

Meaningful CSLO Actions

While working to complete the Course Student Learning Outcomes Assessment Analysis and Action Worksheet, use this list as a reference for meaningful CSLO actions. Please also note the following: 1) our goal is to move beyond Tier 3 actions toward Tier 1 and Tier 2 actions, which are equally valuable to the improvement of student learning, and 2) the actions listed below are merely suggestions. Disciplines are free to take other actions that would contribute to improved student learning.

Tier 1:

- **Integrate planned actions as activities in the program plan and review template:**
 - Modify course requirements through the curriculum process to reflect contact hour changes.
 - Add supplemental instruction to the course through the curriculum process.
 - Expand “open lab” hours to support CSLO mastery.
 - Celebrate student success in the program by recognizing students at department/program events.
 - Program- or Department-Wide Action:
 - Close Equity Gap for a specific DI group (e.g., Black/African-American men) by engaging in specific ABAR/Equity activity(ies) [describe activity(ies)].
 - Increase the SLO faculty participation rate from _____% to 100% for all CSLO assessments.
- **Request resources through the planning process to improve student learning outcomes (e.g., updated technology or software, updated lab equipment):**
 - Request hiring of embedded tutors, instructional assistants, etc. to _____.
 - Acquire new or additional instructional equipment to facilitate SLO mastery.
 - Request software, laptops, or other technology to support student learning in the classroom.
 - Request facilities redevelopment to improve SLO mastery.
 - Request funds for professional development (beyond what is normally available).

Tier 2:

- **Change aspects of teaching/instruction:**
 - Work to establish an inclusive classroom environment by _____.
 - Put more/less emphasis on _____ or continue to emphasize _____.
 - Take students on a tour of _____ to familiarize them with _____.
 - Create/modify exam (scantron, essay, etc...) to _____.
 - Have students review _____ key concepts in small groups.
 - Require failing students to attend (test review, study group, tutoring session, etc.).
 - Create common questions to help test _____.
 - Meet with all course instructors _____ times a semester to discuss _____ to strengthen instruction.
 - Incorporate new methods of instruction/active learning opportunities
 - Develop and include more culturally relevant content.
 - Practice to be dynamic and intentional with the use of classroom space (groups, rows, de-emphasizing teacher-student hierarchy, etc.)
 - Practice to be dynamic and intentional with the use of technology.

- **Participate in course-wide faculty professional development:**
 - Participate in the Cultural Curriculum Audit.
 - Conduct a survey to see how to better meet student needs in the classroom.
 - Investigate best practices for _____ topic within and/or beyond the department.
 - Send representatives to attend _____ conference for the purpose of _____.
- **Change aspects of curriculum (beyond CSLOs):**
 - Adopt new textbooks or OER curriculum to strengthen _____ through the curriculum process.
 - Modify the course outline of record to _____ through the curriculum process.
 - Align curriculum more closely with CSLOs through a routine or out-of-cycle course review.
 - Modify assignments/assignment types to _____ through a routine or out-of-cycle course review.
- **Invite professionals in the field to address students**
- **Program- or Department-Wide Action:**
 - Hold FLEX brown bags/Department PD on online instruction – effective practices, pedagogy, assignments, synchronous & asynchronous versions, engagement, technology hacks.
 - Hold FLEX brown bags/department PD on equity, instruction, and syllabi – share resources and experiences from Community of Practice and Cultural Audit for all Programs.
 - Create equitized syllabi across all sections of a course.
 - Observe classes, work one-to-one, or meet regularly in small FIGs (Faculty Inquiry Groups).
 - Identify and learn from strong implementers (at the course level and across campus) to surface effective practices.
 - Strengthen retention and wrap-around supports – work with Counseling, Student Success, and/or Mental Health to embed support into the course via workshops, class visits, or embedded access.
 - Work to close equity gaps for a specific disproportionately impacted group. Specifically target one group for the entire year.

Tier 3:

- **Create a new CSLO**
- **Inactivate a CSLO**
- **Modify a CSLO**
- **Revise assessment method (or criteria)**
- **Continue to collect more data**
 - ****Note: This is NOT an acceptable action unless only 1 section of the course has been offered in two years with fewer than 40 students who completed the assessment.)**