Discuss in a typewritten report the present plan and then present creative changes under each topic you would suggest to improve the teaching and learning process. Base your suggestions on information from texts, articles, and class discussions. The basic instructional management issues to address should include, but not be limited to, the following:

- physical plan, designated areas, traffic flow; visual appearance; appeal of room
- seating arrangement and groupings for instruction
- time management/scheduling/academic learning time
- organization and use of materials and equipment
- rule posting and use of rules and procedures (LEP methods)
- teacher communication and behaviors that indicate sensitivity to cultural and linguistic differences
- behavior management strategies (individual, classroom, & school-wide methods)
- assessment and instructional strategies

The grading criteria are as follows:

- on time submission: in class on due date (5 points per day deducted for late work)
- mechanics and style: (25%) typewritten, double-spaced, 7-10 pages not including extra forms and charts (please do not use page savers), APA format when appropriate (please use centered headings and number pages top right); correct grammar and word usage (use a spell check), linguistic integrity, organization. Begin paper with an introductory paragraph and end with a concluding paragraph.

⁴³ <http://www.fldoe.org/faq/default.asp?Dept=17&ID=742#Q742>

- comprehensive analysis and discussion: (75%) content supported with appropriate research and references, creativity in presentation
- signed form from directing teacher: attach signed form with directing teacher’s verification of each project (project will not be graded without this form)

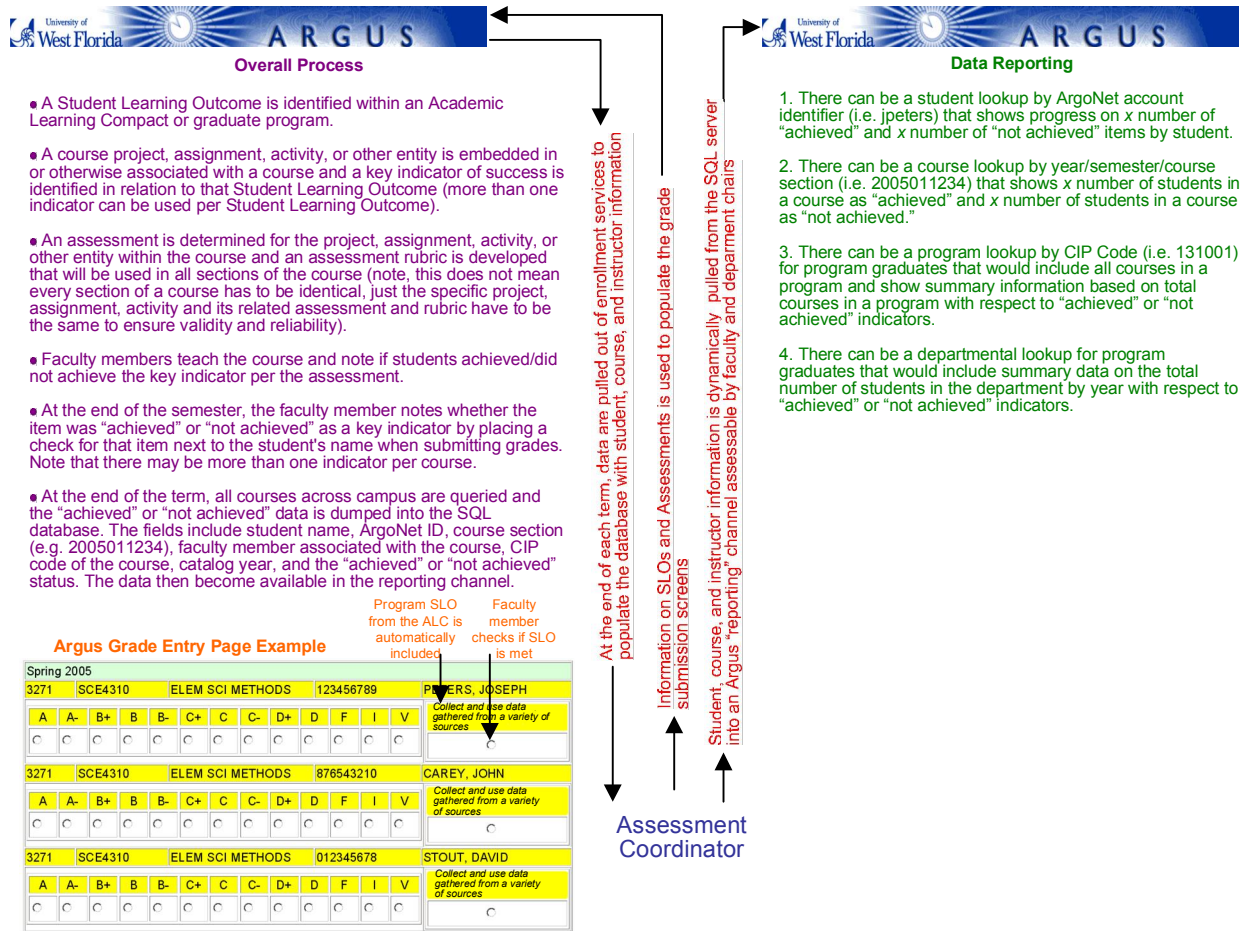
The scoring rubric form for the Instructional Management Project is as follows:

Criteria	Quality Level 1	Quality Level 2	Quality Level 3	Quality Level 4
Possible Score = 50	Incomplete: one or more components missing or incomplete; needs improvement (0-69%)	Satisfactory: minimum requirements met; not exact; not detailed (70-79%)	Very satisfactory: all requirements met; exact; detailed (80-89%)	Excellent: met all requirements and beyond; thorough; well written; very creative (90-100%)
Mechanics/Style: (25%) a. 7-10 typed pages; b. double-spaced; c. APA w. headings & pages numbered d. correct grammar, word usage, linguistic integrity; organization e. intro. & concluding paragraphs				
Comprehensive Analysis: (75%) discuss present plan & creative changes; content supported by extra resources				
a. floor plan, physical plan, visual appeal, desig. areas, traffic flow				
b. seating and grouping				
c. time mgmt.; ALT; scheduling				
d. organization; materials & equip.				
e. posting & use of rules				
f. mgmt. strategies; indiv., group/class, school-wide				
g. assess./instruc. strategies				

On time submission: yes or no? _____
 (in class on due date - 5 points per day deducted for late work)

Providing web links within the Student Learning Indicator Database Project system allowed for standardization of assignments and rubrics for assessing accomplishment of the SLOs.

The overall process is as follows:



The QEP goal to "increase use of active learning and student engagement instructional strategies for development of Project Management skills, knowledge, and values" is inherent to the Instructional Management Project described above. Students must actively engage with a cooperating classroom teacher to complete this project. In many cases, the cooperating teacher asks for feedback from the student as well.

Challenges

One challenge which occurred shortly after the system went online was the loss of the Assessment Coordinator position. This slowed the progress of the full development of the system. This position has now been restored with a faculty member who coordinates the new assessment system.

Next Steps, System Replacement, and Original Rationale

TK20 was chosen to replace the Student Learning Indicator Database Project system by the current Chair of Teacher Education and NCATE Coordinator. This

externally-developed solution is used at 59 other institutions⁴⁴ but is not used in other Colleges of Education in the Florida State University System (SUS). The rationale behind not originally choosing this type of system was threefold. First, there was the expense to the institution (program cost and IT support) and student cost (\$100 per student). Second, after discussing similar system implementations, it was found that the usefulness of the data collected did not warrant the amount of manpower required to bring the system online, assist faculty in inputting data, follow up to ensure data entry and maintenance of records, and generation of accurate and comprehensive reports. Third, the interface between SunGard Banner and many of these systems was often a programming challenge; meaning any modifications would tax the already limited institutional IT resources.

Since it is just now coming into usage, the current TK20 system cannot be fully evaluated as to its overall effectiveness in candidate assessment and program continuous improvement. The lack of data is a problem with NCATE as well as the FL-DOE. The NCATE standard includes the following:

- The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice.

However, it is initially believed that the TK20 system will adequately replace the Student Learning Indicator Database and also provide additional reporting functions.

Conclusion

Funding for the Student Learning Indicator Database Project allowed Teacher Education to move forward with an improved comprehensive system to provide individual and programmatic assessments. This effort is now being continued under the new TK20 system which will become an important component of the 2010 joint NCATE/FL-DOE accreditation review.

⁴⁴ <http://www.tk20.com/company/customers.html>

Appendix System Operation Overview

SLO Faculty Screen Images

To access the system, go to ARGUS and click on the “My Office” Tab. In the “Course and Scheduling Tasks” channel, you should find a “Student Learning Outcomes” item (see below).

Course and Scheduling Tasks

- Class Mate
- Class Scheduling
- Classroom List
- Course Authorization Codes
- Course Prerequisite
- Course Search
- Curriculum Change Request (CCR)
- eLearning Administration
- Grade Roll Review
- Grade Submission
- GroupMail (to students)
- Incomplete Grade Change (Instructor)
- Report Navigator
- Special Course Offerings (x990)
- Student Demographic
- Student Learning Outcomes

Academic Technology Center

Academic Technology Center e-Fridays for Faculty - The center hosts e-Fridays from 1:30 to 3:30 p.m. in Bldg. 77, Room 138 for faculty members with D2L or other eLearning questions.

From the Office of Research & Graduate Studies

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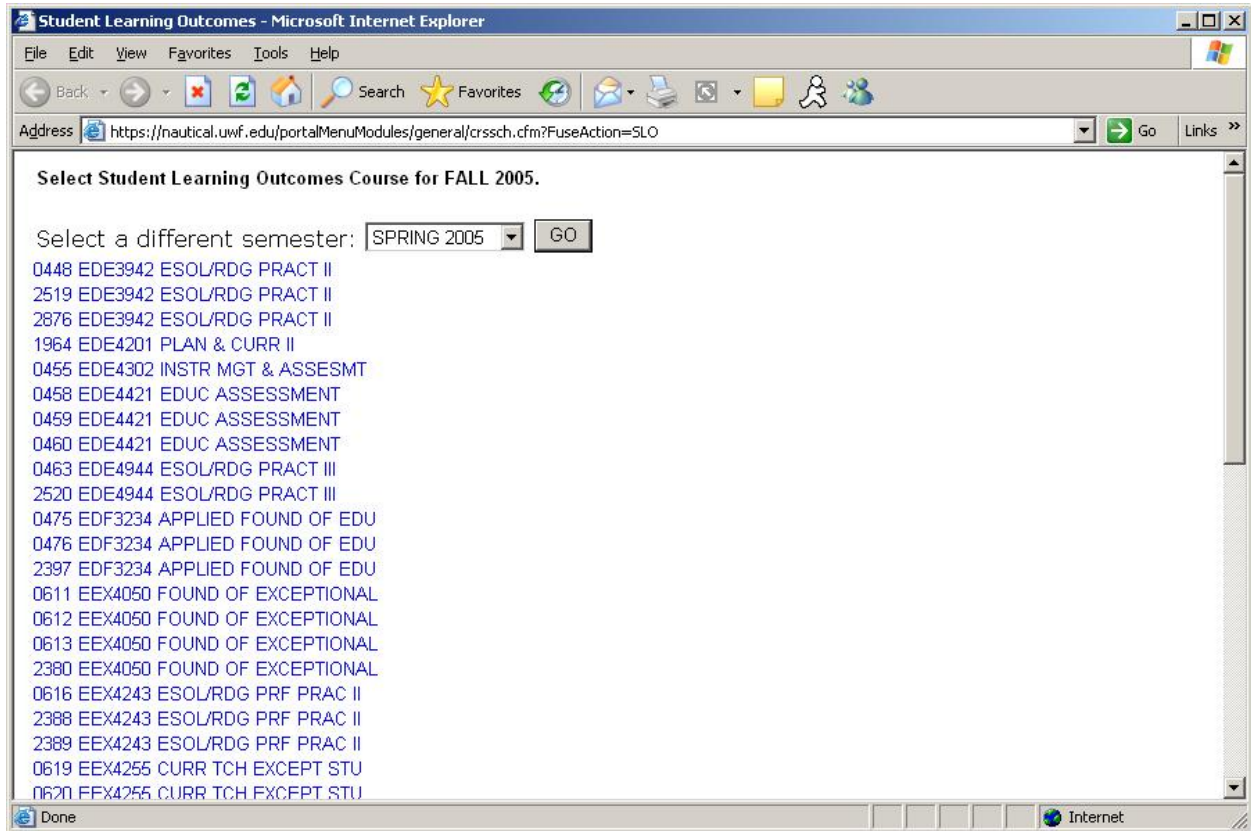
Training Opportunities in the next 2 weeks:

Start Date/Time	Description	Curr Enr	Max Enr
Friday, May 6 2005 at 9:00 AM	ARGUS - Introduction & Navigation for Faculty	1	16
Tuesday, May 17 2005 at 1:30 PM	ARGUS - Introduction & Navigation for Staff	4	16
Friday, May 13 2005 at 9:00 AM	ARGUS - Personalize Your Argus Layout	5	16
Friday, May 6 2005 at 1:00 PM	Banner Basic Training for Beginning Users	1	15
Monday, May 16 2005 at 10:00 AM	Banner Basic Training for Beginning Users	8	15
Wednesday, May 18 2005 at 9:00 AM	Banner PCardholder/Approver Training	6	15
Tuesday, May 10 2005 at 1:00 PM	Banner Purchase Requisition Approver Training - Student Affairs	3	15

Impersonation

- Refresh Menu
- Clear Impersonation
- Admission Status
- Class Mate
- Class Schedule
- Degrees Awarded
- Fee Assessment
- Grades
- Holds
- Orientation Registration
- Registration, Drop/Add and Trial Schedule
- SASS Audit
- Ship's Log
- Student Demographic
- Transcript Request

If you have a course with SLOs, your course should appear when you click on “Student Learning Outcomes” (see below).



When you click on the course, you will receive a pre-populated screen with the students and the specific SLO(s) addressed in that course (see below).

Unlike grades, these items can be entered any time throughout the semester as students accomplish the SLO. They will also be available in subsequent semesters as in the case of a student receiving an “incomplete” grade.

Student Learning Outcomes for SUMMER 2005.
[Return to course listings.](#)

Ref#:	6358	Course:	EDE4201	Location:	BOWDEN BLDG
Dept:	TED	Course Title:	PLAN & CURR II	Instructor:	DILORETO , MELANIE A

Yes For All Students: No for All Students:

YOU MUST press the "Submit" button below to process your Student Learning Outcomes. To reset the form, press the "Reset" button.

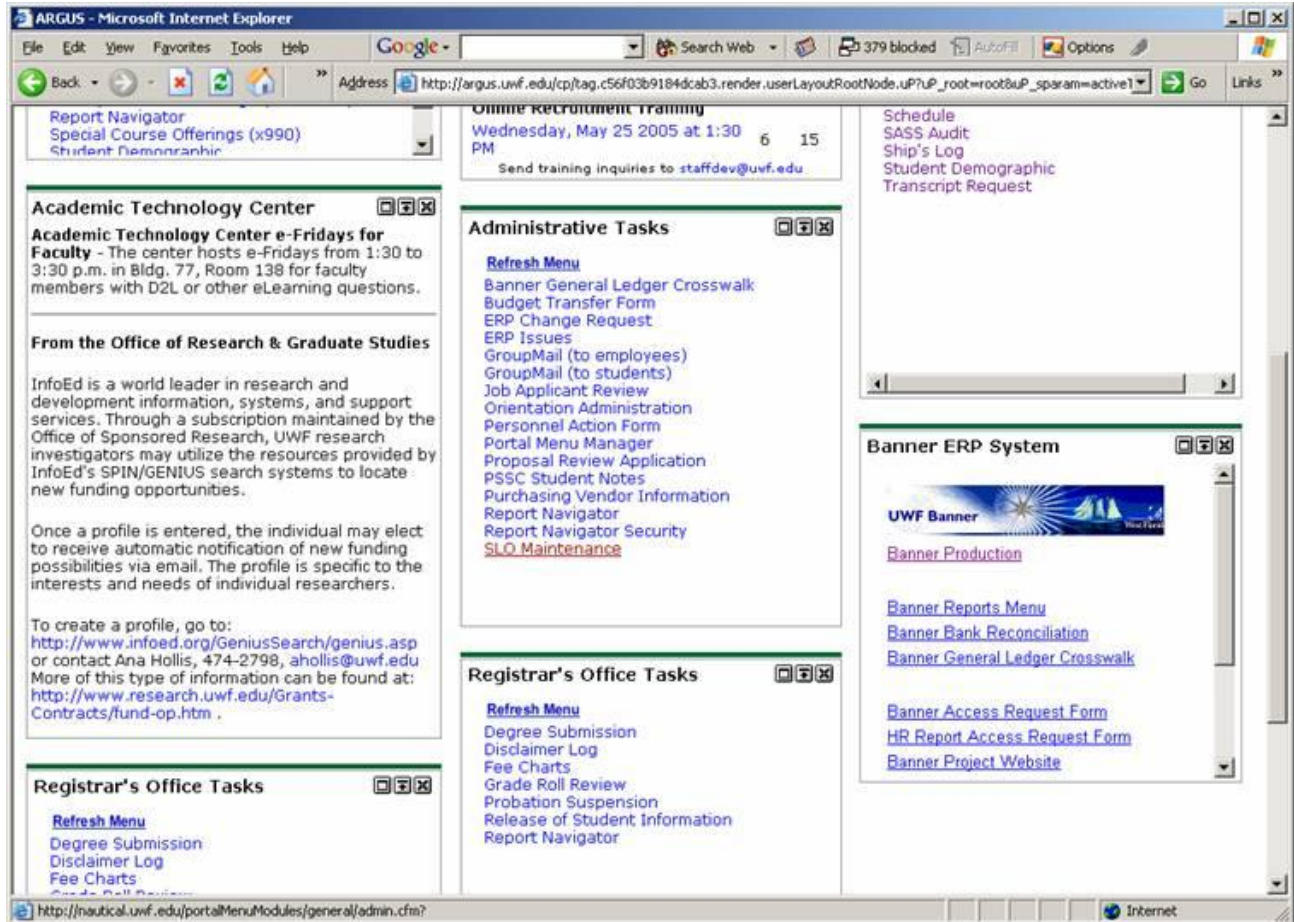
Student Name	Grade	Communicates to all students high expectations for learning.	
BAILEY, WENDY L	Grade not posted.	Yes <input type="radio"/>	No <input type="radio"/>
BALDWIN, FAYE R	Grade not posted.	Yes <input type="radio"/>	No <input type="radio"/>
COLE, VERONICA Y	Grade not posted.	Yes <input type="radio"/>	No <input type="radio"/>
Grade not		Yes <input type="radio"/>	No <input type="radio"/>

Here is an example with multiple SLOs. Our TSL 4080 course involves 4 SLOs.

Student Name	Grade	Understand and be able to explain the reasons why standardized test results of linguistically and culturally diverse students are not necessarily representative of their abilities.	Understand the issues and principles involved in the design, application, adaptation and evaluation of ESOL.	Understand the role and function of formal and alternative assessment in the education of ESOL and be able to use both in appropriate settings.	Understand, evaluate, adapt, and use a variety of instructional materials, media and technology for ESOL and content area instruction.
BALDWIN, FAYE R.	Grade not posted.	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>
COLE, VERONICA Y	Grade not posted.	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>
DEAS, MERSHUN D	Grade not posted.	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>
EZELL, TERRY F	Grade not	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>	Yes No <input type="radio"/> <input type="radio"/>

SLO Maintenance Screen Images (these will be available to the person (people) in your area that will maintain the system)

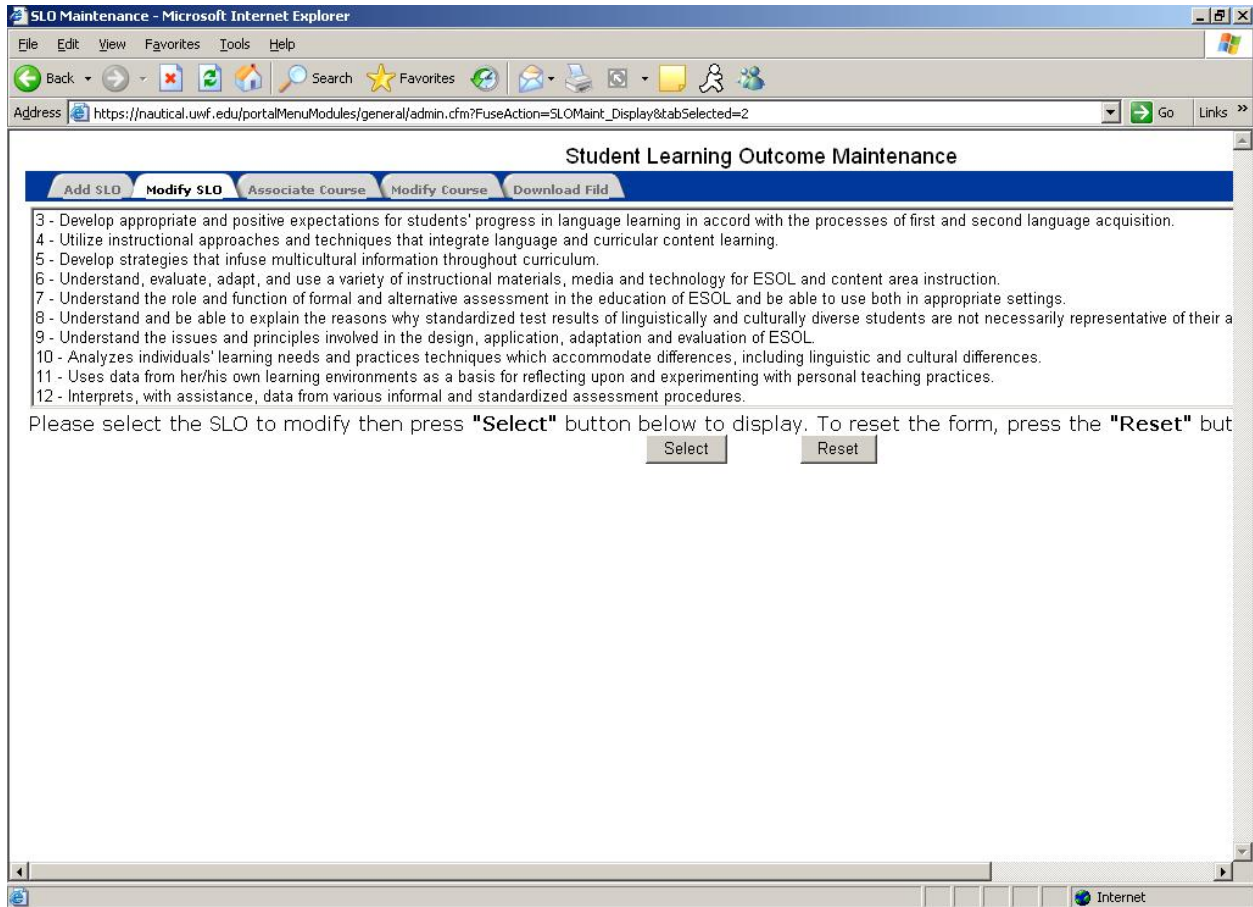
SLO Maintenance is under the “Administrative Tasks” tab.



SLOs are entered in the "Description" area (please see below) and are sequentially numbered and as they are entered. The URL area allows you to identify a common syllabus or other web location where the specifics on the assessment reside (e.g. a description of the task and its specific assessment rubric).

The screenshot shows a web browser window titled "SLO Maintenance - Microsoft Internet Explorer". The address bar contains the URL: <https://nautical.uwf.edu/portalMenuModules/general/admin.cfm?FuseAction=SLOMaint>. The main content area is titled "Student Learning Outcome Maintenance" and features a navigation bar with the following tabs: "Add SLO", "Modify SLO", "Associate Course", "Modify Course", and "Download File". Below the navigation bar, there are two columns of text input fields: "Description (Required)" and "URL for Help (Optional)". There are five rows of these input fields. Below the input fields, there is a text instruction: "Please press the 'Submit' button below, when all items are correct and complete. To reset the form, press the 'Reset' button." At the bottom of the form, there are two buttons: "Submit" and "Reset". The browser's status bar at the bottom shows "Done" on the left and "Internet" on the right.

SLOs can be modified as needed. Note that the original SLO is maintained with the specific course similar to how we complete programs by catalog year (e.g. if you have a SLO for 5683200505 [or SCE 4310 reference number 5683 taught in the summer (05) of 2005], it will be aligned with that course. The modification will apply to all future sections of SCE 4310).



This screen is used to link SLOs from the database to specific courses.

The screenshot shows a web browser window titled "SLO Maintenance - Microsoft Internet Explorer". The address bar contains the URL: https://nautical.uwf.edu/portalMenuModules/general/admin.cfm?FuseAction=SLOMaint_Display&tabSelected=3. The main content area is titled "Student Learning Outcome Maintenance" and features a navigation bar with tabs: "Add SLO", "Modify SLO", "Associate Course" (selected), "Modify Course", and "Download File".

Below the navigation bar, there is a list of SLOs:

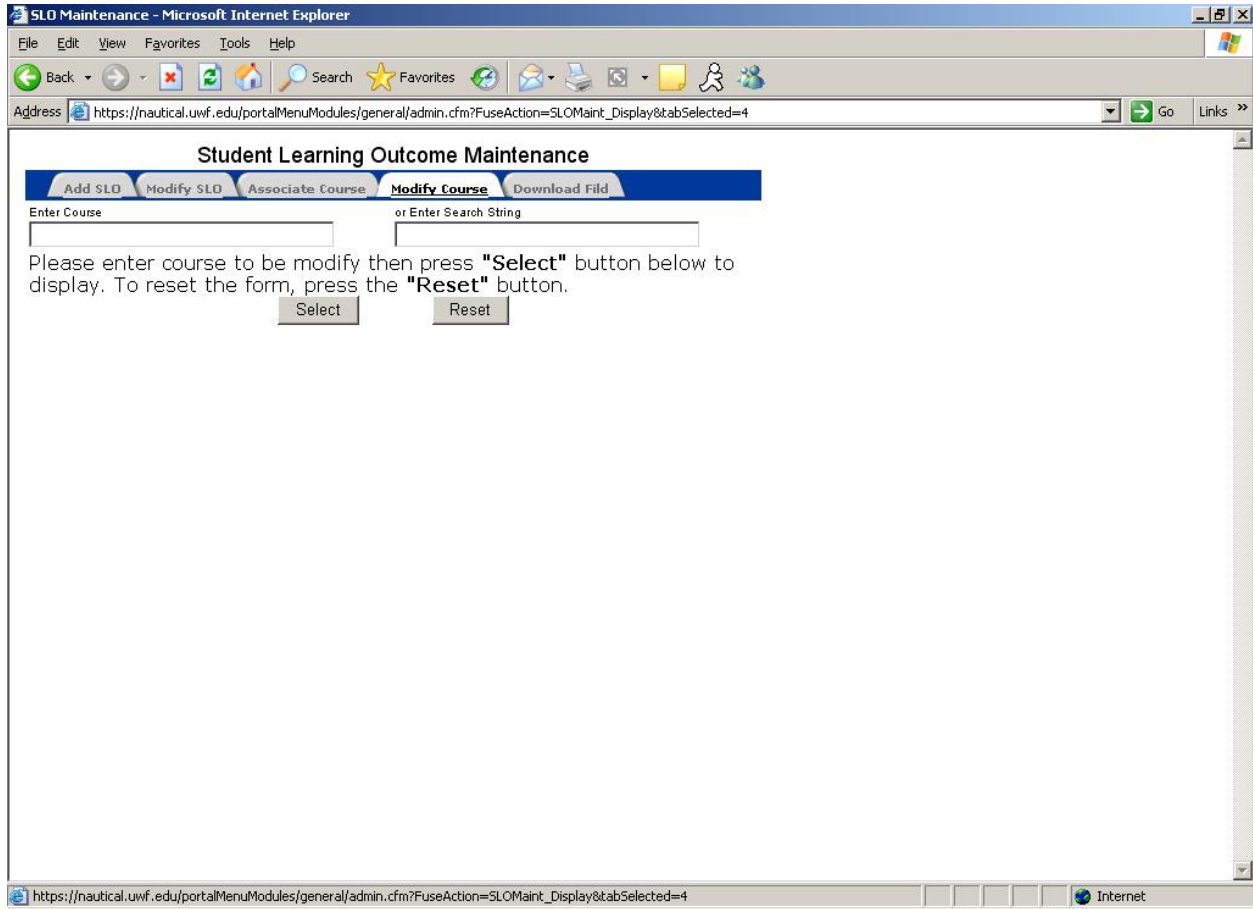
- 1 -
- 2 - Become aware of the wide diversity within in any given cultural group and learn ways to use cultural information without depending on stereotypes and preconceived ide
- 3 - Develop appropriate and positive expectations for students' progress in language learning in accord with the processes of first and second language acquisition.
- 4 - Utilize instructional approches and techniques that integrate language and curricular content learning.
- 5 - Develop strategies that infuse multicultural information throughout curriculum.

Below the list is a table for associating SLOs with courses:

Course Example: ACG2011 (Required)	SLO Code (Required)	Beginning Semester (Required)	Endir Seme (Option)
<input type="text"/>	<input type="text"/>	200501	<input type="text"/>
<input type="text"/>	<input type="text"/>	200501	<input type="text"/>
<input type="text"/>	<input type="text"/>	200501	<input type="text"/>
<input type="text"/>	<input type="text"/>	200501	<input type="text"/>
<input type="text"/>	<input type="text"/>	200501	<input type="text"/>

Below the table, there is a text instruction: "Please press the "Submit" button below, when all items are correct and complete. To reset the form, press the "Reset" button." Below this text are two buttons: "Submit" and "Reset".

This screen is used to modify a course.



Here is an example of when choosing a course in the "Modify Course" tab.

The screenshot shows a Microsoft Internet Explorer browser window titled "SLO Maintenance - Microsoft Internet Explorer". The address bar shows the URL: https://nautical.uwf.edu/portalMenuModules/general/admin.cfm?FuseAction=SLOMaint_DisplayModifyCourse. The main content area is titled "Student Learning Outcome Maintenance" and has a navigation bar with tabs: "Add SLO", "Modify SLO", "Associate Course", "Modify Course" (selected), and "Download Field".

The main content area contains the following text: "The following are available for modification for course MAE4310". Below this is a table with three columns: "SLO Description", "Beginning Semester", and "Ending Semester".

SLO Description	Beginning Semester	Ending Semester
Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.	200501	<input type="text"/>
Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.	200501	<input type="text"/>

Below the table, the text reads: "Please press the **Submit** button below, when all items are correct and complete. To reset the form, press the **Reset** button." At the bottom of this section are two buttons: "Submit" and "Reset".

The browser's status bar at the bottom shows "Done" on the left and "Internet" on the right.

The "Assessment Plan" can be integrated into the "URL for Help" section

Screenshot of the Student Learning Outcome Maintenance web application. The browser window title is "SLO Maintenance - Microsoft Internet Explorer". The address bar shows the URL: https://nautical.uwf.edu/portalMenuModules/general/admin.cfm?FuseAction=SLOMaint_Display&tabSelected=1. The page content includes a navigation bar with tabs: "Add SLO", "Modify SLO", "Associate Course", "Modify Course", and "Download File". The main form has two columns: "Description (Required)" and "URL for Help (Optional)". The first row contains the text "Collect and use data gathered from a variety of sources, i" in the description column and "tion/file_docs/Teacher_Education_Assessment_Plan.htm" in the URL column. Below the form are "Submit" and "Reset" buttons. A message below the form reads: "Please press the 'Submit' button below, when all items are correct and complete. To reset the form, press the 'Reset' button."

Description (Required)	URL for Help (Optional)
Collect and use data gathered from a variety of sources, i	tion/file_docs/Teacher_Education_Assessment_Plan.htm

Please press the "Submit" button below, when all items are correct and complete. To reset the form, press the "Reset" button.

The SLO Database relates to the Teacher Education Assessment Plan.

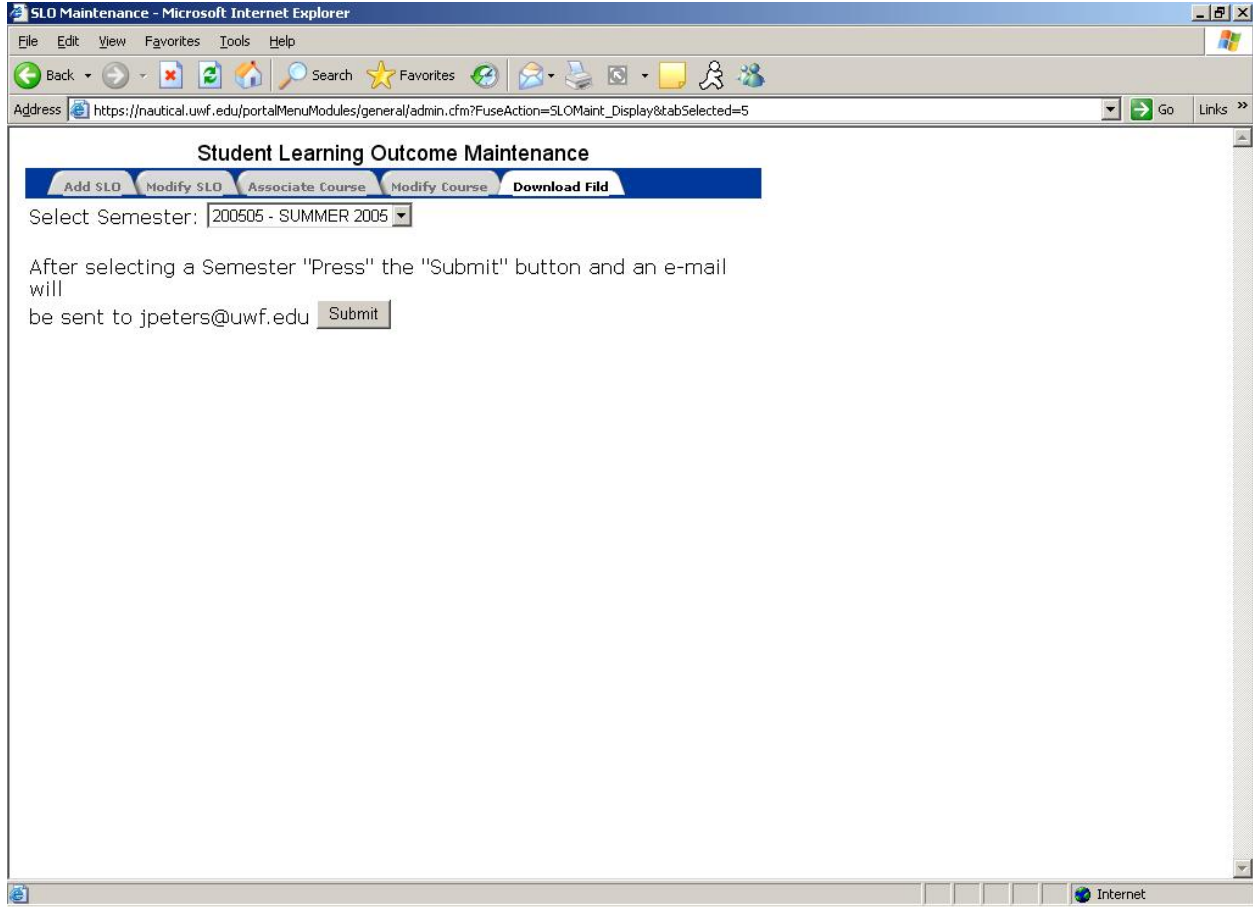
Teacher Education Assessment Plan

Program Title^a: K-6 Elementary Education/ESOL & Elementary Education/Educational Studies
 Degree^b BA
 CIP Code: 13.1202

Student Learning Outcome ^c	Method of Assessment ^d	Assessment Results ^e	Use of Assessment Results to Improve Program ^f	Comments ^g
Content Collect and use data gathered from a variety of sources, including formal and informal measures, to develop educational goals for elementary student	RED 4542 Assessments and Lessons/ RED 3310 Lesson Plans/Practicum & Student Teaching Assessments	N/A	N/A	Due to NCATE/DOE requirements, revisions to our SLOs and assessments are in progress
Identify the cognitive, linguistic, emotional, and physical needs of elementary students and match them appropriately to instructional plans	EEX 3234 Form_G - Multiple applications as assessment piece	N/A	N/A	Due to NCATE/DOE requirements, revisions to our SLOs and assessments are in progress
Draw upon human development/learning theories and concepts as the foundation for instructional planning for elementary children	RED 3310 Planning Videotape/LAE 3314 Sunshine State Standards Project/FTCE	N/A	N/A	Due to NCATE/DOE requirements, revisions to our SLOs and assessments

(see: http://uwf.edu/education/file_docs/Teacher_Education_Assessment_Plan.htm)

Data Reporting is interfaced through Nautical



Sample Data File in Excel

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	TERM	STUDENT	SLO CODE	CRFNO	CRS TITLE	CIP CODE	CIP DESC	INSTRUCT	SLO DESCRIPTION						
2	200505	CALVER, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
3	200505	CASAS, T YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
4	200505	CLIFFORD YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
5	200505	DEVITO, A YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
6	200505	FRECH, J NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
7	200505	GOLDEN, NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
8	200505	HADLEY, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
9	200505	KAZE, SA YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
10	200505	LEGER, TINO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
11	200505	MASSEY, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
12	200505	MCFADDE YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
13	200505	MCKOWN YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
14	200505	MOORE, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
15	200505	PATTEN, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
16	200505	PITALE, F YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
17	200505	RASOR, J NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
18	200505	RENFRO, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
19	200505	RUSS, MA NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
20	200505	SHAW, M YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
21	200505	SHELTON NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
22	200505	SIERRA, T YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
23	200505	SPEARS, YES		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
24	200505	TOWNSON NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
25	200505	TUBBS, S NO		5192	PLAN & C	131202	ELEMENT BRISCOE		Communicates to all students high expectations for learning.						
26	200505	BALDWIN YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand the issues and principles involved in the design, application, adaptati						
27	200505	BALDWIN YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand and be able to explain the reasons why standardized test results of I						
28	200505	BALDWIN YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand the role and function of formal and alternative assessment in the edu						
29	200505	BALDWIN YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand, evaluate, adapt, and use a variety of instructional materials, media a						
30	200505	COLE, VE YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand the issues and principles involved in the design, application, adaptati						
31	200505	COLE, VE YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand and be able to explain the reasons why standardized test results of I						
32	200505	COLE, VE YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand the role and function of formal and alternative assessment in the edu						
33	200505	COLE, VE YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand, evaluate, adapt, and use a variety of instructional materials, media a						
34	200505	COLES, F YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand the issues and principles involved in the design, application, adaptati						
35	200505	COLES, F YES		6408	TCHG ENC	131001	SPECIAL ILEIER, RC		Understand and be able to explain the reasons why standardized test results of I						

Data can be sorted and delimited as needed.

Data sort by Student:

TERM	STUDENT NAME	SLO CODE
200505	BALDWIN, FAYE REENE	YES
200505	BALDWIN, FAYE REENE	YES
200505	BALDWIN, FAYE REENE	YES
200505	BALDWIN, FAYE REENE	YES

Data sort by Instructor

TERM	STUDENT NAME	SLO CODE	CRS TITLE	INSTRUCTOR
200505	CALVER, KRISTEN ELIZABETH	YES	PLAN & CURR II	BRISCOE, CAROL
200505	CASAS, TRACY LYNNE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	CLIFFORD, SOMMER NICOLE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	DEVITO, ALLISON ANN	YES	PLAN & CURR II	BRISCOE, CAROL
200505	FRECH, JACOB ANTHONY	NO	PLAN & CURR II	BRISCOE, CAROL
200505	GOLDEN, CHRISTINA LYNN	NO	PLAN & CURR II	BRISCOE, CAROL
200505	HADLEY, JENNIFER MICHELLE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	KAZE, SARAH ANN	YES	PLAN & CURR II	BRISCOE, CAROL
200505	LEGER, TINA LOUISE	NO	PLAN & CURR II	BRISCOE, CAROL
200505	MASSEY, CHERYL SKIPPER	YES	PLAN & CURR II	BRISCOE, CAROL
200505	MCFADDEN, JOYCELYN NICOLE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	MCKOWN, KRYSTAL SHANNON	YES	PLAN & CURR II	BRISCOE, CAROL
200505	MOORE, KAYLA JESSICA	YES	PLAN & CURR II	BRISCOE, CAROL
200505	PATTEN, ANTHONY DALE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	PITALE, FRANCES LEE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	RASOR, JENNIFER LEIGH	NO	PLAN & CURR II	BRISCOE, CAROL
200505	RENFRO, LAWRENCE WADE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	RUSS, MARY MEAGAN	NO	PLAN & CURR II	BRISCOE, CAROL
200505	SHAW, MONROE LEE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	SHELTON, JOSHUA ALLEN	NO	PLAN & CURR II	BRISCOE, CAROL
200505	SIERRA, TAXIE	YES	PLAN & CURR II	BRISCOE, CAROL
200505	SPEARS, MONIQUE GAINSLEY	YES	PLAN & CURR II	BRISCOE, CAROL
200505	TOWNSON, TRISHA ANN	NO	PLAN & CURR II	BRISCOE, CAROL
200505	TUBBS, SHELLA DARLENE	NO	PLAN & CURR II	BRISCOE, CAROL

Data sort by CIP

TERM	STUDENT NAME	SLO CODE	CRFNO	CRS TITLE	CIP CODE	CIP DESCRIPTION
200505	BALDWIN, FAYE REENE	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	BALDWIN, FAYE REENE	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	BALDWIN, FAYE REENE	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	BALDWIN, FAYE REENE	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	COLE, VERONICA Y	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	COLE, VERONICA Y	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	COLE, VERONICA Y	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	COLE, VERONICA Y	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	COLES, FELITA FAY	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL
200505	COLES, FELITA FAY	YES	6408	TCHG ENG TO ESOL STU	131001	SPECIAL EDUCATION, GENERAL

Data sort by Course

TERM	STUDENT NAME	SLO CODE	CRFNO	CRS TITLE	CIP CODE
200505	CALVER, KRISTEN ELIZABETH	YES	5192	PLAN & CURR II	131202
200505	CASAS, TRACY LYNNE	YES	5192	PLAN & CURR II	131202
200505	CLIFFORD, SOMMER NICOLE	YES	5192	PLAN & CURR II	131202
200505	DEVITO, ALLISON ANN	YES	5192	PLAN & CURR II	131202
200505	FRECH, JACOB ANTHONY	NO	5192	PLAN & CURR II	131202
200505	GOLDEN, CHRISTINA LYNN	NO	5192	PLAN & CURR II	131202
200505	HADLEY, JENNIFER MICHELLE	YES	5192	PLAN & CURR II	131202
200505	KAZE, SARAH ANN	YES	5192	PLAN & CURR II	131202
200505	LEGER, TINA LOUISE	NO	5192	PLAN & CURR II	131202
200505	MASSEY, CHERYL SKIPPER	YES	5192	PLAN & CURR II	131202
200505	MCFADDEN, JOYCELYN NICOLE	YES	5192	PLAN & CURR II	131202
200505	MCKOWN, KRYSTAL SHANNON	YES	5192	PLAN & CURR II	131202
200505	MOORE, KAYLA JESSICA	YES	5192	PLAN & CURR II	131202
200505	PATTEN, ANTHONY DALE	YES	5192	PLAN & CURR II	131202
200505	PITALE, FRANCES LEE	YES	5192	PLAN & CURR II	131202
200505	RASOR, JENNIFER LEIGH	NO	5192	PLAN & CURR II	131202
200505	RENFRO, LAWRENCE WADE	YES	5192	PLAN & CURR II	131202