ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
April 14, 2014
3:00 p.m. – 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**

2. **OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
    a. March 24, 2014

5. **REPORTS**
    a. Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel

6. **ACTION ITEMS**
    a. Revised SLOs: **BIOL 101/101L**
    b. Revised PLOs: none
    c. New course SLOs: none
    d. New program PLOs: none

7. **DISCUSSION ITEMS**
    a. The Degree Qualifications Profile (DQP) (attachment)
    b. SLO committee goals
    c. SLO/PLO revision process/checklist (attachments)
    d. Streamlining SLO/PLO process

8. **ADMINISTRATIVE BUSINESS**
    a. **SLO-Related Events** –
        i.   FPD: Why Grades are Not enough (4/21/14, 7-10 pm in SSV 151)
        ii. ACCJC Conferences on Degree Qualification Profile (5/1-5/3 in San Diego)

9. **OTHER**
    a. SLO Meeting dates remaining for Spring 2014: 4/28, 5/12

10. **ADJOURNMENT**

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
March 24, 2014
3:00 p.m. – 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions.

MEMBERS PRESENT			
Dr. Fredy Aviles, Chair	Kimberly Covell	Luis Enriquez	Melanie Parker
Stacey Adams	David Durost	Dr. Irit Gat	Wendy Stout
James Bixler	Jessica Eaton	Dr. Meeta Goel	William Vaughn
Carolyn Burrell, proxy			

MEMBERS ABSENT		GUESTS PRESENT/EX-OFFICIO MEMBERS
Leslie Baker	Dr. Scott Lee	Mr. Edward Knudson
Carla Corona	Dr. Tom O'Neil	
Glenn Haller	LaDonna Trimble	
Diana Keelan		

1. **CALL TO ORDER AND ROLL CALL**
   A motion was made and seconded to call the March 24, 2014 Outcomes Committee Meeting to order at 3:04 p.m. Dr. Fredy Aviles, SLO Faculty Co-Chair, called the meeting to order at 3:04 p.m. Motion carried.

2. **OPENING COMMENTS FROM THE OC COMMITTEE CHAIR**
   Dr. Fredy Aviles welcomed the committee members to the fourth meeting of the semester. James Bixler, Research Analyst, introduced himself to the committee, who welcomed him to the college.

3. **COMMENTS FROM THE PUBLIC**
   No comments from the public were made.

4. **APPROVAL OF MINUTES**
   a. **March 10, 2014**
   A motion was made and seconded to approve the minutes from the March 10, 2014 Outcomes Committee meeting. Motion carried.

5. **REPORTS**
   a. **FPD: Learning Outcomes: General Pedagogical Strategies (3/17 /14, 7-10 pm in SSV 151)**
   Dr. Fredy Aviles indicated that there was no report for this item as he was not feeling well and cancelled the meeting.

   b. **Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel**
   Dr. Meeta Goel stated that she would like to add to the next agenda an item to discuss the previously revised Outcomes Committee goals. She felt that by formally establishing the goals our committee will have a better sense of direction.

Dr. Fredy Aviles requested a motion to amend the agenda to include SOC 200 as a revised SLO since it has reached the committee level in CurricUNET. A motion was made and seconded to amend the agenda as requested. Motion carried.

6. **ACTION ITEMS**
   a. **Revised SLOs: HIST 107, HIST 108, PHTC 205, PHTC 205L, SOC 200**
   Dr. Fredy Aviles requested a motion to approve the revised SLOs: **HIST 107**, **HIST 108**, **PHTC 205**, **PHTC 205L** and **SOC 200**.

A motion was made and seconded to approve the revised SLOs for HIST 107 and HIST 108. After a brief moment, the committee members agreed that requested changes to the SLOs for HIST 107 and HIST 108 have been implemented in CurricUNET. Motion carried without revision.

A motion was made and seconded to approve the revised SLOs for **PHTC 205**, and **PHTC 205L**. After a brief review of CurricUNET, it was noted that the assessment methods were too vague for SLO 1 and 4. Motion failed.

A motion was made and seconded to approve the revised SLOs for **SOC 200**. After a brief review of CurricUNET, it was noted that the SLO 2 assessment method language is too vague. Motion failed.

b. **New course SLOs: ESL 099, ESL 101**
Dr. Fredy Aviles requested a motion to approve ESL 099 and ESL 101 as these are second readings and all changes requested of this committee have been implemented in CurricUNET. A motion was made and seconded to approve item 6b, New Course SLOS for ESL 099 and ESL 101. Motion carried without revision.

7. **DISCUSSION ITEMS**
a. **President Knudsen**
Mr. Knudsen thanked the Outcomes Committee for all their efforts in developing appropriately written learning outcomes for both courses and programs. We are bound by Title 5 and Education Code but also have to be in compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC). Due to the recent news reports related to the issues occurring in San Francisco many community colleges are fearful of having a similar situation occur at their campuses. Mr. Knudson wanted to assure the committee that we have always worked to be in compliance with ACCJC standards and we should not make more work for faculty by changing our processes. In fact, he also felt that perhaps we could adjust our current assessment cycle for learning outcomes since ACCJC requires that we assess at minimum one learning outcome per course per academic year. ACCJC purposefully developed this to be the minimum since it would be far too costly to institutions to assess all learning outcomes for all courses each year. He expressed his desire to have qualitative data versus quantitative data. By adjusting the assessment cycle perhaps strong data is then produced as faculty will not be inundated with the additional work of assessing all outcomes at once. Dr. Aviles indicated that we have reduced the work of faculty by changing the assessment cycle from each semester to annually. Mr. Knudson reiterated the purpose of his visit which was to thank the committee for their work as he is pleased with the progress made and hopefully lighten the load of the faculty by clearly identifying the requirements of ACCJC.

b. **The Degree Qualifications Profile (DQP) (attachment)**
Dr. Aviles requested the committee to review the degree specifications document passed out indicated that this document was prepared in conjunction with the Degree Qualifications Profile (DQP). He also mentioned that the proficiencies of the DQP are reflected in the new draft of the ACCJC standards currently under consideration. If we are to be in compliance with the new standards we should update our PLOs to reflect the DQP. Mr. Bill Vaughn indicated that this document overlaps with our existing process and suggested that our current process be evaluated to determine how we are not already in compliance with the DQP suggestions.

c. **Good PLOs based on DPQ**
Dr. Aviles indicated that the Chancellor's Office currently does not ask that we update or review our programs, however, ACCJC suggests that programs be placed on a review cycle similar to courses. Dr. Aviles felt that in an effort to impress ACCJC perhaps we should institute a review cycle for programs and require the PLOs to be written to the standards described in the DQPs. Unfortunately, this suggestion crosses over other committees so we would provide the suggestion to AP&P for implementation.

d. **GEOs based on DQP**
Dr. Aviles stated that it would be wise to revise the current General Education Outcomes (GEOs) to reflect the DQP. We can then map these onto our existing PLOs in Curricunet. This would be a simple way to determine to the extent to which our programs overlap with the DQP. Dr. Meeta Goel and Bill Vaughn suggested that instead we review our Institutional Learning Outcomes (ILO) to be certain they meet the requirements of the DQP as it seems that would suffice as ILOs are linked to PLOs and SLOs. Dr. Meeta Goel suggested that only one set of outcomes are necessary rather than two, ILOs and

GEOs. Melanie Parker provided historical information regarding the ILOs and the fact that the Outcomes Committee has felt for a long time now that revisions are necessary. Dr. Meeta Goel indicated that the ILOs should be written in way that speaks to the mission and perhaps the mission also needs to be reviewed. Mrs. Melissa Jauregui indicated that the mission is reviewed annually by the AP&P committee and if this committee would like to provide suggestions for revision now would be a good time as it will be sent out at the next AP&P meeting. Dr. Aviles indicated that while he feels that some programs are already teaching to the DQP, evidence needs to be provided proving that case. Dr. Goel suggested that the committee first determine how we are already in compliance with the DQP prociencies and document the areas for improvement. Melanie Parker suggested that the Ed Master plan be reviewed to determine the origin of the ILOs to identify the proper process for submitting revisions.

8. **ADMINISTRATIVE BUSINESS**
   a. SLO-Related Events –
      i. FPD:
         1. Why Grades are Not enough (4/21/14, 7-10 pm in SSV 151),
      ii. ACCJC Conferences on Degree Qualification Profile Project (4/4, 5/1-5/3 in San Diego)

9. **OTHER**
   a. OC Meeting dates for Spring 2014: 4/14, 4/28, 5/12

10. **ADJOURNMENT**
    A motion was made and seconded to adjourn the March 24, 2014 Outcomes Committee meeting at 3:30p.m. Motion carried.

Antelope Valley College

Degree:
Psychology AA-T

Purpose:
This degree is designed to provide a clear transfer path for students wishing to continue to a California State University to complete their studies in Psychology. It is also designed to help students:
1) Understand the historical and theoretical explanations for behavior, thinking, and feeling.
2) Explore tools for self-discovery and self-examination.
3) Understand the scientific method and APA style to conduct scientific research.

Characteristics:
Individuals who are trained in Psychology, understand the various explanations for behavior, thinking, and feeling. This degree is distinctive in that allows students to explore the tools and concepts needed for self-discovery, personal growth, and scientific inquiry.
Features general psychology courses, research methods, statistics, physiological, social, personality, counseling and other courses.

Career Pathways:

The knowledge, competencies and learning skills from this degree prepare students for work that involves data collecting, data entry, simple data analysis, and general laboratory assistant work. Possible career paths with more advanced degrees in Psychology (BA, MA, PhD) might include but are not limited to: researcher, professor, counselor, psychologist, therapist, psychiatrist, social worker, teacher, etc.

Education Style:
Coursework is presented in lecture, seminar, lab, field work, and observation formats. Students demonstrate their learning throughout the program of study through written research reports, research projects, laboratory assignments, presentations, demonstrations, exams, and quizzes. One unique approach is the use of research projects that involve designing, implementing, and communicating research.

CORE LEARNING AND COMPETENCIES

Learning Skills Acquired: This program of study provides students with the skills to learn in different settings and to learn various kinds of information. In other words, the program supposes that students will continue to develop knowledge and competencies as they pursue more advanced degrees and throughout their lives. The learning skills acquired by the students in this program are:
-   To further one's educational and professional development by exercising core intellectual skills (communication, analytic inquiry, information resource skills, engaging diverse perspectives, quantitative-technical abilities)

Antelope Valley College

- To understand in context differing ways in which professions or fields of study create and apply knowledge to solve problems
- To achieve mastery of a certain element of knowledge or skill
- To continuously increase one's competency by application of learning to real world experiences
- To responsibly contribute to civic society, locally and globally, through one's work, service, and community activity

Specialized Knowledge: Students acquire depth of learning/mastery in specific competencies within the degree program. Students are able to:

Identify and apply the major theoretical perspectives, the main features of psychological research methodology, basic descriptive and inferential statistics, and the main features of APA style.

Broad, Integrative Knowledge: Students study a breadth of fields to acquire competency in differentiating and integrating approaches to creating knowledge and solving issues. Students are able to:

Develop a research project that introduces, tests, analyzes, and discusses a scientific problem.

Intellectual Skills: Certain intellectual skills are needed by students to effectively complete college studies and negotiate various lie challenges. These include analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; and communication fluency.

The research project will require students to:

Identify, categorize, evaluate, and cite research (information sources).
Synthesize competing theoretical/cultural interpretations (diverse perspectives).
Describe research methodology needed to test hypotheses (analytic inquiry).
Analyze research data by using descriptive and inferential statistics (quantitative fluency).
Write an APA style paper that synthesizes the necessary information (communication fluency).

Applied Learning: It is a critical lifelong learning skill for students to bring experience from outside the class to bear on classroom instructional material, and also to bring classroom material out into the world to expand the options for addressing real life issues. Students in this program have gained these competencies:

Explain behavior, thought, and feelings from the point of view of several major psychological theoretical perspectives.
Critically evaluate research reports from the scientific community, the media, and the layperson.
Locate and evaluate persuasive messages.
Examine the effect of culture, biology, and environment on behavior.

Civic Learning: Students are preparing, over the course of their studies, to become responsible and (ethical) contributors to civic society, local and globally, through their work, service, and community

activities. Students develop an understanding of, and acceptance of each person's obligation to contribute to community. The learning includes:

Reporting on a personal experience that involved volunteer work, research, or a multicultural experience.
Participation in the Psychology Student Organization and related activities.
Participating in the Honors Society (Alpha Iota).

Other (Institution-specific) Learning: As appropriate, describe that unique aspect of learning all degree earners attain by studying at your particular institution.

Describe how you have "grown" emotionally, intellectually, or behaviorally, as a result of various courses you have taken at the college.

DRAFT-STUDENT LEARNING OUTCOMES (SLO) COMMITTEE'S VISION, MISSION & GOALS

2013-14

Vision: AVC will be a model for exemplary outcomes assessment.

Mission: The SLO Committee Mission is to support the AVC Mission and ensure greater college wide communication, collaboration and consistency of processes related to SLO, Operational Outcomes (OO), Program Learning Outcomes (PLO) & Institutional Learning Outcomes (ILO) as well as program reviews. This is accomplished through embedding the development of quality outcomes, their implementation, analysis of resulting findings and action planning into the campus culture in order to demonstrate evidence of student learning.

Goals:

1) Successfully implement CurricUNET for quality SLO, OO, PLO & ILO.
2) Improve the integration of SLO, OO, PLO & ILO for more effective program reviews, strategic planning and outcomes assessment, in general.
3) Promote increased college wide communication regarding outcomes assessment amongst academic and nonacademic areas to create a more collaborative campus culture.
   Sub Goals: a) Facilitate use of Weave Online.
   b) Assist with quality assurance in creating outcomes and action plans.
   c) Provide examples of effective pedagogical strategies & resources.
   d) Increase the availability of assessment related tools and documents on the AVC website.
   e) Provide quality data for program reviews.

ANTELOPE VALLEY COLLEGE

Reviewed by Sub-committee Member:_____Date:_____

Reviewed by Sub-committee Chair: _____Date:_____

COURSE NAME AND NO._____

Student Learning Outcomes Committee Review Sub-Committee Rubric

	YES	NO
Do the SLOs have active verbs:	☐	☐
Recommendations:		
Is there an assessment tool identified?	☐	☐
Recommendations:		
Are the SLOs written as outcomes rather than as objectives: • Language indicates an important and **overarching** concept versus small lessons or discrete objectives. • Outcomes describe in measurable terms what a student will be able to do at the completion of the course or service. • SLOs describe student competency rather than content coverage.	☐	☐
Recommendations:		
Are the SLOs appropriate? • Is consistent with the COR or relevant source document. • Represents collegiate-level work.	☐	☐
Recommendations:		
Will students understand the SLOs?	☐	☐
Recommendations:		
Are ILOs identified for each SLO?	☐	☐

Approved by SLO Committee Co-Chair:_____Date:_____

Form approved: 2/11/2008

Antelope Valley College
Student Learning Outcomes Committee PLO Review Rubric

Program_____Division_____

	YES	NO
Are ILOs identified for each PLO?		
Were at least 3 PLOs developed for the program?		
Do the PLOs use active verbs?		
Are the PLOs written as outcomes rather than objectives? - Outcomes clearly indicate an important overarching concept versus small or discrete outcomes - Outcomes describe observable evidence of a student's knowledge, skill, ability, attitude, or disposition - Outcomes describe student competency rather than content coverage		
Recommendations:		
Are assessment strategies/tools appropriate and clearly specified? - Strategies/tools are meaningful - Strategies/tools are practical - Strategies/tools are sustainable		
Are achievement targets clearly identified?		
Recommendations:		
Does the assessment cycle specify when assessment will begin?		
Is the assessment cycle appropriate to the program?		
Recommendations:		
Does the curriculum map correctly identify all required courses, including supporting courses and electives?		
Does the curriculum map use the designations I, D, and M?		
Recommendations:		
Action Taken:		
Anticipated WEAVE entry date:		

SLO Committee Acknowledgement:_____Date:_____

SLO Committee Approval 4/11/2011