

- industry standards and/ or licensure expectations;
- professional organizations’ educational guidelines;
- input from key stakeholders such as students, alumni, and employers.

PSLOs should be posted in the College Catalog, the departmental website, and in Tracdat/ Improve. Course level SLOs should be mapped to the relevant PSLOs.

MAPPING COURSE SLOS TO PROGRAM SLOS

Through mapping, faculty determine whether and how the course aligns with the PSLOs. Also known as “curriculum mapping,” it shows how a course supports a student’s comprehensive learning experience within a pathway, for example enroute to attaining a degree in a given discipline.

Typically represented via a two-dimensional matrix, mapping can be conceived of in two ways. Presently faculty are asked to indicate only which course outcomes align with each PSLO and ISLO, with each course outcome in a column, and each of the PSLOs or ISLOs in a row. The purpose is primarily for program level assessment, since the alignment will enable course level results to “roll up” to the PSLO to which it aligns.

But faculty can engage in a deeper analysis of degree or certificate bearing programs, especially those with required or highly recommended sequences. (This concerted approach also may become more pressing for pathways that are under construction.) With this deeper analysis, faculty identify which courses address which PSLOs, and to what degree (e.g., “introduced, practiced or demonstrated at a mastery level”). As such, faculty can evaluate overall program coherence. Documenting when and how a PSLO is taught reveals gaps in the curriculum, and also may inform recommended course sequences of prerequisites. It also provides a useful roadmap to determine when to assess.

Completing a matrix like the example below enables faculty to determine whether students have been introduced to the outcome and had formative feedback and opportunities for practice enroute to mastery. It also helps to identify which courses are best suited for program assessment, for example if comparing how students fare in introductory versus advanced courses in the discipline. By making subsequent revisions to courses to strengthen the overall coherence of a program, the likelihood of students achieving the PSLOs also increases.

For practice, conduct an analysis of the following example in which PSLOs are introduced (I), practiced and reinforced (P), and demonstrated at the mastery level (D). Consider the following questions afterward:

- Is each of the outcomes sufficiently introduced?
- Do students have enough opportunities to practice before being expected to demonstrate an PSLO at the mastery level?
- Which PSLOs, if any, either need to be more frequently addressed in the required courses or perhaps deleted altogether?
- For programs that recommend or require a specific progression, does the mapping support the recommendation/requirement? If not, what needs to be revised: the overall order or certain courses' content?

	PROGRAM SLOs			
Course	PSLO 1	PSLO 2	PSLO 3	PSLO 4
100	I			
101		I		
102	P		P	
103				
200	P		P	
229				I
230			P	
280				
290	D		D	

See [Appendix D](#) for a template to align courses with PSLOs.