



**ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
February 10, 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. November 25, 2013
5. **REPORTS**
 - a. FDP: Spring Welcome Back (1/31)
 - b. Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel
6. **ACTION ITEMS**
 - a. Revised SLOs: **CFE 101**, CIS 159, THA 103, VN 109, VN 112
 - b. Revised PLOs: none
 - c. New PLOs: English-Transfer
7. **DISCUSSION ITEMS**
 - a. Weave training
 - b. SLO/PLO assessment section in Curricunet
 - c. SLO/PLO revision of assessment criteria and achievement targets
 - d. FDP proposals for Fall 2014-Spring 2015
 - e. Minor vs. Major SLO/PLO revisions
8. **ADMINISTRATIVE BUSINESS**
 - a. **SLO-Related Events** –
 - 1) FDP: PLO Assessment (2/24/14 7-10 pm in SSV 151)
General Pedagogical Strategies (3/17 /14, 7-10 pm in SSV 151)
Why Grades are Not enough (4/21/14, 7-10 pm in SSV 151),
 - 2) ACCJC Conferences on Degree Qualification Profile Project (2/21, 3/21, 4/4, 5/2 in CSUSB)
9. **OTHER**
 - a. SLO Meeting dates for Spring 2014: 2/10, 2/24, 3/10, 3/24, 4/14, 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
STUDENT LEARNING OUTCOMES MEETING
November 25, 2013
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	David Durost	Dr. Glenn Haller	Wendy Stout
Stacey Adams	Jessica Eaton	Dr. Scott Lee	LaDonna Trimble
Leslie Baker	Luis Enriquez, proxy	Melanie Parker	William Vaughn
Carla Corona	Dr. Irit Gat		
MEMBERS ABSENT		GUESTS PRESENT/EX-OFFICIO MEMBERS	
Kimberly Covell	Diana Keelan	Mark Hoffer	
Dr. Meeta Goel	Dr. Tom O'Neil		

1. **CALL TO ORDER AND ROLL CALL**
 A motion was made and seconded to call the November 25, 2013 SLO Committee Meeting to order at 3:02 p.m. Dr. Fredy Aviles, SLO Faculty Co-Chair, called the meeting to order at 3:02 p.m. Motion carried.

2. **OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**
 Dr. Fredy Aviles announced that the AP&P committee extended their Course Outline of Record (COR) deadline to February 27, 2014. The SLO committee now has two more meetings to approve SLO and PLO revisions and developments.

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

4. **APPROVAL OF MINUTES**
 - a. **October 28, 2013**
 A motion was made and seconded to approve the minutes of the October 28, 2013 Student Learning Outcomes Committee meeting. After a brief moment, it was determined that discussion was not needed. Motion carried.

5. **REPORTS**
 - a. **FDP: Why Grades Are Not Enough (11/18, 7-10 pm, SSV 151)**
 Dr. Aviles reported that the session was poorly attended but had lively discussion as usual. Discussion focused on the inconsistencies of grades across instructors and a case was made for making use of SLOs to address this.

 - b. **Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel**
 No report was given at this time.

6. **ACTION ITEMS**
 - a. **Revised SLOs: ART 230, ATH 100, ATH 102, ATH 102L, ATH 103, ATH 103L, CA 176, CA 221, CFE 107, CFE 111, CFE 116, CFE 122, CFE 211, CIS 113, CIS 121, CIS 123, CIS 141, CIS 145, COMM 109, COMM 217, DA 101, DA 106, DA 107A, DA 107B, DA 107C, DA 108, DA 111, DA 113, DA 115, DA 116, DA 204, ELTE 180, GEOG 101L, KIN 112A, KIN 112B, KIN 113, MATH 070A, MATH 070B, MATH 102A, NF 100, NF 150, NS 121/121 CL, PHIL 110, PHIL 201, PHYS 101, PHYS 102, PHYS 110, PHYS 120, PHYS 211, SPAN 101HL, ~~THA 103~~, WDTO 101, WDTO 115, WDTO 120, DRFT 130, DRFT 240, ENGR 130, ENGR 130L, ENGR 210, and ENGR 210PS**

A motion was made and seconded to approve action item 6a Revised SLOs. Dr. Aviles requested a motion to amend the agenda to include additional SLOs that were recently reviewed and meet all the requirements of a properly written SLO.

A motion was made and seconded to amend the agenda to add DRFT 130, DRFT 240, ENGR 130, ENGR 130L, ENGR 210, and ENGR 210PS. Motion carried with one abstention.

Dr. Aviles also communicated to the committee that the paper SLO revision forms continue to be submitted to the committee, however, the courses noted in bold were submitted through the CurricUNET revision process. After a brief moment it was requested by Carla Corona to remove THA 103 since she has not been given an opportunity to review the final SLO as presented today.

A motion was made and seconded to amend the agenda to exclude THA 103. Motion carried with no abstention.

Additional discussion was not necessary. Motion carried to approve item 6a as amended with 2 opposed.

b. Revised PLOs: none

No comments were made on this item.

c. New course SLOs: AJ 210, ART 136, ENGL 100A, ENGL 100C, ID 240, KIN 100, NS 101A, NS 102A, NS 103A, NS 201A, NS 202A, NS 203A, NS 204A, NS 205A, RADT 205 (CurricUNET)

A motion was made and seconded to approve action item 6c New Course SLOs. After a brief review of each course, the following was noted and action taken:

- ART 136: Mr. Bill Vaughn indicated that the language of the checklist of criteria is evasive. Ms. Leslie Baker asked if it would be helpful to add “used by all faculty.” Dr. Fredy Aviles suggested that this should be left to the faculty to decide as the committee is not tasked with approving rubrics. Motion carried.
- ENGL 100A: Mr. Mark Hoffer was present to discuss the SLOs are presented. Ms. Wendy Stout indicated that a rubric is not noted. Dr. Fredy Aviles indicated that there is currently some inconsistencies in how we review the SLOs and what exactly is required or allowed. These issues need to be ironed out in the future and communicated as the new guidelines. Mr. Bill Vaughn felt that the SLOs are written correctly. Motion carried, 3 opposed.
- ENGL 100C: After a brief review, it was decided that further discussion was not needed. Motion carried, 3 opposed.
- ID 240: After a brief review, it was decided that discussion was not needed. Motion carried.
- KIN 100: After a brief review, a question was asked regarding the assessment method: written exam or project. Mr. Glen Haller indicated that all instructors will assess using those methods. Motion carried.
- NS 101A, NS 102A, NS 103A, NS 201A, NS 202A, NS 203A, NS 204A, NS 205A: After a brief review, it was decided that discussion was not needed. Motion carried.
- RADT 205: After a brief review, it was decided that discussion was not needed. Motion carried.

7. DISCUSSION ITEMS

a. SLO Committee goals (Meeta, Carla)

Ms. Carla Corona presented the revised SLO Committee goals. The input of the committee has been incorporated and additional revision has been done to bring them in line with the committee mission posted to the college website. Ms. Corona indicated that these goals will help to provide consistency with training. Mrs. Stacey Adams suggested that the committee needs to develop an appropriate process that all courses will follow as this issue continues to come up in each meeting. Mr. Bill Vaughn suggested that the conflict is also due in part to the inconsistency in language used to write SLO and PLOs. He suggested that the questions within CurricUNET be revised to allow a multiple-choice answer. Mr. Glenn Haller agreed that multiple-choice answers are appropriate for indicating the assessment method. Dr. Aviles indicated that assessment criteria vary so much between courses that an open-ended question is the only way to allow for that variation. Mrs. Stacey Adams felt the goals were well written. This item will return to the next meeting for final review when Dr. Goel is present.

b. Spring Welcome Back (PPT, SLO/PLO Revision Instructions)

Dr. Fredy Aviles notified the committee that both the PowerPoint presentation and the revision instructions were included in the packet. Also included is the schedule and location of each division presentation. He also notified the committee members that a PowerPoint slide will be added to explain the data entry of newly approved SLOs into Weave. After a brief moment, it was suggested that the language used in the revision document be consistent with the language used in CurricUNET, i.e. Substantial and Non-substantial. Dr. Aviles agreed that a change was necessary and suggested to remove that language completely as it is typically the prevue of the committee representative and the cochair to determine if a change is so substantial that it requires a full committee review. It was also suggested that language be added to explain a change in objectives or content usually suggests that the SLOs be revised or fully reviewed at least. Mr. Glenn Haller agreed to incorporate the suggested revisions and send to the representatives for review.

The committee also reviewed the presentation schedule and room locations. It was noted that the welcome back event is scheduled for January 31, 2014 with this break out workshop running from 1:30p.m. to 3:00p.m. It was suggested that larger rooms be used to accommodate more faculty since the computers labs are not needed for this presentation. Dr. Aviles will be attending the Math, Science and Engineering division meeting to provide assistance if needed as Mr. Luis Enriquez is a new member of the committee.

c. OO/SLO/PLO assessment cycle

Dr. Fredy Aviles announced the new assessment cycle will be an annual cycle and will be starting this year. Within Weave, a dialogue box is available to indicate whether the data was collected for Fall or Spring but either way the data only needs to be entered once per academic year with all student data. He continued to explain that if the class is offered then data needs to be collected and entered, however this no longer has to be done each semester rather all data collected and entered once. Ms. Wendy Stout brought to the committee's attention that once the course is accessed by one instructor and data is entered, that course is no longer available for a second instructor to access and update. Dr. Aviles suggested that she speak with Dr. Goel to see if this access issue had anything to do with her specific account or if it were truly a Weave issue.

d. Fall 2014-Spring 2015 SLO committee FPD

Dr. Fredy Aviles notified the committee of the upcoming FPD deadline of February 28, 2014. In the past he has presented faculty professional development events on the use of Weave and requirements of this committee but suggested that each member of the committee consider presenting a training in spring.

e. Weave training

A motion was made and seconded to table item 7e, Weave training. Motion carried.

8. ADMINISTRATIVE BUSINESS

a. SLO-Related Events – Spring Welcome Back (1/31, See handout for breakout session locations) (attachment)

9. OTHER

a. SLO Meeting dates for Spring 2014: 2/10, 2/24, 3/10, 3/24, 4/14, 4/28, 5/12

10. ADJOURNMENT

A motion was made and seconded to adjourn the November 25, 2013 Student Learning Outcomes Committee meeting at 4:32p.m. Dr. Aviles asked the committee members to check their emails in the weeks leading up to Welcome Back as the presentation and instructions will be sent. Motion carried.

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STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: CIS 159

COURSE TITLE: SUSE Linux Server Administration

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2		1. Setup a SuSE Linux Enterprise Server and setup directory structure. Using YAST/YAST2 and CLI, setup security, create groups, user access and accounts.	Success will be measured with hands-on labs with instructor evaluation and written exam. The achievement target is that 70% of students achieve 70% or higher on the assessment.	
2		2. Manage Software updates from Novell/OPENSUSE using YAST to update NOS. Demonstrate the proper installation of II updates including RPM packages.	Success will be measured with hands-on labs with instructor evaluation and written exam. The achievement target is that 70% of students achieve 70% or higher on the assessment.	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: THA 103

COURSE TITLE: Intro to Stage Lighting

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
1,2,3,4 +		Identify and learn safety techniques for equipment used to light a theatrical stage. This includes, but is not limited to, fundamentals of electricity, stage lighting instruments, cables, connectors, dimmers, control boards, and color media.	Participation in lab activities, worksheets, written exam. At least 80% of the students will receive an 80% or better.	Review began as part of the instructional assessment cycle. Revision of SLO to align more concretely with COR. Methods are clarified. +
1,2,3,4 +		Interpret and implement a theatrical lighting plot. Identify the style of lighting design and compare with other lighting design styles.	Participation in lab activities, worksheets, written exam. At least 80% of the students will receive an 80% or better.	Review began as part of the instructional assessment cycle. Revision of SLO to align more concretely with COR. Methods are clarified. +
1,2,3,4 +		Problem solve and troubleshoot situations while implementing and referring to a theatrical stage lighting plot, including, but not limited to, electrical issues, circuiting problems, and light board programming and operation.	Participation in lab activities, worksheets, written exam. At least 80% of the students will receive an 80% or better.	Review began as part of the instructional assessment cycle. Revision of SLO to align more concretely with COR. Methods are clarified. Review began as part of +
1,2,3,4 +		Develop, identify, and research processes for creating different lighting effects for the theatrical stage.	Create a lighting morgue (journal/portfolio of lighting effects) and accompanying worksheets, participation in lab activities. At least 80% of the students will receive an 80% or better.	Review began as part of the instructional assessment cycle. Revision of SLO to align more concretely with COR. Methods are clarified. Review began as part of +

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: VN 109

COURSE TITLE: Fundamentals of Patient Care for Vocational Nursing

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
4	1	Demonstrate basic nursing skills for the hospitalized geriatric medical surgical patient to promote self care.	Pre-clinical exam and practicum. (75% of students will score 70% or greater) Summative clinical evaluation. (75% of students will pass the evaluation)	Achievement targets added.

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: VN 112

COURSE TITLE: Nursing to Promote Self Care Agency in the Adult

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
4		Demonstrate advanced nursing skills to promote self care in the hospitalized medical/surgical patient.	Summative clinical evaluation. (75% of students will pass the evaluation.) Cumulative examination (75% of students will score 79% or greater on the written exam)	Achievement targets added.

SLO Committee Acknowledgement _____ Date: _____

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

English Program Learning Outcomes for English (Transfer)

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Submit a signed copy of this form to the SLO committee mailbox.

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

If this is an instructional program, a curriculum map must be completed. All programs must attach a proposed cycle of assessment.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1, 2, 4	PLO #1 - Students in program courses will enter and participate in the academic community by first understanding the impact of professional discourse, the role of rhetoric, and the function of research.	Data from SLO #1 will be collected from program courses. The achievement target is that 70% of students will meet PLO #1.
1, 2, 4, 5	PLO #2 - Students in program courses will demonstrate the ability to access, read, interpret, analyze, and evaluate textual materials across traditions, genres, and media, with critical attention to both diversity and complexity.	Data from SLO #2 will be collected from program courses. The achievement target is that 70% of students will meet PLO #2.
1, 2, 3, 4, 5, 6	PLO #3 - Students in program courses will develop both an awareness of different audiences and the persuasive skills needed to deliver effective arguments and verbal presentations.	Data from SLO #3 will be collected from program courses. The achievement target is that 70% of students will meet PLO #3.

Area Dean Approval: _____ Date: _____ SLO Committee Approval: _____ Date: _____

