Program Review
Section 4 – Program Outcomes

Staff Development/Program Review 2014
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What is the definition of a program?

There are two different definitions of program:
1. Definition in Title 5
2. Definition at the Chancellor's Office

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Title 5

- Title 5 §55000(g) defines an educational program as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

- "an **instructional program** is defined as a discipline and as an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education"

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Program Definition

An **educational program** is defined in title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." In practice, however, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students and which will be listed on transcripts, and all noncredit programs.

The types of educational programs that must be submitted to the Chancellor's Office for approval are the following:

Credit Programs

- Associate Degrees
- Certificates of Achievement that require 18 or more semester units or 27 or more quarter units

Noncredit Programs

All noncredit programs that receive state funding must be submitted to the Chancellor's Office for approval. These include:

- Course sequences in Career Development and College Preparation (CDCP) that lead to Certificates of Completion or Certificates of Competency for which enhanced funding as enacted by SB 361 is requested
- High school diploma programs

http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/PCAH_Final_July2012.pdf

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For Section 4.0 Program Review F 2014 Purposes, a program is defined as:

part of a discipline and as an organized sequence or grouping of courses leads to a defined objective such as a major, degree, certificate, license, or the acquisition of selected knowledge or skills.

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Program Hierarchy

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Program Outcomes are Aligned to Course Outcomes

At Fullerton College, we have at least four types of courses:

1. Courses in a discipline that are part of a program and don't meet a GE requirement. (Need to match CSLOs to PSLOs)

2. Courses in a discipline are part of a program and meet the GE pattern requirement. (Need to match CSLOs to PSLOs)

3. Courses in a discipline not part of a program but meet the GE pattern requirement. (Need to match CSLOs to ISLOs)

4. Courses in a discipline not part of a program and don't meet the GE pattern requirement. (Need to match CSLOs to ISLOs)

So if you have a program that leads to an AA, AS, certificate, or license, use your CSLOs to report on your PSLOs (roll-up)

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There are exceptions to consider:

3. Courses in a discipline not part of a program but meet the GE pattern requirement. (Need to match CSLOs to ISLOs)

4. Courses in a discipline not part of a program and don't meet the GE pattern requirement. (Need to match CSLOs to ISLOs)

If this is your case, you still need to complete Section 4.0. Use the ISLOs in Section 4.0 instead of listing PSLOs if that is the case.

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Next

How to align or match up CSLOs to PSLOs

or CSLOs to ISLOs (if you don't have a program – special cases discuss on last slide)

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Alignment of Course Outcomes (CSLOs) to Program Outcomes (PSLOs)

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Alignment of Course Outcomes (CSLOs) to Institutional Outcomes (ISLOs)

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Date of Measurement of CSLO = Date of Measurement of PSLO   (Semester Year)

Measure Used	CSLO Outcome 1	CSLO Outcome 2	CSLO Outcome 3	Data Collection Method and Action/Use
1. Multiple choice on local final exam/embedded question				
2. Multiple choice on standardized final exam				
3. Problem solving on local exam				
4. Quiz				
5. Essay				
6. Written Paper/Report/Project				
7. Oral Report/Project				
8. Laboratory Practicum				
9. Laboratory Exam				
10. Lab Notebook				
11. Portfolio				
12. Project				
13. Simulation				
14. Value-added Pre and Post testing				
15. Field Research/Field Project				
16. Experimental Data				
17. Survey/Interviews				
18. Observation of Students Working				

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Or… Better Yet
Use the
Program-Level Assessment Form on the SLO website!

Both the Course-Level Assessment Form *and* the Program-Level Assessment Form are located on the SLO website at slo.fullcoll.edu listed under the Resources link.

http://slo.fullcoll.edu/Resources_sloa.html

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Let's take a look at the tables in Section 4.0

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Once you have collected data and completed the tables in Section 4.0, it is time to think about how to improve your program!

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Program Outcomes are Faculty Driven

Faculty work collectively within a discipline to assess outcomes because they:
- ❖ Are responsible for curriculum (10+1)
- ❖ Are responsible for facilitating learning
- ❖ Develop their own methodologies and pedagogies
- ❖ Will be the ones to implement any identified recommendations from outcome assessment

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Role of Administration in Program Outcomes

Administration
- – Creates a space for work to occur
- – Provides support to faculty
- – Fosters the culture of outcomes-bases assessment and program review

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Most Important: Discuss your program outcome assessment results with colleagues!

If students meet outcomes for your program consider:

Take no action
Identify the area as a strength in your program
Increase the expectation of the outcome
Raise the standard of assessment(s)
Use indirect methods such as surveys of students

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Most Important: Discuss your program outcome assessment results with colleagues!

If students don't meet expectations consider:

Curricular Issues
– Review and revise courses
– Implementation or modification of a prerequisite
– Ensure PSLOs are properly aligned with CSLOs
– Methodology

Other recommendations?

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Most Important: Discuss your program outcome assessment results with colleagues!

If students don't meet expectations consider:

Structural Issues
– Early Alert System Implementation
– Faculty Mentoring
– Talk to Lead Coordinators
– Establish guidelines for multi-section courses
– Establish use of communication tools to contact students

Other recommendations?

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Most Important: Discuss your program outcome assessment results with colleagues!

If students don't meet expectations consider:

Scheduling/Administer Issues
➢ Move the class to a more appropriate classroom
➢ Change the days and times of courses
➢ Hire more full-time faculty
➢ Re-align adjuncts in courses
➢ Use a laptop or IPad to record student work in class

Other recommendations?

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Questions?

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