Meaningful PSLO Actions

While working to complete the Program Student Learning Outcomes Assessment Analysis and Action Worksheet, 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 above 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:**
  - Schedule course(s) at different times to increase _____________.
  - Schedule courses in-person or online to address _____________.
  - Increase ____________ course offerings (sections/frequency).
  - Modify ____________ (course name) requirements through the curriculum process to reflect contact hour changes.
  - Request that specific faculty assist in teaching particular courses within the program.
  - Add supplemental instruction to ____________ (course name) through the curriculum process.
  - Expand “open lab” hours to support PSLO mastery.
  - Investigate how pre-requisites/co-requisites might influence SLO mastery.
  - 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 an instructional assistant across specific program courses in order to _____________.
  - Request funding for embedded tutors to support students’ successful completion of required courses in the program.
  - Acquire new or additional instructional equipment to facilitate 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:**
  - Emphasize introduction of key PSLO content in ____________ course by _____________.
  - Emphasize the development of key PSLO content in ____________ course by _____________.
  - Emphasize the mastery of key PSLO content in ____________ course by _____________.
  - Scaffold learning of ____________ across ____________ courses.
  - Take students on a tour of ____________ to familiarize them with _____________.
  - Set discipline-level faculty meetings _____ times a semester to discuss ____________ to strengthen instruction.
  - Have students review key concepts by ____________ at milestones throughout the program.
● **Participate in course-wide faculty professional development:**
  ○ Program faculty agree to participate in Cultural Curriculum Audit
  ○ Conduct a survey to see how program faculty currently teach ____________.
  ○ 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 PSLOs):**
  ○ Adopt new textbooks or OER curriculum in ____________ course to strengthen ____________ through the curriculum process.
  ○ Modify the course outline of record in ____________ course to strengthen ____________ through the curriculum process.
  ○ Develop a new course to address ____________ through the curriculum process.
  ○ Add a prerequisite/corequisite to ____________ course in order to ____________ through the curriculum process.
  ○ Re-consider course sequencing and update the program roadmap.
  ○ Remove a course from the program curriculum through the curriculum process.
  ○ Revise criteria for program admission (for programs that have program-specific admission requirements).

● **Invite professionals in the field to address students**

● **Take Program- or Department-Wide Action:**
  ○ Create equitized syllabi across all sections of a course.
  ○ 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.
  ○ Participate in a Community of Practice on Andragogy, Course Design, and/or Assessment & Grading with robust, and reflective dialogue about discipline and/or andragogy.
  ○ Observe classes, work one-to-one, or meet regularly in small FIGs (Faculty Inquiry Groups).
  ○ Identify 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 PSLO
● Inactivate a PSLO.
● Modify a PSLO.
● Modify the assessment method/task (i.e. CSLO to PSLO mapping).
● Increase (or decrease) the number (or %) of students who successfully complete ____________.
● Continue emphasizing current programmatic strategies.
● 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.*