BRISTOL
COMMUNITY COLLEGE

Year Four Deliverables (Cont. from year three):

Program Learning Outcomes Assessment Cont. | Course Student Learning Outcomes Review and/or Audit | SMART Goals Year Three | SMART Goals Year Four | Prep for Comprehensive 5-year Annual Report

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With any Program Review, alignment is integral to the process. The process examines the connections (and/or misconnections) within a program's progression of student knowledge/skill/application of subject matter, identifies general education competency pathways, and incorporates institutional goals/mission (NILOA, 2018).

The Goal: *To ensure that program [and discipline] curriculum provides appropriate conditions for student achievement of intended program [and discipline] learning outcomes (Palomba & Banta, 1999).*

Institution Mission:
Bristol Community College provides an accessible, innovative, and inclusive education that prepares students to navigate and succeed in our ever-changing world.

Vision:
Advancing a vibrant, diverse community through education, learner by learner

Mission:
The Office of Academic Affairs provides oversight and leadership for all credit-bearing academic programs, instruction, and support services at all College locations, including online.

Activities and areas of responsibility include oversight of curriculum, planning, budget administration, staffing, professional development for faculty and professional staff, development of degree and certificate programs, and various professional accreditations.

The fundamental goal of the Office of Academic Affairs is to promote student learning by fostering excellence in teaching and an environment that promotes individual students to develop into critical thinkers and autonomous learners.

Equity Commitment:
Bristol Community College's academic programs strive to provide equitable educational opportunities to all students and create a sense of belonging. We engage students in rigorous learning, striving to transform attitudes and beliefs to position our students to become agents of change and serve as leaders in our communities.

Introduction: Course Student Learning Outcomes Deliverable

Educational outcomes are at the course and program level. In the case of Program outcomes, these statements define what students will know or be able to do as a result of curriculum learning experiences specific to degree programs/certificates/career pathways. (Learning Assessment Research Consortium-LARC). Assessment uses PLOs to determine if students are learning what the program intends to accomplish. Part of that success requires attention to course student learning outcomes and their alignment to PLOs.

Course SLOs are statements that define what students will know or be able to do as a result of a course learning experience. They are intentionally prepared and aligned with course content, measured, and assessed for successful attainment. This deliverable has several options for chairs/coordinators to choose from. By choosing the direction to further investigate course student learning outcomes, faculty can utilize work that best fits the department's needs.

Step 1
Determine which option would benefit the program review process.

Step 2
Follow instructions provided under the associated option.

Step 3
Complete deliverable, fill out appropriate curriculum change forms, and/or findings to PR annual report.

Step 4
Based on findings, determine action plan for curriculum change. This can be discussed in the SMARTIE goal and/or during "closing the loop" deans meeting.

Deliverable Details:

Course Student Learning Outcomes Review
Please choose one of the following options for this deliverable:

Option #1
Course SLO Written Structure
In order to assess course SLOs, first one must ensure that the statements are well written. Because course SLOs define what students will know or be able to do as a result in course learning experiences, statements should include components that result in a measurable outcome. Strong course SLO statements are key to the success of course learning assessment and are fundamental to any of the remaining options. They are meant to focus on specific learning, they are student-centered, and area aligned to PLOs, department goals and/or the program statement. If faculty believe a review is needed before performing any of the remaining options, this option guides a full review of course SLO statement structure.

Framework to develop, review, and revise course SLOs.

The approach to ensure good statement structure is the same as in developing program learning outcomes. Regardless of the type of outcome, the statement structure remains the same. Faculty may return to year zero for resources to assist in developing good statement structure.

SLOs include a verb phrase "what students will know or be able to do" and how they will apply that skill or knowledge. There are levels of learning. The level should be determined by the breadth and depth of the learning experience. Additionally, the length of time engaging in the learning experience (1 assignment vs culminating/research project). Furthermore, you may consider lower-level or introductory courses focusing primarily on the lower levels of learning and upper-level courses focusing on more advanced learning. In using the programs curriculum maps, those courses that have been identified as "demonstrating" PLOs may contain course SLOs that are higher level learning on Blooms Taxonomy. Those courses that have been identified as introduced learning or practiced learning may contain lower level taxonomy. Blooms Taxonomy demonstrates the breadth & depth of learning and includes five levels of learning

- Knowledge/remembering
- Comprehension/understanding
- Application/applying
- Analysis/analyzing
- Evaluation/evaluating
- Synthesis/creating

SLOs are essential SMART Goals and assist in making your goals achievable. They are specific (simple, sensible, significant; measurable (meaningful, motivating); Achievable (agreed, attainable); Relevant (reasonable, realistic and resourced, results-based); Time bound (time-based, time limited, time/cost limited, timely, time-sensitive). Writing (good) SLOs is critical in measuring learning.

- Are the statements written using the ABCD or SMART framework
- Are they clear. Do they include no more than two verbs that capture action associated with learning?

ABCD method (Heinich, et al, 1996) is often used as a model for writing good SLOs.

- Audience (Who does the outcome pertain to? Usually students)
- Behavior (What do you want participants to know or do as a result of the learning experience- Blooms Taxonomy)
- Condition (under what circumstances? A workshop, series of workshops, training, trip, program)
- Degree of Learning (How much will they know, how well will they do it? 3 out of 5, identify 3 aspects of X)

Examples of strong course SLO statements (these are not associated with any program or course at Bristol and are AI generated):

Cognitive/Knowledge-Based SLOs

As a result of engaging & completing the Psychology 101 course (C), students (A) will:

- Identify (B) and describe (B) five (5) (D) major psychological theories.
- Explain (B) 3 (D) fundamental key concepts/principles in different areas of psychology (learning, memory, development, etc.)

Skills/Research-Based SLOs

- Critically (D) evaluate (B) psychological claims in popular media using scientific reasoning and evidence-based thinking.
- Apply (B) several/appropriate (D) ethical standards in evaluating psychological research and explain (B) the role of ethics in both human and animal research.

Application/Real-World SLOs

- Apply (B) three (3) (D) psychological principles to real-life situations, such as improving learning, managing stress, or understanding social interactions.
- Analyze (B) the influence of cultural, gender, and social factors on psychological development.

To measure the strength of course SLOs feel free to use the SLO rubric. You can find this in the Year four program review folder. You may ask ChatGPT or CoPilot to score course SLOs as well. Furthermore, we've developed a CoPilot Agent who can help guide you through the scoring process and score your SLOs through the rubric (measures ABCD method. or measures Blooms Taxonomy) that has been provided. Both rubric documents can be found in the year four course SLO folder. Check out the new CoPilot Agent here! This one is to score Blooms. This CoPilot Agent is to score how well structured your learning outcomes are against the ABCD method. Remember, any changes to course SLOs will need to go through the revised curriculum process form. Faculty can find that "short" form here.

Option#2
Course SLO Alignment with PLOs
Given the work that was completed in year three (3) or will be completed in year four (4) related to Program Learning Outcomes (PLOs) assessment, findings of that review may have revealed the need to align course SLOs with PLOs in a more intentional way. Once PLOs are well established for the program, and faculty have a good level of confidence that course SLOs are written well, course SLOs can be aligned accordingly. Here, faculty will return to their program's curriculum map to ensure courses are aligned with the appropriate PLO/PLOs and that the course SLO's are supporting those outcomes. Curriculum Maps (CM) may need to be updated! CMs are a tool that should be used regularly to visually and administratively see the BIG picture and all the relationships associated with a program's curriculum. ***This option can only be completed if the course SLOs are well structured.*** Faculty will likely need to work with instructors whose courses are designated as "demonstrated" learning via the curriculum map to review and revise, if necessary, course SLOs. Return to option #1 if findings suggest a review of SLO statements is needed. Faculty may then return to this option as a SMART goal for work over the course of the year.

Within this deliverable, faculty will respond to the following questions to ensure strong alignment and good representation between course SLO and Program Outcomes. Additionally, an updated curriculum map should be included in the year four (4) program folder.

- Is there a clear, logical connection between the course SLOs and at least one program-level outcome? Please provide a short summary/or action plan supporting the conclusion.
- Do course SLOs scaffold toward program-level learning outcomes that match job qualifications or transfer requirements? Please provide a short summary/or action plan supporting the conclusion.
- Does the course SLO contribute meaningfully to the students' progression toward the program-level competency? Please provide a short summary/or action plan supporting the conclusion
- Is there redundancy or unnecessary overlap across courses? Please provide a short summary/or action plan supporting the conclusion.
- Are there gaps in the curriculum where course SLOs do not map to any PLO? Please provide a short summary/or action plan supporting the conclusion.

Option#3
Course SLO Labor Market Alignment
Given the work that was completed in year three (3) or will be completed in year four(4) related to PLO and Labor Market Alignment, here faculty will take what they've learned to ensure that course SLOs represent and reflect the on-demand skills valued and needed for successful career engagement. Given year 3 deliverables, faculty should be familiar with current and projected job roles related to the academic program. All necessary data can be found in the Year 4 folder within the appropriate academic area. A skills inventory based on job titles in relation to existing course SLOs can be provided via the Director of Curriculum or the Director of Institutional Assessment. Faculty must reach out to either staff member for the alignment data. Other data and Year 3 reports can be found in program review year 4 folders. Faculty may also return to their year 3 program review annual report or documents to inform the deliverable (found in the year 4 folder).

- Have faculty across the program agreed on the contribution of this course to skill-level outcomes? Please provide a short summary/or action plan supporting the conclusion
- Does SLO development include input from industry partners, advisory boards, licensing and/or accreditation agencies? Please provide a short summary/or action plan supporting the conclusion
- Do course SLOs reflect skills and knowledge valued by employers, transfer programs, graduate programs, or licensing bodies (as captured in PLOs)? Please provide a short summary/or action plan supporting the conclusion.
- What SLOs promote transferable skills such as critical thinking, problem-solving, communication, teamwork, and digital literacy? (those that have been identified by NACE please see report and resources here). Please provide a short summary/or action plan supporting the conclusion.
- Career Pathway:
  - Are there any gaps between what the course outcomes deliver and what employers need? Please provide a short summary/or action plan supporting the conclusion.

- o Are the SLOs measurable in a way that can demonstrate career readiness? Please provide a short summary/or action plan supporting the conclusion (Has employer or alumni feedback been used to validate the relevance of the SLOs?).
- Transfer Pathway:
  - o Are there skills obtained that can demonstrate transfer readiness? Navigating new structures/environments? Please provide a short summary/or action plan supporting the conclusion

Option#4

Course SLO Assignment Alignment

This option focuses on determining how, and in what ways learning will be demonstrated. Additionally, this exercise explores and ensures course content coverage is occurring within the breadth and depth necessary to accomplish each learning outcome. Assessments are included within the deliverable. Faculty may use the Course SLOs and Assessment Alignment spreadsheet as a tool to accomplish this. Faculty may also try our new CoPilot Agent! A neat exercise to help understand Course SLO coverage given the content in the course syllabus. The syllabus is a great tool that can be used to understand the structure and content of a course. Our CoPilot Agent can spark some further discussion given the results. Furthermore, faculty may find results indicating a need to update course or assignment design, course content updates, etc.

- Are the course SLOs supported by course-level assessments that can generate data for program-level evaluation? Please provide a short summary/or action plan supporting the conclusion.
- Do the course assessments align with both the course SLO and the related PLO? Please provide a short summary/or action plan supporting the conclusion.
- Can data from this course be aggregated meaningfully for program review and accreditation purposes? Please provide a short summary/or action plan supporting the conclusion.
- Can the achievement of the course SLO be demonstrated and assessed with available tools (assignments, projects, exams, etc.)? Please provide a short summary/or action plan supporting the conclusion.