

## **Six-Year Program Review SLO Criteria Checklist**

***Is your department meeting the minimum standards related to course and program SLO assessment?***

The purpose of this checklist is to provide guidance for departments as they prepare for the self-evaluation process of program review. The checklist clarifies the criteria that should be considered when evaluating whether your program is meeting the minimum standards related to the assessment of course and certificate/degree SLOs. If your program needs assistance in meeting one or more of the criteria, the Institutional Effectiveness Committee is available to assist (contact Christine Schultz, Chair: [Schultz\\_Christine@smc.edu](mailto:Schultz_Christine@smc.edu) or Hannah Lawler, Vice Chair: [Lawler\\_Hannah@smc.edu](mailto:Lawler_Hannah@smc.edu)). If your department does not meet all of the criteria, please include a plan to address the gaps in your next year's annual program review update.

### **Part A. Statements**

- Outcomes align with course or certificate/degree objectives or goals
- Outcomes use action or concrete verbs
- Outcomes are results-oriented
- Outcomes are within the instructor's/department's control to effect change
- Outcomes are assessable (observable, measurable, and/or quantifiable)
- Course outcomes are aligned with certificate/degree outcomes

### **Part B. Outcomes Assessment Instrument and Methodology**

- Assessment instruments align with the outcome statements
- SLOs are assessed systematically and on a regular basis\*\*\*
- Assessment instruments are reviewed by faculty for validity and appropriateness across course sections
- For each outcome, the minimum level of achievement of outcome is established (criteria for success) at the course and/or certificate/degree level

*\*\*\*At a minimum, the Institutional Effectiveness Committee recommends that departments assess each course (that is taught) at least once every academic year to align with the annual program review process.*

### **Part C. Outcomes Assessment Results**

- The data sample (the assessed group) is defined and described (for example, which sections were assessed, the demographic profile of those that were assessed, etc.)
- Discrepancies that exist between outcomes performance and criteria for success are noted and discussed within the context of the course/certificate/degree
- Significant patterns or trends in the data are described, including any student equity gaps observed.

### **Part D. Use of Outcomes Assessment Results for Program Improvement**

- Dialogue about the assessment results is ongoing, pervasive, and robust
- Assessment results are reflected upon and are used to determine the "next step" actions, including:
  - Improvement of SLO activities (for example, fine tuning of the outcomes statements or revision of the assessment tool); and/or,
  - Program planning and improvement – informing of goals and objectives, program planning, and decision-making processes, and changes or modifications to the course and/or program