

## **Suggestions for Program Level Actions Taken**

Based on the program SLO assessment results, faculty should ascertain steps to take to improve student learning within their program. Some possible actions to take include, but are not limited to:

### **Assessment:**

- Consider reducing the number of program level SLOs. A short list (perhaps two or three) of program level SLOs is much more likely to be useful and implemented. A shorter list is also more likely to be embraced and understood by faculty and students.
- Consider revising the wording of your SLO statements. Program level SLOs should be appropriate for students completing the program. It is not uncommon to see program SLOs stating that students will have a “basic understanding” of something by the completion of a program. Basic understandings should be developed early in a program and degree graduates should be able to demonstrate more advanced knowledge and skills by the end of a program. If your current SLO wording is along these lines, the department may consider revising it to encompass a more advanced level of learning.
- Consider examining core curriculum to make sure students are given the opportunity to develop competence in program level SLOs regardless of what semester they took the course and who was teaching it.
- Re-examine your assessment method. Are you primarily using direct (e.g., exams, rubrics, projects) or indirect (e.g., student surveys, focus groups, employer surveys) assessment methods? If your program is mainly using indirect methods to assess student learning, consider adding more direct methods. While indirect methods do produce interesting results about how students feel about their achievement, perceptions alone are not reliable indicators of learning.
- Examine whether the assessment methods being used are appropriate to the learning outcomes. Faculty should carefully construct a method that uses direct and indirect measures that logically relate to the SLOs that are being assessed.
- Examine how your assessment plan is currently implemented. Effective assessment plans are carried out in an ongoing, systematic manner. While assessment activities tend to pick up the year or two before a program review is due, effective assessment plans rely on patterns of data collected over time.
- Re-examine the assessment tool’s levels of achievement. An assessment tool is only as strong as its ability to distinguish among levels of achievement. For rubrics, on the structural level, each performance description must be clear and incremental. The level of complexity must be appropriate for the concept being evaluated. For exams, questions of increasing complexity or difficulty allow program faculty to identify a specific point at which students began to struggle.

**Curriculum:**

- Consider adding additional coursework in a specific area to remedy consistent deficiencies in student performance.
- Consider revising course sequencing throughout the program, as well as changing the program mission, emphasis on outcomes.
- Try making additional time or more efficiently focused time on essential concepts or for skill acquisition if student performance was low on one or more SLOs.

**Pedagogy:**

- Maximize opportunities for contact with faculty- both in and outside of the classroom, in face-to-face or electronic settings- to facilitate student learning.
- Consider increasing the time students spend actively learning. For students to truly learn, they must not only process information and concepts, but also integrate these concepts into their own experiences. Activities in class, as well as direction for how to investigate concepts outside of the classroom, can help students understand and integrate new information into their existing frames of reference.
- Try experimenting with different technologies as modes of instructional engagement of student learning. The Instructional Technology Development Center at LBCC will team with program faculty to develop learning-centered interactive multimedia, tutorials, practices, simulations, and other courseware to support and enhance traditional instructional methodologies.