



Destination Dawgs

Institute on Human Development and Disability

UNIVERSITY OF GEORGIA

Student Learning Outcomes and Assessment

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What are SLOs?

- Program level student learning outcomes (SLOs) are clear, concise, measurable statements that describe what a student should **know** and **be able to do** at the **completion** of their program.
 - SLOs can help students learn more effectively, as they clarify what students can expect from their chosen program and encourage them to be engaged and self-directed learners.
 - SLOs can assist faculty members in designing courses and course-level SLOs that connect to the larger curriculum and programmatic design.
 - SLOs make the skills and knowledge of graduates clear to potential employers and other outside constituents.

National Background

- Accreditation is about Quality Assurance and Quality Improvement
 - CHEA (Council for Higher Ed Accreditation) Oversees regional Accreditors of IHE's
 - Standards related to Student Learning Outcomes:
 - Advance academic quality. Accreditors have a clear description of academic quality and clear expectations that the institutions or programs they accredit have processes to determine whether quality standards are being met.
 - Demonstrate accountability. Accreditors have standards that call for institutions and programs to provide consistent, reliable information about academic quality and student achievement to foster continuing public confidence and investment.
 - Encourage, where appropriate, self-scrutiny and planning for change and needed improvement. Accreditors encourage self-scrutiny for change and needed improvement through ongoing self-examination in institutions and programs.



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National Background

- Accreditation is about Quality Assurance and Quality Improvement
 - Federal DOE
 - Standards related to Student Learning Outcomes:
 - Success with respect to student achievement in relation to the institution's mission, which may include different standards for different institutions or programs, as established by the institution, including as appropriate, consideration of course completion, State licensing examination and job placement rates
 - NACIQI (National Advisory Committee on Institutional Quality and Integrity)
 - provides recommendations regarding accrediting agencies that monitor the academic quality of postsecondary institutions and educational programs for federal purposes.



Regional Background

- Accreditation is about Quality Assurance and Quality Improvement
 - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - Standards related to Student Learning Outcomes:
 - The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution



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University of Georgia

- Board of Regents (BOR) policies 2.9 and 3.6.3 and SACSCOC Comprehensive Standard 3.3.1 require that UGA will have a formal process to assess the effectiveness of all institutionally approved academic programs. A fundamental principle of the assessment of academic programs is that **the process of assessing Student Learning Outcomes (SLOs) must be continuous and provide evidence of changes or improvement** of the academic program based on analysis of the results.
 - Student Learning Outcomes (SLOs): SLOs articulate the knowledge, skills, values, and attitudes that students should be able to demonstrate upon completion of the program. SLOs should be appropriate to the nature of the discipline and be measurable.
 - The Student Learning Outcomes Assessment Plan must contain the following elements:
 - Written Student Learning Outcomes (SLOs),
 - Description of the methods that will be used to assess the extent to which the SLOs are met;
 - The data that will be collected and analyzed annually; and
 - A schedule for conducting continuous assessments.



Think College

Accreditation Standards

- Think College Existing Student Achievement Standards:
 - Student Achievement Standard 1: The program has an inclusive program of study that is consistent with its mission, admission requirements, and anticipated outcomes.
 - Student Achievement Standard 2: The institution has established a Satisfactory Academic Progress policy that clearly states achievement standards and competencies and includes criteria for evaluating student progress and impact on student advancement.
 - Student Achievement Standard 3: The program maintains and provides students with a written report at the end of each “academic unit” (semester, trimester, etc.), accessible to the student, that clearly indicates evidence of student progress.
- Suggested Standard (DRAFT):
 - ***Student Achievement Standard 4: The program has a student learning outcome assessment plan in place that allows it to monitor satisfactory academic progress of its participating students, and with which it continually assess the curricular quality and makes changes as appropriate.***
 - *Guidance: Student learning outcomes articulate the knowledge, skills, values, and attitudes that students should be able to demonstrate upon completion of the program. SLOs should be appropriate to the nature of the program and be measurable. The plan will include written student learning outcomes, the methods to assess the extent to which the SLO's are met, and a schedule which indicates when data are collected and analyzed (at least one SLO per year and all SLOs in seven years) for continuous quality improvement.*



What is Destination Dawgs?



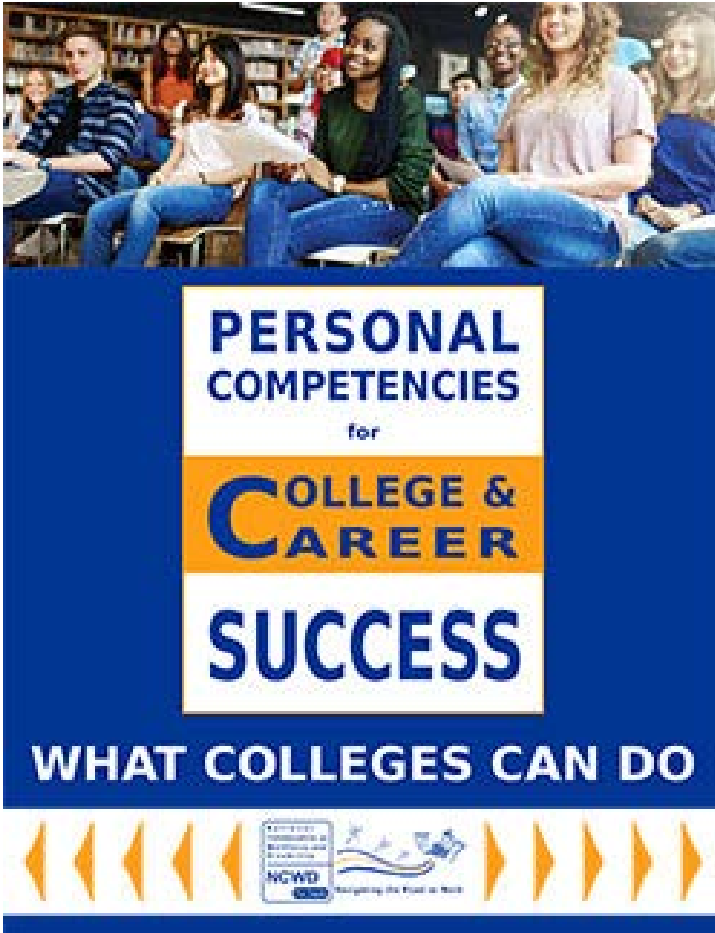
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Certificate in College and Career Readiness (150 CEUs)

- Reflecting our tagline “Life is a journey. Be prepared for the trip”, our program’s goal is for Destination Dawgs graduates to have gained new knowledge, skills, and competencies which lead to a good adult life. This includes having a desired job, having an increased ability to live independently, and having friends and relationships that expand their social networks.



Certificate in College and Career Readiness (150 CEUs)



- Self-awareness
- Decision-making
- Goal Setting & Planning
- Self-Advocacy
- Communication
- Problem-Solving
- Self-Management
- Leadership
- Ability to Seek Out and Use Assistance
- Ability to Develop Supportive Relationships
- Confidence in One's Abilities
- Perseverance
- Knowledge of Rights and Responsibilities
- Ability to Find, Request, and Secure Supports
- Ability to Determine When, How and Whether to Disclose One's Disability



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Certificate in College and Career Readiness

- The Destination Dawgs program incorporates all eight elements identified by the NCWD in 2016 to build personal competencies including:
 1. Engaging students in self-assessment and reflection activities. This is present in our program through career interest and skill assessment, on-going conversations with peer mentors and instructors, reflective writing each semester, and pre/post evaluations.



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2. Engaging students in individualized planning. This includes student-led person-centered planning via the Students Transitioning to Adult Roles (STAR) Person-Centered Plan (PCP) each semester
3. Offering student success courses with opportunities to practice competencies. Destination Dawgs is partnering with UGA's Division of Academic Enhancement to offer our students UNIV courses which cover a combination of academic preparation and personal skills relevant to college and career success.



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4. Encourage students to get involved and connected. Destination Dawgs students are fully included in the UGA community and will have access to, and support to participate in, all of the activities, student organizations, clubs, events, and networking opportunities as enrolled students do.
5. Offer mentoring and peer-to-peer support. All Destination Dawgs students will have peer mentors. Peer mentors are enrolled students who are matched based on interests, course engagement, and a desire to support our student's general growth.



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6. Promoting student leadership. Our students are encouraged to engage in community service, to work toward serving in leadership roles in student organizations, and to become peer mentors to incoming Destination Dawgs students in subsequent years.
7. Connect students to work experiences. The Destination Dawgs program is designed for our students to achieve employment through work-based experiential learning and career readiness through internships, volunteer work, and career focused mentoring.



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8. Engaging in community resource mapping. Destination Dawgs students are supported and encouraged to scan their environment to identify opportunities relevant to work and leisure goals each semester as part of the STAR PCP meeting as well as through their Work Ready/World Ready course offered in the first semester of their first year.
- The demonstration of student competencies are assessed at the end of each semester using multiple methods including pre/post evaluation, self-report, academic growth assessed using the rubric for assessing Satisfactory Academic Progress, peer mentor report, and person-centered planning tools.

What are SLOs?

- Program level student learning outcomes (SLOs) are clear, concise, measurable statements that describe what a student should **know** and **be able to do** at the completion of their program.
 - Essential outcomes to keep assessment manageable
 - Best practices recommends 4 -6 outcomes

Writing SLOs

- Clear, Concise, Measurable
- Key Elements – “ABCD”:
 - Actor - who : IPSE student
 - “students will be able to...”
 - Behavior – what: demonstration of learning
 - See Taxonomy handout
 - Condition – How: in what context
 - Ex:/ exam, project, presentation, etc.
 - Degree – How well
 - %; rubric graded,, S/U

Writing SLO's

- Destination Dawgs example:
 - **Students** will **generate** a **summative portfolio** that demonstrates personal competence for college and career success. Adequate evidence of the ability/skill will be present in **80% (12 of 15)** of the competency areas.
 - **Actor**
 - **Behavior**
 - **Condition**
 - **Degree**

SLO Assessment

- What measure will give you the best evidence that a student is attaining an outcome?
 - Will the measure indicate the degree of attainment?
 - Who gathers the evidence?
 - From all students or just some?
 - How is data collected?
 - Direct or Indirect measures?

SLO Data Collection/Assessment

- Direct Methods
 - require students to demonstrate their learning so that observers can assess how well their work fits into the overall program expectation.
 - Performances, projects, pre/post tests, papers, exams, capstone projects, presentations, portfolios
- Indirect Methods
 - capture the attitudes, perceptions, or opinions of students' learning and the efficacy of the factors that foster that learning.
 - Student interviews, surveys, focus groups, job placement data, enrollment in higher degree programs, course evaluations

SLO Data Assessment

- Multiple methods provide a more accurate frame for assessing student learning.
- Combination of quantitative and qualitative assessment methods adds reliability and a more comprehensive approach to assessment.
 - Minimizes potential limitations of data collection and analysis inherent in a single method
 - Provides alternative methods for students to demonstrate learning outcomes that may not have been possible in other methods
 - Provides a more complete understanding and interpretation of student achievement
 - Values the diversity of different learning methods

Destination Dawgs Student Learning Outcome Assessment

- Direct Methods:
 - Students will generate a summative portfolio that demonstrates personal competence for college and career success. Adequate evidence of the ability/skill will be present in 80% (12 of 15) of the competency areas.
 - Measure: End of Semester Student Skills Assessment and artifacts from data sources
 - When: Once per semester (5 times during program)
 - Data Sources: student projects, presentations, papers, exams, photos, assignments, pre/post-tests, faculty/staff observations, mentor reports





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End of the Semester Student Assessment

Student Name:						
Semester & Year: Spring 2017			Program Semester # (1-5): 1			
Assessment completed by: Lisa Ulmer						
Destination Dawgs Certificate in College and Career Readiness		Please check all areas where competency area was observable. If not observable leave blank. Summative Evaluation: U= Insufficient. Inadequate evidence of ability/skill; P = Progressing. Some evidence of ability/skill; S =Sufficient. Adequate evidence of ability/skill.				
Competency	Description	Academic Courses	Work-based Experiential Learning	Social/ Extra-curricular Activities	Independent Living	Comments
		U P S	U P S	U P S	U P S	
Self-Awareness	Self-awareness requires students to make personal assessments of their skills and strengths.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Decision-Making Skills	Individuals making decisions must consider potential intended and unintended consequences and accept responsibility for outcomes resulting from their choices.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Goal Setting & Planning Skills	Students think through concrete steps for achieving goals, develop ways to evaluate progress, and determine whether a change of course or a new goal is needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Self-Advocacy Skills	Self-advocacy requires expressing one's thoughts in a way that persuades others to listen to them and to respect their views.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Communication Skills	Communicating effectively with others involves not only conveying information, but also negotiating, appropriately asserting oneself, and problem-solving.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Problem-Solving Skills	The ability to effectively stopping and thinking through a situation to determine what their choices are before acting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Competency	Description	Academic Courses	Work-based Experiential Learning	Social/ Extra-curricular Activities	Independent Living	Comments:
		U P S	U P S	U P S	U P S	
Self-Management Skills	Self-management consists of "regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; and expressing emotions appropriately.	□□□	□□□	□□□	□□□	
Leadership Skills	The ability to guide or direct others on a course of action, influence the opinion and behavior of other people, and show the way by going in advance; and the ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out.	□□□	□□□	□□□	□□□	
Ability to Seek Out and Use Assistance	Recognizing when one needs help and knowing who and how to ask for it.	□□□	□□□	□□□	□□□	
Ability to Develop Supportive Relationships	Developing relationships with other students as well as college faculty and staff	□□□	□□□	□□□	□□□	
Confidence in Ones Abilities	The level of confidence that students have in their ability to be successful in college	□□□	□□□	□□□	□□□	
Perseverance	Perseverance refers to a student's staying in school and completing a course of study despite challenges, obstacles, and barriers encountered.	□□□	□□□	□□□	□□□	
Knowledge of Rights and Responsibilities	Knowing about one's rights and responsibilities in a college or work setting	□□□	□□□	□□□	□□□	
Ability to Find, Request, and Secure Supports in Academic and Work-based Environments	Student knows where to go to receive assistance with obtaining them and what steps are involved.	□□□	□□□	□□□	□□□	
Ability to Determine Whether, When, and How to Disclose One's Disability in Different Situations	Student understands the value of accessing available accommodations and how using them can assist in achieving postsecondary success.	□□□	□□□	□□□	□□□	

Overall Areas of Strength: [Click here to enter text.](#)

Overall Areas for Continued Growth: [Click here to enter text.](#)

Supports Needed for Growth: [Click here to enter text.](#)

Please also see the Satisfactory Academic Progress (SAP) report for each course that was taken this semester for additional feedback on student progress this semester.

Please direct questions on this report to:

Lisa Ulmer, PhD
lulmer@uga.edu
Academic Instructor, GVRA
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The Institute on Human Development and Disability/UCEDD
College of Family and Consumer Sciences
The University of Georgia
Rivers Crossing Building
850 College Station Road
Athens, GA 30603
Room G-13
(706)542-8938

Destination Dawgs SLOA

- Direct Measures - con't
 - Students will demonstrate satisfactory academic progress in Core UNIV courses as well as UGA courses specific to their individual interests. Students will have a 2.0 GPA.
 - Measure: Destination Dawgs Satisfactory Academic Progress Rubric
 - Proficient or exemplary ratings in the goal areas of: Responsibility, Course Participation, Summative Assessments, and Interpersonal Skills
 - When: Once per semester per course
 - Data Sources: student projects, presentations, papers, exams, assignments, instructor/staff observations





CTP Satisfactory Academic Progress Rubric (SAP)
Spring 2017

Student Name: _____ **Course:** _____

	1: Struggling	2: Progressing	3: Proficient	4: Exemplary	Goal Rating:
Goal# 1 Responsibility (student adapts to classroom practices)	Attends less than 50% of classes required for course	Attends more than 50% of classes required for course	Meets the attendance requirement for the course (as stated in syllabus)	100% course attendance	
Goal#2 Participation (student pursues learning through active engagement)	Disengaged from learning environment; disrupts learning environment; fails to follow class procedures	Engages in activities and discussions, responds only to teacher prompts	Is a self-starter; remains on-task; asks questions for clarification when needed; follows class procedures	Demonstrates independent initiative, Leads others to participate; explores new class ideas and approaches	
Goal#3 Summative Assessments (assessments such as tests, projects, presentations that demonstrate mastery of modified standards after learning activity)	All assessments rated as below standards as graded by academic instructor	All assessments rated as progressing towards standards as graded by academic instructor	All assessments rated as meets standards as graded by academic instructor	All assessments rated as exceeding standards as graded by academic instructor	
Goal #4 Interpersonal Skill: (student engages with others in learning environment)	Lacks flexibility when working with peers; isolates self	Occasionally works well with some peers; rarely contributes to conversations	Does not interrupt peers or instructors when they are speaking and frequently contributes to conversations	Adjusts to a variety of classroom roles; mediates; influences others to learn	
Total:					
Instructor Comments:					

Each rubric assesses observable behaviors that were expected to be demonstrated in a program domain during a particular semester. Course modifications, support, and student assessments are all individualized. Students are graded in their classes at UGA on a Satisfactory/Unsatisfactory basis. Goal ratings are specified by measurable benchmarks for each goal as follows:
 Struggling (1); Progressing (2); Proficient (3); and Exemplary (4)
 A total score of 0-7= Unsatisfactory; 8-16= Satisfactory

Destination Dawgs SLOA

- Direct Measures –con't
 - Students will demonstrate satisfactory progress in gaining Social and Independent Living Skills. Students will have a 2.0 GPA.
 - Measure: Destination Dawgs Social and Independent Living Skills Rubric
 - Proficient or exemplary ratings in the areas of: Self-Management, Decision Making, Self-Advocacy/Communication, Development of Supportive Relationships.
 - When: Once per semester (5 times per year)
 - Data Sources: self-report, faculty/staff observations, mentor reports





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CTP Satisfactory Social/Independent Living Progress Rubric (SSILP)

Spring 2017

Student Name: _____

Domain: Social and Independent Living Skills

	1: Struggling	2: Progressing	3: Proficient	4: Exemplary	Goal Rating:
Goal#1 Self-Management (ability to regulate one's emotions and circumstances)	Rarely demonstrates ability to show self-control in a variety of settings	Primarily reliant on continuous supervision and external controls for regulation of emotions	Frequently able to set goals and identify steps to persevere in overcoming obstacles	Almost always reflects on current circumstances and adjusts as needed (i.e. independently monitors schedule)	
Goal#2 Decision Making Skills: (makes decisions responsibly and independently)	Rarely demonstrates ability to analyze options and make decisions	Primarily reliant on others for analyzing options and making decisions. Can make a decision when options are suggested	Frequently able to analyze options and make decisions. Will seek additional information if needed.	Almost always analyzes all possible options and independently chooses the best one and accepts responsibility for outcomes	
Goal#3 Self-Advocacy/Communication Skills: (expresses thoughts, wants, and needs in an effective manner)	Rarely communicates feelings or needs even if asked.	Primarily reliant on others to ask or prompt to share feelings, thoughts, and needs but will when requested.	Frequently expresses thoughts, feelings, and needs independently. Occasional prompts are needed.	Almost always independently expresses thoughts, feelings and needs. Makes sure others understand.	
Goal #4 Development of Supportive Relationships: (ability to develop relationships with other students and college faculty and staff)	Rarely initiates conversations and lacks flexibility when working with peers; isolates self	Primarily reliant on others to start conversations. Occasionally contributes to conversations and ask about others. Will work with others reluctantly if required.	Frequently able to initiate conversations and seeks to learn more about others to build relationships. Will work with others with some support.	Almost always initiates conversations with others. Demonstrates willingness to listen and reciprocate conversation. Seeks to work with others independently	
Total:					
Instructor Comments:					

A grade point average (GPA) is based on the following CTP SAP rubric in which goal attainment ratings are specified by measurable benchmarks for each personalized goal as such: struggling (1); progressing (2); proficient (3); and exemplary (4).

Destination Dawgs SLOA

- Indirect methods:
 - 90 % of graduates will have jobs or will be enrolled in degree granting IHE's.
 - Measure: Job placement data, Enrollment in Higher Education Degree Programs
 - When: 6 months post-graduation and one year post-graduation
 - Data Sources: GVRA, IPSE follow up survey
 - 90 % of graduates will report being satisfied/ highly satisfied with the program
 - Measure: Student and Family Interviews / surveys
 - When: Upon graduation and one year post-graduation
 - Data Sources: Students, Family members

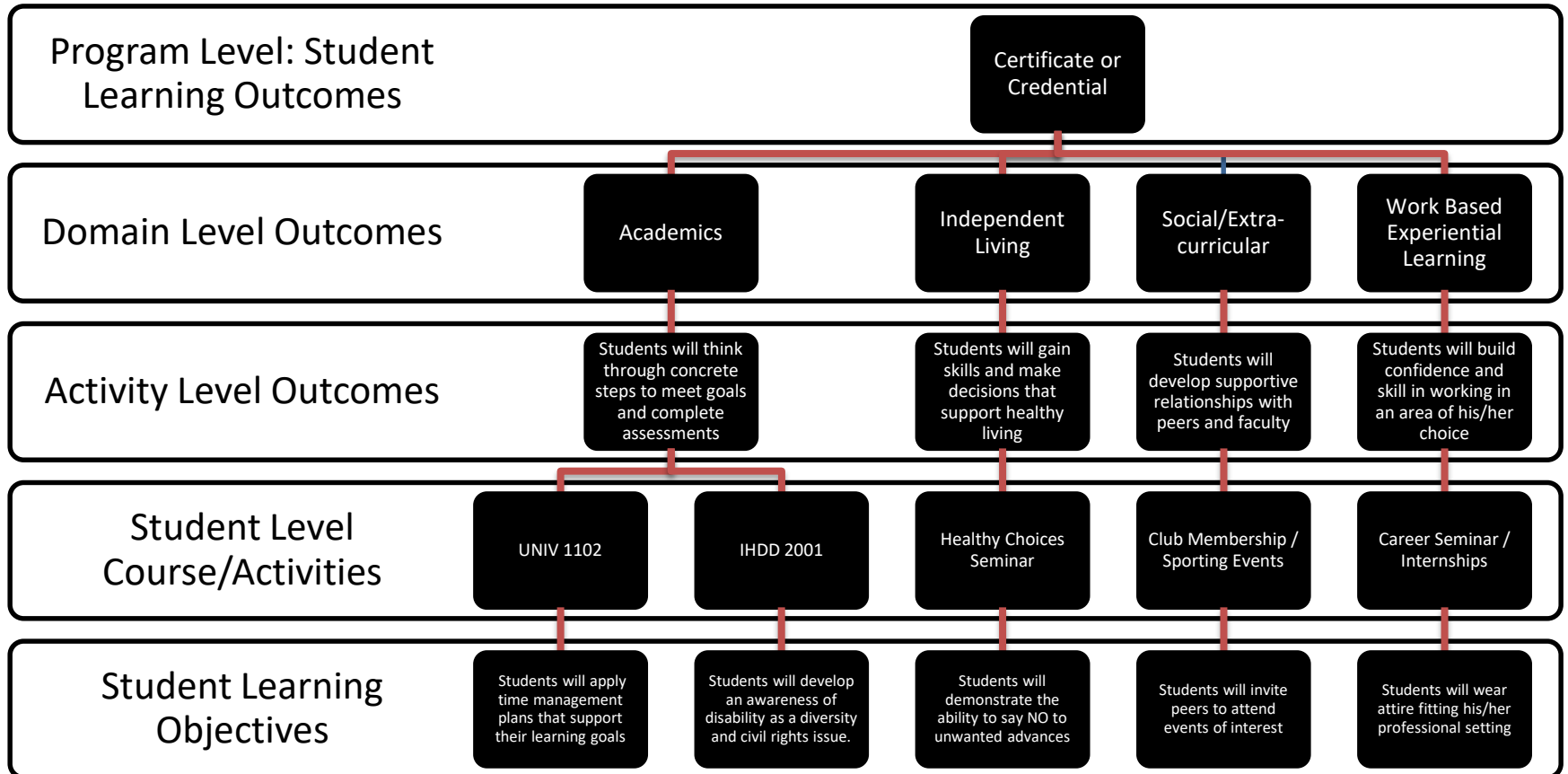


Destination Dawgs SLOA

- Assessment Schedule (starting Spring 17 cohort)

SLO Assessed	2017	2018	2019	2020	2021
Students will have created a summative portfolio that demonstrates personal competence for college and career success. Adequate evidence of the ability/skill will be present in 80% (12 of 15) of the competency areas			X	X	X
Students will have demonstrated satisfactory academic progress in Core UNIV courses as well as UGA courses specific to their individual interests. Students will have a 2.0 GPA	X	X	X	X	X
Students will have demonstrated satisfactory progress in gaining Social and Independent Living Skills. Students will have a 2.0 GPA.	X	X	X	X	X
90 % of graduates will have jobs or will be enrolled in degree granting IHE's.			X	X	X
90 % of graduates will report being satisfied/ highly satisfied with the program			X	X	X

SLO Hierarchy



Questions?



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