Proposing New Programs / Curriculum When No Disciplinary or Content Expert is on the Skyline Faculty

Deans submit a memo to the Curriculum Committee whenever new programs and/or departments are being developed and proposed. The memo specifies the name and rationale for the new program or department, along with the program's goals in terms of courses, degrees, and/or certificates to be developed.

However, in situations when disciplinary or content expert is currently on the Skyline faculty, the memo will also contain the following:

1. Name of the **disciplinary/content expert** developing the program/curriculum, along with a description of that person's relevant minimum qualifications as set by the District Academic Senate and District Board of Trustees (which in turn are based on minimum qualifications recommended by the Academic Senate for California Community Colleges and adopted by the state Board of Governors). Since this individual is a specialist with detailed knowledge of the subject matter or discipline, his/her major contribution and responsibility will be to map out the structure, content, scope, and depth of the proposed new program and its curriculum.

2. Name of the Skyline faculty member who will serve as the curriculum originator, working in close collaboration with the disciplinary/content expert, to provide guidance and oversight of the curriculum development process to ensure that programs and courses being developed meet the scope, rigor, and content requirements of college level work, as required by Title 5, Section 55002. The curriculum originator will also work collaboratively (as needed) with any other outside committees, grant organizations, or outside funders who are participating in or involved with the curriculum being developed.

All of the above information shall be provided on a timely basis to the Skyline Academic Senate by the Curriculum Committee Chair.
(Approved by the Curriculum Committee October 1, 2014)

Course Numbering

Contact the Instruction Office for the course number. Course numbers are assigned by the Instruction Office after consultation with the Division Dean. Some numbers are held in reserve for future courses in sequences, while others may already be in use for existing courses not currently listed in the College Catalog (i.e. banked or deleted courses).

New courses with permanent course numbers (as opposed to experimental course numbers, i.e. 680 and 880 courses) must coincide with a new academic year catalog. In other words, new permanent courses can only be first offered as soon as the next fall semester. New permanent courses can never begin their initial appearance in a spring or summer session.

Student Learning Outcomes*

Guidelines for writing Student Learning Outcomes (SLOs) have been developed by the Student Learning Outcomes Advisory Committee (SLOAC), now known as the Institutional

Effectiveness (IE) Committee. For complete information on writing SLOs, go to the IE website and access the *Skyline College SLOAC Framework*.
SLOAC website: http://www.skylinecollege.edu/sloac/

*Adopted from *The Skyline College SLOAC Framework: An Implementation Guide for the Student Learning Outcomes and Assessment Cycle*, Version 3, fall 2013.
http://www.skylinecollege.edu/sloac/assets/documents/framework_version_three_a.pdf

Skyline aims to improve instruction and learning at all levels, as well as satisfy an important component of accreditation. To this end, the college has developed and implemented a transparent, flexible, and sustainable process to assess learning. As one aspect of transparency, Student Learning Outcomes (SLOs) help clarify the responsibilities of students, faculty and staff. Thus, faculty and staff formulate SLOs at all levels: course, program, and institutional. Furthermore, the ACCJC, our accrediting body, requires that SLOs be included in course syllabi.

SLOs are public, transparent, and communicated to the student. They are part of the COR and the syllabus, and students are reminded of the SLOs throughout the course. The instructor explains to students when and how their learning will be assessed, and provides students with prompt and periodic feedback.

The Skyline College process for outcomes assessment revolves around continuous dialogue to ensure a systematic, ongoing cycle of authentic assessment. Such assessment is crucial to the continuous understanding and improvement of student learning.

Student Learning Outcomes are included in every course and program and are part of the curriculum approval process.
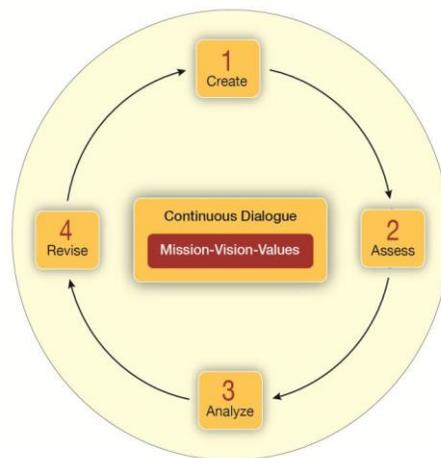
What are Student Learning Outcomes?

An SLO is a clear statement of what a student will be able to do with what s/he has learned, upon successfully completing a course, program or service. It describes the assessable and measurable knowledge, skills, abilities or attitudes that students should attain by the end of a learning process.

An SLO has three primary characteristics:

- States what a learner will be able to do upon successful completion of a course, program, service, and/or degree or certificate.

- Is expressed using active verbs, and incorporates one or more of the domains of learning (cognitive, psychomotor, or affective).

- Is assessable and measurable.

An individual SLO is formulated using active verbs (such as "analyze," "compare," "demonstrate," "compose," and "embody") that often derive from Bloom's Taxonomy (a classification of educational goals expressed as verbs) or from discipline specific terminology. For example, a Spanish student may "translate" or "interpret"; a computer systems student may "download"; and a music theory student may "compose." (Bloom's Taxonomy is available on CurricUNET.)

SLOs for a particular course or program may incorporate any or all of the following three domains of learning that were developed by Bloom to classify intellectual behavior and learning:

- cognitive (knowledge and understanding)

- psychomotor (physical skills and abilities)

- affective (attitudes, behaviors, and values)

Given below is a model SLO for ENGL 100: Composition:

Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.

Writing SLOs
When writing SLOs, think of the big picture. SLOs:

- Are broad in scope and require higher-level thinking.

- Require students to synthesize many discrete skills or areas of content.

- Ask students to produce something-- papers, projects, portfolios, demonstrations, performances, artwork, exams, etc. -- that applies what they have learned.

- Require faculty to evaluate the product to measure students' achievement or mastery of the outcomes.

Assessing SLOs
Each SLO will be assessed by evaluating appropriate student performances or products (such as exams, essays, projects, portfolios, demonstrations, performances, artwork, etc.). The student performances or products being assessed should display evidence that learning has occurred at a specified level of competency and as a result of completing the course or

program. Criteria and standards—such as rubrics—may to be established to evaluate the quality of student performances or products. Developing appropriate methods of assessment as well as clear evaluative criteria is as important as writing clear SLOs.

SLOs vs. Objectives

One way to understand the distinction between objectives and SLOs is to understand how they relate to each other. Course objectives make explicit what the teacher will provide to enable students to fulfill the SLOs, breaking down the process into manageable stages. Objectives are on a more microscopic level, describing discrete skills, tools, and content. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an SLO.

By contrast, SLOs require students to employ higher-level thinking that integrates the content and activities outlined in the objectives.

In sum:

<u>SLOs</u>: the knowledge, skills, abilities or attitudes that students have attained by the end of the course or program. Articulates major learning goals which require higher-level thinking skills and usually results in overarching product(s) that can be observed as a behavior, attitude, skill, or discrete usable knowledge and can be evaluated against criteria. SLOs answer the question: **What will STUDENTS do to demonstrate competency in the course content? (i.e. STUDENT <u>OUTPUT</u>)**

<u>Objectives</u>: statements (often from 5-15) that tell students what supporting skills, tools, knowledge, and attitudes they will learn during a course. They are specific, detailed, discrete skills (nuts and bolts) that require lower level thinking skills and form the building blocks to achieving SLOs. Objectives answer the question: **What discrete skills, tools, and instruction will the INSTRUCTOR provide so that the student can fulfill the SLOs? (i.e. FACULTY <u>INPUT</u>)**

Model SLOs and Objectives

Given below are model SLOs and objectives for ADMJ 100: Introduction to Administration of Justice:

STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify and explain the fundamental aspects of justice administration, including familiarity with the history, development, and structure of the criminal justice system.
2. Compare, contrast, and discuss the functions and roles of the three major components of the criminal justice system, which include law enforcement, courts, and corrections, at the federal and local levels of government.
3. Assess and analyze the criminal justice system's effectiveness in controlling crime by keeping the peace, maintaining order, preventing crime, protecting life and property, and apprehending and punishing law violators.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

1. Study of the history and evolution of the American criminal justice system, to include the two prevalent models for balancing justice in society.
2. Exploration of the basic components of the criminal justice system and their functions, and a discussion of various theories of crime causation.
3. Analysis of the structure, roles, and responsibilities of law enforcement, courts, and corrections.
4. Discussion of Americans' constitutionally-protected rights as they apply to criminal justice.
5. Consideration of the value and necessity of moral and legal standards, ethics, and professionalism in law enforcement, and law enforcement's principles of integrity
6. Examination and evaluation of the role of the police in contemporary American society.

SLO Checklist

- Try to limit your SLOs to no more than three since you'll have to assess all of them.

- Make sure that the SLO can be assessed or tested. For example, be careful when including attitudes in a learning outcome since they are hard to assess.

- Use action verbs. Use Bloom's Taxonomy as a resource to help you address expected level of learning.

- Write the SLO in language that students will understand. SLOs will be included on your syllabus and you will explain them to students. To check for clarity, share the SLO with a colleague not in your field, and see if he/she understands it.

- Make certain SLOs are written as outcomes rather than objectives.

    - SLOs indicate an important overarching concept versus small lessons or discrete objectives.

    - SLOs address what a student will be able to do at the completion of the course, program or service.

    - SLOs address student competency rather than content coverage.

- Are the SLOs appropriate?

    - Do they represent a fundamental result of the course?

    - Are they consistent with the COR? In other words, will the course content (lecture and/or lab content, TBA, course objectives) enable students to achieve the SLOs?

    - If applicable, do they align with other courses in a sequence?

    - Do they represent college-level work?

SLOs for Leveled and Sequential Courses

When creating leveled and/or sequential courses, faculty must follow state guidelines which mandate that "each course must be distinct and have different student learning outcomes for each level or variation" (State Chancellor's Office, *Credit Course Repetition Guidelines*, 2013,

p. 26). In general, leveled courses are active participatory courses in physical education, visual arts, or performing arts that are related in content. They are sometimes referred to as course "families." (See the full definitions of leveled and sequential courses in section 2A.)

Hours and Units Calculations

San Mateo County Community College District Hours/Units Language
(Approved by the SMCCD District Curriculum Committee May 2016)

The Colleges of the San Mateo County Community College District (SMCCCD) have aligned their practice regarding credit hour calculations in accordance with the California Community Colleges Chancellor's Office *Hours and Units Calculations* document (October 2015).

1. Credit Hour Calculations

Colleges within the San Mateo County Community College District (SMCCCD) follow the standards for credit hour calculations outlined in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B) and guidelines set forth by the California Community Colleges Chancellor's Office (CCCCO) for courses not classified as cooperative work experience. As outlined by the CCCCO in its Hours and Units Calculations Memo (October 2015), the total of all student learning hours for a course (in-class lecture, lab, activity, clinical, TBA + outside-of-class hours) is divided by the hours-per-unit divisor to give the units of credit for a course:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

For colleges in the SMCCCD, the hours-per-unit divisor used in this calculation is 48-54. As a result, a course of a given unit value will have a range of total student learning hours, expressed as a minimum and maximum. The minimum and maximum hours associated with that course will be listed on the Course Outline of Record (COR) (e.g., a 3-unit lecture course will be listed as having a minimum of 48 student learning hours and a maximum of 54 student learning hours per semester). Courses in the SMCCCD are required to remain within the student learning hours range listed on the COR.

For examples of the student learning hours ranges associated with each unit level, please refer to the ***Minimum/maximum hours per unit and FLC*** chart shown below. This chart is intended to assist faculty in calculating the minimum and maximum semester hours for a course based on units and type of course. Please see the appendix of the current AFT 1493 contract for more information on FLCs.