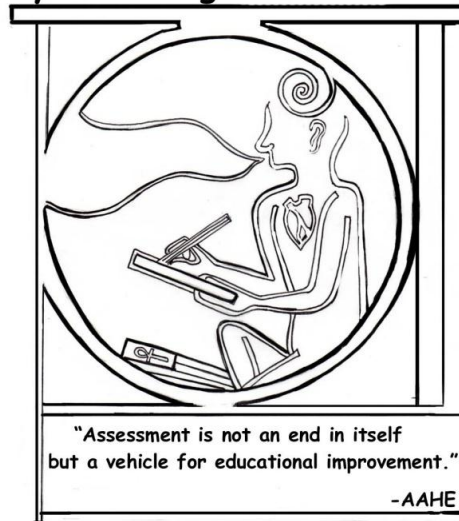


## Skyline College SLOAC Team



### FIRST TWO PAGES WERE E-MAILED; SUBSEQUENT PAGES ARE THE PACKET

April 11, 2011

Hello lovely colleagues,

Our campus has long been committed to student success, and assessment is one tool to help us fulfill our goal. We've now been immersed in the process for the past five years, and so at this point, every department should have gone through at least one course level assessment cycle per year, if not more.

Our next step is to generate program level SLOs (PSLOs), also known as departmental level SLOs. *Any department that is required to undergo program review* is required to write PSLOs, map core courses to PSLOs, and determine whether additional assessments need to be designed and implemented. Below are descriptions, rationales, and deadlines for each step, and attached are [resources](#) for you to complete each step.

Should you have any questions, please contact SLOAC Coordinator Karen Wong, division representatives on the SLOAC Steering Committee, or Curriculum Committee Co-chairs Nick Kapp or Christine Roumbanis.

Thanks,

President Regina Stanback-Stroud, Interim Vice President of Instruction Mike Williamson, SLOAC Coordinator Karen Wong, Curriculum Committee Co-chairs Nick Kapp & Christine Roumbanis

**STEP ONE: CREATE AND DOCUMENT PSLOs  
BY THE END OF SPRING, 2011**

Any department that is required to undergo program review must create PSLOs (students' knowledge, skills, and attitudes) that the core courses have in common. As with the course level SLOs, limit the PSLOs to three, perhaps four, as you will be assessing them in some manner.

Submit a copy of your PSLOs to [Maria Norris](#) to keep a copy on file in the Office of Instruction and upload the PSLOs into TracDat.

**STEP TWO: MAP CORE COURSES TO PSLOs  
BY THE END OF FALL, 2011**

Review the core courses which you are assessing, and determine which of their SLOs are central to students achieving the PSLOs. Once you enter that information on TracDat, assessment results conducted at the course level will "roll up" to the program level; as such, you can use course level assessment results as a means to reflect on how well students are achieving the PSLO.

Next Fall, a TracDat Level II Workshop will be offered that will cover how to map course level SLOs to PSLOs. An invitation will be forthcoming from Karen Wong for whoever participated in the TracDat, Level I Workshop.

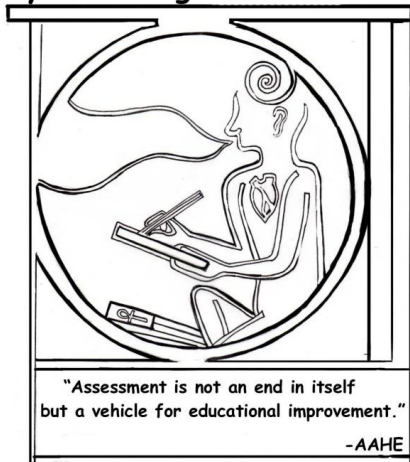
**STEP THREE: DETERMINE WHETHER ADDITIONAL ASSESSMENTS  
NEED TO BE DESIGNED, AND IMPLEMENT IT  
BY THE END OF SPRING, 2012**

Only programs that award more than 20 degrees or certificates each year will be required to conduct a deeper assessment. This program level assessment may replace one of your annual course level assessments.

For programs with less than 20 degrees or certificates awarded each year, course level assessments "rolling up" to program level assessment will suffice for program level assessment, though they can do more if they want.



Skyline College SLOAC Team



Graphic Designed by Carla Milagro Castillo

## RESOURCES TO COMPLETE THE THREE PSLO STEPS

### STEP ONE: CREATE AND DOCUMENT PSLOs BY THE END OF SPRING, 2011

You're encouraged to limit the PSLOs to three, perhaps four, as you will be assessing them in some manner. As with the course level SLOs, use Bloom's Taxonomy language, which can be accessed in the [SLOAC Framework's](#) appendix.

Draw from existing SLOs, such as our [ISLOs](#) since they encompass a variety of disciplines, and also you can determine how your program supports students' fulfillment of these ISLOs. Determine which ISLOs pertain to your program, and/or adapt these ISLOs to explicitly connect with it. (On a related note, you are encouraged to use the relevant parts of the [ISLO rubrics](#), under step #5, which have already been created.)

Secondly, supplement these PSLOs if necessary by drawing from common course level SLOs, professional organizations with which your discipline is affiliated, transfer degrees in your discipline which have been created in response to the SB 1440 legislation, etc.

Submit a copy of your PSLOs to [Maria Norris](#) to keep a copy on file in the Office of Instruction and upload the PSLOs into TracDat.

### STEP TWO: MAP CORE COURSES TO PSLOs BY THE END OF FALL, 2011

Review the core courses which you are assessing, and determine which of their SLOs are central to students achieving the PSLOs. Once you enter that information on TracDat, assessment results conducted at the course level will “roll up” to the program level; as such, you can use course level assessment results as a means to reflect on how well students are achieving the PSLO.

Next Fall, a TracDat Level II Workshop will be offered that will cover how to map course level SLOs to PSLOs. An invitation will be forthcoming from Karen Wong for whoever participated in the TracDat, Level I Workshop.

Option: If your department has a sequence of courses or prerequisites, it's worthwhile to evaluate whether your curriculum is “cohesive.” (See [The Skyline SLOAC Framework](#), p. 33 or [below](#)).

<p><b>STEP THREE: DETERMINE WHETHER ADDITIONAL ASSESSMENTS NEED TO BE DESIGNED, AND IMPLEMENT IT BY THE END OF SPRING, 2012</b></p>
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Only programs that award more than 20 degrees or certificates each year will be required to conduct a deeper assessment. This program level assessment may replace one of your annual course level assessments. For instance, CTE programs could cite students' performance on licensing exams; administer a survey or facilitate a focus group with graduates/ certificate recipients; evaluate culminating experiences such as a capstone project, portfolio, etc.

For programs with less than 20 degrees or certificates awarded each year, course level assessments “rolling up” to program level assessment will suffice for program level assessment, though they can do more if they want.



## **Institutional Student Learning Outcomes**

Highlighted in the boxes, the following Institutional Student Learning Outcomes were generated with considerable input from the entire Skyline community. Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

### **CRITICAL THINKING**

STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to:

- raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.
- analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.
- think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.
- make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.
- demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.
- analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.

## **EFFECTIVE COMMUNICATION**

STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- comprehend, analyze, and respond appropriately to oral, written, and visual information.
- effectively express ideas through speaking and writing.

## **CITIZENSHIP**

STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM COURSEWORK AND CAMPUS RESOURCES TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

- demonstrate scientific literacy concerning a range of global issues;
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.
- demonstrate commitment to active citizenship.

## **INFORMATION LITERACY**

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.

Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

## **COMPUTER TECHNOLOGY LITERACY**

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO COMPUTER TECHNOLOGY LITERACY.

Computer technology literacy includes the ability to:

- use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.

## **LIFELONG WELLNESS**

STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND PERSONAL DEVELOPMENT.

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take personal responsibility for identifying psycho-social needs, determining resources, and accessing appropriate services for academic success.

**The Cohesive Curriculum**  
**(Variation from the *Skyline SLOAC Framework's* handout from Mary Allen's Assessment Workshop, p. 33)**

- Coherence
  - Synthesizing Experiences
  - Ongoing Practice of Learned Skills
  - Systematically Created Opportunities to Develop Increasing Sophistication and Apply What Is Learned
- 

Directions: If your department has a sequence of courses or prerequisites, it's worthwhile to evaluate whether your curriculum is cohesive. List core courses vertically in the left column, and PSLOs horizontally on the top row. If the set of courses below constituted your department's core courses, what insights can you gain about its relative cohesiveness?

Save your matrix and subsequent discussion on TracDat, as it is a useful means to assess your program's cohesiveness.

**Course x Program Outcomes Alignment Matrix**

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	I, P				I
101		I			P
102	P		P		P
103					P
200	P		P		
229					P
230			P, D		D
280					
290	D		P,D		D

I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level Appropriate for Graduation