



First Thoughts on SLO Measurement
Student Affairs Assessment Liaison Committee, October 10, 2007

Different Levels of Measuring/Assessing Student Learning

Example One: Student learning outcome statement is “As a result of visiting Roger Williams Zoo, the student will be able to identify how animals adapt to different environments.”

1. General statement that learning occurred. Example:

As a result of my trip to Roger Williams Zoo I understand how animals adapt to different environments.

Yes No Somewhat

or

As a result of visiting Roger Williams Zoo, the student understands how animals adapt to different environments.

Yes No Somewhat

2. More specific statement that learning occurred. Example:

As a result of my trip to Roger Williams Zoo I can explain the role that camouflage plays in animals’ adaptation to different environments.

Yes No Somewhat

or:

As a result of visiting Roger Williams Zoo, the student can explain the role that camouflage plays in animals’ adaptation to different environments.

Evaluator judges on basis of observing the student’s behavior.

1	2	3	4	5
Not at all				In detail

3. Demonstration of specific learning. Examples:

What role does camouflage play in animals’ adaptation to different environments?
Student writes answer, evaluators assess whether the answer is satisfactory or not:

Satisfactory Not Satisfactory

or:

List three methods by which animals adapt to different environments.

Student writes list, evaluators assess the level of the student’s response:

1	2	3	4
Does not list any methods that answer the question			Lists three methods that answer the question



Example Two: Student learning outcome statement is “As a result of participating in the Assertiveness Training Workshop the student will be able to engage in appropriately assertive behaviors when involved in a situation of conflict.”

1. General statement that learning occurred. Examples:

As a result of participating in the Assertiveness Training Workshop, I will be able to engage in appropriately assertive behaviors when involved in a situation of conflict.

___ Most of the time ___ Seldom or not at all ___ Depends on the situation

Or: As a result of participating in the workshop, the student is able to engage... (etc.)

2. More specific evidence that learning occurred. Example:

As a result of participating in the Assertiveness Training Workshop, I will be able to engage in appropriately assertive behaviors when involved in a situation of conflict.

___ Most of the time ___ Seldom or not at all ___ Depends on the situation

Why or why not? _____

3. Demonstration of learning. Example:

Describe one situation of conflict in which you believe you would be able to use appropriately assertive behaviors.

Evaluator assesses appropriateness of the response on a scale of 1 to 5.

Or: Describe one situation of conflict in which you were able to use appropriately assertive behaviors. (Follow as above.)

Or: Evaluator is an RA who observes the student’s behavior in the residence hall. When the student is involved in a situation of conflict, the RA assesses the level of the student’s response, using a rubric:

Student does not apply	Student attempts to	Student applies principles of
apply principles of appro-	assertiveness appropriate to	principles of assertiveness
assertiveness but	the situation.	appropriate
	does not follow through	
	completely.	



Some Examples of Assessment Types

Person doing the assessment:

- Student's self assessment
- Evaluators' assessment

Format of Assessment:

- Survey questions
- Check lists
- Rubrics
- Journal entry, reflection paper (may need to evaluate using rubrics, checklists)
- Observation of student's behavior in natural setting or simulation setting (may need to evaluate using rubrics or checklists)
- Face to face conversation about the learning outcome
- Etc (you can be creative!)

Methods of Presentation:

- Add on to another survey
- Fill out survey at end of program
- Administer by e-mail or phone
- Observe behavior in natural setting or simulation setting
- Etc (more room for creativity!)

People to Be Assessed:

- All the members of a group
- A random sample of the group (a certain number chosen at random)
- Only members of the group who meet certain criteria (eg, only RAs who were RAs in a previous year also)