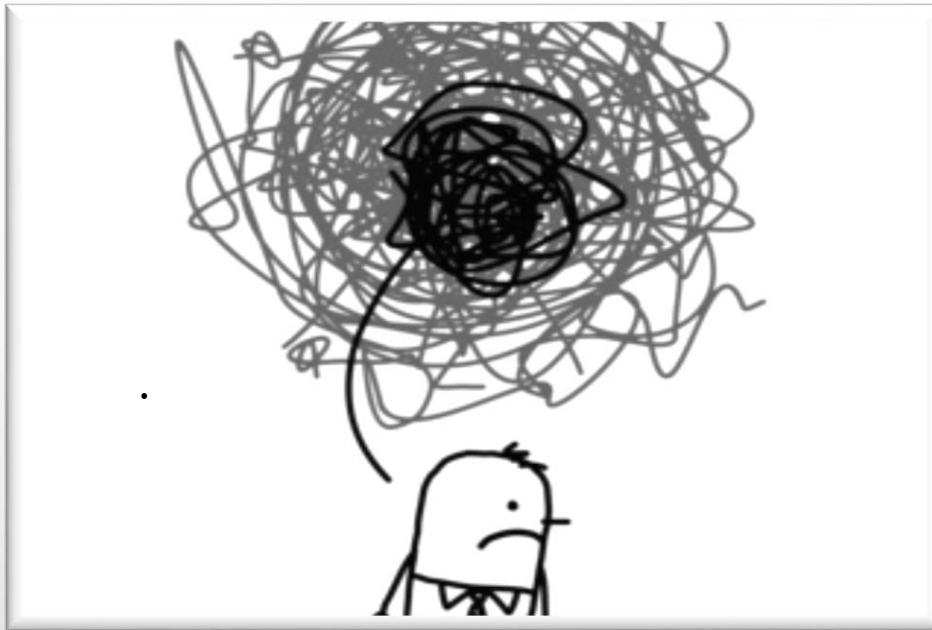


The background of the slide is a light gray gradient, decorated with numerous realistic water droplets of various sizes. The droplets are rendered with soft shadows and highlights, giving them a three-dimensional appearance. They are scattered across the slide, with a higher concentration in the top-left and bottom-right corners.

ASSESSING STUDENT LEARNING OUTCOMES: THE DREADED SLO

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**WHEN WORK MAKES YOU FEEL
LIKE THIS,
IT'S TIME FOR A CHANGE**

HELP IS AVAILABLE!



WHERE DO I START?

- SLO RESOURCES

- [HTTPS://WWW.SOLANO.EDU/SLO/INDEX.PHP](https://www.solano.edu/slo/index.php)

- COURSE ASSESSMENT GUIDE

- COURSE OUTCOMES

- COURSE ASSESSMENT FORMS

- RUBRIC

EXAMPLE 1 - USING MULTIPLE CHOICE QUESTIONS FROM COURSE EXAMS

- **SLO 1:** DEMONSTRATE UNDERSTANDING OF MAJOR CONCEPTS, TERMINOLOGY AND EMPIRICAL FINDINGS IN THE FIELD OF BIOLOGICAL PSYCHOLOGY
- **RESULTS:** ITEM ANALYSIS WAS DONE ON FIRST TWO EXAMS. THE FIRST EXAM IS THE MOST DIFFICULT EXAM. 94 STUDENTS TOOK THE FIRST EXAM AND 86 STUDENTS TOOK THE SECOND EXAM. THE TOTAL NUMBER OF QUESTIONS ON THE TWO TESTS WAS 110. OF THESE, 35 RELATED TO SLO #1.
- AVERAGE SCORE ON THE 35 ITEMS WAS 83.2%.
- STUDENTS MET THE SUCCESS CRITERION ON 33 OF THE 35 ITEMS (94% OF ITEMS)

PLANNED ACTION:

- COMPREHENSION OF MAJOR CONCEPTS AND TERMINOLOGY WAS GOOD.
- THE TWO ITEMS THAT STUDENTS DID NOT DO WELL ON WERE BOTH RELATED TO BRAIN IMAGING/SCANS.
 - I WILL SPEND MORE TIME DISCUSSING THE DIFFERENCES BETWEEN TYPES OF IMAGING/SCANS AND
 - PROVIDE MORE EXAMPLES OF EACH

EXAMPLE 2 – COMMON ASSESSMENT TOOL

- **SLO 1**: DEMONSTRATE UNDERSTANDING OF THE MAJOR CONCEPTS, THEORETICAL PERSPECTIVES AND EMPIRICAL FINDINGS IN PSYCHOLOGY.
- **RESULTS**: 16/20 QUESTIONS ON THE SLO ASSESSMENT ARE RELATED TO SLO#1. OF THE 16 ITEMS, 8 (50% OF ITEMS) WERE BELOW THE SUCCESS CRITERION (70% OF STUDENTS WILL CORRECTLY ANSWER THE QUESTION). TWO OF THE QUESTIONS WERE CLOSE TO MEETING THE SUCCESS CRITERION (68% AND 63%, RESPECTIVELY).
- THERE ARE 11 QUESTIONS THAT ASSESS KNOWLEDGE OF FACTS. STUDENTS MET THE SUCCESS CRITERION ON 6/11 OF THE QUESTIONS. THE AVERAGE SUCCESS RATE FOR STUDENTS ON THE 11 QUESTIONS WAS 69.6% ESSENTIALLY THE SAME AS THE LAST ASSESSMENT, 69.3%. MOST STUDENTS HAD DIFFICULTY ON THE QUESTION RELATED TO LEARNING THEORY (37% OF STUDENTS ANSWERED CORRECTLY).

PLANNED ACTION:

- STUDENTS PERFORMED BETTER ON THE FACTUAL QUESTIONS THAN ON THE CONCEPTUAL QUESTIONS. THIS FINDING IS SIMILAR TO THE RESULTS OF THE LAST SLO ASSESSMENT (SPRING 2013).
- I WILL CONTINUE TO EMPHASIZE CONCEPTS THROUGH DISCUSSIONS, ACTIVITIES, DEMONSTRATIONS, QUIZZES AND EXAMS.
- I WILL CONTINUE TO EMPHASIZE TO THE STUDENTS THAT THEY NEED TO UNDERSTAND THE CONCEPTS WELL ENOUGH THAT IF THE WORDING IS ALTERED, THEY STILL UNDERSTAND THE MATERIAL.
- I WILL SPEND ADDITIONAL TIME (LECTURE, QUIZ, DEMONSTRATIONS, ETC.) ON LEARNING THEORY, BIOLOGICAL PSYCHOLOGY AND NATURE VERSUS NURTURE.

EXAMPLE 3- USING A PAPER(S)

- RESEARCH METHODS PAPERS
 - LITERATURE REVIEW
 - METHODS SECTION
 - FINAL PAPER
- RUBRICS

STUDENT HANDOUT (ABBREVIATED)

<u>SECTION</u>	<u>POINTS</u>	<u>SCORE</u>
• JOURNAL ARTICLES (TURNED IN)	6	_____
• 7 OTHER REFERENCES (CITED)	7	_____
• INTRODUCTION	5	_____
• ARTICLE 1 (REVIEW)	9	_____
• -FINDINGS	2	_____
• -METHODS/SUBJECTS	2	_____
• -STRENGTHS/WEAKNESSES	3	_____
• -SOLUTIONS	2	_____
• CONCLUSION	5	_____
• APA STYLE	5	_____

SCORING RUBRIC

Section/pts	1	2	3	4	5	6	7
Articles		1		2		3	
references	1	2	3	4	5	6	7
Article – findings	Major	Major +minor					
Methods	Method or Subjects	M&S					
S&W	1	2	3				
Sol	1	2 or 1 quality					
Conc	Brief summary 1 study	BS+ more than 1 study	BS, +3 studies	BS+3+con	BS+3+con+ hypothesis		
APA- RH, H, Title 2, Headings	1	2	3	4	5		

SLO 2: DEMONSTRATE KNOWLEDGE OF HOW TO DO A LITERATURE REVIEW, DESIGN RESEARCH STUDY AND WRITE A RESEARCH REPORT, USING APA FORMAT.

SUCCESS CRITERION: 80% OF STUDENTS WILL RECEIVED A SCORE OF 4/5 OR BETTER ON THE RUBRIC FOR ASSESSING THE QUALITY OF THEIR INTRODUCTION, 12/14 ON THE RUBRIC ASSESSING THEIR CRITICAL REVIEW OF THE LITERATURE, 11/14 ON THE RUBRIC ASSESSING THEIR USE OF APA FORMAT AND 32/40 ON THE RUBRIC ASSESSING THEIR METHOD SECTION (RESEARCH DESIGN).

RESULTS: 95% OF STUDENTS RECEIVED A 4 OR BETTER ON THE RUBRIC ASSESSING THEIR INTRODUCTION MEETING THE DESIRED OBJECTIVE. 65% OF STUDENTS SCORED A 12 OR BETTER ON THE RUBRIC ASSESSING THEIR CRITICAL REVIEW OF THE LITERATURE FALLING BELOW THE SET OBJECTIVE. 73.3% OF STUDENTS SCORED AN 11 OR BETTER ON THE RUBRIC ASSESSING THEIR USE OF APA FORMAT NOT MEETING THE SET OBJECTIVE, AND 76.6% SCORED A 32 OR BETTER ON THE RUBRIC ASSESSING THEIR METHOD SECTION FALLING BELOW THE SET OBJECTIVE.

PLANNED ACTION

- STUDENTS DID WELL ON THE CRITICAL REVIEW OF 2 ARTICLES, BUT SCORES DROPPED SIGNIFICANTLY ON THE CRITICAL REVIEW OF THE 3RD PAPER.
 - DISCUSS THIS ISSUE WITH STUDENTS AND ENCOURAGE THEM TO PUT EXTRA EFFORT INTO THE CR OF THE FINAL PAPER.
- STUDENTS CONTINUE TO STRUGGLE WITH APA FORMAT (HAS IMPROVED IN REFERENCE SECTION) BUT CONTINUES TO LACK IN CITATIONS AND FORMATTING.
 - ADD ADDITIONAL SCORED HOMEWORK ASSIGNMENT RELATED TO USE OF APA FORMAT. ADDITIONAL IN-CLASS AND OUT-OF-CLASS ASSIGNMENTS WERE ADDED BASED ON PREVIOUS SLO ASSESSMENT, BUT THEY WERE NOT SCORED ASSIGNMENTS.

PLANNED ACTION (CONT.)

- STUDENTS DID NOT MEET THE OBJECTIVE SET FOR THE METHOD SECTION. UPON CLOSE INSPECTION OF THEIR METHODS SECTIONS, IT IS CLEAR THAT STUDENTS FAIL TO PROVIDE ENOUGH DETAILS UNDER “MATERIALS”.
- AN ADDITIONAL SAMPLE OF THE “MATERIALS” SECTION WILL BE PROVIDED AND REVIEWED IN CLASS.

● EXAMPLE 4- USING ESSAY QUESTIONS

- DEVELOPMENTAL PSYCHOLOGY
 - DESCRIBE IN DETAIL A THEORY OF COGNITIVE DEVELOPMENT
 - COMPARE AND CONTRAST KOHLBERG'S AND PIAGET'S THEORIES OF MORAL DEVELOPMENT.
 - CHOOSE 1 STAGE OF LIFE AND DESCRIBE IN DETAIL A SIGNIFICANT SOCIAL, EMOTIONAL AND PHYSICAL CHANGE THAT OCCURS .
- RUBRIC

Question	1	1-5	1-4	Total (10)
1.	1 point - Theory identified	1 point for each stage or concept up to 5 points	1 point for expanding on stage or concept up to 4 points	
1.	x	1 point for each point of similarities up to 5	1 point per difference up to 5 points	
1.	Stage of life identified 1 point	1 points for each physical, social, emotional factor (up to 2 per type), up to 5 points total	Expands on factors, up to 4 points	

- **SLO 1**: DEMONSTRATE FAMILIARITY WITH AND CRITICALLY EVALUATE MAJOR THEORIES AND RESEARCH IN HUMAN DEVELOPMENT.
- **SUCCESS CRITERION**: 70% OF STUDENTS WILL SCORE 7 OR BETTER ON THE 2 ESSAY QUESTIONS USING THE 10 POINT RUBRIC .
- **RESULTS**: 21 STUDENTS COMPLETED THE 2 ESSAY QUESTIONS. 73 % OF STUDENTS RECEIVED A 7 OR BETTER ON THE ESSAY ASSESSING THEIR FAMILIARITY WITH MAJOR THEORIES IN DEVELOPMENTAL PSYCHOLOGY. 57% OF STUDENTS RECEIVED A 7 OR BETTER ON THE ESSAY ASSESSING THEIR ABILITY TO CRITICALLY EVALUATE A MAJOR THEORY IN DEVELOPMENTAL PSYCHOLOGY FALLING BELOW THE DESIRED OBJECTIVE.

PLANNED ACTION

- THE FINDING THAT STUDENTS PERFORM POORLY ON CRITICAL EVALUATION OF MAJOR THEORIES IN DEVELOPMENTAL PSYCHOLOGY IS CONSISTENT WITH PREVIOUS SLO ASSESSMENTS.
 - IN-CLASS ACTIVITIES REQUIRING STUDENTS TO CRITICALLY EVALUATE AT LEAST 4 OF THE MAJOR THEORIES IN DEVELOPMENTAL PSYCHOLOGY WILL BE DEVELOPED AND ADMINISTERED AS PART OF THE COURSE REQUIREMENTS.

START WITH SMALL STEPS



SOON YOU'LL BE PRECOCIOUS

