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.)*