What does the data tell us?

Does student learning meet expectations?

YES

How will the faculty, department, and/or program, respond?
- Raise expectations?
- Increase program rigor?
- Gather student satisfaction data?

NO

Do either the rubrics or artifacts suggest a clear source for the problem?

YES

How might the department/program, respond to what has been learned?
- Revise and/or clarify PSLO
- Create syllabus guidelines
- Map outcomes to syllabi
- Develop and/or make explicit criteria for assignment evaluation
- Consider new textbooks and/or support material
- Revise course sequences
- Develop student support/intervention procedures

NO

What further information might help identify strategies for addressing the issue?
- PSLO
- Course syllabi
- Assignment sheet
- Textbooks & materials
- Curriculum map
- Program guidelines
- Program procedures
- Student satisfaction data

Report findings and seek support from relevant.
<table>
<thead>
<tr>
<th><strong>Guiding Questions to Ask</strong></th>
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<tr>
<td><strong>Program Student Learning Outcomes (PSLO):</strong></td>
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</table>
| • To what extent are the outcomes written clearly?  
• To what extent do faculty members share a common understanding of the outcomes? |
| **Course Syllabi:** |
| • To what extent do different syllabi address the PSLO?  
• How might course designs encourage the expected learning, emphasize some areas and not others, etc.? |
| **Assignments:** |
| • To what extent do disparate classes engage in assignments with common expectations?  
• To what extent are criteria for evaluation clear and consistent? |
| **Textbooks & Materials:** |
| • To what extent might different choices of class texts produce differing results?  
• How might support materials improve student learning? |
| **Curriculum Map:** |
| • To what extent are outcomes presented in a logical progression of courses?  
• How might course sequencing contribute to the problem or be used to solve the problem? |
| **Program Guidelines:** |
| • To what extent are course guidelines clear in establishing consistency across courses/programs?  
• How might guidelines convey clear expectations for multi-section courses? |
| **Program Procedures:** |
| • To what extent do procedures such as advising provide a means for guiding students or appraising them of expectations?  
• To what extent are courses offered in ways that allow students to learn in an expected sequence? |
| **Student Satisfaction Data:** |
| • To what extent are students aware of the outcomes they are expected to demonstrate?  
• To what extent are students aware of the course sequences, advising opportunities, etc.? |

Adapted from:  
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