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| **PLANS SECTION****Only fill out the Plans Section when editing methodology for existing Student Learning Outcomes (SLOs) or creating brand new SLOs** |
| **Component** | **Instructions** | **Example** | **Your Content** |
| **SLO Name** | **Provide a succinct name for the Student Learning Outcome (SLO).** Add “SLO – “ to the name. | *SLO – Application and Interpretation of Statistical Tests.* | Click or tap here to enter text. |
| **SLO Statement** | **Identify knowledge sets, skills, behaviors, values and attitudes that students are expected to attain throughout their studies in your program or in a specific course.** When developing expectations for student learning, take into consideration perspectives of appropriate constituencies, such as instructional faculty, potential employers and graduate programs, recent alumni, and current students regarding the competencies graduates need to be successful in the academy, employment and society. Many national discipline-specific accrediting bodies also require academic programs to document and achieve a range of prescribed student educational outcomes. Please use specific action verbs from the Bloom’s taxonomy (see Appendix A in the IE Assessment Handbook) because they describe measurable manifestations of learning. Clearly indicate when the desired level of competency is expected to be achieved by a typical student: at the end of a specific course/set of courses or by a certain time/milestone in the program curriculum. | *Upon completion of Research Methods in Psychology (PSY3213C), the students will be able to choose the appropriate statistical test for a particular research design and interpret the results of statistical tests.* | Click or tap here to enter text. |
| **SLO Category** | **Assign proper categorization for the SLO: Discipline/Content Knowledge and Skills, Communication Skills, Critical Thinking Skills, or Values and Attitudes.** Please select one, best-fitting, category per SLO. Each Bachelor's-level program must include at least one SLO in the Discipline/Content Knowledge and Skills category, at least one SLO in the Communication Skills category, and at least one SLO in the Critical Thinking Skills category. See the IE Assessment Handbook for detailed description of each category. | *Content/Discipline Knowledge and Skills.* | Click or tap here to enter text. |
| **Assessment Process** | **Describe how the assessment of the SLO will be conducted.** Each SLO should be accurately measured to determine the extent to which students achieved the target knowledge/skills/attitudes. Assessment of SLOs should be methodologically sound, reliable and consistent to allow for year-over-year comparison. Please describe the assessment process in great detail (it must be clear who will assess student learning, in which course(s), during which semester(s), and under what circumstances). Most importantly, the assessment instrument must be clearly identified and described, including its psychometric properties if available. Assessment instruments may include a standardized or instructor-constructed quiz/test/exam, select items on a quiz/test/exam, a lab assignment, capstone project, juried performance, final paper, etc. The description of the assessment instrument and how it will be used may include the following: assignment type, total number and type of questions, number and type of questions used to assess SLO, number of total possible points, person(s) conducting assessment, analytic rubric type and judged criteria, rubric range/scale/level, etc. **Final course letter grades are not suitable for assessment** because they are summative measures that do not allow for an evaluation of specific skills or knowledge sets. | *We will assess this outcome by testing students in all sections of PSY3213C (Research Methods in Psychology) offered during the academic year (Fall and Spring). PSY3213C course is the core research methodology course for students who major in Psychology. To assess this learning outcome, we will use a final exam that was written and is curated by our program faculty. The exam has strong content validity and reliability as was established by the Undergraduate Studies Committee for the Psychology Department. The entire final exam consists of 50 multiple-choice questions, each worth one point. 15 questions out of 50 test student learning of the* ‘*Application and Interpretation of Statistical Tests’ outcome.*  | Click or tap here to enter text. |
| **Goal/ Benchmark** | **Specify a measurable standard that defines success.** The Goal/Benchmark should be quantifiable and specific. Please include **the acceptable level of mastery** on the SLO (e.g., the minimum number of correct answers, accumulated points, a rating on a rubric criterion, a term paper grade). Also, include **the threshold of acceptability**, which is the minimum percentage of students who must attain mastery level on the learning outcome in order for the SLO to be considered successfully achieved (e.g., at least 85% of students, at least 80% of majors, at least 75% of graduates). To decide how high the Goal/Benchmark should be set, it is useful to study students’ past performance on the same or similar learning outcome. The Goal/Benchmark should be set at a level that is ambitious, yet achievable with some effort. Goal(s)/Benchmark(s) for the same SLO may be changed: if you choose to increase/decrease either the level of sought mastery, or the threshold of acceptability, or both, record those changes in the corresponding field in the IE portal and specify the applicable timeframe. | *By the end of the Research Methods in Psychology (PSY3213C) course, at least 75% of students majoring in Psychology will achieve mastery on the SLO by correctly answering at least 10 out of 15 final exam questions testing this learning outcome.*  | Click or tap here to enter text. |
| **Assessment Instrument** | **Please select the assessment instrument that will be used to measure the SLO.** Please select one, best-fitting, instrument from the list: behavioral observation; capstone course evaluation; class performance or presentation; clinical evaluation; course-embedded assignment; course report; department assessment; departmental exam/comprehensive exam/preliminary exam; enrollment statistics; faculty committee evaluation of dissertation, thesis or treatise; faculty-designed comprehensive or capstone examination and assignment; instructor-constructed exam; internship evaluation of specific activity; judged exhibition; judged performance; national or state standardized exam; national or state standards; participant evaluation; performance on licensing or other external examination; performance or presentation; portfolios; portfolio of student work; pre-test/post-test evaluation; problem-solving exercise; professional judged performance or demonstration of ability in context; project evaluation; public performance or presentation (juried); simulation; survey results; videotaped or audiotaped performance; written report or essay. | *Instructor-constructed exam.* | Click or tap here to enter text. |