Meaningful Program Student Learning Outcomes (PSLO) Actions

While working to complete the Program Student Learning Outcomes Assessment, Analysis, and Action Guide, use this list as a reference for meaningful PSLO 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) and _____ (requirements) to leverage strengths and/or address areas for improvement.
  - Request that specific faculty assist in teaching particular courses within the program.
  - Work with the Success Centers to add supplemental instruction to a specific course or series of courses.
  - Work with the Success Centers to incorporate embedded tutors into a specific course or series of courses.
  - Expand "open lab" hours to support PSLO mastery (may also require a resource request).
  - Investigate how pre-requisites/co-requisites might influence SLO mastery.
  - Invite students to review PSLO results with department faculty and leverage their insights.
  - Celebrate student success in the program by recognizing students at department or program events.
- **Request resources through the planning process to improve student learning outcomes (e.g., updated technology or software, updated lab equipment):**
  - Acquire a classified staff position (instructional assistant, vocational technician, etc.) in order to _____.
  - Acquire new or additional instructional equipment or technology to facilitate PSLO mastery.
  - Improve aspects of facilities to support PSLO mastery.
  - Hire new/additional full-time or part-time faculty member(s) to teach _____.
  - Request funds for professional development (beyond what is normally available).

Tier 2:

- **Change aspects of teaching/instruction:**
  - Discuss how a course (and its SLOs) lead to PSLO achievement at the beginning of the semester and and let students ask questions. Make sure students understand discipline-specific PSLO language.
  - Scaffold learning of _____ (content) across _____ (courses).
  - Emphasize **introduction** of key PSLO content in _____ (course) by _____ (activity).
  - Emphasize the **development** of key PSLO content in _____ (course) by _____ (activity).
  - Emphasize the **mastery** of key PSLO content in _____ (course) by _____ (activity).
  - Invite professionals from the field to address students at specific milestones/to support PSLO mastery.
  - Take students on a tour of _____ to familiarize them with _____ to support PSLO mastery.
  - Set discipline-level faculty meetings ___ times a semester to discuss _____ to strengthen instruction.
  - Have students review key concepts, such as _____, at milestones throughout the program.
- **Change aspects of curriculum (beyond PSLOs):**
  - Adopt new textbooks or OER curriculum in _____ course to strengthen _____.
  - Modify the course outline of record (COR) for _____ through the curriculum process to strengthen _____.   .
  - Examine curriculum to ensure it is culturally responsive to our student population. Modify the COR as necessary.
  - Develop a new course to address _____ through the curriculum process.
  - Add (or remove) a prerequisite/corequisite to _____ course or program in order to _____
  - Remove a course from the program curriculum.

- ○ Re-consider course sequencing and update the program roadmap.

- **Participate in course-specific faculty professional development (FPD):**
  - ○ Obtain program faculty agreement to participate in equity-focused FPD (ideally in groups).
  - ○ Conduct a survey to see how program faculty currently teach _____ (specific PSLO content).
  - ○ Investigate best practices for _____ topic within and/or beyond the department.
- **Take Program/Department Action:**
  - ○ Increase department participation in SLO-specific workshops.
  - ○ Hold FLEX brown bags/department FPD on instruction and/or equity in instruction – share resources and experiences from the Center for Teaching & Learning, Equitable Teaching Community, etc.
  - ○ Collaborate with faculty who teach _____ (course) to obtain Peer Online Course Review (POCR) Certification.
  - ○ Identify strong implementers (at the course level and across campus) to surface effective practices and invite them to speak to/work with department faculty over the course of a semester or workshop series.
  - ○ Participate in a Community of Practice on course design, assessment, and/or grading with robust, and reflective dialogue about the discipline and/or andragogy.
  - ○ Work to close equity gaps for a specific disproportionately impacted group. Focus on one group for the year.
  - ○ Examine and reflect on our own intersectionality and biases and determine how we might infuse culturally responsive teaching practices into our work across the department.
  - ○ Observe classes, work one-to-one, or meet regularly in small Faculty Inquiry Groups to focus on leveraging strengths and/or addressing specific weaknesses in program learning.
  - ○ Explore ways to invite students into the assessment conversation.
  - ○ 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.
  - ○ Develop a home-grown program survey or other method to collect additional, qualitative data about program learning and effectiveness; include questions about inclusion and accessibility at the program-level.
  - ○ Send representatives to attend _____ conference for the purpose of _____.

Tier 3:

Consider the pros and cons of current SLOs. Do they represent the critical skills/knowledge students need to have at the end of the program? Ensure use of appropriate, student-focused language that considers cultural perspectives and/or reduces assumptions in SLO statements.

- **Create a new PSLO**
- **Inactivate a PSLO.**
- **Modify a PSLO.**
- **Modify the assessment method/task (i.e. CSLO to PSLO mapping).**
- **Increase the target number (or %) of students who meet the expected level of achievement.**
- **Increase participation rates for CSLO assessment.**
- **Collect more data.**
  - ○ **Note: *This is <u>NOT</u> an acceptable action unless no data has been collected.*