

Program Review Template:

Questions on the Program Review template that (may) relate to SLO assessment:

Section IC: Basic Program Information - DISCUSSION

What discussions is the department having about instructional methods and experiential learning opportunities to support equitable access and success?

What objectives related to these trends might the program consider?

What activities have been designed to achieve the objectives?

Section IIC: Student Learning Outcomes – ASSESSMENT

Instructions

Courses offered since previous program review that have been assessed (all courses offered should be assessed a minimum of once every three years).

How do you assess Student Learning Outcomes (SLOs) at the course level?

Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please describe this activity.

How has the assessment of and reflection on course-level SLOs data led to course-level changes?

How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and program and/or institutional SLOs?

What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?

What objectives/activities will the program engage in related to improving SLO assessment?

Section IID: CTE/Workforce Programs Only

Please show evidence that the program Advisory Committee met and reviewed curriculum, certificates, SLOs, labor market and other programmatic areas to help contribute to the relevance of your program.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

Please show evidence of student skill attainment, completion, persistence, and job attainment by reviewing the CTEOS (Career Technical Education Outcomes Survey) and the Perkins (VTEA) Indicator data.