



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING**

**November 26, 2012
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 12, 2012**
- 5. REPORTS**
 - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – A. Zentner**
 - b. SLOs/PLOs: Lessons Learned- Thursday, November 15, 2012**
- 6. ACTION ITEMS**
 - a. Geog 110 SLOs**
 - b. THA AA-T Degree PLOs**
 - c. Administration of Justice AS-T Degree PLOs**
 - d. THA Associate in Arts Degree**
 - e. Art History AA-T**
 - f. Music AA-T**
 - g. Business Administration AS-T**
 - g. PLO Revision Form**
 - h. PLO Action Plan Form**
 - i. Operational Outcomes**
- 7. DISCUSSION ITEMS**
 - a. OO Review Plan**
 - b. Outcome Assessment (OA) Deadlines Fall 2012 and Spring 2013**
 - c. OA Jump Start & 30 Minute Refreshers**
 - d. OA Video and Directions**
 - e. ILO Assessment Results**
 - f. Rubric for Assessing SLOs, PLOS and OOs (attachment)**
- 8. ADMINISTRATIVE BUSINESS**
 - a. SLO-Related Events - None**
- 9. OTHER**
 - a. Revised SLOs: none**
 - b. Revised PLOs: none**
 - c. SLO Meeting dates for Spring 2013: Feb. 11, Feb. 25, March 11, March 25, April 8, April 22, May 13**
- 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 26, 2012
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 3:09 pm**
The November 26, 2012 Student Learning Outcomes was called to order at 3:09 p.m. by Dr. Fredy Aviles, Chair.

MEMBERS PRESENT

Dr. Fredy Aviles, Chair
Aeron Zentner
Carolyn Burrell
Dr. Robert Harris
Stacey Adams
Dr. Bassam Salameh
Kim Covell

Dr. Irit Gat
Dr. Tom O'Neil
Wendy Stout
William Vaughn
Yvette Cruzalegui
Willard Howard
Leslie Baker

MEMBERS ABSENT

Dr. Glenn Haller

GUESTS

Dr. Berkley Price
Rae Agahari

- 2. OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**
Dr. Fredy Aviles asked members to limit agenda items to five minutes due to the heavy agenda.
- 3. OPEN COMMENTS FROM THE PUBLIC**
None.
- 4. APPROVAL OF MINUTES**
 - a. November 12, 2012**
A motion was made and seconded to approved the minutes of the November 12, 2012 Student Learning Outcomes Committee Meeting.
Motion carried.
- 5. REPORTS**
 - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – A. Zentner**
None.
 - b. SLOs/PLOs: Lessons Learned- Thursday, November 15, 2012**
Dr. Fredy Aviles stated that the November 15, 2012 SLOs/PLOs: Lessons Learned activity was poorly attended but good discussion was made.
- 6. ACTION ITEMS**
 - a. Geog 110 SLOs**
Item tabled.
 - b. THA AA-T Degree PLOs**
A motion made and seconded to approve the THA AA-T Degree PLOs.
Motion carried.
 - c. Administration of Justice AS-T Degree PLOs**
A motion was made and seconded to approve the corrected version of the Justice AS-T Degree PLOs.
Motion carried.

d. THA Associate in Arts Degree

*A motion made and seconded to approve the THA Associate in Arts Degree.
Motion carried.*

e. Art History AA-T Degree PLO

*A motion made and seconded to approve the Art History AAT.
Motion carried.*

f. Music AA-T

*A motion made and seconded to approve the Music AA-T.
Motion carried*

g. Business Administration AS-T

*A motion made and seconded to approve the Business Administration AS-T.
One (1) nay. One (1) abstention.
Motion carried.*

h. PLO Revision Form

*A motion made and seconded to approve the PLO Revision Form and put on SLO website.
Motion carried.*

i. PLO Action Plan Form

*A motion made and seconded to approve the PLO Action Plan Form and put on SLO website.
Motion carried.*

i. Operational Outcomes

*A motion made and seconded allowing the SLO Committee to review OOs and OO procedures and make changes to language.
Motion carried.*

7. DISCUSSION ITEMS

a. OO Review Plan

Mr. Aeron Zentner stated the OO Review Plan is complete, and cover letters will go out for revisions this week, to be signed off by appropriate Dean and then forwarded to the Student Learning Outcomes (SLO) Committee. Mr. Zentner stated faculty must be present for presentation to the SLO committee.

b. Outcome Assessment (OA) Deadlines Fall 2012 and Spring 2013

Mr. Aeron Zentner stated his is sending out a mass email announcing the deadline to submit grades; information will be updated in WEAVE accordingly.

c. OA Jump Start & 30 Minute Refreshers

Mr. Aeron Zentner explained his plan of action for three (3) weeks of data days, where faculty and staff utilize computers in his office to enter data. Step-by-step directions were created and distributed via email on a weekly basis as reminders. Mr. Zentner placed invitations in faculty mailboxes to participate in data entry for SLOs, and promotion of data days and training.

During Intersession, Mr. Zentner plans to develop a video tutorial online as a tool to guide participants through WEAVEOnline, and how to enter findings and action plans.

d. OA Video and Directions

e. ILO Assessment Results

f. Rubric for Assessing SLOs, PLOS and OOs (attachment)

Dr. Fredy Aviles presented the existing rubrics for assessing SLOs and SLOs. He said the SLO assessment rubric is acceptable. He also noted that necessary assessment criteria was not included in the PLO assessment rubric.

Mr. Aeron Zentner mentioned that he will attach this to the form. He also said he would develop an OO assessment rubric that uses the same elements for review.

Approved: February 25, 2013 Student Learning Outcomes Committee Meeting

8. ADMINISTRATIVE BUSINESS

a. SLO-Related Events – None.

9. OTHER

a. Revised SLOs: None.

b. Revised PLOs: None.

c. SLO Meeting dates for Spring 2013: Feb. 11, Feb. 25, March 11, March 25, April 8, April 22, May 13

Dr. Fredy Aviles informed members to read email for a potential meeting during intersession. Dr. Aviles also encouraged members to attend Spring Welcome Back.

10. ADJOURNMENT

The November 26, 2012 Student Learning Outcomes Committee Meeting was adjourned at 4:20 p.m. by Dr. Fredy Aviles, Chair.

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.

Approved: February 25, 2013 Student Learning Outcomes Committee Meeting

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

For assistance, please contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Theatre Arts AA-T Degree (transfer)

<p>Institutional Learning Outcomes</p>	<ol style="list-style-type: none"> 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.
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Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

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

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

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
1,2,3,4,5,6	Students will develop an understanding of theatre concepts, elements, and terminology.	Grading of specific questions (multiple choice or short answer) embedded into the final exam in THA 101. Achievement target is that 70% of all students assessed score 70% or higher on the final exam.
1,2,3,4,5,6	Students will collaborate with others in the production of theatrical works.	Assessment of skills exhibited in a Theatre Arts Department production (THA 120 or THA 121). Achievement target is that 70% of all students assessed score 70% or higher when graded with a faculty developed rubric.
1,2,4	Students will apply critical thinking skills by researching, analyzing, and interpreting dramatic literature and the theatre arts.	Assessment of skills exhibited in a final project in THA 102, 103, 110 or 125. The achievement target is that 70% of all students assessed score 70% or higher when graded with a faculty developed rubric.

Area Dean Approval: _____

Date: _____

SLO Committee Approval: _____

Date: _____

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Administration of Justice AS-T

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) each Program Learning Outcome will support.

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

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

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

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
4	Properly interpret industry standards related to an individual's rights against illegal searches and seizures, self-incrimination, legal representation, and due process of the law.	Grading of final exam in AJ101, AJ102, or AJ103. A grade standard of 70% of the students receiving a grade of 70% or greater will be considered as meeting this PLO.
2	Analyze and evaluate crime scenes, identify unique criminal components, then properly collect, preserve, and document evidence.	Grading of final project in AJ 205. A grade standard of 70% of the students receiving a grade of 70% or greater will be considered as meeting this PLO.
4	Identify and apply the individual components of the criminal justice system to a newly arrested offender.	Grading of final exam in AJ101, AJ102, AJ103, or AJ205. A grade standard of 70% of the students receiving a grade of 70% or greater will be considered as meeting this PLO.

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

Use contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox.

See Sample PLO and Assessment page if you need additional guidance.

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Theatre Arts Associate in Arts

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) each Program Learning Outcome will support.

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

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

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
1,2,3,4,5,6	Students will develop an understanding of theatre concepts, elements, and terminology.	Grading of specific questions (multiple choice or short answer) embedded into the final exam in THA 101. Achievement target is that 70% of all students assessed score 70% or higher on the final exam.
1,2,3,4,5,6	Students will collaborate with others in the production of theatrical works.	Assessment of skills exhibited in a Theatre Arts Department production (THA 120 or THA 121). Achievement target is that 70% of all students assessed score 70% or higher when graded with a faculty developed rubric.
1,2,4	Analyze and interpret plays and performance in acting and technical areas.	Assessment of skills exhibited in a final project in THA 102, 103, 110 or 125. The achievement target is that 70% of all students assessed score 70% or higher when graded with a faculty developed rubric.

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

This informational file must be completed and submitted when PLOs for your program are developed. See examples posted in the **PLO Sample File for additional guidance when completing your program information.**

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

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Instructions:

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Program Assessment Cycle:

Document the expected assessment cycle for your program. See **Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. See **Curriculum Map Samples #1 and 2 if you need additional guidance.**

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Art History AA-T

Date Submitted: _____

<p>Institutional Learning Outcomes</p>	<ol style="list-style-type: none"> 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.
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Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

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

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

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
2,3,5	Student will recognize major monuments and understand characteristics of art from various time periods and cultures in the world.	Standardized questions embedded in the exams of ART 101, ART 102 and ART 103. Achievement target: 75% of all students assessed will score 75% or above.
1,2,4	Student will be able to visually analyze works of art and use appropriate art historical terminologies to demonstrate critical thinking in verbal, written, and visual communication.	Essay questions in ART 101, ART 102 & ART 103 graded with a faculty-developed rubric. Achievement target: 70% of all students assessed will score 70% or above.
1,2,3	Student will develop understanding and appreciation of the creative processes in art making.	Portfolio of projects in ART 110 graded with a faculty-developed rubric. Achievement target: 80% of ART 110 students will score 70% or better.

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

PROGRAM NAME		ART HISTORY AA-T				
DIVISION		VISUAL AND PERFORMING ARTS				
DEPARTMENT		ART				
DATE APPROVED						
DEGREE		<input checked="" type="checkbox"/>				
CERTIFICATE		<input type="checkbox"/>				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<input checked="" type="checkbox"/>	ART 101	D, M	D	I		
<input checked="" type="checkbox"/>	ART 102	D, M	D	I		
<input checked="" type="checkbox"/>	ART 110	I	I	I		
<input type="checkbox"/>	List A; 3 units:					
<input type="checkbox"/>	ART 103	D,M	D	I		
<input type="checkbox"/>	List B; 3 units:					
<input type="checkbox"/>	ART 145	I	I	D		
<input type="checkbox"/>	ART 150	I	I	D		
<input type="checkbox"/>	ART 216	I	I	D		
<input type="checkbox"/>	ART 121	I	I	D		
<input type="checkbox"/>	ART 132	I	I	D		
<input type="checkbox"/>	ART 131	I	I	D		
<input type="checkbox"/>	ART 213	I	I	D		
<input type="checkbox"/>	List C: 3-5 units					
<input type="checkbox"/>	ART 104	D, M	D	D		
<input type="checkbox"/>	DA 101	I	I	I		
<input type="checkbox"/>	Music 101	I	I	I		
<input type="checkbox"/>	THA 101	I	I	I		
<input type="checkbox"/>	PHOT 101	I	I	I		
<input type="checkbox"/>	HIST 115	I	I	I		
<input type="checkbox"/>	FREN 101	I	I	I		
<input type="checkbox"/>	GER 101	I	I	I		
<input type="checkbox"/>	PHIL 108	I	I	I		
<input type="checkbox"/>	FTV 203	I	I	I		
<input type="checkbox"/>	ANTH 102	I	I	I		
<input type="checkbox"/>	POLS 202	I	I	I		
<input type="checkbox"/>	COMM 217	I	I	I		
<input type="checkbox"/>	HIST 101	I	I	I		
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Music AA-T

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) each Program Learning Outcome will support.

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

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

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
1,2,3,4,5	1. Students will perform as soloist and in ensemble with the technical skills that produce artistic expression.	Students will be assessed on their 4th semester recital for MUS 292 and on their final ensemble performance using a faculty developed rubric. 90% of students will score 70% or higher.
1,2,4	2. Students will demonstrate command of the organizing principles of music through written analysis and composition.	Students will be assessed on their final original compositions for MUS 251B using a faculty developed rubric. 90% of students will score 70% or higher.
1,2,4	3. Students will demonstrate advanced skills in aural analysis and dictation, and music reading.	Students will be assessed on their aural skills through the dictation portion of the final examination for MUS 253B. 90% of students will score 70% or higher.
1,2,4	4. Students will demonstrate advanced skills (such as sight transposition and the performance of prepared piano literature) in keyboard musicianship.	Students will be assessed on their keyboard skills through their final performance examination for MUS 255B or on an equivalent proficiency exam using a faculty developed rubric. 90% of students will score 70% or higher.
1,2,4	5. Students will be prepared for the required music placement exams associated with transferring to a four year program.	Students will be assessed based on their completion of all required courses for the Music AA-T degree and timely transfer. 75% of transferring students that share this information will have been placed in upper division courses in both Music Theory and Musicianship and for their Applied Instrument or Voice.

PROGRAM NAME		Music AA-T				
DIVISION		VAPA				
DEPARTMENT		Music				
DATE APPROVED						
DEGREE		<input checked="" type="checkbox"/>				
CERTIFICATE		<input type="checkbox"/>				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<input type="checkbox"/>	MUS 101		I	I		I
<input type="checkbox"/>	MUS 105		I	I		I
<input checked="" type="checkbox"/>	MUS 111		I	I	I	I
<input type="checkbox"/>	MUS 121	I		I		I
<input type="checkbox"/>	MUS 126	I		I		I
<input checked="" type="checkbox"/>	MUS 131	I		D	I	I
<input checked="" type="checkbox"/>	MUS 132	D		D	D	D
<input type="checkbox"/>	MUS 142	D		D		D
<input checked="" type="checkbox"/>	MUS 151		D	D	D	D
<input checked="" type="checkbox"/>	MUS 153		D	D	D	D
<input checked="" type="checkbox"/>	MUS 160	D,M		D		D,M
<input type="checkbox"/>	MUS 165	D,M		D		D,M
<input checked="" type="checkbox"/>	MUS 166	D		D		D
<input checked="" type="checkbox"/>	MUS 167	M		D		M
<input type="checkbox"/>	MUS 170	D		D		D
<input type="checkbox"/>	MUS 171	D,M		D		D,M
<input checked="" type="checkbox"/>	MUS 181	D,M		D		D,M
<input checked="" type="checkbox"/>	MUS 183	D,M		D		D,M
<input checked="" type="checkbox"/>	MUS 185	D,M		D		D,M
<input type="checkbox"/>	MUS 186	D		D		D,M
<input type="checkbox"/>	MUS 191	D		D		D
<input type="checkbox"/>	MUS 231	D		D	D	D
<input type="checkbox"/>	MUS 232	D		D	M	M
<input checked="" type="checkbox"/>	MUS 251A		D	D	D	D
<input checked="" type="checkbox"/>	MUS 251B		M	D	D	M
<input checked="" type="checkbox"/>	MUS 253A	D	D	D	D	D
<input checked="" type="checkbox"/>	MUS 253B	D	D	M	D	M
<input checked="" type="checkbox"/>	MUS 255A	D		D	D	D
<input checked="" type="checkbox"/>	MUS 255B	D		D	M	M
<input checked="" type="checkbox"/>	MUS 260	D,M		D		D,M
<input checked="" type="checkbox"/>	MUS 266	D,M		D		D,M
<input type="checkbox"/>	MUS 270	D,M		D		D,M
<input checked="" type="checkbox"/>	MUS 291	D,M	D	D	D,M	D,M
<input checked="" type="checkbox"/>	MUS 292	D,M	D	D	D,M	D,M

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Business Administration AS-T

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) each Program Learning Outcome will support.

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

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

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
2, 4, 5	Understand and apply ethics to effectively operate as a business manager within the global business environment.	Scoring of a comprehensive case study in BUS 101. A score of 70% or higher will be considered as meeting the PLO. The achievement target is that 75% of all students assessed will have met the PLO.
2, 4	Prepare and analyze basic financial statements, financial ratios, and tax forms to assess opportunities and risks for the purpose of formulating and implementing business strategies.	Scoring of a comprehensive problem demonstrating the full accounting cycle in ACCT 201. A score of 70% or higher will be considered as meeting the PLO. The achievement target is that 75% of all students assessed will have met the PLO.
2, 4, 5	Demonstrate written, verbal, and nonverbal communication skills required for the workplace, including the effective use of appropriate technologies, written reports, and formal presentations.	Scoring of a comprehensive project in BUS 113 or BUS 101. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 75% of all students assessed will have met the PLO.
2, 4	Understand and analyze the legal and social environment of business, in particular civil and criminal law, consumer protection, contracts, employment and personal property rights.	Scoring of written exam questions in BUS 201. A score of 70% or higher will be considered as meeting the PLO. The achievement target is that 75% of all students assessed will have met the PLO.
2, 4, 5	Understand and apply economic theory and policy, including supply and demand and market equilibrium, the American banking system, and the Federal Reserve System.	Scoring of exam questions in ECON 101 or ECON 102. A score of 70% or higher will be considered as meeting the PLO. The achievement target is that 75% of all students assessed will have met the PLO.

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

Use contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

PROGRAM LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

Program:

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome. *Submit a signed copy of this form to the SLO Committee mailbox. If this is an instructional program, a curriculum map must be attached. All programs must attach a proposed cycle of assessment.*

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.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE

PLO Action Plan Documentation - Date of Discussion: _____

Program being studied: _____

Div/Dept: _____ / _____

PLO(s) being discussed: _____

Semester(s) assessment data was collected: _____

Instructors involved in discussion and analysis:

What is discussion and analysis of this data telling you? Provide a summary of the conversation leading to the action plan.

Data Analysis:

This page mirrors the information required by WEAVEonline.

1. Write a brief description of the action plan.

2-Indicate the plan's implementation status:

Planned: _____ In-Progress: _____ Finished: _____ On Hold: _____ Terminated: _____

3- Choose a projected completion date for the action plan: _____

4- Write an implementation description. (How will the action plan be set in motion? What is required to complete the action plan?):

5-Set a priority level for the plan: High: _____ Medium: _____ Low: _____

6- Indicate the person or group who will implement the action plan: _____

7-Indicate any physical or financial resources needed: _____

8-Indicate a requested budget amount, if any: _____

9- Should the plan be kept active within current cycle of WEAVEonline? Yes: _____ No: _____

When completed, please post this form in WEAVEonline's Document Repository for the course(s) analyzed during this discussion.

Student Learning Outcomes Committee
Operational Outcomes Procedure

The Student Learning Outcomes committee will handle operational outcomes (OOs) the same way it handles student learning outcomes (SLOs) and program learning outcomes (PLOs). The SLO committee will review operational outcomes in the following way:

- 1) The designated person will fill out the operational outcomes form located on the SLO committee website
- 2) The designated person shall submit a completed electronic version of the operational outcome form and a signed paper copy to the SLO committee co-chair.
- 3) The operational outcomes will be reviewed by the SLO committee during regularly scheduled meetings.
- 4) The SLO committee will vote in order to decide whether or not to approve the operational outcomes. A simple majority is needed for approval.

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:	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations:		
Is there an assessment tool identified?	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations:		
Are the SLOs written as outcomes rather than as objectives: <ul style="list-style-type: none"> • 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. 	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations:		
Are the SLOs appropriate? <ul style="list-style-type: none"> • Is consistent with the COR or relevant source document. • Represents collegiate-level work. 	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations:		
Will students understand the SLOs?	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations:		
Are ILOs identified for each SLO?	<input type="checkbox"/>	<input type="checkbox"/>

Approved by SLO Committee Co-Chair: _____ Date: _____

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? <ul style="list-style-type: none"> - 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? <ul style="list-style-type: none"> - 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: _____