

**Assurance of Student Learning Reflection
2024-2025**

College of Education and Behavioral Sciences

School of Teacher Education

Literacy P-12 Certificate- 1750

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	Demonstrate knowledge of foundational literacy skills required for literacy development in young children and appropriate instructional methods.
Evaluation	This learning outcome is still relevant. This is measurable and is not double or triple barreled. It includes measurable verbs and follows Blooms Taxonomy.
Measurement Instruments	The measurement instruments are measuring the outcome. This is a direct measure. The artifact is appropriate. Rubrics do not need to be altered to better fit the learning outcome. 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. The rubric does not need to be altered.
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 requires students to demonstrate understanding of course content and relate it to their own classrooms or work. Conclusions: This SLO continues to reflect the needs of our students and is a strong predictor of their success.
**IMPORTANT - Plans for Next Assessment Cycle:	We will continue to monitor the effectiveness of this SLO in measuring students' knowledge, especially in light of increased use of AI. We will also continue to include student reflection within this work so students can demonstrate application.

Program Student Learning Outcome 2

Program Student Learning Outcome	Evaluate the literacy skills of a learner using multiple assessments, will identify gaps in student knowledge and will plan instruction upon those gaps.
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	We have two learning cycles of data and the learning outcome is still relevant. 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. 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: Results are what were expected. Conclusions: We plan to change instructional methodology so that students are exposed to multiple students' data and assessment types to further broaden their knowledge base.
<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.