

**Quality Enhancement Plan
College of Professional Studies Exploratory Project
Summary of Planned Project**

Project Title: Student Learning Outcome Indicator Database Project

College/Division: College of Professional Studies/Division of Teacher Education, Division of Social Work, Division of Health Leisure, and Exercise Science, Division of Criminal Justice and Legal Studies, and Division of Engineering Technology

Contact Person: Dr. Joe Peters

Telephone: 474-2864

E-mail: jpeters@uwf.edu

List of Individuals Involved: Mr. Scott Barlow (Technical Expert and Project Director), Dr. Joe Peters (SLO/Indicator Development), and Mrs. Darlene Peters (COPS Accreditation Coordinator), applicable program faculty members to develop SLO Indicators, Indicator Rubrics, and/or additional Student Learning Outcomes as needed.

Brief Description of Project: We will be developing an online database to collect information (i.e. met/not met) on key SLO Indicators linked to Student Learning Objectives. We will develop the core database and applicable data entry web pages. There will be a master web page where faculty/staff can see a listing of courses or other methods that Student Learning Objectives are met (i.e. Florida Teacher Certification Exam results). These will be grouped by division and sub-grouped by program.

SLO Indicators will be embedded in courses or existing internships, testing, culminating experiences etc. At the end of each semester, the faculty/staff member will select their course or other indicator from the master page. This page will provide links to secondary pages specific to the SLO Indicator they have assessed. Faculty will input a "1" (met) or "0" (not met) for students in the database depending on if indicators were met by individual students. The dynamic database can be sorted by individual, course, program, division, or college. A "program sort" will indicate when or if there is a problem with an indicator and thus, the need for programmatic changes. "Course sorts" would indicate needed course changes. "Individual sorts" could be used as decision points in a student's pathway to graduation (i.e. entering student teaching). Note that each indicator will be accompanied by a rubric and appear in all sections of a course syllabi each term.

We will have ongoing meetings with faculty to revise/identify Student Learning Objectives and SLO Indicators. As they are developed, they will be integrated into the database.

Project Student Learning Objectives: See the SLO's for Teacher Education, Social Work, Health Leisure, and Exercise Science, Criminal Justice and Legal Studies, and Engineering Technology, at the <http://uwf.edu/cutl/ALCS.htm> link.

Relationship to Quality Enhancement Plan Goals: The goal of the Quality Enhancement Plan is to "For each individual program that contributes to student learning, program faculty will have identified a clear set of student learning outcomes at the program and individual course/activity levels, specified methods of assessing whether students have achieved the outcomes, and reviewed and modified the instructional component of programs/activities to ensure that appropriate strategies are being used to help students achieve the desired outcomes." (See: http://nautical.uwf.edu/files/org/FACSEN/Quality_Enhancement_Plan.pdf#xml=http://search.uwf.edu/scripts/tehis.exe/search/xml.txt?query=Quality+Enhancement+Plan+&pr=uwf&order=r&cg=&id=41e3ca321d). The proposed project will assist in solidifying Student Learning Objectives, identification of specific SLO Indicators to meet the Student Learning Objectives, Indicator Rubrics linked to SLO Indicators, and the ability to review programmatic data and make necessary changes to support active learning and student engagement instructional strategies.

Relationship to Academic Learning Compact: The Academic Learning Compacts consist of the Student Learning Objectives assessed in this project. We will be able to make data-driven decisions on program effectiveness and change programs accordingly.

Desired Student Learning Gains: We will be able to better monitor if learning is occurring in courses and programs. This will allow us to make necessary changes.

Outcomes Assessment Procedures: This is the goal of this database project. SLO Indicators, assessed by Indicator Rubrics, to show success with Student Learning Objectives.

Instructional Strategy Enhancements: Due to the nature of faculty meetings to determine Student Learning Objectives, SLO Indicators, and Indicator Rubrics, we will be completing a comprehensive curriculum study to be sure that our courses and programs support active learning and student engagement instructional strategies.

Assessment Plan:

Baseline: N/A (SLO's just developed)

Formative: Formative assessment, often done at the beginning or during a program, will occur as students are assessed each semester (through "student sort" reports.)

Summative: Summative assessment, the comprehensive assessment that provides accountability and is used to check the level of learning at the end of the program, will be completed through “program,” “course,” and “student” sorts.

Information Dissemination Plan: Information falls into two categories. Information on the project and information developed as data is collected by the project. “Report web pages” will be used to sort data and provide information for data-driven decisions. Information about the database development and implementation will be shared in the college and between colleges.

Institutionalization Plan: From the beginning of development, this project is designed to be scaleable to accommodate the entire university population.

Resources to be Used: Mr. Scott Barlow is our primary resource. Funding from this project will be used to compensate a replacement individual to perform his normal duties. Mrs. Peters is already assigned as an Accreditation Coordinator.

Timeline for Project Activities: We intend to have the database up and running with baseline Teacher Education spring term data inputted by the start of fall term.