Step 1: Decide how many programs your department has

- *Does my department have any degrees and certificates?*

- *Why do students take the courses in my department?*
Step 2: Consider the purpose/goals of each program

- When trying to write a program SLO, it is often helpful to think about the **purpose** of the program.

  - What will a student who completes this program be able to **DO**?
Step 3: What kind of program do your courses lead?

- Some programs have an overlapping skill that ties all the courses together.

- Some programs consist of courses that all develop a single skill through various topics.
Example of Overlapping Single Skill SLO Programs

**English** – Program SLO – *Analyze literary texts.*

- **English 102**
  Analyze American literary texts.

- **English 150**
  Analyze British literary texts.

- **English 175**
  Analyze Vulcan literary texts.
Some programs have a capstone course.

Some programs have a capstone course that ties together elements from all of the other courses.
Example of Capstone SLO Programs

- **Paralegal Studies** – the Program SLO is one of the Capstone Course’s SLO – *Construct a portfolio of work samples to be used as a reference when working as a paralegal.*
Step 3: What Kind of Program Do Your Courses Lead?, Con’t

- Other programs may have strands of skills that lead to one of a few SLOs.

- Some programs’ courses may develop two or more “strands” of knowledge or skills within the program.

- Some programs may have a split focus between content knowledge or theory and the application of that knowledge.
Examples of Stand SLO Programs

**PSLO\textsubscript{1}:** Lecture: Integrate the perspectives of the provider of care, manager of care, and member of the nursing profession into patient care situations.

**PSLO\textsubscript{2}:** Function in the roles of provider of care, manager of care, and member of the nursing profession.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLOs</th>
<th>PSLO\textsubscript{1}</th>
<th>PSLO\textsubscript{2}</th>
</tr>
</thead>
<tbody>
<tr>
<td>N112: Foundations of Nursing</td>
<td>Lecture: Summarize the foundational roles and responsibilities of the professional nurse</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab: Demonstrate the use of foundational skills</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>N114: Fundamentals of Nursing</td>
<td>Lecture: Summarize the roles of the provider of care, the manager of care, and the member of the nursing profession at the fundamental level</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab: Manage the care of 1-2 medical surgical patient(s) at the fundamental level</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Step 4: Draft your program SLOs

- Writing program SLOs is very similar to writing course-level SLOs

  - Keep the SLOs focused on the students (what will the student be able to do?) as opposed to the teacher (what will be taught?)

  - Use critical thinking verbs

  - Avoid verbs that are not readily observable (such as “understand” or “know” or “feel”)
Step 5: Double check your SLO with assessment in mind

- Make sure that the program SLO is something that is readily *observable* and *measurable* – in other words, build in assessment from the beginning.
Step 6: Map Your Courses & Your Program SLO

- Make sure that the courses all lead to the program SLO in the appropriate way, not leaving any course out.
THE END
FINIS
TERMINUS
DENOUEMENT
CURTAIN
Methods for Assessing Program SLOs

As you are trying to decide which method to use to assess your program SLOs, the first step is to consider how your program SLOs are set up:

- If you have several “strands” in your program (and several program SLOs), you will want to map your course SLO assessments to your program SLOs. In other words, you will make connections between each course and which program SLOs that course addresses. The combination of assessments from each related course will become the program SLO assessment – no additional assessment is needed, just the connections made between each course and the related program SLOs.

- If you have a “capstone” course, you can use the same assessment for your program that you do for that course – no additional assessment is needed, just the confirmation that the capstone course represents the overarching goals of the program.

- If you have overlapping course SLOs, you can combine the assessment data from your courses to assess your program – no additional assessment needed, just the confirmation that the program SLO and the course SLOs overlap and then the combined assessment data from the courses become the program SLO assessment.

- You may also choose to use an indirect method (such as a survey) to measure students’ perceptions of their own learning in the program and/or gain information about your students after they leave your program.

- You could choose to do an additional assessment for the program SLO that integrates skills and content learned throughout the program (this may be challenging if you have a large number of students and are not easily able to track students close to completion).

- You might consider additional information such as licensing exams and/or job placement if you are able to access that data.
<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>You will need to . . .</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Course Embedded (strands, capstone, overlapping)       | • Make the needed connections between the course SLOs and the program SLOs  
• Complete and compile course level SLO assessments   | • No additional assessment needed  
• Requires “mapping” courses to programs  
• Helps with alignment of course SLOs to program SLOs   |
| Additional Direct Assessment                           | • Identify students about to complete the program  
• Decide on an assessment tool and conduct the assessment | • Provides a summative view of student achievement at the end of the program  
• May be difficult to implement with large numbers of students |
| Survey                                                 | • Identify students about to complete the program (or their employers)  
• Create and administer the survey                      | • Provides information about student (or employer) perceptions of student learning  
• Indirect method (subjective)                          |
| External Licensing or Other External Exams             | • Identify students about to complete the program  
• Identify External Exam  
• Identify how to gain access to exam data and compile results | • Provides objective view of student skills and knowledge  
• May be difficult to track students and gain access to results |
| Job Placement or Transfer Data                         | • Identify students about to complete the program  
• Identify method for gathering employment or transfer data and compile results | • Speaks to the real-world impact of the program  
• May be difficult to track students and gather information |
Department Chair Retreat Fall 2010
Self-Assessment SLO Questionnaire

1. Identify the courses in WebCMS that you are satisfied with the course SLOs. **THEN**, note if you have assessed them already or when you plan to assess them.

2. Identify courses in your department/program that do not have SLOs – **nothing** is listed in Web CMS under the SLO portion.

3. Identify courses where the SLOs in WebCMS and the SLOs in Program Review do not match.
4. Identify courses where you believe the SLO needs improvement. Then, even if you don’t like the SLO, note whether you can assess the WebCMS SLOs reasonably without having to draft a new SLO? If so, note that next to the courses you listed.
Department Retreat Program SLO Worksheet

Following along with the Power Point Presentation, filling out this form will help you draft/revise/evaluate your department’s program SLOs.

**Step One:** Use the space below to list your department’s programs:

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Certificates</th>
<th>Other Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step Two:** Choose one program and draft the program’s purpose/goal here:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>What will a student who completes this program be able to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If you’re still lost/confused, try answering these questions:**

- What concepts or skills run throughout all (or many) of your program’s courses?
- What skills or knowledge will students who complete the program have?
- What will students gain from completing this program?

Use the space below to brainstorm answers to these questions:

```markdown

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**Step Three**: What kind of Program are you? Overlapping (like English)? Capstone (like Paralegal)? Or Strand (like Nursing and Theater)?

**Step Four**: Draft your Program SLO here:

Repeat the steps as necessary until you have drafted all of the Program SLOs that your department needs.