

Assurance of Student Learning Reflection 2024-2025

College of Education and Behavioral Sciences

School of Teacher Education

Literacy Education MAE- 044

Dr. Nancy Hulan

Is this an online program? ☒ Yes ☐ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here

☒ Yes, they match! (If they don't match, explain on this page under **Evaluation**)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Develop, select, and administer appropriate formative and summative literacy assessments to identify students' strengths and areas for growth; determine effectiveness of instruction; and plan differentiated instruction to meet the needs of diverse students in the classroom.
Evaluation	This learning outcome is still relevant. This is measurable and while including several goals, they are necessary to one another and related in such a way that they must accompany one another. We have the appropriate numbers of SLOs to measure regularly.
Measurement Instruments	The measurement instruments are measuring the outcome. This is a direct measure. The artifact is appropriate. The rise of AI already impacts assignments related to this SLO, as students create instructional tools and reading passages using AI to motivate students and build upon their skills. Rubrics do not need to be altered to better fit the learning outcome.
Criteria & Targets	Criteria for Success and targets do not need to be changed. Students have consistently made targets with scaffolding and support. The assessment is challenging for students and does not need to be changed.
Results & Conclusion	Results: The results are as expected. This assessment is very challenging and is a culmination of the semester's work. Students who struggle with external factors during the course leading to this SLO have not been successful with this work. We also suggest that students take LTCY 523 prior to LTCY 520 so they receive scaffolding to be successful toward this learning outcome. Conclusions: This SLO continues to reflect the needs of our students and is a strong predictor of their success.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We will reconstruct our curriculum map to adapt expectations in LTCY 523 to better support and scaffold students toward success in LTCY 520 which addresses SLO 1.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Evaluate how the multiple roles of literacy specialists have evolved, how they are enacted within schools and districts, and will be able to analyze their own knowledge and skills in relation to three areas of focus required of the Literacy Specialist.
Evaluation	Using the last two assessment cycles, it appears that this SLO is still a relevant learning outcome. This SLO was updated in 2022-2023 and has been consistently used since then. This is measurable and while including several goals, they are necessary to one another and related in such a way that they must accompany one another. It includes measurable verbs following Bloom's Taxonomy.
Measurement Instruments	The measurement instruments do measure the outcome. This a direct measure requiring an appropriate artifact. While AI usage is limited in our courses, as we refine our skills with AI we want to allow students to use AI in a way that benefits them toward their goals of becoming Literacy Specialists. Students' reflections related to the current roles of Literacy Specialists and self-reflection will likely include reference to AI in the future. Rubrics are still appropriate for this learning outcome.
Criteria & Targets	Criteria for Success and targets do not need to be changed. Students have consistently made targets with scaffolding and support. The assessment is challenging for students and does not need to be changed.
Results & Conclusion	Results: This SLO addresses what motivates our students—the goal of becoming Literacy Specialists. Thus, students are reflective and thoughtful and able to see how multifaceted Literacy Specialists' jobs are. Conclusions: We changed this SLO in 2022 to better reflect our revised program and the focus on Literacy Leadership. This change has been effective in honing the skills of our future Literacy Specialists.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Due to recent reflection and altering of this multifaceted assessment measure, we will not be making changes in the next cycle to this SLO or assessment practice.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Develop and implement a plan based on identified need related to the roles of Literacy Specialist and will reflect upon success and areas for growth.
Evaluation	This program learning outcome is still highly relevant and should continue to be used. The outcome is measurable. It is not double or triple barreled and includes measurable verbs following Bloom's Taxonomy.
Measurement Instruments	Measurement instruments does measure the outcome. This is a direct measure and the artifact is appropriate. While AI usage is limited in our courses, as we refine our skills with AI we want to allow students to use AI in a way that benefits them toward their goals of becoming Literacy Specialists. The rubric fits the need and does not need to be adjusted.
Criteria & Targets	Criteria for Success and targets do not need to be changed. Students have consistently made targets with scaffolding and support. The assessment is challenging for students and does not need to be changed.
Results & Conclusion	Results: These results are what we expected, as students are highly motivated and engaged in their Literacy Specialist Projects. The projects are implemented within their own schools and they have a great deal of autonomy in that implementation. This is the culmination of their program and is one of the opportunities within the program to coach and lead adults in their schools.

	<u>Conclusions:</u> This program was revised four years ago to support the needs of Literacy leaders and educators in our region. We have reflected regularly on student data and progress through this program and Literacy faculty work meet with students for their final presentation and to provide feedback. One item of reflection that could be improved upon is to provide further scaffolding for writing the Literature Review within the Literacy Specialist Project. That will be addressed in the next assessment cycle.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Due to recent reflection, we will not be making changes in the next cycle to this SLO or assessment practice.