Steps to Develop Program Student Learning SLOs (PSLOs)

1. Gather a complete list of Course-level SLOs (CSLOs) for all your program’s courses. These are available individually by course at <http://outlines.coastline.edu/index.cfm>
2. Determine which CSLOs are the most important or whether there are patterns among the courses which indicate that certain SLOs could also serve as PSLOs. Decide if these important CSLOs can also serve as your program-level learning outcomes (PSLOs). It is highly desirable to select existing CLSOs to also serve as your PSLOs so that they can be easily measured as instructors do their routine assessments in their Seaport grade books. (*Once CSLOs and PSLOs are set-up in the Seaport grade book, the instructor will never need to hand-enter SLO data manually again!*).
3. Identify the actual courses where the PSLOs can be measured. Be sure that the instructors of these courses understand that they will need to go into Seaport V3 and indicate which assignment relates to that PSLO and by what percentage. (More than one assignment may fulfill an assignment; an essay, test, embedded test question, discussion board, paper, etc., are all examples of ways a PSLO can be measured. *Partially* meeting an objective is OK.) **All teachers will be required to use the Seaport grade book in Spring 2012.**
4. If you cannot find existing CSLOs that can also serve as PSLOs, then new PSLOs will need to be written, and you will need to select the courses in which they will be measured.
5. An annotated copy of Coastline’s Psychology CSLOs with three PSLOs and a mapping grid with the PSLOs and Institutional Student Learning Outcomes (ISLOs) are provided as an example. Please use the blank form to fill in your own program courses and PSLOs and to identify how they relate. [On the bottom of the MAP form you will report how your program courses relate to the college ISLOs—these instructions are on another handout.]
6. The planning and decision-making for developing PSLOs should be done collegially, but individual faculty members will need to set up the initial Seaport grade book to collect the CSLOs and PSLOs; department chairs may need to follow-through to be sure this gets done. At each subsequent spring faculty meeting, fall SLO results will be discussed. *Dialog* about learning outcomes is an accreditation requirement.
7. Complete the MAP form with your new Program Learning Outcomes (keep a copy for your records) and return it to Gayle Berggren at gberggren@coastline.edu or through the mail at the College Center. Please turn in only one form for each department.

Example: Course SLOs for the Psychology Program

Step 1: Identify the Course-Level SLOs for all your program courses:

(SLOs were taken from the course outlines 8-8-11)

***Course-Level Outcomes:*** *Psych 100 Intro to Psychology*

* 1. Provide a case study that describes a particular behavior and context in which it occurs, students will accurately explain and interpret the behavior using 3 of the 7 major perspectives in psychology and will give examples of how each can be used to view and understand everyday behavior.
	2. Given an example of pseudoscientific “finding,” students will explain why the finding is not based upon science, identifying the features of science that distinguish psychology from pseudo-sciences.
	3. Provided a case study that describes a particular behavior and the context in which it occurs, students will accurately interpret the behavior using learning principles and give suggestions for how the individual can improve self-control of the behavior.
	4. Students will demonstrate application of psychological principles to their lives for self-selected, contexts (e.g., managing stress, preventing suicide and evaluating rationale and options for psychotherapy and/or biomedical therapy).

 ***Course-Level Outcomes:*** *Psych 116 Child Growth and Development*

1. Given various case studies, students will analyze major developmental milestones Given various case studies, students will be able to analyze major developmental milestones across the lifespan in the areas of biological, cognitive, and psychosocial development.
2. Given the various areas of development, students will be able to analyze how culture, economics, political, and historical contexts, as well as the maturational processes, affect development from childhood to adolescence, adulthood, and the death and dying process.
3. Using various investigative research methodologies such as observations, surveys, and/or interviews, students will apply developmental theory to differentiate characteristics of typical and atypical development at various stages of development.
4. Given various theoretical frameworks that relate to the study of human development, students will be able to compare and contrast these theories.

***Course-Level Outcomes:*** *Psych 118 Lifespan Development Psychology*

1. Given various case studies, students will be able to analyze major developmental milestones across the lifespan in the areas of biological, cognitive, and psychosocial development.
2. Given the various areas of development, students will be able to analyze how culture, economics, political, and historical contexts, as well as the maturational processes, affect development from childhood to adolescence, adulthood, and the death and dying process.
3. Using various investigative research methodologies such as observations, surveys, and/or interviews, students will apply developmental theory to differentiate characteristics of typical and atypical development at various stages of development.
4. Given various theoretical frameworks that relate to the study of human development, students will be able to compare and contrast these theories.

***Course-Level Outcomes:*** *Psych 130 Health Psychology*

1. *Selecting negative health-affecting behaviors, students will be able to implement a plan for behavior change, identifying the healthful reasons for doing so, and possible barriers against being successful.*

***Course-Level Outcomes:*** Psych 165 Human Sexuality

1. Provided with research information about how parents differentially treat their male and female offspring, students will be able to evaluate the extent that this would be expected to influence gender roles.
2. Given a sexual behavior, situation, or case study, students will explain how they would handle themselves in such a situation, approach or solve the problem, make a decision, refer an individual, or guide their own children or friends.

***Course-Level Outcomes:*** *Psych 170 Psychology of Aging*

1. Based on case studies, observations, and/or research, be able to interpret and apply major psychological theories and principles to determine their impact and implication on the aging individual and society as a whole.
2. Through written and verbal interactions, be able to apply effective communication skills and support opinions/ideas using solid research principles.
3. Based on research, observations, and/or profiles of aging individuals, demonstrate critical thinking by developing a plan which will enhance effective communication, maintain independence, and adapt the environment to suit the needs of elderly individuals and their families.

***Course-Level Outcomes:*** *Psych 255 Abnormal Psychology*

1. Given a case study about a person with a specific abnormal behavior (e.g., abnormal fear of dogs), the student can use three of the “Models of Abnormality” (cognitive, behavioral, biological, psychodynamic, humanistic-existential, or sociocultural) to explain how a person could have developed the abnormal behavior.
2. Given a case study about a person with stress disorder, students will describe the conditions that make stress disorders more likely to occur, including biological/genetic, personality, childhood experiences, social support variables, and characteristics of the trauma that put people at risk for developing a stress disorder.
3. Using their own personal experiences, students will identify themes and coping strategies, will analyze the effectiveness of their strategies in controlling symptoms of psychological or physical stress, and will compare their own experiences to the role that stress may play in other people’s psychological disorders.

***Course-Level Outcomes:*** *Psych 250 Psychobiology* (not written; course outline is old)

***Course-Level Outcomes:*** *Psych 260 Social Psychology*

* 1. Given case studies or scenarios, students will be able to analyze and explain how interpersonal, group, and cultural influences affect individual cognition and behavior.

***Course-Level Outcomes:*** *Psych 280 Research Methods in Psychology*

1. Given project guidelines, formulate a hypothesis, conduct a proper literature review, and conduct a basic study to address a psychological question using appropriate research methods.
2. Conduct and summarize a research study in a 10-page research paper using proper APA style.

**Example:**

Step 1: (First identify all the course-level SLOs for all your program courses)

**Psychology Program-Level SLOs and Possible Courses where PSLOs can be Measured**

**Apply the principles and concepts of psychology to everyday life**

Psych 100: Students will demonstrate application of psychological principles to their lives for self-selected contexts (e.g., managing stress, preventing suicide and evaluating rationale and options for psychotherapy and/or biomedical therapy).

Step 2. Look over your CSLOs for important or recurring patterns within your program that might serve as PSLOs. Cluster them under broader” terms; write up about 3-4 broad PSLOs.

Psych 165: Given a sexual behavior, situation, or case study, students will explain how they would handle themselves in such a situation, approach or solve the problem, make a decision, refer an individual, or guide their own children or friends.

Psych 255 Using their own personal experiences, students will identify themes and coping strategies, will analyze the effectiveness of their strategies in controlling symptoms of psychological or physical stress, and will compare their own experiences to the role that stress may play in other people’s psychological disorders.

**Characterize the nature of psychology as a science**

Psych 100 Given an example of a pseudoscientific “finding,” students will explain why the finding is not based upon science, identifying the features of science that distinguish psychology from pseudo-sciences.

Psych 280 Given project guidelines, formulate a hypothesis, conduct a proper literature review, and conduct a basic study to address a psychological question using appropriate research methods.

**Apply the major theories of psychology in understanding social and psychological problems**

Psych 100 Provided a case study that describes a particular behavior and context in which it occurs, students will accurately explain and interpret the behavior using 3 of the 7 major perspectives in psychology and will give examples of how each can be used to view and understand everyday behavior.

Step 3: Identify the specific courses where assessment of the new PSLOs might occur.

Psych 116 Given various theoretical frameworks that relate to the study of human development, students will be able to compare and contrast these theories.

Psych 118 Given various theoretical frameworks that relate to the study of human development, students will be able to compare and contrast these theories.

Psych 170 Based on case studies, observations, and/or research, be able to interpret and apply major psychological theories and principles to determine their impact and implication on the aging individual and society as a whole.

Psych 255 Given a case study about a person with a specific abnormal behavior (e.g., abnormal fear of dogs), the student can use three of the “Models of Abnormality” (cognitive, behavioral, biological, psychodynamic, humanistic-existential, or sociocultural) to explain how a person could have developed the abnormal behavior.