

**PROGRAM STUDENT LEARNING
OUTCOMES
ASSESSMENT STRATEGIES**

FACILITATOR:

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**Skyline
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ACHIEVE

WORKSHOP OUTCOMES

By the end of this workshop, participants will be able to:

- describe the qualities of viable PSLOs.**
- identify potential assessment strategies.**
- (if time), evaluate PSLOs and revise as needed.**

DEFINE PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Definition: Knowledge, Skill/ Ability and/or Attitude that a Student Can Demonstrate upon Completion of a Program

- ❖ **From Title V, an instructional “program” is identified as a cohesive set of courses that result in a certificate or degree.**

GENERATE PLOs FROM:

- **similar types of course learning outcomes that run through multiple courses within a discipline;**
- **the discipline's key concepts or ways of thinking;**
- **the appropriate methodologies to examine questions within a discipline;**
- **industry standards and/ or licensure expectations;**
- **professional organizations' educational guidelines;**
- **input from key stakeholders such as students, alumni, and employers;**
- **how your discipline supports students' mastery of the ISLOs.**



OBJECTIVE/ GOAL VS. OUTCOME?

- 1) Students know basic biological principle and concepts.**
- 2) Students can analyze experimental results and draw reasonable conclusions from them.**
- 3) Students can provide mentoring services to students who are different from themselves in gender, age, ethnicity, sexual orientation, or other significant characteristics.**
- 4) Students have effective interpersonal skills.**
- 5) Students follow professional ethical standards when they provide respiratory care to patients.**

WEIGH HOW TO ASSESS PLOs

- **Course embedded assessment**
 - **Patterns emerging from courses that align with a PSLO**
 - **Momentum points (novice, intermediate, master)**
- **Capstone experiences**
- **Licensure results**
- **Job placement results**
- **(Exit Survey for majors)**

EXAMPLE ONE: CLOs “ROLL UP” TO PSLOs

Art PSLO: Students will develop visual literacy through communication, analysis, and reflection of artworks, the concepts and influences from which artworks originate.

Results: We have assessment data for 29 of the 35 (83%) courses that map up to Art PSLO#1, which is above our minimum of 60 % of courses. The additional 6 courses (17%) had sample sizes of just a few students, no students, or are being modified. So 100% of courses were reviewed. Of the courses that have been assessed, students are meeting the benchmark.

ART PSLO: STUDENTS WILL DEVELOP VISUAL LITERACY THROUGH COMMUNICATION, ANALYSIS, AND REFLECTION OF ARTWORKS, THE CONCEPTS AND INFLUENCES FROM WHICH ARTWORKS ORIGINATE.

Action Plans: In analyzing the data for the last assessment cycle of all Art courses we noticed several trends.

- Although assessment criteria was met for most of our SLOs, we tend to have a higher percentage for Studio Art PSLO #2 and a bit lower percentages for PSLO #1. We may want to **consider if PSLO #1 and PSLO #2 should be equally weighted** for our program goals and assessment tools.
- We may also want to consider including **more practice and assignments emphasizing art vocabulary, writing, and the discussion/presentation of art concepts.**
- We have assessed all Art courses once and will need to assess several times to track and analyze trends and areas for improvement. We want to separately look at **face-to-face and online versions** of courses to compare results in the next assessment cycle. We will also need to **combine data for very small classes** over several semesters to get enough of a sample size for meaningful data.

EXAMPLE TWO: CTE JOB PLACEMENT

Respiratory Care PSLO: Obtain gainful employment as licensed Respiratory Therapists.

Assessment Method: Employment reporting.

Success Criterion: 70% of graduates for each year's graduating cohort will secure gainful employment within six months of graduation.

Result: Criterion Met - 82.8% of graduates for the 2014 graduating cohort secured gainful employment within 6 months of graduation.

EVALUATE PSLOs

- States what a learner will be able to do upon successful completion of a program that leads to a degree or certificate;
- Runs through multiple courses within a discipline;
- Is expressed using active verbs (e.g., Bloom's Taxonomy: cognitive, psychomotor, or affective domains);
- Is assessable: observable as a behavior, attitude, skill or discrete usable knowledge;
- Is measurable: can be measured against criteria;
- Can be understood by students;
- Ideally aligns with ISLO(s).